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Assessment Challenges Faced By Faculty Members at Fine Arts Faculties in Jordan during Covid-19 Epidemic

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ABSTRACT

Assessment is one of the most significant elements in the learning teaching process since it reflects students mastery of the learning content. This process is more important in subject needing hands-on learning tasks. The study examined the most common assessment challenges facing faculty members at Fine Arts Faculties in Jordan during Covid-19 pandemic. A sample consisting of (38) faculty members working in Jordanian universities was administrated. A questionnaire consisted of (24) items distributed on three domains: Difficulties related to faculty members, difficulties related to students, and difficulties related to university was used. The study results showed that the level of assessment challenges faced by faculty members at Fine Arts Faculties in Jordan during Covid-19 was high. It also revealed statistically significant differences in the level of assessment challenges faced by faculty members at Fine Arts Faculties in Jordan during Covid-19 in light of experience, in favor of the least experience, while there were no statistically significant differences in the level of assessment challenges faced by faculty members at Fine Arts Faculties in Jordan during Covid-19 in light of gender and university type. In light of the results, recommendations were provided.

Keywords: Assessment Challenges, Fine Arts Faculties, COVID-19 pandemic, Jordan.

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1. Introduction

Due to its role in assessing students' performance, determining their educational achievement, and enhancing their ability to learn, assessment is one of the basic processes used in most educational institutions. Additionally, assessment is the mechanism through which the achievement of the educational process objectives can be identified. At the college level, there are many strategies for assessing students' performance, such as observations, exams, assignments, and other learning tasks which vary in accordance with the nature of the educational contexts. Since the outbreak of (COVID-19) at the end of 2019, starting in a Chinese city (Wuhan) and then to the whole world, a significant leap in all social, economic, and educational aspects has occurred. Therefore, there is a need for modifying or changing the traditional teaching and learning methods and strategies for providing educational

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content to students over the platforms of distance learning. Such methods and strategies are thought to enable the fair assessment of student performance and academic integrity. Due to the fact that the College of Fine Arts is one of the important and pioneering colleges in teaching arts and design, and that the nature of presenting its learning content and evaluating students' performance differs from other colleges, there has been a limitation in the ability to effectively assess students' performance, especially in light of the outbreak of COVID-19 and the emergence of a set of assessment challenges that face faculty members.

According to the World Health Organization, COVID-19 is defined as one of the most recently discovered species of coronavirus causing diseases to humans due to the infection of the respiratory system, as the severity of its symptoms may vary from common colds to severe illness (Al-Harbi & Sobhi, 2021). Al-Zahrani (2021) also defines it as a species of coronavirus that first appeared in the Chinese city of Wuhan at the end of 2019, which is diagnosed as severe pneumonia leading to serious complications. Therefore, it has been classified as a global epidemic that forced many countries around the world to take a set of precautionary measures to stop its outbreak.

In light of the educational institutions' lockdown and the implementation of distance learning as a protectionary measure to limit the outbreak of COVID-19, concerns related to the unequal learning opportunities among different learning contexts started to emerge. College students are one of the most important groups affected by the outbreak of COVID-19 and the transition from the traditional educational system to virtual classrooms. Therefore, a number of challenges have become apparent, including the difficulty of sending assignments and activities or administering tests that are important in assessing students' level of performance (Abdel Hamid & Shawky, 2021).

Amua-Sekyi (2016) indicates that assessment is one of the basic pillars of any educational system, as well as the cornerstone of the teaching and learning process, through which a faculty member is assisted in determining the learning outcomes and the extent to which students' skills and abilities are developed. Thus, it improves and develops the quality of the learning and teaching process. A faculty member may assess his/her students based on the observation of their performance in completing assignments, tests, reports, exercises, and other activities.

However, Stăncescu and Drăghicescu (2018) indicate that assessment is not only the last stage of the educational process but also an integral part of it, as it provides both faculty members and students with the necessary feedback to improve their competence throughout the educational process. It includes a value judgment based on a set of precise criteria by which students are ranked in the classroom.

Al-Zoubi (2019) reports that assessment is one of the most important stages within the educational process that is related to educational development, as this is what many educational systems seek. Furthermore, assessment is also a commonly used tool in education to improve its quality and to identify the extent to which the desired objectives are attained. It is an ongoing process used by faculty members to describe students' performance and to indicate their level of competence in many educational contexts, as it includes several techniques (e.g. verbal judgments about a student's response, or writing a statement to comment on a report submitted by a student).

Rawlusk (2018) defines assessment as a variety of tasks through which faculty members collect information about student's performance and achievement; i.e., assessment has two main purposes: educating students and obtaining a certificate assessing students' achievement. According to Kamal (2020), assessment is a set of rational efforts employed in various research methods to provide important information required for making decisions related to plans, programs, and policies. Furthermore, it is a process in which a judgment about the educational aids' ability to achieve the desired objectives is made, and in which the shortcomings are identified so that they can be avoided in the future.

Bloxham and Biyd (2007) emphasize the significant impact of assessment on students' performance, as it affects their attitudes towards learning; the time they take for studying; their engagements in the learning subject; and their understanding of the learning topics' basic terms. However, the misuse of assessment strategies may have negative "reverse" effects on students' learning and achievement. Thus, faculty members should pay attention to the assessment strategies

they apply so that they would not miss an important opportunity to enhance their students' achievement and performance, and thus positively affect their outcomes.

