The Reality of Teaching Practices of the Faculty Members at the Islamic University of Madinah under Conditions of the Pandemic of Coronavirus (COVID-19)

Abdullah AbdulMuhsen Alharbi

Associate Professor in Curriculum and Instruction
Department of education - Islamic University of Madinah
٣binrobeiq@gmail.com

Abstract:

This study aimed at investigating the reality of teaching practices for the faculty members; at the Islamic University of Madinah; under conditions of the pandemic of Coronavirus (COVID-19) during the second term 2020. The study used a descriptive approach as a method. The tool of collecting data was a questionnaire consisted of 33 items covered four dimensions: teaching environment, styles and methods of teaching, methods of evaluating students, and obstacles to teaching online. The questionnaire was distributed randomly and responded by 185 faculty members of all university colleges. The study also utilized descriptive, and ANOVA test statistics to obtain its results. The study results revealed that all faculty members at Islamic university on the whole dimensions of teaching practices were in a high degree (M = 3.65 , SD = .48174). The study also compared participants according to their colleges they teach in. There are statistically significant differences in teaching practices among teaching staff at Islamic university due to the college they teach in it (Sig. = .000). Finally, the study presented many recommendations dependently on its results.

Keywords: COVID-19 , Pandemic , teaching practices , teaching online , higher education.

واقع الممارسات التدريسية لأعضاء هيئة التدريس بالجامعة الإسلامية بالمدينة المنورة في ظل ظروف جائحة فيروس كورونا (كوفيد -١٩)

عبدالله بن عبد المحسن الحربي[١]

المستخلص:

هدفت هذه الدراسة إلى التعرف على واقع الممارسات التدريسية لأعضاء هيئة التدريس في الجامعة الإسلامية بالمدينة المنورة في ظل ظروف جائحة فيروس كورونا (COVID–١٩) خلال الفصل الدراسي الثاني ٢٠٢٠م. استخدمت الدراسة المنهج الوصفي كأسلوب لها. وكانت أداة جمع البيانات عبارة عن استبيان مكون من ٣٣ فقرة غطت أربعة أبعاد: بيئة التدريس ، وأساليب وطرق التدريس ، وطرق تقويم الطلاب ، والعقبات التي تعترض التدريس عبر الإنترنت. وزعت الاستبانة عشوائيًا على مجتمع الدراسة وأجاب عليها ١٨٥ عضو هيئة تدريس من جميع كليات الجامعة. استخدمت الدراسة الإحصائيات الوصفية واختبار ANOVA للحصول على نتائجها. أظهرت نتائج الدراسة أن جميع أعضاء هيئة التدريس في الجامعة الإسلامية في الأبعاد الكلية لممارسات التدريس كانوا على درجة عالية (M = ٣,٦٥, SD =.٤٨١٧٤) كما قارنت الدراسة بين المشاركين وفقًا للمعهد او الكلية التي يدرسون بها. وقد أشارت النتائج إلى وجود فروق ذات دلالة إحصائية في ممارسات التدريس بين أعضاء هيئة التدريس بالجامعة الإسلامية تعزى إلى الكلية التي يدرسونها فيها (Sig. = ٠٠٠.). وقدمت الدراسة العديد من التوصيات بالاعتماد على نتائجها.

الكلمات المفتاحية: COVID-١٩، الوباء، ممارسات التدريس، التدريس عبر الإنترنت، التعليم العالي.

(١) أستاذ المناهج وطرق التدريس المشارك – قسم التربية، الجامعة الإسلامية بالمدينة المنورة، binrobeiq@gmail.com

Introduction:

There is no doubt that the world's developments in the field of e-learning have imposed a new reality on the majority of educational institutions in general. Universities, in particular, and higher education institutions have become responsible for everyone to qualify individuals, raise their efficiency, and graduate individuals who can deal with technological innovations and contribute to society's advancement. The requirements and needs imposed on us by the current era make e-learning a strategic option.

Many international universities and colleges have established centers for e-learning and its technologies. So that through them, the parties to the educational process (faculty member – student) can be helped to assume their responsibilities towards their personal and professional development. These centers help improve performance because of these centers' ability to link modern technological resources such as the Internet and electronic courses and between traditional learning tools such as books, articles, and audio-visual aids to serve the educational and teaching process.

The new Corona pandemic (COVID-19), which is considered a health crisis that affected the entire world and led to the cessation of life in all fields. As a result of home quarantine and social distancing imposed as precautionary measures to prevent the spread of this pandemic. As a result of these measures adopted by countries on all institutions in general and educational institutions in particular, In such circumstances, and in order to deal with the data of this crisis, it was necessary to close schools, universities and institutes, move towards electronic education and exploit the latest applications to continue the curricula prescribed through the electronic educational platforms.

Fortunately, the Islamic University of Medina has already established an excellent electronic infrastructure to cope with such a pandemic. The Islamic University has a Deanship of Distance Learning and a Deanship of Information Technology and has a subscription to the Blackboard system through its electronic distance learning system, which is called (Zedni). The faculty

members have essential role to utilize this electronic equipment effectively in their teaching practices especially during this pandemic (COVID-19). So , the university has directed its faculty members to use the electronic system for distance learning to teach students when students stop attending the university due to the Coronavirus conditions during the second semester 2019-2020. Despite the results of a previous study revealed that the study sample's evaluation of the effectiveness of e-learning in light of the spread of the Corona virus , from their viewpoint , was moderate (Abu Shkheidem , Khawla , Khalilah , Al-Amad , & Shadid , 2020 , p. 366) , This study discovered the reality of faculty members' teaching practices at the Islamic University under the circumstances of this unusual pandemic where different equipment and different learning environments.

