



Educational opportunities.... Prof. Salah El _ Naqa, Dr. Ahmad I El Sourani, Dr. Khalid Gh Al attar

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Educational opportunities for the emerging corona crisis (COVID-19) from the point of view of the female students of the Faculty of Education at the Islamic University(*)

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الفرص التربوية لأزمة كورونا المستجد (COVID-19) من وجهة نظر طالبات كلية التربية بالجامعة الإسلامية

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ملخص الدراسة

هدفت هذه الدراسة للتعرف على الفرص التربوية لأزمة كورونا المستجد (COVID-19) من وجهة نظر طالبات كلية التربية بالجامعة الإسلامية، ولتحقيق أهداف الدراسة استخدم الباحثان المنهج الوصفي التحليلي، وبلغت عينة الدراسة من (146) طالبة من طالبات كلية التربية بالجامعة الإسلامية، كما صمم الباحثان استبانة مكونة من (18) فقرة لتحقيق أهداف الدراسة، موزعة على ثلاثة مجالات (المجال الأول: الفرص التعليمية، المجال الثاني: الفرص الاجتماعية، المجال الثالث: الفرص الثقافية).

وقد توصلت الدراسة إلى النتائج التالية: حصل المجال التعليمي على وزن نسبي (63.42%) أي بدرجة تقدير متوسطة بينما حصل المجال الاجتماعي على وزن نسبي (62.79%) أي بدرجة تقدير متوسطة بينما حصل المجال الثقافي على وزن نسبي (68.49%) بدرجة كبيرة بالإضافة إلى اكتساب الطالبات مهارات جديدة في التعلم عبر منصات التعليم الإلكتروني الحديثة، بالإضافة إلى زيادة في الوعي من خلال الاطلاع على ثقافات المجتمعات الأخرى للاستفادة من تجاربهم.

يوصي الباحثون بضرورة الاستفادة من الفرص التربوية لازمة كورونا في حياتهم العملية والعلمية، كما ويوصي الباحثون بضرورة دراسة الفرص لكل أزمة وذلك للحد من الآثار السلبية لهذه الجائحة على التعلم والتعليم والحياة الاجتماعية والثقافية.
كلمات مفتاحية: الفرص التربوية، أزمة كورونا المستجد.



Educational opportunities for the emerging corona crisis (COVID-19) from the point of view of the female students of the Faculty of Education at the Islamic University

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Abstract

This study aimed to investigate the educational opportunities for the emerging corona crisis

(COVID-19) from the point of view of the female students of the faculty of education at the Islamic University, To achieve the aims of the study, the researchers used the descriptive analytical approach, The sample of the study consisted of (146) female students of the College of Education at the Islamic University, The researchers also designed a questionnaire consisting of (18) items to achieve the objectives of the study, divided into three domains (the first domain: educational opportunities, the second domain: social opportunities and the third domain: cultural opportunities).

The study reached the following results:

The educational field obtained a relative weight (63.42%), i.e. with a medium degree of appreciation, while the social field obtained a relative weight (62.79%), i.e. with a medium degree of appreciation, while the cultural field obtained a relative weight (68.49%) to a large degree, in addition to the students acquiring new skills in Learning through modern e-learning platforms, In addition to an increase in awareness by learning about the cultures of other societies to benefit from their experiences.

Based upon the previous findings, the researchers recommend the need to take advantage of the educational opportunities of the Corona crisis in their practical and scientific lives, and the researchers also recommend the need to study the opportunities for each crisis in order to reduce the negative effects of this pandemic on learning, education, social and cultural life.

Keywords: educational opportunities, the emerging corona crisis.



Introduction:

Despite the great challenges imposed by the emerging crisis of the Corona pandemic on all individuals and societies, this crisis has brought with it a number of educational opportunities for individuals and institutions alike, It gave countries many opportunities to deal with the crisis and contain it in all sectors such as education, health and the economy, and gave them opportunities to benefit from the experiences of other countries in managing and containing the crisis, It has also given individuals multiple educational opportunities for growth, learning and personal development in all its aspects. This crisis has imposed many restrictions on individuals due to the imposition of home bans and social distancing measures, since the World Health Organization announced in March 2020 that the spread of the new Corona virus has become a global pandemic resulting from This includes suspending studies and actual attendance at schools and universities in most countries of the world, and taking precautionary measures to reduce the chances of infection spreading. (World Health Organization, 2020)

The State of Palestine has taken several decisions in order to limit the spread of the virus, the most important of which was the suspension of studies, the closure of schools, universities, and the suspension of all social and cultural activities, which made individuals spend most of their time in their homes with their families, while trying to find compensatory alternatives for all educational, cultural and sports activities that they were in. They practice it before imposing restrictions on the home ban and social distancing.

