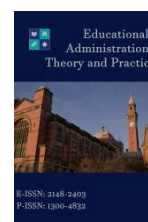




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The Differential Effects of Labeling: How to Do Direct Teaching and E-learning Affect Teachers' Beliefs in Distance Learning

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<p>Article History</p> <p>Article Submission 11 January 2022</p> <p>Revised Submission 14 February 2023</p> <p>Article Accepted 16 March 2023</p>	<p>Abstract</p> <p>The COVID-19 pandemic with successive lockdowns has caused university education all over the world to suddenly move from face-to-face to online teaching. This study investigates the impact of the teaching method on teachers' beliefs in light of the Corona Covid-19 pandemic. To achieve the objectives of the study, the analytical descriptive approach was used. The researcher developed a questionnaire that was applied to a random sample of 352 faculty members at King Faisal University. The questionnaire was conducted electronically in two stages. In the first stage, the term "direct teaching" was used, and in the second stage it was replaced by the term "distance teaching". The factor validity of the questionnaire was built, and it resulted in three main factors according to the teachers' beliefs, which are: teaching methods, evaluation methods, course organization, and management. The results showed that there was a difference in the level of teachers' beliefs about the factor (teaching methods) according to the teaching method, as the level of teachers' beliefs for the direct teaching method was high, and the distance education method was medium. It also showed a match in the level of teachers' beliefs according to the two methods of direct teaching and distance learning for workers (evaluation methods, course organization, and management), where the level was high. The results of the (T) test showed that the teaching method affects the teachers' beliefs and that the direct teaching method is superior to distance teaching in all factors. The researcher recommends the necessity of sustainable professional development for teachers in the technological aspect through the preparation of professional courses and conferences, and the development of comprehensive plans for the transition to distance education at the time of need and necessity that are flexible and implementable.</p> <p>Keywords: The Labeling; Direct Teaching; Distance Teaching; Teachers' Beliefs; Covid-19; King Faisal University</p>
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Introduction

Since its beginning in March 2020, the COVID-19 pandemic has become one of the most prominent challenges facing education all over the globe. Although the world had witnessed so many pandemics over history, the response to Coronavirus (COVID-19) was unprecedented; more than 138 countries have taken decisions to completely or partially close schools and educational institutes, affecting, therefore, the educational sector negatively (Al-Khamisi, 2020).

This pandemic has forced the world to undergo many changes in many fields, such as the economy, medicine, and education. In education, it has imposed new educational methods at all levels, whereas distance education was the only way to ensure the continuity of education. (Bataineh, Atoum, Alsmadi, & Shikhali. 2021). Furthermore, this pandemic has also forced movements and organizations to rapidly change their policies and take precautionary measures to stop and confront this pandemic in all aspects of life, including the calls for the implementation of Distance Education instead of traditional Face-to-Face Education (Gleason et al., 2020).

The shift from Face-to-Face Education to the integrated Distance Education system, in line with the epidemiological situation the world witnessed during the COVID-19 pandemic, is a complex process that requires a great deal of preparation; the provision of the necessary tools and supplies; selecting the appropriate ways and means to reach students; and choosing the best assessment tools that are consistent with the electronic nature of the subjects (Al-Salmi, 2020). This may usually affect faculty members' beliefs about the feasibility of the way they teach.

Education has received attention from teachers in light of the Corona pandemic, and it has become a method of learning and teaching at the same time. Where the role of the teacher is based on allowing communication with the learners, spreading an atmosphere of reassurance, giving them more freedom to obtain information, and raising their scientific and practical levels to reach the desired results of the educational process. The Corona pandemic accelerated the transfer of direct education to distance education, as the most prominent development that prompted institutions to adopt distance education was the Corona pandemic (COVID-19). The pandemic has led to the closure of educational institutions to stop its spread and reduce the possible duration of closures resulting from it (Basilaia & Kvavadze, 2020).

