



Required educational transformations in the College of (C.E.C.S) at (I.M.B.S) University considering the Corona pandemic from the point of view of the faculty Members

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Abstract

This study aimed at identifying the difficulties that face all male and female faculty members' students at the College of Continuing Education and Community Service (C.E.C.S) at Imam Muhammad bin Saud Islamic (I.M.B.S) University in light of the Corona pandemic, hence, to achieve the college's required educational transformations. The researcher used the most scientific method known as the descriptive approach (survey) which is most suitable for the nature of the current study, using the questionnaire as a tool for it, that has been judged and verified for its validity and reliability.

The results of the study showed that most of the study members agreed that the faculty members face twelve difficulties, most notably in respect to their curricula, qualification, and training. It also showed that most of the study members agreed that the faculty members face fifteen difficulties, most prominent of which is the reflection of the psychological state, and their frequent inquiries about the technical aspect plus the self-learning difficulties they face. The study recommended the need to pay attention to developing curricula and electronic courses, qualifying and training faculty members, in addition to supporting the gradual transformation process in education from the traditional to the default mode.

Keywords: *Educational transformations - College of Continuing Education and Community Service - Corona - the descriptive (survey) curriculum*

Introduction

Covid-19 has led to a disastrous effect on all educational institutions all over the world; the thing which caused suspension of studying at schools and universities (Abo Ebah, 2020). Saudi Arabia has not been away from this disaster which forced it to move from the traditional educational techniques to virtual ones. Hence, there has

been a whole dependence on using internet and educational platforms to consume the educational process. Meanwhile, covid-19 has contributed to help educational institutions

especially universities to identify and check their human and material facilities (Abdlhameed, Shawky, 2021).

Educational Transformations:

Once covid-19 has swept the world from which Saudi Arabia is a part, a number of decisions had to be made to face the serious repercussions of it. Suspension of studying at schools and universities besides transforming from traditional methods to virtual ones were a must for

educational institutions which have adopted distance learning as an alternative to overcome the probable consequences (Noeir, 2020).

College of Continuing Education and Community Service(C.E.C.S) :

In 1405 H, what is called the University center for continuing education and community service was established to help the university serve the Saudi community. Thereafter, the name was changed into the Deanship of Continuing education and community service (C.E.C.S)at Imam Muhammad bin Saud Islamic University. In 1440 H, the name became College of Continuing Education and Community Service(C.E.C.S). The college has a number of departments and scientific units which help all different classes of the Saudi community be connected to the university and open the way to members of teaching staff to identify their community reality. The college provides two kinds of diplomas including high diploma for post graduate students and another diploma for secondary certificate holders.

Covid-19 Pandemic

At the end of December 2019, China announced that Covid-19 broke out Wuhan city, then it spread all over the world within few weeks; the thing which led to a global economic depression and health quarantine (Al Daheshan, 2020). That new Corona virus has been called acute respiratory syndrome. 19 refers to the in which it spread. In 2020, WHO categorized it as an epidemic which can attack the respiratory system and transfer from a persona to another rapidly especially among elderly people and those who suffer from acute diseases. Also, covid-19 consists of RNA cells that can infect most of the humans as they do not have previous immunity because it is a new virus (Arab Organization for Education, Culture and Science, 2020).

There are related studies that confirm the present study as follows:

Al Daheshan study (2020):

It assured that it is necessary to develop the educational systems in the light of challenges and variables of the future besides the weakness of the educational infrastructure plus parents' worry about the future of education after Corona.

Al Homeidy, Al Moteiry (2020):

It assured that it is necessary to apply the blended learning after covid-19 spreading from the point of view of the faculty members who agreed strongly on this issue with

means of 4,82. As for the need of support, the means is 4,618. The means of the needs of the surrounding community is 4,007.

Al Harthy study (2020)

It reveals that education needs blend between the distance learning and face to face learning to achieve flexibility and readiness for emergencies. Distance learning is considered a new culture which needs good planning to guarantee applying digital skills effectively. It is important, however, to put alternative plans for emergencies, Reinforcing the self – learning and setting up a digital infrastructure for continuing learning.