Then trying to adapt to the crisis and benefit from its positives and the educational opportunities associated with it, and university students are among the most important groups affected by this crisis due to the transformation of the educational system from the traditional system based on actual attendance in classrooms to virtual classrooms and communication with professors and colleagues remotely through electronic education platforms “zoom”, “Google meet” and virtual classes, where students initially faced some difficulties in dealing with electronic platforms, such as how to enter simultaneous virtual classes, or take advantage of the electronic library available on the platform or send assignments and activities electronically or conduct electronic tests and others, but the contemplator of the positives of this crisis and the educational opportunities that it provided to university students finds that the students have acquired multiple experiences and skills during this period and got acquainted with the distance education system in a practical way, They were interested in



attending various seminars and training courses to face the challenges of this crisis, whether in the educational, social or health fields, and how to manage time and invest free time. This crisis also gave educational institutions, especially universities, opportunities to learn about their material and human capabilities, and their ability to successfully manage the crisis and continue the educational process remotely. Achieving the university's goals in the field of teaching, scientific research and community service.

The Statement of the Problem:

The problem of the current study was that most of the individuals dealt with this crisis as having negative effects, It is negative on education, physical and psychological health, social and economic life and does not have any positives, knowing that sometimes crises may turn into opportunities that can be used in various fields. Therefore, the current study focused on shedding light on the positive side of this crisis, and studying the educational opportunities provided by this crisis from the point of view of the female students of the College of Education at the Islamic University in the educational, cultural and social fields.

Study main question:

The problem of the study has represented in the following main question:

What are the educational opportunities for the emerging crisis of Corona (COVID-19) from the point of view of the female students of the Faculty of Education at the Islamic University?

Sub-Questions:

- 1- What are the theoretical foundations of educational opportunities for the emerging corona crisis in the educational, cultural and social fields?
- 2- What is the reality of educational opportunities for the emerging corona crisis from the point of view of the female students of the Faculty of Education at the Islamic University?

Limitations of the Study:

- 1- Spatial Limits: The Islamic University of Gaza.
- 2- Objective Limits:
Studying educational opportunities for the emerging corona crisis from the point of view of Islamic University female students in the educational, cultural and social fields.
- 3- Time Limits:
The study has applied in the summer semester for the year (2020-2021).
- 4- Human Limits:
Female students of the Faculty of Education at the Islamic University.



Importance of the study:

The subject of the current study is one of the modern topics, as educational journals, scientific research and university offices lack such a study, to the knowledge of the researchers. It dealt with this topic because the Corona crisis is a new crisis for modern societies, and has resulted in precautionary measures and social distancing, and suspension of study in universities, and most researchers wrote on the negative aspects of the pandemic and its negative effects, it was therefore necessary to study the positive side of this crisis.

Objectives of the study:

The objectives of this research can be attributed to the following:

- 1- Identifying educational opportunities for the emerging Corona crisis in the educational, cultural and social fields.
- 2- Identifying educational opportunities for the emerging crisis of Corona from the point of view of the female students of the Faculty of Education at the Islamic University.

Definitions of Terms:

Educational Opportunities:

A set of factors that allow the individual to acquire many educational experiences and skills that develop all his educational, personal, mental, social and educational aspects.

The emerging corona crisis "COVID-19"

A health crisis caused by the spread of the Corona virus, which affected all educational, social and economic sectors, and brought with it many challenges and educational opportunities.

Literature Review:

Educational Opportunities The principle that calls for non-discrimination between individuals in the distribution of educational and other opportunities for their differences in age, ethnic or political groups, which leads to achieving equality and justice among individuals in the educational process.

Studies Related to Educational Opportunities

- 1- Hut, R. W.; Pols, C. F. J.; Verschuur, D. J.(2020).

Teaching a Hands-On Course during Corona Lockdown: From Problems to Opportunities.