Statement of the research problem and questions:

The Islamic University of Madinah is considered one of the most important educational institutions due to its global scientific and knowledge nature. It is one of the largest educational institutions in the Kingdom of Saudi Arabia , a pioneer in the field of modernization and development that supports e-learning technologies and its use in the educational process. Considering the actual need to use it due to the spread of the global Corona pandemic (covid19) , the Islamic University was keen to take the initiative and employ it to achieve the goals of the educational process. Based on the previous , this study sought to identify the reality of the teaching practices of the teaching staff of the Islamic University in light of the spread of the Corona pandemic through the use of e-learning techniques and employing its mechanisms to continue the educational process remotely and complete the educational and teaching curricula , and this prompted us to ask the following question:

- What is the reality of teaching practices used by the Islamic University of Madinah's faculty members considering the conditions of the Coronavirus (COVID-19) pandemic?

The following sub-questions can be stemmed from the above question:

1. What is the degree of using the Islamic University faculty members for electronic programs and applications via the Internet in their teaching practices during the pandemic of the Coronavirus (COVID-19)?

2. How well equipped is the teaching environment at the Islamic University for virtual teaching at the time of the pandemic?

3. What are the teaching methods used by the faculty members of the Islamic University of Madinah for their students online during the pandemic of the Coronavirus (COVID 19)?

4. What evaluation methods did faculty members of the Islamic University of Madinah use for their students online during the Corona Virus (COVID-19) pandemic?

5. What are the obstacles of virtual teaching at Islamic university during the COVID-19 pandemic/2nd term 2020?

6. Are there statistically significant differences in the teaching practices between the faculty members due to the college they teach in it?

Objectives of the study:

This research aims to:

1. Recognize the teaching practices used by the faculty members of the Islamic University of Madinah during the Coronavirus (COVID-19) pandemic.

2. Determine the electronic programs used by the faculty members of the Islamic University of Madinah for their students online during the pandemic of the Coronavirus (COVID-19).

3. Investigate teaching methods used by the faculty members of the Islamic University of Madinah for their students online during the pandemic of the Coronavirus (COVID-19).

4. Determine the and evaluation methods used by the faculty members of the Islamic University of Madinah for their students online during the pandemic of the Coronavirus (COVID–19).

5. Investigate statistically significant differences in teaching practices among faculty members due to their colleges they teach in.

The significance of the study:

This research studied the threats of Coronavirus pandemic (COVID–19) on the mission-critical functions of a university teaching. Islamic university and other universities need to prepare their future facilities to carry on their academic mission through the sudden events such as COVID–19. This research is also crucial in evaluating the current abilities and skills of the university faculty members and students in using technological applications through teaching and learning. It is crucial to plan the need for training programs for faculty members in utilizing technological facilities, teaching methods, and evaluation methods. This research can present a group of emerging recommendations from a scientific study contributing to the evaluation of the problems that may be experienced by Islamic university Staff as a possible result of the outbreak of the emerging coronavirus.

The terminology of study:

Coronaviruses "COVID–19", is a broad group of viruses that include viruses that can cause a group of illnesses in humans, ranging from the common cold to severe acute respiratory syndrome. The viruses of this group cause many animal diseases. The coronavirus that causes respiratory syndrome in the Middle East. This unique strain of Coronavirus has not been previously identified in humans. There is minimal information available on the transmission, severity, and clinical impact of this virus. (Filali, 2020)

Pandemic: pandemic, as defined by (W.Qiu, Rutherford, Mao, & Chu, 2017), is commonly taken to refer to a widespread epidemic of

contagious disease throughout the whole of a country or one or more continents at the same time. The internationally accepted definition of a pandemic is " an epidemic occurring worldwide , or over an extensive area , crossing international boundaries and usually affecting many people."

Teaching practices are the specific actions and discourse that occur within a lecture and that physically enact the approach and strategy. They are what teachers or faculty members think , do , and say in their lectures. What is meant by teaching practices in this study , are: the use of web software in teaching students on the internet , the methods of teaching faculty members used online during COVID-19 pandemic , and methods of evaluating students during the closure of COVID-19 pandemic. (Westbrook , et al. , 2013)

Limitations of the study:

- This study was applied at the end of the second term in the 2019/2020 academic year.

- The targets of the research were all Faculty members at all colleges of the Islamic University of Madinah.

- The research investigated the electronic programs , teaching methods , and evaluation methods used by the faculty members of the Islamic University of Madinah for their students online during the pandemic of the Coronavirus (COVID-19).

- The research also investigated the obstacles of teaching online.

Review of literature:

Although a strong effort was made to obtain the largest possible number of researches related to the topic of the current study , the research process did not result in only a small number of relevant researches. The reason for this may be due to the novelty of the subject of the current study. The

previous studies have been divided into some sub-topics that cover in their entirety the dimensions of this study. It helped to complete the answer to most of its questions, and below we reviewed previous studies according to the following sub-topics:

The Role of universities in pandemic threats:

The study reviewed a few previous studies that discussed the role of the universities in pandemic threats, including COVID-19 Pandemic, like the following:

A research conducted by (Gordon, 2010)aimed at investigating the ability of universities to continue their teaching and educational mission by offering classes in a distance environment, completely un-centralized, away from the traditional centralized campus. The results indicated that universities were not fully prepared to continue teaching in a pandemic event. Another study conducted by (Chapman & Errecaborde, 2016) aimed at examining the dynamics of university networks, drawing on the experience of one regional and four country-level networks in South East Asia, which were created to promote better national preparation and response to pandemic threats. Findings revealed that university efforts to work through networks are a source of considerable controversy as they push institutions and individuals into new roles and often conflict with existing institution-level incentive systems. Stadtländer (2017) conducted a research that aimed at determining (a) how undergraduate students perceive influenza as a risk in light of risk information communicated by authoritative bodies; (b) where they seek advice and access educational information about influenza and methods of flu protection; (c) what attitudes they hold towards influenza and vaccination; and (d) when and why they engage in risk response behavior? This study suggests a need for a stronger focus of influenza education on undergraduate students by considering the needs and wants of these young adults. Numerous suggestions were made for how authorities, especially the university, can play here a more vital role. (Basilaia &

Kvavadze, 2020) studied the capacities of the country and its population to continue the education process at the schools in the online form of distance learning, study reviews the different available platforms. It indicates the ones that were used by the support of the government, such as online portal, TV School and Microsoft teams for public schools and the alternatives like Zoom, Slack and Google Meet, EduPage platform that can be used for online education and live communication and gives examples of their usage. The results revealed that universities in many counties had not found ways of transition yet.

Summarizing the results of previous studies on this topic, we find that they made it clear that universities are not fully prepared for such a pandemic. It did not find the best way to shift from traditional education to virtual education due to problems such as providing internet connection and being efficient in dealing with it by students and teachers. These studies confirmed the necessity of finding a decisive role for universities in facing the Corona pandemic threats and other pandemics.

Teaching practices in pandemic threats:

The following is a review for several previous studies that tackled teaching practices at educational institutions, mostly higher education in pandemic threats including COVID-19 Pandemic:

A study conducted by (Johnson, Veletsianos, & Seaman, 2020) designed a survey investigating the rapid transition to emergency remote teaching in the early weeks of the pandemic at public and private postsecondary institutions in the United States. The findings revealed that nearly half of US faculty members and administrators reported lowering the expected volume of work for students (including dropping assignments or exams) and/or shifting to a pass/fail model for this semester. The study recommended that there is a need for assistance related to student support, greater access to online digital materials, and guidance for working from home. Terenko &

ogienko (2020) conducted a study that aimed at defining approaches to teaching online pedagogy courses at the university. The study determined Moodle and Prometheus online platforms , Zoom webinar software , mobile learning technologies , and various web servers for teachers during the online teaching of pedagogical disciplines to future teachers. The results of the study indicate their flexibility , multidimensionality , and ability to provide interactive learning. It has been found that an essential condition for the effectiveness of distance learning in quarantine is the provision of educational and information support for teachers and students. The study results also indicated the appropriateness of using the selected platforms and tools in teaching online pedagogy courses at university. A study conducted by (Mahroos , 2020) and aimed at establishing a contemporary educational theory in the management of the emerging pandemic of Coronavirus (COVID-19). The philosophy of the new educational theory for managing the emerging COVID-19 pandemic has been based on several dimensions: defining the dimensions and personnel of managing this pandemic and the extent of their powers , with the vision of the proposed partnership to manage it. Also , this theory relied on several principles , including:

- Conscious leadership in the management of the COVID-19 pandemic and other disasters.

- Visualizing alternatives to face the pandemic crisis while updating technical information and knowledge.

- Cooperate in implementing simulation models in managing this pandemic , while granting parents and guardians some necessary and vital powers to make any health decision regarding students in this field.

- Continuous training on the establishment of proposed models for early detection of coronavirus patients.

A study of (Imad , 2020)determined the way to get out of education in crisis in all university institutions by resorting to e-learning. The study

recommended developing Rapid strategies in Arab countries in particular. It suggested projects aimed at popularizing e-learning in legal sciences to maintain the continuity of education in light of crises. The largest and most prominent evidence is what we have suffered in light of the Corona pandemic or the COVID-19 virus, which has negatively affected and even infected Arab universities, paralyzed almost wholly. The study also suggested further research efforts in this direction, more effective use of information technology in higher education in general, and law sciences in particular. A study conducted by (Bao, 2020) aimed at exploring six specific instructional strategies presented to summarize the online teaching experiences for university instructors who might conduct online education in similar circumstances, and Focus on a case of Peking University's online education during COVID-19 pandemic. The study concludes with five high-impact principles for online education: (a) high relevance between online instructional design and student learning, (b) effective delivery on online instructional information, (c) adequate support provided by faculty and teaching assistants to students; (d) high-quality participation to improve the breadth and depth of student's learning, and (e) contingency plan to deal with unexpected incidents of online education platforms. Demuyakor (2020) conducted a study to assess whether Ghanaian international students in China are satisfied with the ''mass'' online learning in higher educational institutions in Beijing, China. The results revealed that students suffered from the high cost of participating in online learning. However, results showed that students outside China due to the COVID-19 spend so much money to buy internet data for online learning. The study also discovered that internet connectivity was very slow for students leaving within the dormitories of various universities in China. A study conducted by (Allo, 2020) aimed at investigating the learners' perception of online learning in the conditions of a COVID-19 pandemic. The study showed that the learners' perception of online learning revealed that it was right during the COVID-19 pandemic. They reported that learning was conducive under the circumstances of a pandemic. The learners ensured that group tasks were

better than individual tasks because they could help students who did not have an internet pulse and access.