Jordan's strategic forum (2020).

It called for changing teaching ways by changing dependence on the teachers only to depending on learners as well, as to say, the flipped class. It also called for blending between the traditional teaching and distance learning. It gave the responsibility to universities to define which subjects to taught necessarily at classes and which ones to be taught online. The study recommended the digital transformation at universities as it has positive impacts on education with low cost.

Sahu study (2020).

It recommended that universities have to follow laws which keep students and the educational process safe and to limit the spread of covid-19 inside the campus. It also asked members of teaching staff to care with the latest Innovations in teaching.

Methodology

The outbreak of covid-19 has a really negative impact on the educational process; the thing which led to the complete closure of schools and universities to achieve physical distance which plays a role in limiting the spread of covid-19. Consequently, that emergency forced the educational institutions to make obligatory transformation in their teaching systems (Yulia, 2020) to guarantee the continuity of learning. That kind of transformation from the traditional teaching to digital one is considered a very systematic issue that needs providing the necessary tools and equipment to do so (Al Salmy, 2020). Thus, transforming from the traditional technique to a virtual one created some obstacles for both students and members of teaching staff at College of Continuing Education and Community Service (C.E.C.S) at Imam Muhammad bin Saud Islamic (I.M.B.S) University. So, the study aims to answer the following questions:

1. What are obstacles facing members of teaching staff at College of Continuing Education and Community Service at Imam Muhammad bin Saud Islamic University during covid-19?
2. What are the obstacles facing the students at faculty of Continuing Education and Community Service (C.E.C.S) at Imam Muhammad bin Saud Islamic University during covid-19?
3. What are the required educational transformations to be existed at faculty of Continuing Education and Community Service at Imam Muhammad bin Saud Islamic University during covid-19?

The study tries to identify the obstacles facing members of teaching staff and to perform the required educational transformations at College of Continuing Education and Community Service at Imam Muhammad bin Saud Islamic University.

The importance of that study arises from the fact that it is necessary for College of Continuing Education and Community Service at Imam Muhammad bin Saud Islamic University to keep up with the rapid changes in education system during covid-19 through providing principals with data and information to help them benefit greatly from the available resources at the college. The researcher used the descriptive methodology (survey) to describe the phenomenon reality. In addition, the study sample included 60 members of the teaching staff at College of Continuing Education and Community Service (C.E.C.S) at Imam Muhammad bin Saud Islamic (I.M.B.S) University in the second term of the year 2021. Since the study sample included only 60 members, the researcher used the comprehensive inventory method. After civil application, 52 questionnaires were collected to do statistical analysis. After being verified, the questionnaire was divided into two sections: the first one is about an introduction of the study aims and the kind of data and information used by the researcher who collected them from the members of the study sample after promising to keep them secret. The second section of the questionnaire included 43 phrases covering the difficulties members of the teaching staff face and the difficulties male and female students face.

Table (1) axes and phrases of the questionnaire

Axis	Number of phrases
Difficulties faced by members of teaching staff at the Faculty of Continuing Education and Community Service at Imam Muhammad Bin Saud Islamic University in light of the Corona pandemic	24
Difficulties faced by students at the Faculty of Continuing Education and Community Service at Imam Muhammad Bin Saud Islamic University in light of the Corona pandemic	19
Questionnaire	43 phrases

A 3-point Likert Scale was used to get responses of members participating in the study which are ranged as follows: agreed with a great degree, agreed with a medium degree, and agreed with a weak degree. In order to define the length of the 3-point Likert Scale, the extent was calculated by subtracting the maximum out of the minimum ($3 - 1 = 2$). The sum was divided by three which is the greatest value in the scale ($2 \div 3 = 0,67$). To identify the greatest value of this class, 0,67 was added to the minimum value in the scale.