According to Al-Zoubi (2019), assessment strategies can be categorized as follows: (Performance-Based Assessment) in which students demonstrate how to employ skills in real-life situations using simulations or presentations; (Pencil-and-Paper Assessments) in which students administrate exams and quizzes; (Communication-Based Assessment) in which students are examined using interviews or sessions with questions and answers assessing their abilities to think and solve challenges; (Observation-Based Assessment) in which a faculty member observes students' behavior and progress; and finally (Self-Reflection Assessment) in which students identify their strengths and weaknesses in order to determine their needs.

Assessment types are also as follows:

- Formative Assessment: it is an assessment type that takes place during teaching to provide a faculty member and the student with feedback so that the teaching and learning process can be improved, the student's level of development can be identified, and weaknesses can be determined and addressed. This type of assessment is used to make a continuous comparison between the procedural objectives and their achievements, and to judge the achievement level of these objectives in light of the previous comparisons using a mastery scale to take the appropriate decision regarding student's transition to a new level of learning as a result of achieving those procedural objectives (Al-Azizi, 2018). The function of this assessment is remedial in nature. When this type of assessment revealed that the learning process is found to be satisfactory, then it would motivate both faculty members and students to work harder throughout tests and other assessment procedures. This type of assessment can also be conducted at the end of each chapter, at the end of each lesson, or at the end of the course. Furthermore, assessment can be used to evoke students' self-assessment and to modify their behavior in accordance with the feedback provided as a result of this assessment. Lectures, discussions, teamwork, and quizzes are examples of such types of assessment (Bhat & Bhat, 2019).

- Summative Achievement: This type of assessment intends to measure what has been learned at the end of each semester. It aims to report students' learning level rather than just affecting the learning process, as in the Formative Assessment case (Dolin, Black, Harlen & Tiberghien, 2018). Summative Assessment is usually designed to help make final judgments about a student's achievement in an educational program and other possible subsequent achievements; provide information to help in decision selection; provide formal evidence about a student's competency. Therefore, instruction is largely controlled by this type of assessment (Amua-Sekyi, 2016). According to Bhat and Bhat (2019), the importance of Summative Assessment lies in its attempt to identify students' level of understanding, and achievement, enhance their performance, determine their weaknesses, prepare their journals, and improve the learning environment based on the outcomes. midterm and final tests, standardized tests, projects, final reports, and final presentations are examples of such types of assessment.

Senel and Senel (2021) argue that Formative Assessment is thought to be more noticeable in distance education; due to the limited interaction, the absence of a traditional learning environment, and students' need for feedback to find out deficiencies and errors, requiring, therefore, faculty members to be able to provide students with the opportunity to organize their learning using immediate feedback, tests or performance-based teaching strategies.

Despite all the tremendous development of e-learning services and its perceived advantages in education, faculty members still face a set of challenges in assessing their students during COVID-19, such as the poor connection, limited accessibility to the system, lack of technical skills, lack of effective interaction, difficulty in identifying students' identities, low validity of study results and students' assignments that are submitted online, and the uncontrollable cheating issues (Abduh, 2021).

During COVID-19, faculty members had to perform all assessment practices online, even though many of them had a wide experience in face-to-face teaching. Thus, this lack of experience in distance teaching, along with the imposed administrative restrictions, may have negative impacts on the assessment process, leading to a discrepancy in the reliability and validity of assessment results (Senel & Senel, 2021).

No doubt that the increase in students number within the same course, affected the accuracy of assessment, especially in light of the fact that university education is based on providing theoretical

and applied knowledge to students, and then measuring their performance and ability to absorb this knowledge at the end of each level, as this limited the ability to indicate the actual level of their performance and the extent to which the educational system achieves its objectives (Noureddine, 2018).

Pokhrel and Chhetri (2021) point out that COVID-19 outbreak has led to the assessment of students' performance online. Predictably, this led to many errors, difficulties, uncertainty, and confusion among faculty members and students as a result of the differences between the strategies of online assessments and those used in conventional strategies of assessment. Therefore, there is an urgent need to devise and implement alternative educational and assessment strategies commensurate with the nature of distance learning.

Assessment addressed by many studies. A study by Chen and her colleagues (2017) in the USA examined the impact of Referenced Formative Assessment on students' achievement in Arts material. The study sample consisted of (3195) male and female school students instructed by (43) male and female art teachers. The study sample was divided into two groups; an experimental group of (611) students instructed by teachers who administrated a professional development program in formative assessment practices, and a control group of (2445) students instructed by teachers who did not administrate the professional development program. To achieve the study purposes, an Academic Achievement Assessment Scale was employed. The results revealed that the Referenced Formative Assessment has a positive statistically significant effect on students' achievement in Arts material.

Moges (2018) aimed to identify the practices used by faculty members in assessing their students in Ethiopia. The study sample consisted of (80) male and female university students selected using a purposeful stratified sampling method. To achieve the study objectives, a questionnaire, semi-structured interview, and observation were employed. The results showed that the practice level of faculty members in assessing students was very low. The results also indicated that the practices used by faculty members in assessing their students are manifested only by tests, homework, and classroom work. It was also found that the lack of resources, large class number, lack of instructional time, insufficient support, lack of educational materials, lack of knowledge and skill in assessment, and large educational content are the most important challenges facing assessment.