There are core beliefs of teachers about the nature of direct education, which is defined as a style of teaching through which knowledge, skills, and values are transferred to students through direct face-to-face communication between the teacher and the student. These beliefs are characterized by face-to-face communication between the student and the teacher, which achieves effective communication in which the basics, advantages, and characteristics of information transfer between the two parties to the educational process meet (Natherson & Henderson, 1984). Direct contact between instructor and student allows for the actual application of accessible information, allowing the teacher to correct information, create scientific concepts, arrange the context of information presentation, or change how it is transmitted to students (Shaheen, 2011). Face-to-face teaching is a method that highlights the teacher's use of authority within the classroom. It is noted that the teacher in this method seeks to provide students with the educational experience and skills that they consider appropriate and to correct their levels of achievement according to the information provided to them (Liu, Quinn & Gutmann, 2014).

According to Rabah (2014), the Face-to-face strategy applies to teaching styles within structured curricula, giving students freedom of movement and access to information, which is primarily at the time and effort of the learner. While Barhoush, Atwi, Telilan, and Abu Shekdam (2015), mentioned the advantages of Face-to-face teaching, such as providing immediate feedback to the learner, reducing the time required to understand the science subject, and developing new ways for students to support - if not replace - the teacher's method of introducing and absorbing the science subject.

As information technology has gotten more powerful and user-friendly, it has progressively influenced academic and educational activities.

Distance Teaching is an educational pattern in which curriculums are re-produced digitally and then disseminated using any technical means to improve communication between faculty members and students, and in which students can interact with educational content at any time in

proportion to their educational needs (Al-Akhras, 2018). Educational sites have the advantage of providing a wide range of teaching aids and communication methods that can be used to integrate educational materials via audio and video, deliver duties, administer tests, hold online sessions, discussions, and forums, and provide great flexibility at any time.

The current study aims to examine the impact of the implemented teaching methods (Face-to-Face Teaching or Distance Teaching) on faculty members' beliefs about teaching methods during distance learning and to provide an appropriate practical framework for faculty members to interact with students whether in Face-to-Face or Distance Teaching settings.

The importance of the present study stems from the fact that it addresses a vital issue during distance learning. The theoretical basis of the study emerges from a proposed interaction between the teaching method and the faculty members' beliefs. Practically, it is clear that faculty members with positive beliefs in their effectiveness are more likely to do better in teaching. To improve the quality and effectiveness of teaching, the primary concern of this study is to develop a better understanding of the foundations and beliefs of faculty members' effectiveness concerning the teaching method.

The new Coronavirus imposed on universities the need to think about alternatives to direct education to ensure physical spacing between learners, so innovative and modern patterns appeared that suit the changes taking place in society, and among the most prominent of these patterns is distance education, which has become an educational necessity complementary to direct education, and this transition from direct education based on Direct communication to distance education creates new challenges for teachers, so the study of the core beliefs of teachers, which is the ability of teachers to organize and manage the course and use different teaching and evaluation methods, to transfer knowledge, skills, and values to students, through the teaching method. Because direct teaching and the classroom environment are different from the method and environment of distance teaching. This inspired the researcher to conduct this study, which reveals the impact of the teaching method on teachers' beliefs in the educational process in light of the current circumstances of the Coronavirus pandemic. In light of the above, the current study sought to answer the following questions:

(1) What is the level of faculty members' beliefs in the implementation of Face-to-Face Teaching and Distance Teaching during distance learning?

(2) Are there any statistically significant differences at ($\alpha \geq 0.05$) between the means scores of the study sample's estimations for the level of faculty members' beliefs during distance learning due to the implemented teaching method (Face-to-Face Teaching or Distance Teaching)?

The efforts made in this study are based on examining the relationship differences between practice conceptions and beliefs (Foroni & Rothbart, 2011). It investigated the impact of the two teaching methods (direct teaching and distance teaching) on the effectiveness of teachers' beliefs in the educational process during the Covid-19 pandemic and provided a better framework for teachers to interact with students directly or electronically.

Literature Review

Many studies were conducted in light of the Corona pandemic on distance education and face-to-face education, and the following is a presentation of the most prominent of these studies:

The study by Al-Juhani (2021) examined the perceptions of graduate students at Taif University about the impact of self-learning on the effectiveness of distance learning in light of the COVID-19 pandemic. The results of the study revealed that the level of self-learning among graduate students at Taif University was high. The rustle of the study showed that there is a positive relationship between self-learning and distance education in light of the COVID-19 pandemic.

