

Transformational challenges for emergency education faced by postgraduate students during the COVID-19 pandemic

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Abstract:

The study aimed to monitor the transformation challenges of emergency education that faced graduate students at Imam Abdul Rahman bin Faisal University in the Kingdom of Saudi Arabia during the Corona pandemic, from their point of view. These challenges were represented in four axes: the first axis was the challenges of access and use, the second axis was the challenges of content design and methods of presentation, the third was the challenges of effective teaching strategies and the fourth is the challenges of assessing learning outcomes. The descriptive approach was used to achieve the goal of the study. The study instrument was distributed, which is a questionnaire designed to collect information according to the Likert scale that was published via electronic means to the study community at the end of the second semester of the academic year 2020/2021. The number of the sample that responded to the study was 211 postgraduate students, representing about 30%, and the data was processed statistically through the SPSS statistical package program. The results also showed the

Keywords: emergency education, challenges of emergency education, distance education, postgraduate students, Corona pandemic

1. Introduction:

The educational systems faced a great challenge when the spread of the Corona pandemic began, which affected the continuation of learning and teaching processes. Therefore, decisive decisions had to be taken regarding the continuation or suspension of studies. In light of the outbreak of the pandemic, most educational organizations have turned to teaching and emergency education through the available electronic instruments, where technology has been harnessed to form an educational reality instead of traditional education in order to ensure the continuation of learning and education. Accordingly, many challenges related to the alternative educational situation emerged as a result of the transformation process, Mohammed [1]. This is because, according to the capabilities available to each educational system, technology was used for the purpose of continuing traditional education, which was later called emergency education, which had no spread before the start of the

pandemic. The transformation of emergency education is considered a major challenge, not at the level of educational and training institutions, but at the level of learners, given the nature of the conditions the world is going through, as well as how to harness alternative mechanisms and methods for the continuation of education and training processes, and what causes anxiety among the parties to the educational process due to expectations of the results of its application that It was not planned in advance, and whether it will contribute to achieving educational and training goals, as it is a new model on traditional reality. Altwijri, et al [2] indicate that despite the outbreak of the epidemic, many educational institutions were forced to suspend their studies, while educational institutions succeeded in maintaining the continuity of education by switching to distance education within days of the outbreak of the epidemic, but this transformation has left many other challenges. The measures taken for the continuation of education during the emergency crisis of Corona showed two important indicators that are no less

important than each other, the first indicator being the deep disparity in access to technology, and the necessary skills and communication to deal with technology that students face, Al Hassan [3]. It is possible to consider these and other challenges facing students in the various educational stages, especially university students at the postgraduate level. In light of all this and in implementation of the recommendations of international organizations related to the effects of the Corona pandemic, the Kingdom of Saudi Arabia has taken quick measures that made the transition to emergency education possible in light of the advanced level of the technical infrastructure and the good preparation of skills to deal with the requirements of emergency education and the positive response by the parties to the educational process at all stages. From general education and university education, in addition to this, the flexibility of educational policies and executive regulations for this. In confirmation of this, Hairiri [4] states that the Kingdom of Saudi Arabia has taken early and An alternative solution that enables the parties to the educational process to continue teaching and learning. And about the experience of the Kingdom of Saudi Arabia in the field of transition to distance education in light of the emergency crisis, the results of the study of the Organization for Economic Cooperation and Development OECD and the International Student Assessment Program and Harvard University indicated the progress of the Saudi education system in (13) out of (16) indicators compared to the rest of the country that applied. It should study in the field of transition to teaching and emergency education, as the results of the study (OLC, 2020) indicated that there is quality achievement in the Saudi educational system during the transition period for emergency education through a number of indicators, and there is a successful transformation of distance education and a diversity in the available alternatives, Mohamed [1]. In line with the measures taken by all Saudi universities to transform into emergency education, Imam Abdulrahman bin Faisal University (IAU) has taken a number of measures that support the transition to emergency education through a number of measures, including issuing guidelines for how to use the instruments and mechanisms of remote education and emergency teaching, and how to implement procedures. Electronic

evaluation of student projects and methods of implementing electronic tests. The university also carried out procedures for training members and students on how to use and employ electronic emergency education and learning systems and instruments such as the application of Zoom and other procedures that ensure the transformation of emergency distance education for the purpose of ensuring the continuity of the educational process for all study programs.