Al-Thubaiti (2018) addressed the assessment strategies used by faculty members and their relationship to the quality of the academic outcomes. The study sample consisted of (171) faculty members at Shaqra University / KSA. To achieve the study objectives, a questionnaire was used. The results revealed that the utilization level of modern assessment strategies among faculty members was low. Moderate levels of using a variety of assessment strategies were also reported. The results also showed a positive correlation between levels of using a variety of assessment strategies and the academic outcomes. No statistically significant differences due to gender, professional experience, and language of instruction were found in the utilization level of assessment strategies, while there were statistically significant differences in the utilization level of assessment strategies due to specialization and academic rank, in favor of scientific specialization and prof. rank, respectively.

Guangul and his colleagues (2020) investigated the challenges facing the implementation of distance assessment during COVID-19 in Omani higher education institutions. The study sample consisted of (50) faculty members working at the University of the Middle East. To achieve the study objectives, a questionnaire was employed. The results indicated that the lack of academic integrity, poor infrastructure, inability to cover the learning outcomes and students' lack of commitment are the most important challenges facing the implementation of distance assessment. It also revealed that lack of academic integrity can be reduced by providing students with different questions and using online presentations to control violations; As a faculty member may have an opportunity to ensure that the submitted assignment is prepared by the student him/herself.

Karadag and his colleagues (2021) aimed to determine students' perspectives about the use of open question tests as an assessment strategy in the Open Education System at Anadolu University / Turkey. The study sample consisted of (3236) male and female university students. To achieve the objectives of the study, a questionnaire, including Likert-based questions, closed questions and two open-ended questions, was used. The results of the study showed that the study sample majority finds

open questions more difficult than multiple-choice questions and that they have negative attitudes towards open questions in terms of measuring a subject's competence and fair assessment.

Senel and Senel (2021) investigated the common assessment practices used during COVID-19. The study sample consisted of (486) male and female students selected randomly. To achieve the objectives of the study, a questionnaire was used. The results indicated that students' satisfaction with the quality of assessment practices was moderate. The results also revealed that assignments were the most frequently used assessment strategy. There were statistically significant differences in the students' satisfaction with the quality of assessment practices, in favor of the students interacting with their faculty members and those tested online.

Abduh (2021) aimed to identify the perceptions of ESL faculty members about the assessment strategies used in distance learning during COVID-19. The study sample consisted of (26) faculty members working at Najran University / KSA. To achieve the objectives of the study, an e-questionnaire and e-interviews were employed. The results showed that the perceptions of ESL faculty members about the ease of the assessment strategies used in distance learning during COVID-19 epidemic were moderate and that the perceptions of ESL faculty members about the techniques and strategies used in distance assessment were positive. The results also indicated that the level of challenges facing faculty members in implementing strategies for distance assessments was high. The study revealed no statistically significant differences between the perceptions of faculty members due to gender.

In light of the review of the related literature, it turns out that the current study is distinguished by its attempt to define the level of assessment challenges faced by faculty members at Fine Arts Faculties in Jordan during Covid-19. To the researcher's limited knowledge, there is a lack of studies addressing this field, except for the study of (Guangul et al., 2020) which examined the challenges of implementing assessment strategies during COVID-19 in Omani higher education institutions. Accordingly, the current study would enrich the literature related to the implementation of assessment strategies during COVID-19 and the challenges encountering their implementation, which can be employed in light of what the different countries are suffering from, including the Arab World countries, as a result of the outbreak of COVID-19. To achieve this, the current study benefited from the previous studies in identifying the study problem, developing its instrument and discussing the results.

1.1 Study problem and questions

COVID-19 epidemic educators to modify or even change their traditional strategies whether in providing or receiving learning content or even accessing assessments and examinations, as there is no longer direct interaction between those who provide learning content and those who receive it. Therefore, this has radically changed the course of the educational process. For instance, some specializations have been directly affected, especially those requiring a direct interaction between the teacher and learners (e.g. medicine, engineering, dentistry, communication engineering, fine arts, etc.). Since both teaching and learning have gone through a period of radical change in teaching and learning methods and strategies, this also applies to the assessment process, which has become an integral part of the educational process.

Reviewing the related literature and previous studies, the researcher noted a practical and theoretical gap in the educational literature and previous studies, as there is a scarcity of previous studies addressing the challenges facing the faculty members of Fine Arts colleges in assessing the assignments submitted by students. These challenges were exacerbated during COVID-19, leading the educational institutions to employ distance learning, through which faculty members had to assess students' performance remotely. Due to the fact that the students' artworks need to be submitted before the faculty member to be assessed fairly, and that this requires providing individual requirements to faculty members (e.g. technology) and students (e.g. the access to the Internet), a set of challenges faced faculty members of Fine Arts colleges when assessing their students' performance, as this is what the current study attempts to reveal.

Based on her field experience as a faculty member at the Faculty of Fine Arts/Al-Balqa Applied University, the researcher faced a set of challenges in assessing students' performance, especially since it requires the use of different senses (the close observation and touch) not available in distance learning contexts. The problem of the study lies in answering the following questions:

- What is the level of assessment challenges faced by faculty members at the Faculties of Fine Arts in Jordanian universities during COVID-19?
- Are there any statistically significant differences in the level of assessment challenges faced by faculty members at the Faculties of Fine Arts in Jordanian universities during COVID-19 due to gender, experience, academic rank and type of university?