While the study by Kvavadze and Basilaia (2020) investigated the country and its ability's ability to continue its education at institutions through online distance learning. To meet the study's objectives, a questionnaire was employed. The findings of the study showed that online distance learning was effective and positive.

Mishra et al. (2020) conducted a study aimed at determining the basic requirements for distance education at the time of the Covid-19 pandemic, and this study also aimed at investigating how to exploit the resources available in higher education institutions in the transition from direct education to distance education effectively. The results showed that one of the most important achievements of this experience is enriching minds, investing opportunities to overcome obstacles and challenges, and making effective academic decisions in the event of adversity and risks.

Anitha and Kavitha (2021) conducted a study examining the variable "teaching experience" and finding out whether teaching experience is an influencing factor in the process of shifting to distance education. The results showed that the teaching experience has a significant impact on teachers' transformation to meet students' expectations from the perspective of online teaching. The study also provides appropriate recommendations for training programs based on needs.

In the same vein, Al-Rabaa'a (2020) presented a study aimed to investigate the role of distance learning in motivating self-learning among Zarqa Private University students during COVID-19 from their perspective. The results of the study indicated that distance learning in encouraging self-learning among Zarqa Private University students during COVID-19 was moderate. Additionally, the study found that there was a statistically significant relationship between distance learning and self-learning.

Al-Muhamadi (2018) studied the status of distance learning among Iraqi Universities Students during COVID-19. To achieve the study's purposes, a quantitative methodology was used. The findings of the study discovered that the degree of appreciation of students and faculty members in Iraqi universities for the reality of distance learning was moderate. The findings also revealed that there were no statistically significant differences in the degree of appraisal based between specialization and academic rank.

The study by FojMk (2018) aimed to highlight the upsides and downsides of distance learning. The research's findings revealed that distance students performed much worse in their initial years of study than full-time bachelor students.

Whereas Elbitar (2016) investigated the usefulness of virtual learning in developing academic success and attitude toward distance learning in a first-year system general diploma industrial education course for first-year system general diploma industrial education students. The study's findings showed that employing distant learning to develop academic success and attitude toward virtual learning in an instructional technology course for first-year system general diploma industrial education students in the experimental group was beneficial.

Allen et al. (2004) analyzed the effectiveness of distance learning compared to the performance of students in traditional classrooms by analyzing the reference literature that dealt with this type of education in the United States of America. The findings of the study proved that teaching in traditional classrooms is more effective than distance learning due to the presence of simultaneous interaction, the type of channel used in distance education, and the nature of the study material.

In order to better understand secondary school teachers' perceptions of their online teaching presence and the support their institutions provided for online learning during the pandemic, Nikolopoulou and Kousloglou (2022) performed a study. The findings indicated that gender, number of years of teaching experience, and online teaching experience had a minimal bearing on teachers' attitudes. The ramifications for educational policy, the design of educational technology applications, and professional development for teachers are examined.

It appears from previous studies that education in traditional classes revealed better results in terms of student achievement, while distance education was more flexible in providing students with the opportunity to learn at their appropriate times. The results of some studies also showed that distance education faces problems related to the infrastructure and competencies of teachers to implement this type of learning, in addition to the high cost and lack of readiness of the curricula to implement this type of learning. The current study is an important addition to previous studies, as the current study sought to know the effect of direct teaching and distance teaching on teachers' beliefs.

Methodology

The study employed the descriptive analytical design; to define the effect of the teaching method on faculty members' beliefs during distance learning, as the teaching method and experience are considered the independent variables, while faculty members' beliefs are considered the dependent variable.

Population and Sample

The study population consisted of all faculty members working at King Faisal University, numbering (2200). A random sample was selected using the following Steven K. Thompson Equation:

$$n = (N * p(1-p)) / ([N-1 * (d^2 \div z^2)] + p(1-p))$$

The necessary minimum sample size was determined after accounting for compensation in the equation, comprising (327). As a result, the sample size extracted was 352, which is greater than the sample size needed to satisfy the statistical equation and the population under research. Table 1 illustrates the distribution of the study sample concerning the dependent variables.

