

# ONLINE TEACHING AT KINGDOM UNIVERSITY (KU): KEEPING HIGH TEACHING STANDARDS DURING COVID19 PANDEMIC

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## ABSTRACT

*This research aims to provide Scholarly and practical contributions and a complete experience in a university case. Furthermore, the study's results will help academics and practitioners bridge information gaps, allowing them to build successful e-learning programs in response to the COVID-19 pandemic. COVID-19 pandemic has had a massive influence on many people's lives worldwide. One of the risks is that many of its carriers had no symptoms and inadvertently transferred the virus to others by going about their daily lives. Delivering education has been a problem for all nations, especially those striving for justice and equality. The pandemic has caused significant disturbances across the education system, and educators' work has to adapt to new practices." Universities all across the globe have closed and begun to use distance learning. Teachers and lecturers must make significant changes to their teaching approaches and methodologies.*

**Keywords:** Online Teaching, Covid19 Pandemic, E-Learning

## INTRODUCTION

The shifting to an online education paradigm allows students to study independently. Depending on the teaching style of each topic, teachers have used several platforms for online learning, such as Microsoft Teams, Zoom, Blackboard Collaborate, Moodle, Line, or Google Meet. Both students and instructors must plan ahead of time for online courses. Teachers must offer educational resources that are appropriate for internet communication. The COVID-19 pandemic has driven all educational institutions to embrace online learning regardless of their preparation for this shift. This abrupt transition has sparked a discussion about the quality of e-learning, student happiness, and long-term use intentions for e-learning platforms. Improving e-learning quality to increase student satisfaction has increased the efficiency and effectiveness of students' online learning performance and results (Dhawan, 2020; Mohalik, et al., 2020). Although attempts to provide empirical evidence for a better understanding of e-learning quality and implications for improving the quality of online teaching, the quality of topics during the COVID-19 pandemic remains essential for policymakers, academics, and practitioners, the suggestion of health authorities in several nations led the education industry to develop an alternative to face-to-face delivery methods. Thus, understanding students' perceptions of e-learning are crucial for forecasting its efficacy. Because of the COVID-19 pandemic, the mobility limitation may be an excellent opportunity to revisit students' perspectives of e-learning. The increasing prevalence of the internet and its continued innovation have provided students with a new way to pursue their education. E-learning is being used as a new teaching approach at all levels of education and becoming increasingly popular. Universities are shifting their emphasis to more web-based means of providing educational materials. The increasing availability of the internet and its continued innovation have provided students with a new approach. With technological innovation, learning delivers high-quality courses that allow

students time, location, pace alternatives and the opportunity to engage in various learning activities. Universities are shifting their emphasis to more web-based means of providing educational materials. Experts anticipate that the residential-based approach will be successful. There are several signs that e-learning will continue to use modern internet technologies in the teaching and learning process. E-learning has advantages for both institutions and students (Yildiz, 2020).

The COVID-19 pandemic has caused numerous issues in education across the globe, and the majority of those immediately impacted are students. Most students first believed that staying at home and not attending university would save money and time (Marinoni et al. 2020). In recent years, online learning has become popular due to the COVID-19 pandemic; nevertheless, we presume that critical issues may influence online teaching providers. International reports show that most nations have stopped owing to the COVID-19 pandemic, affecting millions of schools, institutes, and universities. Most institutions have implemented the continuation of education via distance learning. Because of the COVID-19 pandemic, universities have increased their investment in education by purchasing Zoom and other platforms licenses for lecturers to use while teaching. However, the main issue of the distance learning approach is the quality and efficacy of the learning process (Ocak, 2020). We intend to explore what students enjoy and hate about e-learning after experiencing unintentional e-learning. Because most students do not intend to use e-learning at first, it is fascinating to discover their preferences after experimenting with conventional face-to-face techniques and e-learning. Even though e-learning is a big issue, it still complements education, while e-learning benefits both students and institutions. The issues associated with the delivery of coursework are composed of five domains, student's attitude and adaptation, interactions between students and instructors, student learning outcomes, faculty well-being, and assessment. The advantages for universities include significant cost savings associated with the investment in physical teaching and learning facilities. However, the cost of abandoning the university infrastructure and facilities is to consider. It also assists colleges in contributing to a digital and aware society. It also aids universities in their efforts to provide global education services. E-learning offers students teaching with flexible time or place. It is possible to accomplish it from home, work, or anywhere to use computers or mobile devices. It provides students with additional choices, flexibility, and convenience. Students who study through e-learning may choose their speed and rhythm. However, the primary focus of the distance learning approach is the learning process's quality and efficacy (Alanezi et al., 2020).