1.2 Study objectives

The current study aims to:

- Identify the level of assessment challenges faced by faculty members at the Faculties of Fine Arts in Jordanian universities during COVID-19.
- Reveal any statistically significant differences in the level of assessment challenges faced by faculty members at the Faculties of Fine Arts in Jordanian universities during COVID-19 in light of some variables.

1.3 Study significance

The significance of the current study can be classified into:

- Theoretical Significance: This stems from the importance of the information it provides about the assessment challenges faced by faculty members at Fine Arts Faculties in Jordanian universities, which will therefore draw the researchers' attention towards addressing the suitable assessment strategies to be used by the faculty members of Fine Arts Faculties.
- Scientific Significance: This stems from the valuable results it provides, that can be relied on in developing assessment strategies to be used by the faculty members of Fine Arts Faculties in the assessment of their students during COVID-19, and in developing faculty members' technological skills required for assessment.

1.4 Definitions

Assessment: A variety of tasks by which teachers collect information regarding the performance and achievement of their students. It has two main purposes: One reason is for student learning and the second is for certification, which involves the evaluation of student achievement (Rawlussyk, 2018).

Procedurally, it can be defined as the degree obtained by a respondent after responding to the Assessment challenges Scale used in the current study.

COVID-19 Epidemic: one of the novel species of coronavirus causing diseases to humans due to the infection of the respiratory system, as the severity of its symptoms may vary from common colds to severe illness (Al-Harbi and Sobhi, 2021).

1.5 Study limitations

The current study is limited to a sample of faculty members at the Fine Arts Faculties of the Northern Region universities in Jordan (Yarmouk University, University of Science and Technology, Jadara University, and Irbid National University), during the second semester of 2020/2021. The results of the study are determined by the psychometric properties of the study instrument and the indicators of validity and reliability, limiting therefore the generalization of the study results.

2. Methods and procedures

2.1 Methodology

To achieve the purposes of the current study, and answer its questions a descriptive-analytical design was employed.

2.2 The population of the study

The population of the study consisted of all faculty members of the Faculties of Fine Arts in the Jordanian universities who work in the first semester of the academic year 2021/2022.

2.3 Sample of the study

A random sample of the faculty members of the Faculties of Fine Arts in the Jordanian universities was selected during COVID-19. The sample consisted of (38) faculty members as shown in table (1).

Table 1.

Distribution of the study sample.

Variable	Category	Number	%
Gender	Male	27	71.1%
	Female	11	28.9%
Rank	Professor	8	21.1%
	Associate Professor	10	26.3%
	Assistant Professor	20	52.6%
Type of University	Public	22	57.9%
	Private	16	42.1%
Experience	1 to 5 years	13	34.2%
	5 to less than 10 years	12	31.6%
	10 years and more	13	34.2%
Total		38	100%

2.4 Instrument of the study

To achieve the study objectives, a questionnaire was developed that assesses the assessment challenges by reviewing a set of previous studies such as the study of Guangul and his colleagues (2020). The instrument in its preliminary format consisted of (24) items distributed in three domains: Difficulties related to faculty members, difficulties related to students, and difficulties related to university.

2.4.1 Construct validity of the instrument

To obtain Construct validity, the instrument was administrated on a pilot sample consisting of (30) faculty members of Fine Arts in the public and private Jordanian universities selected from the study population and out of the original sample. Then, correlation coefficient between the item and the domain it belongs to was calculated, where the correlation coefficients were significant at ($\alpha = 0.05$), as shown in table (2).

Table 2.

Correlation Coefficients and the statistical significance -Construct Validity- between the Items of the Questionnaire and the Domains they belong to.

Difficulties related to Faculty Members			difficulties related to Students			Difficulties related to University		
Item	Correlation Coefficients	Sig.	Item	Correlation Coefficients	Sig.	Item	Correlation Coefficients	Sig.
1	0.904**	0.000	9	0.717**	0.000	17	0.596**	0.001
2	0.420**	0.021	10	0.428**	0.018	18	0.591**	0.001
3	0.904**	0.000	11	0.897**	0.000	19	0.749**	0.003
4	0.514**	0.004	12	0.653**	0.000	20	0.858**	0.000
5	0.854**	0.000	13	0.565**	0.001	21	0.714**	0.000
6	0.582**	0.001	14	0.592**	0.001	22	0.777**	0.000
7	0.904**	0.000	15	0.843**	0.001	23	0.735**	0.000
8	0.514**	0.004	16	0.585**	0.000	24	0.675**	0.000

2.4.2 Reliability of the instrument

The reliability of the instrument was conducted using Test-Retest, by administrating it twice on a pilot sample consisting of (30) faculty members of Fine Arts in the public and private Jordanian universities selected from the study population and out of the original sample, with two weeks' time interval. Then, correlation coefficients were calculated between them, where Test-Retest Reliability for

the instrument reached (0.943). Furthermore, internal consistency was calculated using Cronbach Alpha Coefficient for internal consistency, it reached (0.871), as shown in table (3).

Table 3.

Cronbach Alpha Internal Consistency Reliabilities for Individual Domains and Total Instrument.

Domain	Items' Number	Test-Retest Reliability	Internal Consistency Coefficient
Difficulties related to Faculty Members	8	0.812	0.877
difficulties related to Students	8	0.825	0.926
Difficulties related to University	8	0.840	0.869
Total Score	24	0.871	0.943

3. Results of the study

3.1 Results of the First Question: "What is the level of assessment challenges faced by faculty members at the Faculties of Fine Arts in Jordanian universities during COVID-19?"