1.1 The problem of the study and its questions

Based on the above studies and the importance of monitoring the challenges of transition to emergency education, Al-Saeed & Saaef study [8] recommended conducting a study on the difficulties that students face in using distance education in light of the results of their study on education challenges during the Corona crisis. In addition, Alasmari [10] mentions that because the Corona pandemic is considered an emerging situation, there is a dearth of studies and research that focus on higher education students and faculty members in distance education in emergency situations, which also applies to studies that revolve around the experience of the Kingdom of Saudi Arabia. They are very few. Al-Imam Abdul Rahman bin Faisal University is one of the Saudi university education institutions that turned to emergency education for the purpose of continuing study in all its educational programs, including graduate programs, and since there are a large number of graduate students who experienced the sudden transformation, the researcher noticed through his academic work in Teaching for postgraduate students at the university during the transition to emergency distance education, and what the results of studies related to the transformation of emergency distance education and the effects of the Corona pandemic on education indicated about the challenges facing graduate students and difficulties in adapting to the transition to emergency education, which is a great challenge for them. In light of this, monitoring the transformation challenges of remote emergency education that faced university education students at the postgraduate level through knowing their views on the challenges is an indication of the causes of these challenges and effects, and for evaluating the mechanisms of transformation of emergency distance education in terms of their suitability and continuity of work with them, given that this transformation

The pandemic may continue, or its methods may be developed to make it a continuous strategic option in higher education. Thus, the research problem is determined as follows:

Q1: What are the challenges of the transformation for emergency education faced by students of postgraduate programs during the Corona pandemic? Branching from this main question, the study questions are:

Q2: What are the most important challenges faced by postgraduate students to transform into emergency education during the Corona "Covid-19" pandemic?

Q3: Do the challenges of transformation for emergency education faced by students of postgraduate programs differ according to the following variables: (gender, study program, training on emergency education instruments, and experience in dealing with emergency learning instruments)?

1.2 Objectives of the study

1. Monitoring the transformation challenges for emergency education in graduate programs at Imam Abdulrahman bin Faisal University IAU from the point of view of postgraduate students

2. Determining the effect of variables: (gender, academic program, experience in dealing with emergency learning instruments, training on emergency education instruments) in determining the challenges of the transition to emergency education.

3. Giving a picture to university education officials for the purpose of developing effective solutions to meet the challenges.

1.3 The importance of the study

- Keeping abreast of scientific research conducted to examine the effects of the Corona pandemic on the educational system.

- Supporting for the measures taken by Imam Abdulrahman bin Faisal University IAU in the field of transition to emergency education.

- The results of this study are expected to contribute to strengthening the data on the experience of emergency distance education for the purpose of evaluating the experience as well as contributing to the development of policies to manage the sudden transformation of emergency distance education in the event of a

crisis or pandemic that prevents the continuation of face-to-face education in traditional education environments

2. Literature review and theoretical framework:

In light of the implementation of the transformation and transition from learning processes according to the traditional model to emergency education, this type of new educational style has resulted in many challenges and problems that faced the elements of the educational process in all its tracks and stages. Among those elements that faced the challenges of transformation were students of graduate programs in universities. Because the decision to switch to emergency education happened suddenly without any prior planning or preparatory preparations or preparations to prepare the beneficiaries of it to go through the experience, and because emergency education is a new reality in the educational and training field. About this, Aljohani [5] indicates that the emergency Corona crisis has led to many changes in a number of fields, including the educational field at every stage and level, where new educational methods have been imposed, including distance education, for the purpose of continuing education. In some Saudi universities, e-learning was partially used, but in light of the emergency crisis, it came as a surprise to many university students and faculty members. Accordingly, and in light of this crisis - the Covid-19 crisis - universities have been directed to use educational platforms to continue teaching without paying attention to the skilled experiences of students and teachers in using technology and their preparedness for that. Almusharraf & Khahro [20]

2. 1. The concept of emergency distance education:

In general, we find that emergency education is a product of the effects of the Corona pandemic on education, and therefore the emergence of this type of education was sudden without any planned arrangements or strategic dimension, a term that did not have spread before the start of the pandemic. And Aljohani [6], cited in (Karalis, 2020) states that, based on the effects of the Corona pandemic on the educational situation, UNESCO introduced the terms

emergency and educational disruption to express the impact of educational systems on this crisis and called on governments to take measures to address educational impact, which was called maintaining uninterrupted and continuous learning outside traditional environments of formal learning, where the Internet was a tool to address the problem of interruption of education to one degree or another. And (Hodges, et al., 2020) in AlQahtani [7] indicates that emergency distance education in crisis conditions is a temporary transfer in the implementation of education operations to an alternative, non-continuous situation due to emergency, for the purpose of delivering education to its beneficiaries, and that the situation will return to the basic situation to provide Education as soon as the emergency is over. It was also found that there is a difference between education in emergencies and education via the Internet, including that education via the Internet depends on accurate educational planning using well-known educational design models, which have specific dimensions that cannot be applied in light of the transition to emergency education. Also, education via the Internet requires preparation. Longer time and aims to create an educational community that supports all sides of the educational process and this is not present in emergency education. And AlQahtani [7] adds that the emergency education imposed by the pandemic is originally distance education imposed by the nature of the pandemic under unusual circumstances at the time of the spread of the epidemic without a good preparation by teachers to implement education without planning.