Teaching a hands- and minds-on course, in which feedback is essential in order to learn, is difficult, especially in times of COVID-19 where student



progression cannot be monitored directly. During the lockdown period, the workshops of an undergraduate Design Engineering course had to be transfer to the home situation, which required a redesign of this course by the staff. It also provided new opportunities for students to adapt to this situation, which required extra creativity and problem-solving skills. The adapted workshops revealed conditions that enhance maker education. However, providing timely feedback required a substantial amount of time not anticipated for. We also report that short instruction videos seem to work much better than longer lectures or tedious materials. As we practice what we preach, we will evaluate the course and apply our design knowledge acquired over the years.

2- Besand, Anja (2020)

The Crisis as an Opportunity to Learn. Or: 'Collateral Civic Education' in the Context of the COVID-19 Pandemic: An Essay in Times of Crises.

People learn when they have to learn. This quite simple but antiquated insight of motivational psychology can be interpreted in various ways. First of all, it can be understood in a very traditional way as an argument for authoritarian class-management and educational control through external incentives like grades, shame and punishments. On the other hand, the sentence also illustrates that people only grow, adjust and really learn something new if they recognize the need to get involved in the learning processes. While people have learned technical skills, such as baking bread during this crisis, some are also learning to renounce civil liberties, trust authoritarian politics, and protect national borders. With regard to civic education, these latter aspects are unfortunately more significant than the rather technical skills that seem to develop in context of the COVID-19 crisis. In this article, Anja Besand would like to pursue the question of the pedagogical and didactical collateral effects of the COVID-19 pandemic and make clear that in the context of the crisis enormous opportunities do exist, but so do dangers too - particularly for civic education. The starting point of her considerations is the concept of "collateral learning" coined by John Dewey. Following Dewey, she will first examine the concept in the context of formalized learning processes, and then she will refer to collateral learning in the processes of informal learning, which result from major political and social events.

Topics of the current study

The current study dealt with the following topics:

The first topic: the theoretical framework and concepts for the study and deals with identifying educational opportunities for a crisis Corona emerging in the educational field, the social field and the cultural field.



The second topic: the field study procedures, including the application of an electronic questionnaire using models (Google Forms) on a sample of Islamic University female students to identify Education opportunities for the emerging corona crisis from their point of view.

The first topic: Theoretical framework for educational opportunities for the Corona crisis

The first topic includes the theoretical framework of the current study by reviewing what is stated in the educational literature is one of the theoretical foundations of educational opportunities in the educational, social and cultural fields.

The following is a useful summary of these topics:

First: Educational opportunities for the emerging corona crisis in the educational field

Although the Corona crisis is a health crisis, it has affected multiple sectors of society such as economics and education, And it became an educational crisis of the first degree as a result of decisions to impose Closing schools and universities UNESCO has issued a global report on the decision to close schools and universities in most countries of the world and that this closure has affected “290” million students around the world, UNESCO called on countries to support affected students and families and to facilitate distance education programs (UNISCO, 2020).

The closure of schools and universities resulted in the transformation of education from the traditional system to e-learning via e-learning platforms, and it was a new experience of its kind for students and faculty members alike, Despite the difficulties imposed by this crisis in learning, it gave multiple educational opportunities for students and faculty members to deal with e-learning platforms “zoom” “google meet” and these educational platforms, although universities provided them years ago, they were largely inactive Until this crisis came and imposed on everyone to deal with e-learning platforms and acquire skills in using the program and benefiting from all its learning capabilities. These educational opportunities include the following:

- Gaining experience in dealing with an electronic platform for distance education.
- Benefiting from electronic learning resources such as the digital library, electronic books and references.
- Good interaction with professors and colleagues in various courses through virtual classes.