To answer the first question, means and standard deviations were calculated for the level of assessment challenges faced by faculty members of Faculties of Fine Arts in Jordanian universities during COVID-19, as shown in table (4).

Table 4.

Means and Standard Deviations for the Domains of Assessment Challenges Faced by Faculty Members of Faculties of Fine Arts in Jordanian Universities during COVID-19 in a Descending Order.

Rank	Domain No.	Domain	Mean	Std. Devi.	Level
1	2	Difficulties related to Students	3.82	0.709	High
2	1	difficulties related to Faculty Members	3.80	0.801	High
3	3	Difficulties related to University	3.74	0.760	High
		Total	0.79	0.730	High

Table (4) shows that the level of assessment challenges faced by faculty members of Faculties of Fine Arts in Jordanian universities during COVID-19 was high ($M = 3.79$, Std. Devi. = 0.730), means ranged between (3.74-0.382), where the domain of "difficulties related to students" ranked first with a mean score (3.82) and standard deviation (0.709) and a high level, followed by the domain of "difficulties related to faculty members" ($M = 3.80$, Std. Devi. = 0.801), and "difficulties related to university" ranked last ($M = 3.74$, Std. Devi. = 0.760) with a high level.

Moreover, means and standard deviations were calculated for study sample estimations on the items of each domain individually as follows:

First Domain: Difficulties related to faculty members

Means and standard deviations were calculated for the items of the domain "difficulties related to faculty members", as shown in the following table.

Table 5.

Means and Standard Deviations for the Items of Difficulties Related to Faculty Members in a Descending Order.

Rank	Item No.	Items	Mean	Std. Devi.	Level
1	7	Faculty members believe that using distance learning is an inappropriate strategic	4.05	0.899	High
2	3	Faculty members face technical challenges with their devices	3.92	0.882	High
3	2	Faculty members do not have continuous access to the Internet	3.84	1.001	High
4	8	Faculty members believe it is better to use traditional methods in assessing students' work	3.84	0.945	High

5	6	Faculty members face difficulties in moving through the different applications available in the used system	3.71	0.927	High
6	1	Faculty members do not have technological knowledge to review the students' work	3.68	0.933	High
7	5	Faculty members unable to find appropriate balance between lecture time and their family responsibilities	3.68	1.068	High
8	4	Faculty members unable to optimally assess the artwork	3.66	1.072	Moderate
Total			3.80	0.801	High

Table (5) shows that the level of difficulties related to faculty members of Faculties of Fine Arts in Jordanian universities was high ($M = 3.80$, Std. Devi. = 0.801), means of the items ranged between (3.66-4.05), where item (7) "Faculty members believe that using distance learning is an inappropriate strategic" ranked first ($M = 4.05$, Std. Devi. = 0.899) with a high level, while item (4) "Faculty members unable to optimally assess the artwork" ranked last ($M = 3.66$, Std. Devi. = 0.801) with a moderate level.

Second Domain: Difficulties related to students

Means and standard deviations were calculated for the items of the domain "difficulties related to students", as shown in the following table.

Table 6.

Means and standard deviations for the items of difficulties related to students in a descending order.

Rank	Item No.	Items	Mean	Std. Devi.	Level
1	16	Students feel that time available for them to deliver their works is insufficient	3.92	0.997	High
2	9	Students believe that delivering their artwork through distance learning do not give them the opportunity to provide enough explanation about these works	3.89	0.924	High
3	14	Students unable to show their real level	3.84	0.886	High
4	11	Students do not have enough computer knowledge to help them deliver their works	3.82	0.896	High
5	12	Students cannot express their opinions in concern of the evaluated works	3.79	0.875	High
6	13	Students get confused when delivering their artworks for assessment	3.79	0.935	High
7	10	Students face difficulties in communicating faculty members	3.76	0.943	High
8	15	Students feel unconfident when delivering their work for assessment	3.74	0.891	High
Total			3.82	0.709	High

Table (6) shows that the level of difficulties related to students in the Faculties of Fine Arts in Jordanian universities was high ($M = 3.82$, Std. Devi. = 0.709), means of the items ranged between (3.74-3.92), where item (16) "Students feel that time available for them to deliver their works is insufficient" ranked first ($M = 3.92$, Std. Devi. = 0.997) with a high level, while item (15) "Students feel unconfident when delivering their work for assessment" ranked last ($M = 3.74$, Std. Devi. = 0.891) with a high level.

Third Domain: Difficulties related to university

Means and standard deviations were calculated for the items of the domain "difficulties related to university", as shown in the following table.

Table 7.

Means and standard deviations for the items of difficulties related to university in a descending order.