As a conclusion to the literature review under this topic, we found that studies have diversified in dealing with it. Some believed that students' academic achievement was impaired during the pandemic by using virtual learning methods. Others believed that teaching and virtual learning during the Corona pandemic was flexible and interactive. In general, previous studies emphasized the need to build an educational theory related to teaching and learning procedures during pandemics. Previous studies also stressed the importance of building guides for how to teach and learn during the Corona pandemic and other pandemics, and work to build plans and strategies to ensure the continuation of the teaching and learning process with the acceptable quality in times of pandemics.

Evaluating students in pandemic threats:

The following is a review for a few previous studies that explored evaluating students in pandemic threats, including COVID-19 Pandemic:

A study conducted by (Vladova, Renz, & Heuts (2020) aimed to present a self-assessment framework for schools to allow schools to assess the degree of digitalization of their institution and derive measures for implementation. The results clarified that the need for digital educational tools and concepts became a reality overnight, driven by the COVID-19 crisis, which confronted schools with their strengths and weaknesses, possibilities, and limits within the strategic and operative context of their educational processes. A study by (Cai, Wang, Xu, & Zhou, 2020) indicated that: (a). Under an unusual period of background, self-regulated learning of some subjects was effective; (b). Using protocol-guided learning for self-regulated learning, students can learn better. The study suggested: (a). Teachers should guide students to carry out self-regulated learning according to the characteristics of the discipline; (b). Teachers should choose

self-regulated learning materials and methods suitable for students according to their academic conditions. The study of (Kaup, Jain, Shivalli, Pandey, & Kaup, 2020) ensured that Conducting a secure and valid online assessment is difficult. A secure assessment can be made possible without violating privacy by enabling software such as Proctorial, a Google Chrome extension that monitors students taking exams online. It ensured that regular formative assessment on smaller topics with reflections could help in this regard.

The few studies on this topic agree that evaluating students online is very difficult. She also suggested some methods that find good on an online calendar, such as self-evaluation and short sequential exams.

Obstacles to Teaching Online in pandemic threats:

A few reviewed previous studies investigated obstacles to teaching online in pandemic threats, including COVID-19 Pandemic:

A study conducted by (Al-Fiqi & Aboel-Fetouh, 2020) and aimed at identifying the nature of some psychological problems caused by Coronavirus COVID-19 among a sample of 746 students from Egyptian universities. Based on its results, the study concluded that boredom is one of the most psychological problems experienced by university students currently, as university students suffer from medium Jerk of other psychological problems. Moawad (2020) conducted a content research analysis that aimed at identifying the academic stressors by analyzing the worries and fears that students at the College of Education (King Saud University) are experiencing during the time of COVID- 19. The results showed that the issue with the highest percentage of stress among students was their uncertainty over the end of semester exams and assessments. A study conducted by (Borza & Park, 2020) aimed to explore the students' reaction to this necessity for adaptation by comparing the university environment from Romania and the one from South Korea. The results indicate multiple similarities and minor differences between these two countries. The main conclusion is that in a

technically, organizationally, and emotionally affective perspective, the situation is very similar, the differences being present only from a financial point of view and about the intention in student-teacher communication.

The few studies under this topic agree that some problems hinder the teaching and learning process online during the Corona pandemic. These problems are divided into three types: technological, organizational, and psychological.   The technological barriers are related to the Internet and provide the necessary tools for it. The institutional issues associated with the educational institution's ability to control the process of transition from traditional learning to virtual learning. The psychological problems related to psychological pressures that affected faculty members and student learning. One study compared the university teaching environment in two different countries and found the similarities in the pandemic conditions to be quite close.

The literature review showed that most of the studies dealt with one topic in the educational process inside universities, as we find that some of them talked about psychological problems that affected teachers' teaching and student learning due to the closure due to the Corona pandemic. Others talked about the computer programs and electronic systems used for teaching and learning during the Corona pandemic. Other researches talked about the appropriate electronic evaluation methods for students under pandemic conditions. In contrast, some studies have discussed the role of universities in light of the threats of pandemics.

The current study differed from previous studies by its coverage of multiple dimensions, including the study environment and institutional readiness to complete the online teaching and learning process, the electronic programs and systems used, the teaching methods and methods, the evaluation methods, and finally, the obstacles that hinder the online teaching process under the circumstances of the COVID-19 pandemic. This study is also one of the few studies that targeted the opinions of faculty members

about the reality of their teaching practices during the second semester of 2020 under the first pandemic conditions.

The methodology of the research:

The study relied on the descriptive approach, which is based on identifying the characteristics of the phenomenon, describing its nature, the quality of the relationship between the variables, their causes, and trends, and identifying their reality on the ground, as it depends on the interpretation of the existing situation, that is, what is present through data collection, analysis, interpretation, classification, measurement and concluding it. (Al-Dulaimi & Saleh, 2014, p. 148)

The community of the study:

The community of the current study was all the faculty members taught during the second term, 2020, at the Islamic University of Madinah. Their total number, according to the statistical report published in 2019, was 775.

Sample of the research:

The tool of the study was published on the web by using Google models. Its link was distributed randomly to the largest possible number of faculty members. The responses came as shown in table 1:

Table(1)

The sample of the study based on colleges

	Observed N	Expected N	Residual	Chi-Square	df	Asymp. Sig.
Dawah College	29	26.4	2.6			
College of Arabic Language	32	26.4	5.6			
Sciences College	34	26.4	7.6			

	Observed N	Expected N	Residual	Chi–Square	df	Asymp. Sig.
The institute of Arabic language	17	26.4	–9.4–	8.768a	6	.187
College of the Holly Quran	23	26.4	–3.4–			
Shareah College	21	26.4	–5.4–			
Law College	29	26.4	2.6			
Total	185					

Table (1) showed that about (٪24) from faculty members responded to the study questionnaire. This percentage of the study community can be relied on to generalize its results. Table (1) showed also showed that the indication of the good fit of the sample because the significance value is greater than 0.05 (sig. = .187)

The tools of the research:

The questionnaire was adopted as a tool to collect data related to the subject of the research. The questionnaire consists of a set of carefully formulated questions to arrive at the answers from the selected sample. The questionnaire form included 33 terms distributed in four sub–dimensions:

The first dimension: the teaching environment.