Table 1. Study Sample Distribution according to the Independent Variables

Variable	Category	Number	%
Teaching Method	Distance Teaching	218	61.9
	Face-to-Face Teaching	134	38.1
Experience	1-5 Years	124	35.2
	5-10 Years	142	40.3
	More than 10 Years	86	24.4
Faculty	Scientific	144	40.9
	Humanitarian	208	59.1
Gender	Male	166	47.2
	Female	186	52.8

The Instrument

The questionnaire is considered one of the most important and effective tools in scientific research, and it is often used in the questionnaire with both closed and open questions to collect data. Thus obtaining quantitative and qualitative data. Closed questions are based on constructing the answer by allowing only the response that fits into the predefined categories, and this provides information that can be easily converted into quantitative data that allows for statistical analysis of the responses. Open questions enable the respondents to express their opinions in their own words and detail their answers, and this provides rich qualitative data that the researcher takes longer to analyze.

The study instrument was developed to reveal the effect of the teaching method on faculty members' beliefs by viewing their points of view. The data gathered from an interview and the prior literature were taken into consideration when developing the instrument. In its final copy, the questionnaire had a set of closed questions that totaled 18 items using the 5-Likert Scale.

Validity and Reliability of the Study Instrument

By giving the questionnaire to nine measurement and evaluation specialists and asking them to assess its linguistic integrity, clarity, and relevance to the characteristic being measured, the researcher was able to determine the significance of the questionnaire's validity by relying on the validity of the experts. In light of the comments made by the experts, the scale was changed accordingly. The scale is therefore prepared to measure what it was designed to measure.

After that, construct validity was conducted using Exploratory Factor Analyses. To determine the underlying structure of responses to the study questions, exploratory factor analysis (using principal components analysis) was undertaken.

The Kaiser-Meyer-Olkin (KMO) coefficient (KMO = 0.909) indicated the data were suitable for EFA. An initial solution suggested three components with eigenvalues over 1.0 that together

accounted for 62.8% of the variance. The three factors are (teaching methods, assessment methods, course organization, and management).

The components were found to have moderate inter-correlations ($r \approx 0.35$) using Varimax Rotation. Table 2 shows the loadings >0.3 following Varimax Rotation).

Table 2. Factor Loadings for Teachers' Beliefs

No.	Item	Teaching Style	Assessment Method	Course Organization and Sequence
1	To what extent you can properly use activities to serve the course requirements	0.791		
3	To what extent you can modify the teaching strategies according to the continuous assessments	0.762		
6	To what extent you can encourage students' interaction with the elements presented while teaching	0.809		
7	To what extent you can diversify the teaching content presented to students	0.773		
11	To what extent you can encourage students to ask questions and discuss their private opinions while teaching	0.745		
13	To what extent you can develop teamwork skills through assignments and activities	0.808		
14	To what extent you can improve student's oral and written communications ability	0.848		
16	To what extent you can use effective teaching strategies	0.796		
18	To what extent you can help the students to think and solve problems instead of just saving information	0.771		
4	To what extent your scoring on the tests and assignments are fair		0.807	
9	To what extent you can provide continuous feedback related to the activities and assignments students perform		0.824	
12	To what extent you can prepare comprehensive tests appropriate to the test time		0.836	
15	To what extent you can provide a continuous assessment of tests and assignments		0.828	
17	To what extent you can diversify assessment tools (short tests, oral questions, practical tests, projects, presentations)		0.832	
2	To what extent you can commit to the course plan and the time allocated to its implementation			0.391
5	To what extent you can commit to the content and objectives of the course teaching			0.46
8	To what extent you can provide learning resources (books, references) that serve the course requirements			0.843
10	To what extent you can achieve the learning outcomes			0.647
Eigenvalues		6.139	4.054	1.115

Table 2 shows that there are three factors summarized by three distinct aspects of faculty members' beliefs as follows:

The first factor related to faculty members' beliefs about their ability to implement the teaching styles, is its Eigenvalue (6.139), which almost explained (34.106) of the total variance of the matrix and (9) items loaded of the instrument items: 1, 3, 6, 7, 11, 13, 14, 16, 18. The content of the items reveals that most of them express teaching styles, therefore this factor can be called teaching styles.