Table (2) classifying a 3-point Likert Scale (means of responses)

No	Category	Category limits	
		from	into
1	I agree very much.	2.35	3.00
2	I agree with a medium degree.	1.68	2.34
3	I agree with a weak degree.	1.00	1.67

- The length of the extent was used to get an objective opinion of response means after being analyzed statistically.
- The outer validity of the questionnaire was verified by experts. The inner validity was checked using Pearson's Correlation Coefficient. Values of correlation coefficient's phrases related to each axis were positive and of a statistical significance at the level of 0.01 and less; the thing which assured the inner consistency of the phrases of each axis in general and their suitability to the scale.
- In order to check the persistence of the study tool, Cronbach's Alpha was used whose overall persistence coefficient amounted 0,936 and that is evidence that the questionnaire is of high persistence and ready to be applied in the civil survey.

- The questionnaire was applied by distributing it electronically among the 52 members.
- SPSS was used to analyze the collected data.

Results

In order to identify the obstacles facing members of teaching staff at College of Continuing Education and Community Service at Imam Muhammad bin Saud Islamic University during covid-19, frequencies, arithmetic means, grades, and standard deviations were calculated to measure responses of study members towards obstacles facing members of teaching staff at College of Continuing Education and Community Service at Imam Muhammad bin Saud Islamic University during covid-19.

To identify these difficulties, frequencies, percentages, means, standard deviation and ranges of the study members' responses were calculated as the following table shows:

Table (3) responses of study members towards obstacles facing members of teaching staff at College of (C.E.C.S) at (I.M.B.S) University during covid-19 in which means of acceptance was arranged in a descending way.

No	Phrases	Means	SD	Category	Range
14	Current curricula aren't suitable to the digital learning during covid-19	2.81	0.561	Large	1
15	There are technical difficulties facing members of teaching staff because of weak training and rehabilitation	2.79	0.572	Large	2
18	I find difficulties during lecturing because of inability of using blackboards or platforms.	2.75	0.556	Large	3
10	We faced difficulties concerning evaluating students in exams	2.67	0.706	Large	4
16	We faced difficulties concerning identifying students during exams	2.63	0.715	Large	5
13	There are no fixed systems of electronic exams at the college	2.52	0.828	Large	6

17	There is no effective participation of students during lectures	2.50	0.754	Large	7
1	Losing direct communication between members of teaching staff and students	2.48	0.828	Large	8
11	Inability of tracking cheating in exams	2.44	0.850	Large	9
12	Inability of using smart board and inefficiency of blackboards affected learning negatively	2.42	0.893	Large	10
3	The current plan of the subjects is not ready to help students during emergency	2.37	0.864	Large	11
2	The tools of the platforms are not sufficient to achieve the goal of curricula	2.35	0.861	Large	12
19	The quality criteria which guarantee implementing teaching techniques during Covid-19 are weak	2.31	0.897	Medium	13
9	The inefficiency of technical supplies led to interruptions during the educational process	2.25	0.926	Medium	14
20	Current curricula do not allow adding new learning sources to be available for learners during covid-19	2.21	0.848	Medium	15
21	Educational curricula do not keep up with digital learning.	2.19	0.864	Medium	16
7	Some necessary skills in the curricula are difficult to be achieved in the virtual class	2.19	0.930	Medium	17
24	Covid-19 made it necessary for educational system to be up to date.	2.17	0.879	Medium	18
6	Lack of teaching staff in experience to deal with emergencies	2.15	0.937	Medium	19
22	There is not a system of managing crises at the college	2.13	0.908	Medium	20
8	Curricula are based on memorizing not understanding which made learning during Covid-19 difficult	2.10	0.975	Medium	21
23	Lack in an electronic infrastructure at the	2.08	0.947	Medium	22

	college affected badly on the educational process during covid-19				
4	Difficulty of tracking students' achievement during covid-19	2.06	0.895	Medium	23
5	Lack in skills of effective dialogue in the virtual classes	1.98	0.960	Medium	24

	participating in digital learning				
13	Non existing of electronic curricula in the college made it difficult for students to Learn	2.27	0.866	Medium	17
17	I notice that students face several difficulties during virtual classes	2.25	0.860	Medium	18
18	Because the system of education is centered on the teacher, it is difficult for students to do self – study	2.17	0.857	Medium	19

The previous table shows that members of the study sample are strongly agreed upon the difficulties facing members of the teaching staff at College of Continuing Education and Community Service at Imam Muhammad bin Saud Islamic University during covid-19 with an arithmetic means ranging from 2,63 to 3,00 which lies in the third class of a 3-point Likert Scale (2,35 to 3,00).