The second dimension: styles and teaching methods.

The third dimension: methods of evaluating students.

The Fourth Dimension: Obstacles to Teaching Online.

The questionnaire is a 5–point Likert type questionnaire in which the answers range from strongly disagree (1), disagree (2), neutral (3), agree: (4), and to strongly agree: (5)

The reliability analysis of the questionnaire was tested by Alpha Cronbach, as shown in Table 2:

Table(2)

reliability analysis

Sub–dimension	items	Cronbach's alpha value
Teaching environment	1, 2, 3, 4, 5, 6	.75.8
Styles and teaching methods	7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18,	.78.8
Evaluating methods	19, 20, 21, 22, 23, 24,	.70.4
Obstacles to teaching online	25, 26, 27, 28, 29, 30, 31, 32, 33	.79.2
Total	33 items	0.74.1

Table (2) showed that the reliability analysis of the study tool (.74.1) was acceptable for the targets.

Discussion of the result:

Based on the results of faculty members› responses to the questionnaire , the study›s questions answered in the part of the research. The questionnaire›s five responses were graded according to their means as the following: 1 to 1.80 = Strongly disagree , 1.81 to 2.60 = Disagree , 2.61 to 3.40 = Undecided , 3.41 to 4.20 = Agree , 4.21 to 5 = Strongly agree. (Shalaby , 2001 , p. 43)

1. The first question of the study: What is the degree of using the faculty members of the Islamic University for electronic programs and applications via the Internet in their teaching practices during the pandemic of the Coronavirus (COVID–19)?

Table(3)

the degree of using web software

Web software	Frequency	Percentage	Mean	Degree of usage
Blackboard	166	86	4.3	High

Web software	Frequency	Percentage	Mean	Degree of usage
Zoom	48	24.8	1.24	Very low
WhatsApp	111	57.5	2.67	Medium
E-mail	48	24.8	1.24	Very low
Google forms	24	12.4	. 62	Very low
Google classroom	9	4.6	.23	Very low

Concerning the answer to the first question of the study, Table (3) showed the degree of using web software in teaching practices by faculty members at Islamic university during the second term 2020. Blackboard came in the highest level of usage during COVID-19 pandemic (percent = ٪86, M = 4.3). The second application was WhatsApp (percent = ٪57.5, M= 2.67).   Zoom and E-mail were in the place of very low (Percent = ٪24.8, M = 1.24). Google Forms and Google classrooms were at the bottom of the list. This study dealt with electronic applications more than the research of (Terenko & Ogienko, 2020) Which was limited only to Moodle and Prometheus online platforms, Zoom webinar software and mobile learning.
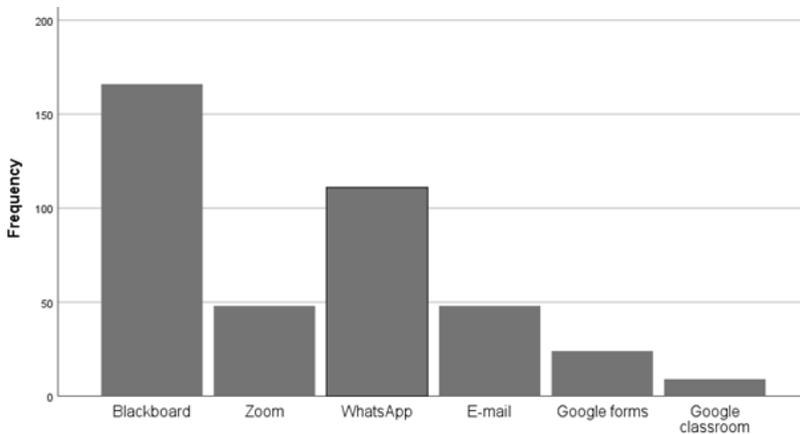
Figure(3): web software used by teaching staff

2. The second question of the study: How well equipped is the teaching environment at the Islamic University for virtual teaching at the time of the pandemic?

Table(4)

descriptive statistics related to the teaching environment

Items	N	Mean	SD
I felt ready for virtual teaching when our university closed due to the pandemic.	185	4.0324	1.10288
I think my students have enjoyed their own virtual learning experience in light of the Coronavirus pandemic.	185	3.9243	1.00255
I trust my teaching effectiveness as a virtual teacher in light of the Coronavirus pandemic	185	4.2054	.88525
Students' attendance to virtual lectures via the Internet was more than %80.	185	3.7514	1.26955
I found enough technical support from the Deanship of Information Technology / E-learning and distance education at the university when needed.	185	4.1135	.91073
My home environment is suitable for online lectures.	185	4.2973	.91083
Total	185	4.0541	.71607

Regarding the answer to the 2nd question of the study, table (4) showed that the faculty member agreed that the teaching environment was suitable for teaching and learning during the COVID-19 pandemic/2nd term 2020(M = 4.05, SD = .71607). The staff agreed that their homes were equipped for online lectures (M = 4.29, SD=.91083). They agreed that they all felt ready for virtual teaching during the 2nd term 2020(M = 4.03, SD =1.10288), and trusted their teaching effectiveness concerning coronavirus pandemic (M = 4.20, SD = .88525). Table (4) also showed that the faculty members agreed that the students' attendance was above

٪80(M= 3.75 , SD= 1.26955) , and found enough technical support (M= 4.11 , SD = .91073). These results differed from that of (Abu Shkheidem & et al. , 2020) research , which indicated that the electronic environment's effectiveness was moderate. This would seem due to the difference of the equipment between Palestine and Saudi Arabia .