The second factor related to faculty members' beliefs about their ability to implement the assessment methods, is its Eigenvalue (4.054), which almost explained (22.520) of the total variance of the matrix and (5) items loaded of the instrument items: 4, 9, 12, 15, 17. The content of the items reveals that most of them express assessment methods, therefore this factor can be called assessment methods.

The third factor related to faculty members' beliefs about their ability to organize and sequence the course, is its Eigenvalue (1.115), which almost explained (6.197) of the total variance of the matrix and (4) items loaded of the instrument items: 2, 5, 8, 10. The content of the items reveals that most of them express course organization and sequence, therefore this factor can be called course organization and sequence.

Instrument Reliability

The reliability of the instrument items was calculated by calculating Cronbach's Alpha coefficient, where its value was (0.791), which are high value, indicating that the instrument is reliable and greater than the standard (0.70).

Statistical Analysis

The study calculated means, standard deviations, exploratory factor analyses, T-test for independent samples, one-way ANOVA, and Cronbach's alpha, by using version 26 of SPSS. The following scale was adopted to analyze the results: (1.00-2.33) low, (2.34-3.66) moderate, and (3.68-5.00) high.

Results

This section presents the study findings, after analyzing data, in addition to the discussion of the results obtained, as follows.

First Question: "What is the level of faculty members' beliefs in the implementation of Face-to-Face Teaching and Distance Teaching during the COVID-19 pandemic?"

To answer this question, means and standard deviations for faculty members' beliefs according to the teaching method were calculated as shown in Table 3.

Table 3. Means and Standard Deviations of the Faculty Members' Beliefs According to the Teaching Method

Faculty Members' Beliefs	Face-to-Face Teaching			Distance Teaching		
	Mean	Std. Dev.	Level	Mean	Std. Dev.	Level
Teaching Styles	4.26	0.45	High	3.01	0.72	Moderate
Assessment Methods	4.39	0.63	High	4.18	0.59	High
Course Organization and Sequence	4.08	0.91	High	3.64	0.89	Moderate

Table 3 shows that the means of all factors of teaching styles according to face-to-face teaching method were high and that the means of all factors of teaching methods according to the distance teaching method were moderate except assessment methods which were high according to the scale used for the estimates of the study sample on the questionnaire items.

The following presents the results of each factor independently.

First Factor: Teaching Styles

Means and standard deviations of the factor teaching styles, as presented in Table 4.

Table 4. Means and Standard Deviations of the Teaching Methods Factor according to the Teaching Styles

Item	Face-to-Face Teaching			Distance Teaching		
	Mean	Std. Dev.	Level	Mean	Std. Dev.	Level
To what extent you can properly use activities to serve the course requirements	4.45	0.89	High	2.93	1.36	Moderate
To what extent you can modify the teaching strategies according to the continuous assessments	3.88	0.79	High	4.43	1.32	Moderate
To what extent you can encourage students' interaction with the elements presented while teaching	3.83	0.85	High	2.42	1.34	Moderate
To what extent you can diversify in the teaching content presented for students	4.30	0.77	High	3.22	1.38	Moderate
To what extent you can encourage students to ask questions and discuss their private opinions while teaching	3.95	0.91	High	2.57	1.55	Moderate
To what extent you can develop teamwork skills through assignments and activities	4.27	0.84	High	3.06	1.33	Moderate
To what extent you can improve students' oral and written communications ability	4.37	0.82	High	3.29	1.32	Moderate
To what extent you can use effective teaching strategies	4.56	0.83	High	3.45	1.31	Moderate
To what extent you can help the students to think and solve problems instead of just saving information	4.72	0.94	High	3.71	1.46	Moderate

It can be noted from Table 4. that the means scores of all the items of the teaching styles factor according to the face-to-face teaching method were high, while they were moderate according to the distance teaching method.

Second Factor: Assessment Methods

Means and standard deviations of the factor assessment methods, as presented in Table 5.