Rank	Item No.	Items	Mean	Std. Devi.	Level
1	19	University does not provide strong educational platforms	3.84	0.886	High
2	21	University does not provide needed technical support for faculty members and students	3.76	0.883	High
3	22	University does not provide clear instructions concerning assessment process mechanisms	3.76	0.943	High
4	24	University does not provide adequate follow-up to assessment processes	3.76	0.971	High
5	17	University does not provide enough devices for faculty members and students	3.74	1.057	High
6	20	University does not provide adequate feedback	3.74	0.921	High
7	18	University does not provide a strong Internet connection	3.71	0.984	Moderate
8	23	Assessment time overlap with the educational agendas of students and faculty members	3.61	0.974	Moderate
Total			3.74	0.760	High

Table (7) shows that the level of difficulties related to university in the Faculties of Fine Arts in Jordanian universities was high ($M = 3.74$, Std. Devi. = 0.760), means of the items ranged between (3.61-3.84), where item (19) "University does not provide strong educational platforms" ranked first ($M = 3.84$, Std. Devi. = 0.886) with a high level, while item (23) "Assessment time overlap with the educational agendas of students and faculty members" ranked last ($M = 3.61$, Std. Devi. = 0.974) with a moderate level.

3.2 Results of the Second Question: "Are there any statistically significant differences in the level of assessment challenges faced by faculty members at the Faculties of Fine Arts in Jordanian universities during COVID-19 due to gender, experience, academic rank and type of university?"

To answer this question, significant differences were calculated by calculating means and standard deviations for the level of assessment challenges faced by faculty members at the Faculties of Fine Arts in Jordanian universities during COVID-19 in light of gender, experience, rank, and type of university.

Table 8.

Means and Standard Deviations for the Level of Assessment Challenges Faced by Faculty Members at the Faculties of Fine Arts in Jordanian Universities during COVID-19 in Light of Gender, Experience, Rank, and Type of University.

Variable	Category	Means and Std. Devi.	Difficulties related to Faculty Members	difficulties related to Students	Difficulties related to University	Total
Gender	Male	Mean	3.74	3.74	3.66	3.71
		Number	27	27	27	
	Female	Std. Devi.	0.757	0.692	0.737	0.695
		Mean	3.94	4.01	3.93	

		Number	11	11	11	11
		Std. Devi.	0.924	0.747	0.818	0.819
Rank	Professor	Mean	3.17	3.28	3.22	3.22
		Number	8	8	8	8
		Std. Devi.	0.275	0.289	0.326	0.167
	Associate Professor	Mean	4.89	4.84	4.83	4.85
		Number	10	10	10	10
		Std. Devi.	0.071	0.084	0.105	0.060
	Assistant Professor	Mean	3.51	3.53	3.41	3.48
		Number	20	20	20	20
		Std. Devi.	0.584	0.430	0.480	0.445
Type of University	Public	Mean	3.74	3.67	3.63	3.68
		Number	22	22	22	22
		Std. Devi.	0.706	0.654	0.711	0.651
	Private	Mean	3.88	4.02	3.90	3.93
		Number	16	16	16	16
		Std. Devi.	0.937	0.750	0.819	0.826
Experience	1 to 5 years	Mean	4.79	4.68	4.63	4.70
		Number	13	13	13	13
		Std. Devi.	0.320	0.329	0.436	0.335
	5 to less than 10 years	Mean	3.38	3.48	3.40	3.42
		Number	12	12	12	12
		Std. Devi.	0.436	0.332	0.426	0.351
	10 years and more	Mean	3.20	3.27	3.17	3.21
		Number	13	13	13	13
		Std. Devi.	0.277	0.297	0.333	0.163

Table (8) shows that there are significant differences in the level of assessment challenges faced by faculty members at the Faculties of Fine Arts in Jordanian universities during COVID-19 in light of gender, experience, rank, and type of university. To define the significance of the statistical differences between the mean scores, Multivariate Test was used on the domains and the total level as shown in table (9).

Table 9.

Multivariate Test for the Differences in the Level of Assessment Challenges Faced by Faculty Members at the Faculties of Fine Arts in Jordanian Universities during COVID-19 in Light of Gender, Experience, Rank, and Type of University.

Source of Variance	Domains	Total Squares	df	Means Squares	F	Sig.
Gender	Difficulties related to Students	0.312	1	0.312	3.433	0.079
Wilks' Lambda V: 0.827 α : .321	difficulties related to Faculty Members	8.50	1	8.50	0.000	0.998
Hotelling's Trace V: 0.209 α : .321	Difficulties related to University	0.062	1	0.062	0.507	0.485
Rank	Total	0.072	1	0.072	1.140	0.298
Wilks' Lambda V: 0.574 α : .104	Difficulties related to Students	0.117	2	0.058	0.642	0.537
Hotelling's Trace V: 0.729 α : 0.83	difficulties related to Faculty Members	0.653	2	0.327	3.582	0.047
	Difficulties related to University	1.177	2	0.589	4.837	0.019
	Total	0.547	2	0.274	4.319	0.028

Type of University	Difficulties related to Students	0.000	1	0.000	0.002	0.968
Wilks' Lambda V: 0.946 α : .794	difficulties related to Faculty Members	0.085	1	0.085	0.931	0.346
Hotelling's Trace V: 0.057 α : 794	Difficulties related to University	0.001	1	0.001	0.005	0.944
Experience	Total	0.009	1	0.009	0.136	0.716
Wilks' Lambda V: 0.508 α : .046	Difficulties related to Students	1.441	2	0.721	7.927	0.003
Hotelling's Trace V: 0.967 α : 028	difficulties related to Faculty Members	0.773	2	0.387	4.241	0.029
Error	Difficulties related to University	0.299	2	0.149	1.227	0.314
	Total	0.765	2	0.383	6.042	0.009
	Difficulties related to Students	1.818	20	0.091		
	difficulties related to Faculty Members	1.824	20	0.091		
	Difficulties related to University	2.434	20	0.122		
	Total	1.267	20	0.063		
Total	Difficulties related to Students	23.767	37			
	difficulties related to Faculty Members	18.584	37			
	Difficulties related to University	21.387	37			
	Total	19.726	37			

Table (9) shows the following:

- There is no statistically significant difference at ($\alpha = 0.05$) in light of gender in the total degree and domains for the level of assessment challenges faced by faculty members at the Faculties of Fine Arts in Jordanian universities during COVID-19.