3. The 3rd question of the study; What are the teaching methods used by the faculty members of the Islamic University of Madinah for their students online during the pandemic of the Coronavirus (COVID-19)?

Table(5)

descriptive statistics related to teaching styles and methods

Items	N	Mean	SD
Online lectures are more effective than traditional/ face-to-face lectures.	185	3.7946	1.06372
As a university professor, I enjoyed the virtual teaching experience during the pandemic.	185	4.0270	1.07052
I was asking students for their views on (the mechanism or method) of their education during this hypothetical experiment during the period of the pandemic.	185	3.7838	1.13576
I felt satisfied with the interaction between the student and the professor during the online teaching and learning.	185	4.2054	.78087
Students were asking straightforward questions during the online lectures	185	3.6000	1.07441
During the online sessions, I was giving appropriate breaks so that students had time to reflect on the topic and frame their questions in points	185	4.2270	.85486
I was providing constructive feedback (comments) on time to students on assignments and questions.	185	2.9946	1.49455
I saw students' motivation to learn during the online lectures	185	3.7027	1.10986

Items	N	Mean	SD
I used the discussion method in teaching to ensure that the students interacted with the material content.	185	3.1730	1.42658
I only used the lecture method for teaching, and the students listen to me to make sure it finished on time.	185	3.6725	.67884
I used the problem-solving method in teaching to ensure the student's actual participation in the course content.	185	3.7946	1.06372
I used a collaborative method in teaching where I distributed the content of the material to groups of students to present it in every lecture. I comment on what is presented, and I add what complements it.	185	4.0270	1.07052
total	185	3.7838	1.13576

Concerning the answer to the 3rd question, table (5) showed that all faculty members agreed on the total factors of this dimension (M= 3.78, SD = 1.13576). However, they agreed that Online lectures were more effective than traditional/face-to-face lectures (M = 3.79, SD= 1.06372). They also agreed on using only lectures as a method of teaching during COVID-19 Pandemic (M = 3.67, SD= .67884). They undecided to consider discussion method as the first teaching method used virtually by teaching staff at the Islamic University of Madinah during the COVID-19 pandemic (M = 3.17, SD = 1.42658). Providing constructive feedback (comments) on time to students on assignments and questions came in the medium level in the staff responses (M = 2.99, SD = 1.49455). Problem-solving method was in a high level of use (M = 3.79, SD = 1.06891). Finally, a collaborative method was the most method used by teaching staff at the Islamic University of Madinah during the COVID-19 pandemic (M = 4.02, SD = 1.07052).

4. The 4th question of the study: What evaluation methods did faculty members of the Islamic University of Madinah use for their students online during the Corona Virus (COVID-19) pandemic?

Table(6)

descriptive statistics related to evaluation methods

Items	N	Mean	SD
Types of objective tests (multiple–choice, true and false, etc.) were used on the blackboard to evaluate students' progress in the subject.	185	3.7838	1.47691
I used the essay test on the blackboard to evaluate students' progress in the subject.	185	2.7189	1.57319
Types of objective tests (multiple–choice, true and false, etc.) were used through Google Forms, to evaluate students' progress in the course.	185	2.9946	1.58285
I used the essay test, via Google Forms, to assess students' progress in the course.	185	2.2919	1.50043
I asked students for research papers presented to me, in the form of electronic files (PDF, PowerPoint) via Lotus and e-mail, to evaluate students' progress in the course.	185	4.0486	1.41913
Electronic achievement files were used to evaluate students' progress in the subject.	185	3.1243	1.54663
Total	185	3.1604	.97869

Regarding the answer to the 4th question, table (6) showed that the total response means of the teaching staff at the Islamic University of Madinah was (M = 3.16). This result indicated that they did not decide in general to agree or not agree on the evaluation methods mentioned in this dimension (M = 3.16, SD = .97869). Table (6) also showed that the essay test was almost not used virtually by teaching staff at the Islamic University of Madinah during COVID–19 pandemic (M= 2. 2.71, SD = 1.57319 and M = 2.29, SD = 1.50043). Electronic research papers were the first evaluation method used virtually by teaching staff at the Islamic University of Madinah (M = 4.04, SD = 1.41913). Types of objective tests came in the second place regarding the evaluation methods (M = 3.78, SD = 1.47691, and M =

2.99 , SD = 1.58285).   Electronic achievement files were the 3rd method of evaluation used teaching staff at the Islamic University of Madinah during the COVID–19 pandemic (M =3.12 , SD = 1.54663). These results differed from that of (Vladova , Renz , & Heuts , 2020) research which focused on self–assessment procedures during the pandemics and crises.

5. The 5th questions of the study: What are the obstacles of virtual teaching at Islamic university during the COVID–19 pandemic/2nd term 2020?