Table 5. Means and Standard Deviations of the Assessment Methods Factor according to the Teaching Methods

Item	Face-to-Face Teaching			Distance Teaching		
	Mean	Std. Dev.	Level	Mean	Std. Dev.	Level
To what extent your scoring on the tests and assignments are fair	3.92	0.79	High	3.51	0.74	High
To what extent you can provide continuous feedback related to the activities and assignments students perform	4.34	0.79	High	4.00	0.86	High
To what extent you can prepare comprehensive tests appropriate to the test time	4.80	0.74	High	4.69	0.70	High
To what extent you can provide a continuous assessment on tests and assignments	4.48	0.81	High	4.31	0.85	High
To what extent you can diversify in assessment tools (short tests, oral questions, practical tests, projects, presentations)	4.40	0.91	High	4.37	0.86	High

It can be noted from Table 5 that the means scores of all the items of assessment methods factor according to face-to-face teaching method and distance teaching method were high.

Third Factor: Course Organization and Sequence

Means and standard deviations of the factor course organization and sequence, as presented in Table 6.

Table 6. Means and Standard Deviations of the Course Organization and Sequence Factor according to the Teaching Methods

Item	Face-to-Face Teaching			Distance Teaching		
	Mean	Std. Dev.	Level	Mean	Std. Dev.	Level
To what extent you can commit to the course plan and the time allocated for its implementation	4.33	0.90	High	3.75	1.03	High
To what extent you can commit to the content and objectives of the course teaching	4.21	0.85	High	3.84	0.93	High
To what extent you can provide learning resources (books, references) that serve the course requirements	3.88	0.82	High	3.45	0.78	High
To what extent you can achieve the learning outcomes	3.92	0.83	High	3.53	0.75	High

It can be noted from Table 6 that the means scores of all the items of the factor course organization and sequence according to face-to-face teaching method and distance teaching method were high.

Second Question: "Are there any statistically significant differences at ($\alpha \geq 0.05$) between the means scores of the study sample's estimations for the level of faculty member' beliefs during the COVID-19 pandemic due to the implemented teaching method (Face-to-Face Teaching or Distance Teaching)?"

To answer this question, means and standard deviations were calculated for all the factors of faculty members' beliefs, in addition to Independent Samples T-Test to define the statistically significant differences of study sample responses in light of the teaching method as Table 7 shows.

Table 7. Independent Samples T-Test Results

Faculty Members' Beliefs	Teaching Method	df	Mean	Std. Dev.	t	Sig.
Teaching Style	Face-to-Face Teaching	350	4.26	0.45	3.364	0.001
	Distance Teaching	350	3.01	0.72		
Assessment Method	Face-to-Face Teaching	350	4.39	0.63	2.384	0.018
	Distance Teaching	350	4.18	0.59		
Course Organization and Sequence	Face-to-Face Teaching	350	4.08	0.91	3.657	0.000
	Distance Teaching	350	3.64	0.89		

Table 7 shows that there is an effect of the teaching method on all factors of teaching beliefs, and the differences were in favor of the direct teaching method.

Discussion

The COVID-19 pandemic epidemic has compelled faculty members to adjust to online teaching and learning. The COVID-19 pandemic's forced transition to online learning and its prolonged persistence may demoralize teachers and change their perspectives on education. This study adds to the body of knowledge by presenting fresh data on university professors' opinions or beliefs on how their teaching approaches affect student learning.

Concerning the first research objective, Table 3 indicates that the teachers' beliefs came at the same level as the workers' (course organization and management, evaluation methods). This explains the teacher's ability to provide the same giving to these two factors, whether it is direct or distance education, so direct education and distance education must be reconciled, and preparation for necessary and emergencies and this is indicated by the study (Basilaia & Kvavadze, 2020) that the transition to education via The Internet has been successful, and the experience gained from the application of distance education in this pandemic can be utilized in the post-Corona crisis future.