- There is no statistically significant difference at ($\alpha = 0.05$) in light of type of university in the total degree and domains for the level of assessment challenges faced by faculty members at the Faculties of Fine Arts in Jordanian universities during COVID-19.

- There is a statistically significant difference at ($\alpha = 0.05$) in light of rank in the total degree and domains for the level of assessment challenges faced by faculty members at the Faculties of Fine Arts in Jordanian universities during COVID-19 ($F = 4.319$, Sig. = 0.028), which is significant at ($\alpha = 0.05$).

- There is a statistically significant difference at ($\alpha = 0.05$) in light of experience in the total degree and domains for the level of assessment challenges faced by faculty members at the Faculties of Fine Arts in Jordanian universities during COVID-19 ($F = 6.042$, Sig. = 0.009), which is significant at ($\alpha = 0.05$).

To define the significance of the differences for the total degree and the domains in light of rank, Scheffe test was calculated as seen in table (10).

Table 10.

Results of Scheffe Test for the Significance Differences in Light of Rank in the Total Degree and the Domains for the Level of Assessment Challenges Faced by Faculty Members at the Faculties of Fine Arts in Jordanian Universities during COVID-19.

Variable	Domains	Category	Mean	Professor	Associate Professor	Assistant Professor
Rank	Difficulties related to Students	Professor	3.28			
		Associate Professor	4.84	1.56*		
		Assistant Professor	3.53	0.24	1.31*	
	Difficulties related to University	Professor	3.22			
		Associate Professor	4.83	1.61*		
		Assistant Professor	3.41	0.19	1.42*	
	Total Degree	Professor	3.22			
		Associate Professor	4.85	1.63*		
		Assistant Professor	3.48	0.26	1.37*	

The previous table shows that there are statistically significant differences at ($\alpha = 0.05$) in light of rank, in the total degree and two domains of the questionnaire, where the statistical significance of assessment challenges between professor and associate professor was (1.63*), and (1.37*) between professor and assistant professor, which indicate that there is statistically significant differences due to rank, in favor of associate professor.

In order to define the significance of the differences for the total degree and the domains in light of experience, Scheffe test was calculated as seen in the following table.

Table 11.

Results of Scheffe Test for the Significance Differences in Light of Experience in the Total Degree and the Domains for the Level of Assessment Challenges Faced by Faculty Members at the Faculties of Fine Arts in Jordanian Universities during COVID-19.

Variable	Domains	Category	Mean	1 to 5 years	5 to less than 10 years	10 years and more
Experience	Difficulties related to Faculty Members	1 to 5 years	4.79			
		5 to less than 10 years	3.38	1.41*		
		10 years and more	3.20	1.59*	0.17	
	Difficulties related to Students	1 to 5 years	4.63			
		5 to less than 10 years	3.40	1.20*		
		10 years and more	3.17	1.41*	0.21	
	Total Degree	1 to 5 years	4.70			
		5 to less than 10 years	3.42	1.28*		
		10 years and more	3.21	1.48*	0.20	

The previous table shows that there are statistically significant differences at ($\alpha = 0.05$) in light of experience, in the total degree and two domains of the questionnaire, where the statistical significance of assessment challenges between (1 to 5 years) and (5 to less than 10 years) was (1.28*),

and (1.48*) between (1 to 5 years) and (10 years and more), which indicate that there is statistically significant differences due to experience, in favor of (1 to 5 years).

4. Discussion

4.1 Discussion of the First Question: "What is the level of assessment challenges faced by faculty members at the Faculties of Fine Arts in Jordanian universities during COVID-19?"

The results showed that the level of assessment challenges faced by faculty members at Fine Arts Faculties in Jordan during Covid-19 was high. This can be explained by the fact that the interruption of education during COVID-19 was an emergency, and that faculty members, students and universities were not prepared for it, and this has been proven by the results of the current study. Moreover, the assessment used in Colleges of Fine Arts is not similar to the traditional assessment which is based on paper, as this type of assessment involves authentic assessment and alternate assessment based on projects, students' works, and observation, which is not provided by distance learning.

Additionally, this result can be explained by the fact that assessment in distance learning needs a computer and technological skills. This means that faculty members and students need to possess these skills in order to help them present works for the assessment process. The assessment of artworks also requires the use of the different senses in order to give substantive provisions concerning the quality of the artwork, which is not provided by distance learning.

In this vein, Abduh (2021) addressed the challenges faced by faculty members during the assessment process which include poor communication between faculty members and students and absence sometimes; mobility difficulties within the system; limited technological and computer knowledge; lack of effective interaction; the low status of some students who may not have a computer; low integrity of exams results and assignments of students who were assessed distantly; and difficulty in controlling cheating. In the current study, it was found that the level of assessment challenges faced by faculty members in the Faculties of Fine Arts was high, since the assessment process for the artworks in a distance learning environment requires extra effort and technological knowledge by faculty members and students alike, in addition to the need to provide the university with infrastructure requirements such as fast access to the Internet and uninterrupted communication between faculty member and students.