- Attending distance training courses in various disciplines.
- The student's use of technological applications presents a new horizon for distance education, and contributes to achieving development plans because the university student is the capital of the community, where development has become Technology is one of the global goals at all educational levels, as it aims to prepare Individuals properly prepared in order to keep pace with rapid technological developments and the ability to adapt with technological life and distance education. (Hopson, A, 2006, 81)

Second: Educational opportunities for the emerging corona crisis in the cultural field. The high cultural level of the university student gives him confidence and self-esteem, and creates an atmosphere for him mentally and psychologically a great deal of positivity, It raises ambition and creativity, as culture shapes the student's mentality, expands his horizons and perceptions, and works to liberate him intellectually, giving him new horizons to acquire culture by self-research from all sources of knowledge, and providing him with ways of thinking that give him the ability to build new knowledge systems. (Edward, hall, 1997, 59)

This crisis has given the university student enough time to develop his culture in several areas, the most important of which are the following:

- Development of medical and health culture: The emerging crisis of Corona has called for the development of a health culture among the university student and knowledge of information from reliable medical sources about the virus and methods of infection and prevention methods, and there is an increasing interest from all segments of society in the development of medical culture sound.
- The development of technological culture is one of the important areas for the university student to keep pace with rapid technological changes, and for the student to acquire information and skills that enable him to deal with modern technological applications positively (Dugger, 2007, 13) with the need to the controls and ethical values when using those applications.
- Follow the news worldwide and acquire a variety of cultural information on politics, economy, media, crisis management and others.

Third: Educational opportunities for the emerging corona crisis in the social field.

Rapid technological progress and the emergence of multiple social networks have posed challenges social for all societies, This has led to the weakening of family ties, and the individual lives in a virtual world more



than he lives in reality with his family, but the new Corona crisis resulted in decisions to ban home and other precautionary measures that had an impact on social life, and provided multiple educational opportunities in the social field. The most important ones:

- Spending more time with the family, and there is no doubt that this is an educational opportunity to get to know the tendencies and interests of family members and communicate with them better, and to create a kind of social rapprochement again between family members.
- Cooperation between family members in carrying out social duties and responsibilities by exchanging roles and distributing responsibilities among family members.
- Sometimes social isolation is beneficial to the individual and helps him to rearrange his goals in life. (United Nations Volunteers Program, 2014).

The Methodology

Introduction

This section describes the procedures of the study followed. It also gives a thorough description of the methodology of the study, the population, the sample, the instrumentation, the pilot study, an explanation of the educational opportunities applied in the study, and the statistical treatments of findings.

Research Design:

In order to achieve the objectives of the study, the researchers used the descriptive analytical approach, which attempts to describe the phenomenon under study (educational opportunities for the emerging crisis of Corona (COVID-19) from the point of view of female students of the Faculty of Education at the Islamic University) It is one of the forms of organized scientific analysis and interpretation to describe a specific phenomenon or problem and depict it quantitatively by collecting standardized data and information about the phenomenon or problem, categorizing, analyzing and subjecting them to accurate studies. (Abu Hatab and Sadiq, 2005: 104)

Study sample:

The study sample consisted of (146) female students from the Faculty of Education at the Islamic University for the year 2021.

Study tool:

The questionnaire is one of the most widely used and widespread means of obtaining data from individuals, and the questionnaire is defined as: “a tool with dimensions and items used to obtain information or opinions to

which the examinee himself responds, and it is editorial writing” (Al-Agha and Al-Ustaz, 2004, 116). Where the researchers used the questionnaire tool for educational opportunities for the emerging crisis of Corona (COVID-19) from the point of view of the female students of the faculty of Education at the Islamic University, after reviewing the educational literature and previous studies related to the problem of the study and surveying the opinion of a sample of specialized professors through personal interviews, The researchers used a scale that consists of (18) items, Distributed on three dimensions (educational field, social field and cultural field), according to a five-point Likert scale (very large, large, medium, few, very few) the following weights were given (5, 4, 3, 2, 1).

The validity of the tool:

It means the validity of the tool: that the paragraphs of the tool measure what they were designed to measure, the researchers verified the validity of the tool in two ways:

A) Referee validity: The tool has presented to a group of university professors who specialize in working in Palestinian universities, where they expressed their opinions and observations about the appropriateness of the paragraphs of the tool, and the extent to which the paragraphs belong to the tool, as well as the clarity of its linguistic formulations.

B) Internal consistency validity: The validity of the internal consistency of the tool was verified by applying the tool to pilot sample consisting of (30) students, and the Pearson correlation coefficient was calculated between each item of the scale and its total score, using the statistical program (SPSS).