## LITERATURE REVIEW

Review of Literature E-learning is a teaching approach that uses the internet. E-learning is a formal method of learning. Students and lecturers communicate indirectly via an internet-based infrastructure. E-learning refers to Learning experiences utilising various internet connections like mobile phones and computers. E-learning is an innovative strategy to offer education services through an electronic platform to increase knowledge, skills, and other learning goals. Students may study and communicate with instructors and other students in these settings from anywhere independently (Aucejo et al, 2020). The efficacy of e-learning may be endangered if there is a lack of engagement and direct contact. The essential factor of total e-learning service quality is e-learning system quality, as E-learning is technology-based. The perceived ease of use is a significant predictor of satisfaction and inclination to continue learning. Connectivity is another significant component in system quality. Another significant disadvantage of e-learning is its reliance on technology. They need a reliable internet connection. At the same time, the complex software will impede an efficient online lecture; most e-learning research started in rich nations with a solid ICT infrastructure. In developing nations, the unreliable connection may impact student satisfaction, one barrier to e-learning success. The efficacy of e-learning is another critical topic. The optimum efficacy of e-learning

should be assessing the student's academic performance. There are no substantial differences between online and offline learning approaches regarding course results and student engagement, as has been asserted by the vast majority of Scholarly studies.

Nonetheless, the majority of students prefer face-to-face learning techniques. The COVID-10 pandemic influences human health and other elements of life, including education. The suggestions of health authorities led the education industry to develop an alternative to face-to-face delivery methods. The learning process should be uninterrupted in the event of an interruption (Darwish et al., 2021). The best and most straightforward option is to switch from regular face-to-face sessions to online ones. Remote learning may be the ideal alternative for students under pressure for time.

### **E-Learning Efficacy**

This COVID pandemic has unintentionally raised awareness and acceptance of modern educational technologies. E-learning provides benefits such as efficiency, flexibility, and convenience. It enables students to study whenever and wherever they choose. The lecture content is freely accessible to students. It does not need any commuting. However, research indicates that contact and communication between students and instructors are critical elements in student engagement and success. One of the most significant aspects influencing student perceived learning and e-learning satisfaction is student-instructor interaction. Engagement and reactivity are critical components of e-learning pleasure (Apuke et al., 2018).

### **Challenges**

The expansion of the coronavirus pandemic is the source of health problems all across the globe. Covid-19 has annihilated the whole global economy. Its expansion has sparked concern in almost every area of the global economy. Thousands of schools, colleges, and institutions closed due to lockdown. Lockdown has forced institutions, universities, and schools to transfer their entire curriculum to the digital platform without enough preparation. The governments' prolonged closure of schools, colleges, and universities, has pushed academic institutions into online instruction. The education sector has seen a pedagogical movement in teaching toward e-learning. The concern for students' safety urged academic institutions to adopt new techniques for teaching. Teachers were aware of the benefits of employing technology to promote learning. Still, they were not prepared enough for such radical change. The Covid-19, on the other hand, has driven institutions to adopt e-learning since keeping a social distance is critical. Maintaining rigorous norms, such as social separation, is unlikely in the traditional classroom form of education. To make e-learning a success, both instructors and students must embrace the digital learning process. The abrupt transition to a click model of education and learning has presented severe issues to instructors and students. The issues for students are related to technical infrastructure and psychological well-being. Anxiety and sadness are two psychological effects of online education on students. The focus on digital instruction has burdened all stakeholders in the education business. An unprecedented event was a worldwide move toward remote instruction on such little notice (Hoghes, 2020). These crises are unplanned and need the ability to instruct utilising technology. Many instructors are having difficulty adjusting to online learning. The popular wisdom is that teachers and, most likely, textbooks are significant sources of knowledge for students. Teachers may access information and communication technology (ICT) assistance, such as audio/videos, PowerPoint, or films. Online instruction differs from traditional instruction in that the teacher is not there to keep students on their toes. The e-learning system complicates the teacher's position by requiring instructors to gather, prepare, and deliver knowledge through the internet as course facilitators. The intricacy of online instruction has multiplied instructors' workload many times over. Following the lockout, most educational institutions adopted online or remote learning in live sessions using