The domain of "Difficulties related to students" ranked first, this can be attributed to the fact that students are not used to distance learning in delivering their projects and works; as it needs them to be present to explain their points of view regarding their works in front of faculty members. It is also possible to state that students did not develop sufficient experiences regarding dealing with distance learning in addition to the challenges they face regarding Internet access which are the basis of the distance learning process. Furthermore, the students did not get sufficient training to become able to deal with distance learning in light of the new circumstances they face and their inability to adapt adequately to it.

Followed by the domain of "Difficulties related to faculty members", and this can be explained by the fact that although faculty members got training courses in distance learning and the educational platforms in the teaching process, using them in the assessment process was difficult, as Faculty of Fine Arts differs from other faculties, where faculty members need to look at students' works to be able to provide them with objective assessments concerning the quality of their works. Moreover, faculty members need to use their senses in assessing the work that distance learning does not provide.

Followed by the domain of "Difficulties related to university" in the last ranked, this can be attributed to the fact that Jordanian universities are qualified academic institutions with previous orientations toward distance learning, which made them able to overcome the assessment process challenges. Furthermore, universities play an essentially technical and supportive role, and there is no need for subjective variables in the assessment process, as their role is limited to providing devices for faculty members and access to the Internet, in addition to trying to provide Internet packets to students in their homes. However, it is not responsible for the internet's coverage in Jordan, and this makes its role technical only.

4.2 Discussion of the Second Question: "Are there any statistically significant differences in the level of assessment challenges faced by faculty members at the Faculties of Fine Arts in Jordanian universities during COVID-19 due to gender, experience, academic rank and type of university?"

The study results revealed a statistically significant difference in the level of assessment challenges faced by faculty members at the Faculties of Fine Arts in Jordanian universities during COVID-19 in light of experience, in favor of (1 to 5 years). This result can be attributed to the fact that less experienced faculty members did not develop significant practical experience in assessing the students' artworks by looking despite having a higher level of computer skills, since they grew up using computers in the different aspects of their lives. The most qualified faculty members are more able to overcome the challenges and challenges they face in the assessment process; as they can depend on their previous experiences in making the assessment process more effective even in distance learning. This can be done by asking students to explain what they did and the implications of the artworks they presented, and this may help in overcoming the challenges related to the distance assessment of the artworks.

The results also showed a statistically significant difference in the level of assessment challenges faced by faculty members at the Faculties of Fine Arts in Jordanian universities during COVID-19 in light of rank, in favor of associate professor. This can be due to the fact that faculty members who hold the associate professor rank did not develop the needed skills to help them overcome the assessment challenges, as they are new to artworks' assessment process especially in the virtual environments. Additionally, they do not have the knowledge that can help them to overcome the technical and technological challenges if they did not build an extensive network of contacts with peers and colleagues in order to recourse to them if they face a problem or to exchange views with their colleagues on the quality of the artwork.

While there was no statistically significant difference in the level of assessment challenges faced by faculty members at the Faculties of Fine Arts in Jordanian universities during COVID-19 in light of gender. This result may be due to the fact that the experience of faculty members from both genders does not differ significantly whether in university studies or in the type of courses offered in bachelor's, MA, and PhD programs, which means that their academic experience is relatively similar. Additionally, there are no differences in the training courses and professional development programs offered to male and female faculty members, the Jordanian universities are also keen to provide the same incentive and educational material, leading to the absence of differences between the two genders in relation to the challenges they face in the assessment process.

Nor did the study showed differences in the level of assessment challenges faced by faculty members at the Faculties of Fine Arts in Jordanian universities during COVID-19 in light of the type of university. This can be attributed to the fact that both public and private universities provide faculty members with all available resources in order to help them in the success of the learning and education process, of which assessment is an essential part. Besides, Jordanian universities are keen to provide the best educational experiences for students and create the best conditions for both faculty members and students to help them overcome problems and challenges they face in distance learning process.

5. Conclusion and implications

The results of the study showed that the level of assessment challenges faced by faculty members at Fine Arts Faculties in Jordan during Covid-19 was high, and this requires developing training programs and professional development programs to help both faculty members and students use the technologies and platforms of distance learning and to overcome the challenges related to assessment.

It also revealed statistically significant differences in the level of assessment challenges faced by faculty members at Fine Arts Faculties in Jordan during Covid-19 in light of experience, in favor of the least experience, while there were no statistically significant differences in the level of assessment challenges faced by faculty members at Fine Arts Faculties in Jordan during Covid-19 in light of gender and university type. Thus, there is a need to encourage the administrations of Jordanian public and private universities to provide an appropriate infrastructure that helps faculty members make optimal use of distance learning over the stages of the educational process.

As this study shows that assessment challenges during Covid-19 as perceived by faculty members was high and since Arts education is based on hands-on learning experiences, there is a need for more interactive educational platforms that gives students the ability to show their mastery levels of the targeted skill. Additionally, higher education institutions should adapt the learning content in a way that enables faculty members to use e-learning tools for delivering Art education.

Conducting further studies addressing the challenges related to the assessment of the artworks from the perspectives of other research groups (e.g. students and deans of colleges) is needed.

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