Table (1): The correlation coefficient of each of the paragraphs of the dimension with the total score of the dimension to which it belongs

Dimension	NO	correlation coefficient	Dimension	NO	correlation coefficient	Dimension	NO.	correlation coefficient
educational field	1	.720**	social field	11	.667**	cultural field	21	.804**
	2	.785**		12	.534**		22	.457*
	3	.617**		13	.493**		23	.819**
	4	.555**		14	.409*		24	.777**
	5	.607**		15	.468**		25	.774**
	6	.515**		16	.529**		26	.758**

** R tabular at the degree of freedom (28) and at the level of significance (0.01) = 0.463

*R tabular at the degree of freedom (28) and at the level of significance (0.05) = 0.361

It is clear from the previous table that the correlation coefficients between the paragraphs and the total sum of the dimension to which it belongs are at a significance level (0.05-0.01), which reassures the researchers to apply them to the study sample.

Reliability:

The researchers performed steps to ensure the reliability of the tool, after applying it to the pilot sample members in two ways, namely, Split-Half Coefficient and Cronbach's alpha coefficient.

1- Split-Half Coefficient: The scores of the pilot sample were used to calculate the reliability of the scale by the split- half method, where the researchers divided the tool into two halves, single items versus double items for each item of the scale, by calculating the correlation coefficient between the two halves, then the length was adjusted using the Spearman-Brown equation and Table (2) illustrates this:

Table (2): It shows the correlation coefficients between the two halves of each dimension before modification and the reliability coefficient after modification

Dimensions	Number of items	Correlation before Modification	Reliability coefficient after modification
Educational Field	6	0.785	0.879
Social Field	6	0.706	0.827
Cultural Field	6	0.725	0.841
Total	18	0.767	0.868

It is clear from the previous table that the total reliability coefficient is (0.868), and this indicates that the tool has a high degree of reliability that reassures the researchers to apply it to the study sample.

2- Alpha Cronbach method: The researchers used alpha Cronbach method, in order to find the tool's reliability coefficient, where he obtained the value of the alpha coefficient for each dimension of the scale, and the table (3) shows that:

Table (3): Shows alpha Cronbach coefficients for each dimension of the tool

Dimensions	Number of items	Alpha Cronbach's Coefficient
Educational Field	6	0.888
Social Field	6	0.852
Cultural Field	6	0.818
Total	18	0.793

It is clear from the previous table that the total reliability coefficient is (0.793), and this indicates that the tool has a high degree of reliability, reassuring the researchers to apply it to the study sample.

Results of study:

In this study, the researchers will present a detailed presentation of the results that were reached through the application of the study tools, in addition to the interpretation and discussion of the findings by answering the study questions:

**Answer to the second question**

A-What is the reality of educational opportunities for the emerging Corona crisis in the educational field from the point of view of the female students of the Faculty of Education at the Islamic University?

Table (4): The averages, standard deviations, and the relative weight of each paragraph of the dimension, as well as their arrangement in the dimension

NO.of item	Item	Average	standard deviation	relative weight	value of (t)	Significance of value	Ranking
1	I acquired new skills in learning through the Moodle e-learning platform	3.493	0.896	69.86	6.648	0.000	1
2	I benefited from the books and electronic resources available in the university's digital library	2.781	0.958	55.62	-2.765	0.006	5
3	I developed my abilities to prepare educational research electronically	3.356	0.820	67.12	5.249	0.000	3
4	I received distance training courses in my field of specialization	2.658	0.986	53.15	-4.198	0.000	6
5	Acquired new skills in communication and distance communication	3.315	0.759	66.30	5.017	0.000	4
6	I browsed the study course assigned to me via e-learning platforms	3.425	1.036	68.49	4.952	0.000	2
Total degree of dimension		3.171	0.494	63.42	4.192	0.000	

It is clear from the previous table: that the total score for the dimension obtained a relative weight (63.42%) in a medium degree of appreciation, and that the highest item in the dimension was:

Item (1), which states, “I acquired new skills in learning through the Moodle e-learning platform”, ranked first with a relative weight of (69.86%). The researchers attribute this to the students' transition from the traditional face-to-face teaching stage to e-learning at a distance.

**And that the lowest item in the dimension was:**

Paragraph (4), which states that "I received distance training courses in my field of specialization" ranked last, with a relative weight of (53.15%). The researchers attribute this to the fact that most of the specialized programs require face-to-face meetings, in addition to the power outages and the disconnection of Internet lines, The students were unable to attend these training courses and their main preoccupation was with attending university lectures.