various conferencing software such as Microsoft Teams, Zoom, Google Meet, Blackboard, Skype, and Cisco WebEx. In contrast, online learning is achieved through online networks such as WhatsApp, YouTube, and educational institute learning management systems (Ali, 2017).

Even before the Covid-19 outbreak, underdeveloped nations had several problems and roadblocks implementing e-learning. The difficulties have grown increasingly as the whole educational system has migrated from conventional to online. Numerous researches have been undertaken better to understand the quality of e-learning from various viewpoints. Various research on online teaching has identified and studied critical concerns such as communication, technology, time management, pedagogy, and assessment. However, the issues that instructors confronted in the Covid-19 era have received less attention. This research aims to understand better the difficulties of online teaching from home in the educational sector.

The difficulties may be divided into pre-Covid, during Covid, and post-Covid. Extensive literature research and expert comments were employed to grasp difficulties from all angles. Numerous researches have focused on different aspects of online education. Research has proposed numerous constructions and associated measurement aspects. While each of these structures and features seems to be essential and relevant, it is uncertain which construct and element will be appropriate for measuring the obstacles of online teaching from home in the Covid-19 age.

Finally, the government's continuous shutdown of schools, colleges, and universities has pushed academic institutions toward online learning. Furthermore, the concern for students' safety compelled academic institutions to implement new teaching approaches. Instructors were aware of the advantages of using technology to promote learning and uphold strict norms, such as social separation. It is unlikely that traditional classroom education will continue. As a result, the transformation is unavoidable and required to keep the machine running. Students' concerns were identified as related to technological infrastructure and psychological well-being. Similarly, many instructors struggle to adjust to online learning because it differs from traditional instruction. The complexity of online instruction has dramatically increased instructors' workload (Swan, 2017; Rajab, 2020).

## RESEARCH METHODOLOGY

This section should explain why we choose a particular approach or technique. We utilised a Likert scale, which is acceptable for the study's general goals. We guaranteed a sufficient sample size to generalise and make recommendations based on the results. We expected difficulties in interpreting the results in a meaningful manner; however, we collected enough information to implement our method; the article reviewed prior literature to help in formulating the research statement and followed the case study approach.

### Research Statement

The sudden change in delivery mode and moving from conventional teaching to online teaching have incurred challenges to the teaching process. For this purpose, it is evident that this change needs further investigation to ensure the new teaching modes of teaching. Thus, we envisaged exploring the need to assess the satisfaction to find gaps and weaknesses to achieve efficiency in the new model.

### Research Questions

The study's research questions purposely emphasised assessing a particular component of student satisfaction, which the article will investigate; how do student participants rank their experience in this new mode of teaching? How might KU's experience assist other universities in adopting the same methodology?

## Importance and research objectives

This study seeks to give intellectual and practical contributions and a comprehensive experience in a university scenario. Furthermore, the research findings will assist academics and practitioners in bridging knowledge gaps, enabling them to develop effective e-learning programs in response to the COVID-19 epidemic.