Table 3 also indicates a difference in the level of teachers' beliefs about the worker (teaching methods), where the level of teachers' beliefs in direct teaching was superior to the level of their beliefs in distance teaching. This is confirmed by the study of (Fojtk, 2018; Allen et al., 2004; Mishra et al., 2020), where traditional classroom instruction is more successful than distance learning since there is contemporaneous contact, and the need to develop appropriate plans and programs to improve distance education. The most important gains of this experience are enriching minds, investing in opportunities to overcome obstacles and challenges, and making effective academic decisions in the event of adversity and risks.

Table 4 shows that the arithmetic mean of all items of the teaching methods factor was at a high level for the direct teaching method and an average level for the distance teaching method. This explains that direct teaching methods can be diversified and can encourage students to interact directly and develop and refine their skills more than the distance teaching method. Thus, the processes of facilitating and guiding students in distance learning are necessary for the absence of face-to-face interactions. Engaging students is an essential task for teachers, because online interaction is still not comparable as an alternative to face-to-face interaction, and this requires paying attention to teachers in the technological aspect to diversify their teaching methods.

It appears from Table 5 that the arithmetic mean of all items of the assessment methods factor were at a high level for direct teaching and distance teaching. This is what distinguishes education platforms and the diversity they offer in evaluation methods, and they are equivalent to direct evaluation methods. This is what was stated in the study of Al-Bitar (2016), which shows how remote learning improved the respondents' academic performance.

Table 6 shows that the arithmetic mean for all items of the course organization and management factor was at a high level for direct teaching and distance teaching. This is what distinguishes distance education in that it was more flexible in providing students with the opportunity to learn at the appropriate times for them, which enables the teacher to organize and manage the course as in direct teaching.

Concerning the second research objective, there were statistically significant differences. Table 7 shows that there is an effect of the teaching method on all factors of teaching beliefs, and the differences were in favor of the direct teaching method. This is supported by a study by Fojtk, 2018; Allen et al. (2004) which found that synchronous interaction makes traditional classroom instruction more effective than distance learning. The study by Al-Mahmadi (2018) explained the reasons for the superiority of the direct teaching method over the distance teaching method, as this is due to the difficulties some students have using certain mechanisms of the remote education system, their lack of training in it, and the lack of infrastructure. So student participation, especially in online learning, is important because it may improve learning, performance, and perseverance.

Conclusion

The results indicate that the teachers' beliefs came at the same level as the workers' (course organization and management, evaluation methods). There is a difference in the level of teachers' beliefs about the worker (teaching methods), where the level of teachers' beliefs in direct teaching was superior to the level of their beliefs in distance teaching. The teaching methods factor was at a high level for the direct teaching method and an average level for the distance teaching method. In addition, the assessment methods factor was at a high level for direct teaching and distance teaching. This is what distinguishes education platforms and the diversity they offer in evaluation methods, and they are equivalent to direct evaluation methods. As well as the course organization and management factor was at a high level for direct teaching and distance teaching. Finally, there is an effect of the teaching method on all factors of teaching beliefs, and the differences were in favor of the direct teaching method.

Several parameters must be taken into account in this study: first, temporal limits: this study is determined by the period in which it was conducted, which is the second semester 1441/1442 AH. Second, spatial limits: this study is determined by its location, which is King Faisal University in Al-Ahsa, Saudi Arabia. Third, human limits: this study is determined by the society in which it was conducted, and it is a random sample of King Faisal University professors from different faculties and both genders.

Distance teaching is considered an interesting topic, which is also a challenge for faculty members; where controlling the teaching process goes from the faculty member to the student. So, the faculty member requires high skills to benefit from the teaching resources available on the Internet. In light of the results, the study recommends giving distance teaching more attention, after the COVID-19 crisis is over, by reconciling face-to-face teaching and distance teaching. The need to take advantage of students' positive attitudes toward distance teaching, and work on developing the appropriate plans and programs to benefit from these attitudes. Sustainable professional development of faculty members in technology through preparing courses and conferences. Dissemination of distance education culture. Constant evaluation for distance teaching programs. Develop comprehensive plans for the transition to distance teaching that are flexible and implementable. Working on curriculum preparedness, to apply this kind of learning in the future. Lastly, working on reducing the cost of distance teaching and increasing its effectiveness through paying attention to the infrastructure.

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