Table(7)

descriptive statistics related to obstacles of virtual teaching at Islamic university

Items	N	Mean	SD
Teaching online takes time to get done more effectively than teaching face to face.	185	3.6919	1.25421
It is difficult to get immediate feedback from students about what is being taught	185	3.5459	1.22886
There are difficulties in teaching some subjects that require practical applications (such as mathematics)	185	3.5838	1.23128
The sudden interruption of the Internet connection that sometimes causes the lecture to stop	185	4.0216	1.14187
Some Islamic university students were not able to attend virtual lectures because they did not have computers or smartphones suitable for that.	185	4.0054	1.14444
The absence of the element of direct interaction with students.	185	3.6000	1.24324
I have no previous experience in dealing with virtual teaching for my students and me	185	3.3081	1.37414
Difficulty detecting some cases of fraud in online exams	185	4.1514	1.07279
Difficulty assigning and evaluating students in individual and group research	185	3.3081	1.31760
Total	185	3.6907	.82285

In answering the 5th question, table (7) showed that the total responses to this dimension indicated that all teaching staff did not decide that there are obstacles to virtual teaching at the Islamic University during the COVID–19 pandemic/2nd term 2020 (M = 3.69, SD = .82285). Difficulty detecting: Some cases of cheating in online exams were the first problem (obstacle) targets agreed on (M = 4.15, SD = 1.07279). The sudden interruption of the Internet connection was the second obstacle for success in virtual teaching (M = 4.02, SD= 1.14187). The teaching staff agreed that some international students did have PCs or smartphones to connect with virtual lectures, which was the third obstacle (M = 4.00, SD = 1.14444). They agreed that teaching online takes more time to get done effectively (M= 3.69, SD = 1.25421). They also agreed they found it challenging to get immediate feedback from their students about what was being taught (M = 3.44, SD = 1.22886). Each teaching staff reported that there were difficulties in teaching subjects that require practical applications (such as mathematics) (M = 3.58, SD = 1.23128). These results are in part consistent with the research of (Demuyakor, 2020) Which confirmed that the cost and poor internet connection are among the most important obstacles.

6. The 6th question of the study: Are there statistically significant differences in the teaching practices between the faculty members due to the college they teach in it?

Table(8)

ANOVA statistics related to responses differences due to College/institute

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.480	6	2.080	12.251	.000
Within Groups	30.221	178	.170		
Total	42.701	184			

In order to answer the 7th question of the study, a one-way ANOVA test was utilized. Table (8) showed that there are statistically significant differences in teaching practices among teaching staff at Islamic university due to the college they teach in because P-value is less than 0.05 (Sig. = .000). Table (9) showed that differences were in favor of Colleges of Arabic language (M = 4.05, SD = .48869), Sciences (M = 3.71, SD = .36398), Dawah (M = 3.74, SD = .32891), and Law (M = 3.72, SD = .41395).

Table(9)

Mean differences according to College/institute

	Sum of Squares	F	Sig.
Dawah College	29	3.7482	.36211
College of Arabic Language	32	4.0521	.44869
Sciences College	34	3.7184	.36398
The institute of Arabic language	17	3.3975	.45604
College of the Holy Quran	23	3.3847	.47559
Shareah College	21	3.2136	.37647
Law College	29	3.7262	.41395
Total	185	3.6537	.48174

Conclusion and Recommendation:

The current study was intended to investigate the reality of teaching practices for the faculty members at the Islamic University of Madinah under the Coronavirus pandemic (COVID-19) during the second term 2020. The study sought to explore four dimensions of practices: teaching environment, styles and teaching methods, methods of evaluating students, and obstacles to teaching online.

Based on the results of descriptive statistics for all participants› responses , the mean responses of all faculty members at the Islamic university on the whole dimensions of teaching practices were in a high degree (M = 3.65 , SD = .48174). The teaching environment was suitable for teaching and learning during the COVID-19 pandemic/2nd term 2020(M = 4.05 , SD = .71607). It was at a high level. The teaching styles and methods were in second place (M= 3.78 , SD = 1.13576). They were slightly high but close to medium level. The 3rd dimension , evaluation students , was in the least manner (M = 3.16 , SD = .97869). Its level was medium. Concerning to obstacles of teaching online , they came in medium level (M = 3.69 , SD = .82285). obstacles› dimension was at a level slightly better than the dimension of evaluation students. The reality of teaching practices at the Islamic University was good , but results indicated that some dimensions need to treatment for more effectiveness.

Another focus of this study was to compare teaching practices among faculty members at the Islamic University of Madinah city , according to the college they teach in.

The results of the study indicated that there are statistically significant differences in teaching practices among teaching staff at Islamic university due to the college they teach in (Sig. = .000) , in favor of Colleges of Arabic language (M = 4.05 , SD = .44869) , Dawah (M = 3.74 , SD = .36211) , Law (M = 3.72 , SD = .41395) , and Sciences (M = 3.71 , SD = .36398).

Some suggestions can be emanated from the results of the present study. First , paying attention to styles and evaluating students online by presenting more training programs for faculty members at the Islamic University of Madinah. Second , enhancing the teaching staff›s pedagogical practices under the conditions of pandemics and crises that require staying students and the

professor at home by using technological skills. Third , reducing obstacles that hinder faculty members at the university from performing teaching practices in all its dimensions in a manner that achieves the highest degree of quality. Finally , Future studies can be designed to investigate فthe ability of universities , their students , and their professors to work in times of pandemic. Future studies can also suggest how higher education institutes continue to perform their roles during pandemics and crises.

References:

Abu Shkheidem, S., Khawla, A., Khalilah, S., Al-Amad, A., & Shadid, N. (2020). The Effectiveness of E-learning in Light of the Spread of the Corona Virus from the Viewpoint of Teachers at Palestine Technical University (Khadouri). *Arab Journal of Scientific Publishing*, *21*(2), pp. 365-389.