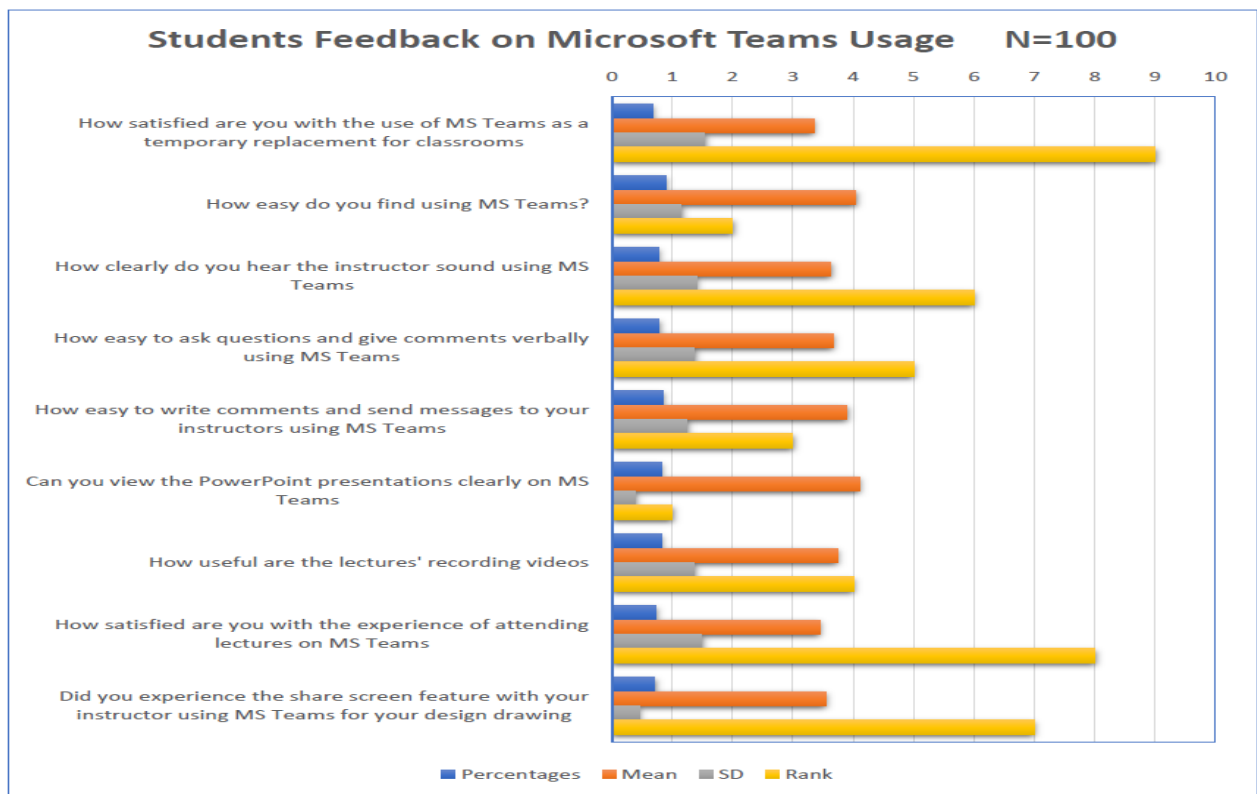
## RESULT ANALYSIS AND DISCUSSION

The researchers conducted two surveys to identify the degree of satisfaction and the issues raised to meet the challenging shift from face-to-face teaching to online. As a result, we analysed the collected data and produced statistics that helped the management assess the new situation while maintaining the standards. Accordingly, we first studied the use of MS Teams as our delivery tool; then, we studied the satisfaction pattern of students being shifted to online teaching (see Table 1 and Figure 1,2,3).

### Students feedback on the usage of MS Teams

The researchers used convenience sampling of 100 students out of 700 the total population by approaching our ICT surveys. The table-1 below generally shows positive feedback regarding using this platform, as all the answers showed above-average feedback. However, the dissatisfaction rate was 32 per cent, which means that almost one-third of the sample was a spectacle. This indicated that the university management needed more efforts to reach complete satisfaction.