B- What is the reality of educational opportunities for the emerging Corona crisis in the social field from the point of view of the female students of the Faculty of Education at the Islamic University?

Table (5): The averages, standard deviations, and the relative weight of each paragraph of the dimension, as well as their arrangement in the dimension

NO.of item	Item	Average	standard deviation	relative weight	value of (t)	Significance of value	Ranking
1	I felt the values of belonging and responsibility towards society and the homeland during this pandemic	3.274	0.883	65.48	3.749	0.000	3
2	I participated in voluntary activities condemned to serve the community to confront the Corona pandemic	2.644	1.042	52.88	-4.130	0.000	6
3	I participated in the virtual student activities organized by the university via e-learning sites	2.890	1.045	57.81	-1.268	0.207	5
4	The Corona pandemic has given me more opportunity to connect with my family	3.438	0.847	68.77	6.256	0.000	1
5	I acquired positive coping skills with the Corona pandemic crisis during the period of social distancing	3.260	0.955	65.21	3.295	0.001	4
6	Encourages creative activities	3.329	1.025	66.58	3.877	0.000	2
	Total degree of dimension	3.139	0.517	62.79	3.254	0.001	

It is clear from the previous table: that the total score for the dimension obtained a relative weight (62.79%) in a medium degree and that the highest item in the dimension was:

Item (4), which states, “The Corona pandemic has given me more opportunity to connect with my family” ranked first with a relative weight of (68.77%). The researchers attribute this to the home quarantine imposed by the government and the closure of universities, which provided a great opportunity for female students to stay at home and increase communication between them and the family.

And that the lowest item in the dimension was:

Item (2), which states, “I participated in voluntary activities condemned to serve the community to confront the Corona pandemic”, ranked last, with a relative weight of (52.88%). The researchers attribute this to the quarantine and our inability to move, as volunteer work requires mobility, and we cannot apply it to distance learning platforms.

C-What is the reality of educational opportunities for the emerging Corona crisis in the cultural field from the point of view of the female students of the Faculty of Education at the Islamic University?

Table (6): The averages, standard deviations, and the relative weight of each paragraph of the dimension, as well as their arrangement in the dimension

NO.of item	Item	Average	standard deviation	relative weight	value of (t)	Significance of value	Ranking
1	I got to know different health and medical information	3.808	1.147	76.16	8.517	0.000	1
2	Participate in remote cultural seminars	3.192	1.217	63.84	1.905	0.059	5
3	Learn about various technology applications online	3.342	1.066	66.85	3.881	0.000	3
4	I Learn about the history of epidemics and how to confront them	3.233	1.031	64.66	2.730	0.007	4
5	Follow the local and international news related	3.548	1.090	70.96	6.076	0.000	2



NO.of item	Item	Average	standard deviation	relative weight	value of (t)	Significance of value	Ranking
	to the Corona pandemic						
6	I read information about the impact of the Corona pandemic on the global economy	3.123	1.076	62.47	1.385	0.168	6
	Total degree of dimension	3.374	0.770	68.49	5.875	0.000	

It is clear from the previous table: that the total degree of the dimension obtained a relative weight (68.49%).

The highest paragraph in the dimension was:

Item (1), which states that “I got to know different health and medical information” came first with a relative weight (76.16%). The researchers attribute this to the Corona crisis and the search for methods of prevention and treatment methods through global health platforms, which led the students to gain a lot of diverse health information in that field.

And that the lowest Item in the dimension was:

Paragraph (6), which states “I read information about the impact of the Corona pandemic on the global economy”, ranked last, with a relative weight of (62.47%). The researchers attribute this to the field of global economics is far from the specialization of female students in the Faculty of Education, so it will not give them much interest in this field of research and attention.

Recommendations:

The study recommended the following:

- 1- The need to take advantage of educational opportunities for the Corona crisis in the practical and scientific lives of students.
- 2- The need to study the opportunities for each crisis in order to reduce the negative effects of this pandemic on learning, education, social and cultural life.
- 3- Training of faculty members and students on websites to avoid previous mistakes.
- 4- Improving the means of communication and exchanging information about the Corona virus in order to confront the risks.



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