- Answer of the second question: what are the difficulties facing students at faculty of Continuing Education and Community Service at Imam Muhammad bin Saud Islamic University during covid-19?

Table (4) responses of study members' responses towards difficulties facing students at faculty of (C.E.C.S) at (I.M.B.S) University during covid-19 in which means of acceptance were arranged by a descending way.

No	Phrases	Means	SD	Category	Range
10	Students psychological state affected badly their school attainment	2.83	0.474	Large	1
11	Social distance Led to a state of boredom for students as they do not attend lectures	2.81	0.25	Large	2
12	Many questions of students Concerning the technical Aspects	2.79	0.536	Large	3
9	Low efficiency and not preparation affected badly on students' attainment during Covid-19	2.77	0.509	Large	4
3	Students have little acceptance of the new method of digital learning	2.67	0.648	Large	5
2	I notice that students have no concentration during lectures	2.65	0.623	Large	6
6	Students find it difficult to perform many tasks made by members of teaching staff	2.58	0.723	Large	7
5	Students are not well-prepared to deal with these new Innovations	2.56	0.752	Large	8
4	I notice that students cannot access information easily	2.54	0.727	Large	9
8	Students face difficulties in preparing educational contents because of their lack in required skills	2.52	0.754	Large	10
7	Lacking in activities made learning difficult during Covid-19	2.44	0.777	Large	11
15	Self-study is not easy for students who Lack in these skills	2.42	0.776	Large	12
19	Several demands of professors made it difficult for students to interact quickly	2.40	0.774	Large	13
14	I notice that there is no interaction of students at lectures	2.38	0.7796	Large	14
1	Students' transforming from traditional to virtual learning had a bad effect on the educational Process	2.35	0.861	Large	15
16	Weak feedback of students	2.33	0.785	Medium	16

The previous table shows that members of the study sample are strongly agreed upon the difficulties facing students at faculty of Continuing Education and Community Service at Imam Muhammad bin Saud Islamic University during covid-19 in with an arithmetic means of ranging from 2,00 to 3,00 which lies in the third class of a 3-point Likert Scale (2,35 to 3,00).

- Answer of the third question: what are the required educational transformations to be existed in the faculty of Continuing Education and Community Service (C.E.C.S) at Imam Muhammad bin Saud Islamic (I.M.B.S) University during covid-19?

Results of the study confirmed the need for educational transformations at the College of Continuing Education and Community Service (C.E.C.S) at Imam Muhammad bin Saud Islamic (I.M.B.S) University to be able to cope with the latest Innovations as a way for reaching a better future in the following fields:

- 1) Transformation in the aim and vision of the college.
- 2) Transformation in members of teaching staff.
- 3) Transformation in curricula.
- 4) Transformation in the college infrastructure.
- 5) Transformation in quality.
- 6) Transformation in the field of students.

Discussion

Results of table (3) show that members of the study sample are strongly agreed upon twelve of difficulties which face members of teaching staff at College of Continuing Education and Community Service at Imam Muhammad bin Saud Islamic University during covid-19 represented in phrases number (14,15,18,10,16,13,17,1,11,12,3,2) which were arranged by a descending way. These results were rendered to the following reasons:

- Unsuitability of the present curricula to the default mode hinders members of teaching staff to apply them.
- The non efficient training and rehabilitation of members of teaching staff on technical skills hinders them from practicing distance learning during covid-19.