Al-Dulaimi, I., & Saleh, A. (2014). *Scientific Research: its Foundations and Methods* (1st ed.). Amman: Radwan Publishing and Distribution House.

Al-Fiqi, A., & Aboel-Fetouh, M. (2020). Psychological problems caused by Coronavirus Covied -19. *The Educational Journal*, 74, pp. 1048-1090. doi:10.12816/ED USOHAG.

Allo, M. D. (2020). Is the online learning good in the midst of Covid-19 Pandemic? The case of EFL learners. *Jurnal Sinestesia*, 10(1), pp. 1-10. Retrieved from https://sinestesia.pustaka.my.id/journal/article/view/24/1

Bao, W. (2020). COVID-19 and online teaching in higher education:A case study of Peking University. *Hum Behav & Emerg Tech*, 2, pp. 113−115. doi:https://doi.org/10.1002/hbe2.191

Basilaia, G., & Kvavadze, D. (2020). Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia. *Pedagogical Research*, *5*(4), pp. 1-9.

Borza, M., & Park, J. (2020). Facing the University Environment with Covid-19 Pandemic: A Comparative Analysis between Romania and South Korea. *Revista Romaneasca pentru Educatie Multidimensionala*, *12*(1Sup2), pp. 34-38. doi:https://doi.org/10.18662/rrem/12.1sup1/244

Cai, R., Wang, Q., Xu, J., & Zhou, L. (2020). Effectiveness of Students'

Self-Regulated Learning during the COVID-19 Pandemic. *Jurnal Basicedu, 34*(1), pp. 175-182. doi:doi:10.15354/si.20.ar011.

Chapman, D., & Errecaborde, K. (2016). The Role of Universities in International Response to Pandemic. *Higher Education Studies;, 6*(4), pp. 12-22. doi:10.5539/hes.v6n4p12

Demuyakor, J. (2020). Coronavirus (COVID-19) and Online Learning in Higher Institutions of Education: A Survey of the Perceptions of Ghanaian International Students in China. *Online Journal of Communication and Media Technologies*, 10(3), p. e202018. doi:https://doi.org/10.29333/ojcmt/8286

Filali, M. (2020). The sixth axis: analytical readings for virtual education in times of crisis Analytical readings for virtual education in times of crisises :Covid - 19 as a model. *Journal of Studies in the Humanities and Social Sciences, 3*(4), pp. 58-98.

Gordon, J. W. (2010). *Teaching During a Pandemic Event: Are Universities Prepared?* Nashville, TN,, USA: IMIA and SAHIA. doi:10.3233/978-1-60750-588-4-620

Imad, S. (2020). Merging E-learning and legal education in crises and epidemics. *Journal of Studies in the Humanities and Social Sciences, 3*(4), pp. 115-130.

Johnson, N., Veletsianos, G., & Seaman, J. (2020). U.S. Faculty and Administrators' Experiences and Approaches in the Early Weeks of the COVID-19 Pandemic. *Online Learning, 24*(2), pp. 6-21. doi:https://doi.org/10.24059/olj.v24i2.2285

Kaup, S., Jain, R., Shivalli, S., Pandey, S., & Kaup, S. (2020). Sustaining academics during COVID-19 pandemic: The role of online teaching-learning. *Indian J Ophthalmol, 68*(6), pp. 1220-1221.

Mahroos, M. (2020). Establishing A Contemporary Educational Theory for the Management of the Novel Corona virus. *The educational Journal*, 75, pp. 464-500. doi:10.12816/EDUSOHAG. 2020. 96955

Moawad, R. (2020). Online Learning during the COVID- 19 Pandemic and Academic Stress in University. *Revista Romaneasca pentru Educatie Multidimensionala Students*, *12*(1Sup2), pp. 100-107. doi:https://doi.org/10.18662/rrem/12.1sup1/252

Republica, K. (2020). *Teaching during pandemic*. Retrieved April 15, 2020, from https://search.proquest.com/docview/2389612756?accountid=142908

Shalaby, O. (2001). *Social Statistics*. Cairo: AlNahda Library.

Stadtländer, C. (2017). *Undergraduate Sstudents and Infleunza/Vaccination*. Minnesota, USA: The Faculty of the School of Education of the University of ST. Thomas ST. Paul.

Terenko, O., & Ogienko, O. (2020). How to Teach Pedagogy Courses Online at University in COVID-19 Pandemic: Search for Answers. *Revista Romaneasca pentru Educatie Multidimensionala*, *12*(1Sup2), pp. 173-179. doi:https://doi.org/10.18662/rrem/12.1sup1/261

Vladova, G., Renz, A., & Heuts, A. (2020). Ready to innovate? A self-assessment tool for schools on the edge towards digital education. *The ISPIM Innovation Conference ‒ Innovating in Times of Crisis* (pp. 1-13). Virtual event: LUT Scientific and Expertise Publications.

W.Qiu, Rutherford, S., Mao, A., & Chu, C. (2017). The Pandemic and its Impacts. *Health, Culture and Society*, 9(10), pp. 2-11. doi:DOI 10.5195/hcs.2017.221

Westbrook, J., Durrani, N., Brown, R., Orr, D., Pryor, J., Boddy, J., & Salvi, F. (2013). *Pedagogy, Curriculum, Teaching Practices and*

Teacher Education in Developing Countries. Education Rigorous Literature Review. Department for International Development.