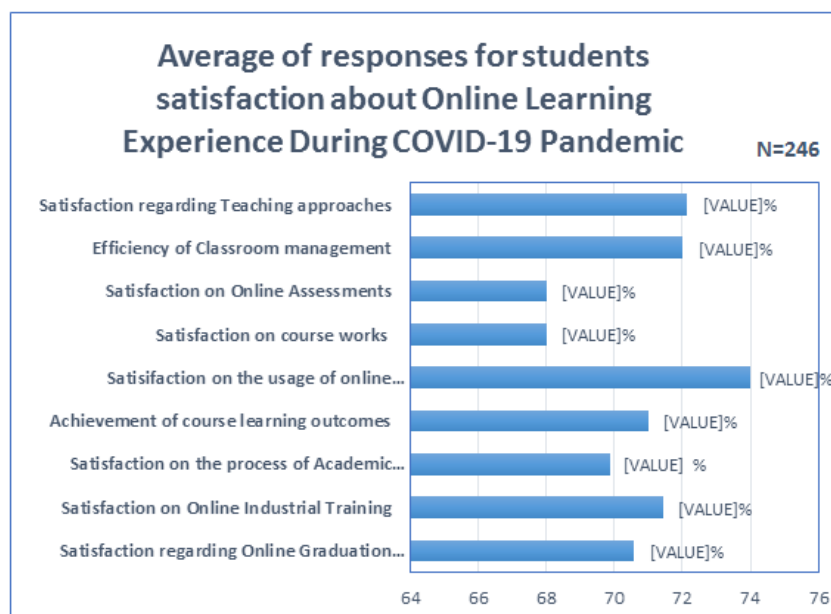
Question No.	Item	Percentages	Mean	SD	Rank
1	How satisfied are you with the use of MS Teams as a temporary replacement for classrooms	68%	3.35	1.53	9
2	How easy do you find using MS Teams?	89%	4.04	1.15	2
3	How do you hear the instructor sound using MS Teams	77%	3.63	1.40	6
4	How easy to ask questions and give comments verbally using MS Teams	78%	3.66	1.37	5
5	How easy to write comments and send messages to your instructors using MS Teams	84%	3.89	1.25	3
6	Can you view the PowerPoint presentations clearly on MS Teams	82%	4.1	0.39	1
7	How helpful are the lectures' recording videos	82%	3.74	1.36	4
8	How satisfied are you with the experience of attending lectures on MS Teams	73%	3.44	1.49	8
9	Did you experience the share screen feature with your instructor using MS Teams for your design drawing	71%	3.55	0.46	7