- Inability of using blackboards and platforms makes it difficult for members of teaching staff to do distance learning efficiently during covid-19.
- Inability of identifying students during holding exams make it difficult for members of teaching staff to track their students' levels during covid-19.
- Rarity of electronic exams in the College hinders teachers and professors from making exams in a default mode during covid-19.
- Non existing of platform tools inside present curricula lessens teachers' ability in achieving educational aims.
- Non existing of electronic infrastructure in the College lessens teachers ' ability of benefitting from technical aids during covid-19; the thing which led to some difficulties in education.
- Missing dialogue and discussion inside default classes makes it difficult for members of teaching staff to help their students.

Results of table (4) show that members of the study sample are strongly agreed upon fifteen of the difficulties facing students at faculty of Continuing Education and Community Service at Imam Muhammad bin Saud Islamic University during covid-19 represented phrases number (10,11,12,9,3,2,6,5,4,8,7,15,19,14,1) which were arranged by a descending way. These results were rendered to the following reasons:

- The negative psychological state of students caused by covid-19 discouraged students from digital learning and made learning difficult during that period.
- Several inquiries of students concerning the technical aspects lessens their ability to realize distance learning.
- Students who are not formerly prepared to digital learning find it difficult to learn at this period.
- Several tasks which are given from teachers to students caused difficulties for students in distance learning.
- Rarity of educational activities in the current curricula lessens students' benefit from activities of distance learning.
- Sudden transformation from traditional learning to default one lessens Preparing students for distance learning.
- Difficulties facing students at default classes make electronic learning complicated from their view.

- Because the system of learning is centered on the teacher only in class, self – study is difficult for learners during covid-19.

Required educational transformations:

Transformation in the field of the college aims and vision: the college has to cope with the latest Innovations in the educational system.

- **Transformation in the field of members of teaching staff:** it is important to set up a center in the College caring about developing skills of members of teaching staff in the field of Instructional Technology, measuring, evaluation and quality. Furthermore, that center helps teachers at the faculty to change their traditional methods of teaching and cope up with the latest Innovations of modern digital technology. Plus, it helps teachers to use electronic systems well and managing default classes efficiently. In addition, helping teachers to produce up-to-date educational aids is one of the aims of the desired center.
- **Transformation in the field of curricula:** curricula have to be updated and attractive to students in which students are trained to obtain skills of solving problems, self – study strategies, innovation, critical thinking, making logical decisions and reinforcing them to employ and process information. Besides, these curricula must be suitable for the trend of transformation to blended learning in the faculty which links between digital learning and traditional one.
- **Transformation in the field of the college infrastructure:** working on designing a digital infrastructure and making a good use of technology in processing digital learning in addition to putting an emergency plan to manage any coming probable crisis.
- **Transformation in the field of quality:** the college has to adopt an overall quality system for members of teaching staff to help them develop and acquire basic skills to be ready for different programs and activities in the College. Plus, the college must put quality criteria for guaranteeing the continuity of technical support and platforms.
- **Transformation in the field of students:** it is important to help students acquire technical skills and innovative thinking in addition to skills of distance communication.

Recommendation

- Caring with the gradual transformation from traditional learning to default one at the College of Continuing Education and Community Service at Imam Muhammad bin Saud Islamic University.
- Lessening dependence on the teachers as the only source of information and including digital learning at the College of Continuing Education and Community Service at Imam Muhammad bin Saud Islamic University.
- Caring with designing electronic curricula at the College of Continuing Education and Community Service at Imam Muhammad bin Saud Islamic University.
- Caring with efficiency and former preparation for students at the College of Continuing Education and Community Service at Imam Muhammad bin Saud Islamic University.
- Making students well – prepared for any emergency at the College of Continuing Education and Community Service at Imam Muhammad bin Saud Islamic University.
- Doing future studies about obstacles of educational transformation at the College of Continuing Education and Community Service at Imam Muhammad bin Saud Islamic University.
- Doing future studies about ways of reinforcing required educational transformations at the College of Continuing Education and Community Service at Imam Muhammad bin Saud Islamic University.

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