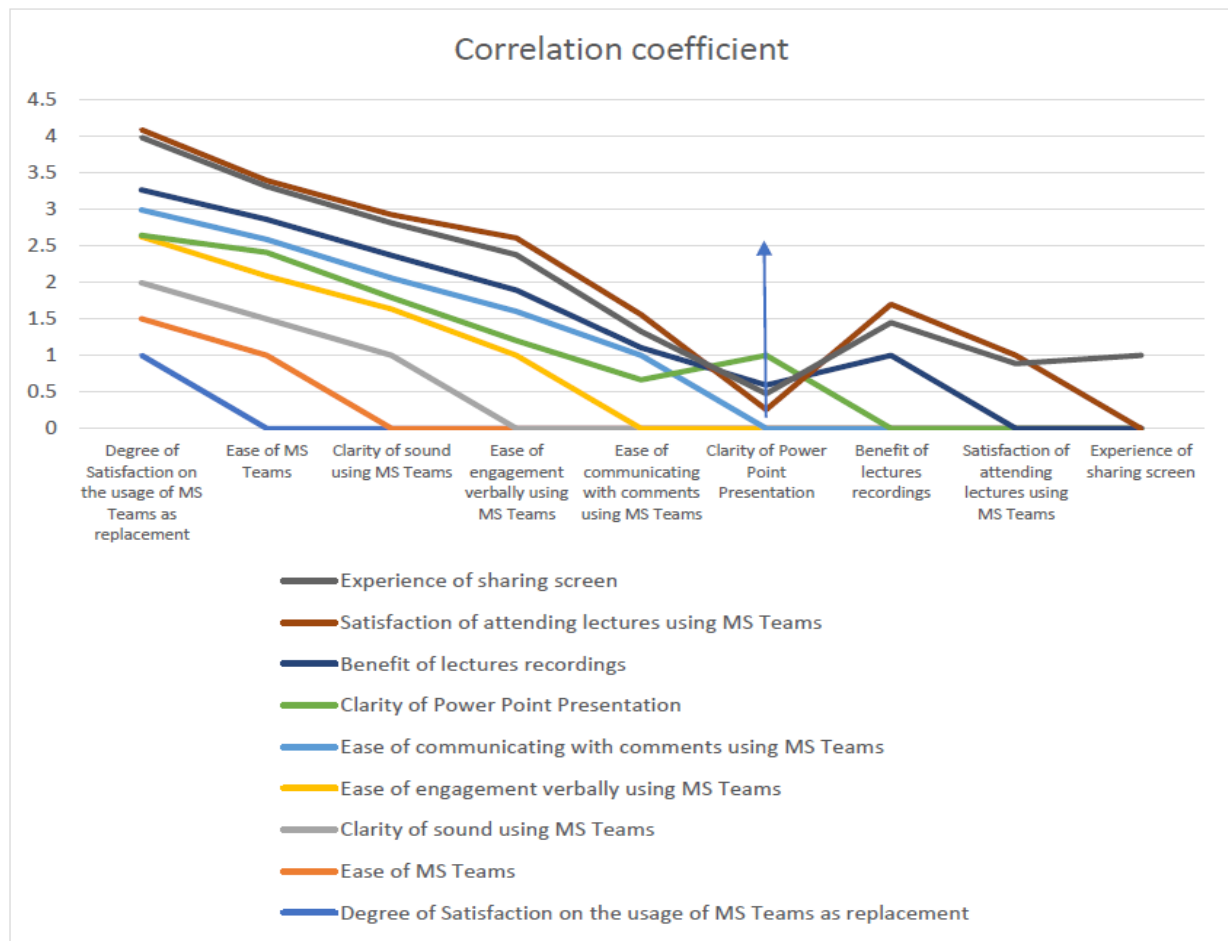
**FIGURE 1**  
**HISTOGRAM STUDENTS FEEDBACK ON MS TEAMS USAGE AT KU**

**Student Responses Regarding the Online Teaching**

The researchers used a Purposive Sampling depending on selecting a sample from the university student population. The figure was achieved using the Johar table, which showed that the sample of 246 is suitable for representing the population of 750 students at KU.



**FIGURE 2**  
**AVERAGE OF SATISFACTION USING ONLINE LEARNING**



**FIGURE 3**  
**CORRELATIONS OF AVERAGES OF SATISFACTION USING ONLINE LEARNING**

The arrow in the graph above shows how three variables explain the relationships of the factors reflecting a reasonable degree of satisfaction with a minor deviation from average responses.

## CONCLUSION

The Covid19 problem has compelled the globe to begin on a mechanism that has progressed dramatically over the previous two decades due to current computer technology combined with fast and inexpensive internet connections. KU has provided our students and teachers with solid skills that will benefit the employability of our alumni in the future. The transition from a traditional to a fully-fledged distance learning system has been a challenging mission. Despite the difficulties, we have taken charge of the problem. At Kingdom University, we have implemented initiatives to a notable example of a complete and swift shift from traditional to e-learning modalities despite specific difficulties. The adoption of blended learning modes is also seen as a viable choice for dealing with various situations for educational delivery, depending on the circumstances. Based on government directions, technical advancement is a dynamic process. Regardless of our accomplishments, we continue to look for methods to enhance our e-learning paradigm in our online educational delivery. Stay up with the most recent advancements in this sector. This journey will need the ongoing development of our employees to provide conveniently available assistance, the establishment of a virtual campus, and the continual upgrading of our systems.

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