2. 2. Challenges of applying emergency education in university:

Because distance education is an emerging pattern, its application on the ground will constitute a great challenge for all elements and stages of educational processes. Undoubtedly, its application in university higher education at the postgraduate level during the COVID-19 crisis will face a number of challenges, which are mostly common with many educational stages similar to the goal. Al-saeed & Saeaf [8] indicates that the implementation of distance education and its transformation during the emergency crisis of the Corona pandemic faces a number of challenges, including: the material

cost of preparing for distance education instruments, the weak motivation of learners towards teaching and learning, the weakness of the Internet, the weakness of technical skills of the learners. In confirmation of what was mentioned, Alsoudi & Joma [9] indicate that this type of education - emergency distance education - has led to the emergence of many challenges facing university students, as this experience is new and urgent for them, and these challenges are related to technical aspects And technical, as well as challenges related to the subjectivity of evaluation related to emergency distance education. Alasmari [10] also pointed out that there are many factors that affect emergency education, including: quality of infrastructure, efficiency of support, characteristics of the teacher, and characteristics of learners.

2. 3. Pros and cons of emergency education in university:

The transformation of emergency distance education is an opportunity to carry out many reforms in the structure of educational and training systems in the field of means, in the field of strategies or in the field of policies and planning. As well as applying new innovations that have not been applied to the actual reality in the educational and training field, experimenting and measuring their effectiveness, as well as identifying On the actual needs to develop the performance of employees in the educational and training system, develop solutions to the challenges facing learners in the higher university education stage, and provide the supplies that support their learning process to overcome these challenges. Alasmari [10] mentions that there are pros and cons to emergency education. Among its advantages, it ensures the continuity of distance education, supports the professional development of faculty members, can be managed in a participatory manner by students and members, and facilitates the implementation of administrative work. The emergency education encourages learning via the web, supports self-learning, provides a safer and more accessible environment for learning, improves academic achievement, facilitates communication between the parties to the educational process, and enables synchronous and asynchronous learning. As for the negatives of emergency education, they include the instability of the web

on a continuous basis, which leads to wasting time, a lack of direct interaction, a feeling of isolation, and emergency education is useless in cases of practical training.

2. 4. Universities' actions to shift towards emergency education during the COVID-19 crisis:

In light of this emergency crisis, higher education institutions have no choice but to confront and limit its effects on the educational situation. As well as benefiting from this crisis to improve learning at a faster pace, and this was achieved at the level of educational policies in three basic stages: adaptation, continuity management, improvement and acceleration [11]. And in order for there to be a kind of good organization and planning to implement the transformation of emergency education, the World Bank has set some principles and guidelines that help education officials to implement distance learning strategies during the Corona (COVID-19) pandemic, including: the need for good preparation and planning for distance learning models in different forms, and the implementation of a learning model Remotely without an internet connection. Also, educational decision-makers must find many means and techniques for distance education during the crisis of Covid, Binjimlas [12]. According to the survey conducted by UNESCO on 61 countries, most of these countries that were studied have adopted the transition to distance learning via the Internet through electronic platforms and the use of electronic resources for the purpose of continuing education during this crisis, Sahoo, et al [13]. In general, there are a number of measures taken by universities and training institutions to shift towards emergency education, including:

1/ Making the decision to continue teaching and learning processes, 2/ Strengthening the technical infrastructure, 3/ Training students on the instruments of transformation and how to transform into emergency education, 4/ Presenting and uploading lectures on the electronic cloud and educational platforms, 5/ Providing written guides, 6/ Using experts, 7/ Intensifying workshops and training sessions, 8/ Providing direct and continuous technical support throughout the day, 9/ Training of faculty members, 10/ Using electronic tests, 11/ Restructuring the distribution of grades for each course, 12/ Restructuring requirements for

courses, 12 Forming a higher committee at the university level to follow up the challenges related to transformation.

2. 5. Relevant previous studies

There are a number of studies, the results of which showed the presence of a number of challenges, problems and negative trends that were expressed by students of the educational system and postgraduate students in particular, during the transition to emergency distance education. There are also studies whose results showed the absence of challenges or obstacles, as well as positive trends towards the transition to emergency education. Among those studies, which showed the existence of challenges, problems, and negative trends towards the transformation of emergency education, the results of Ebrahim's study [14] indicated that one of the challenges facing graduate students is the poor quality of the Internet in some places, and that there is a gap between the traditional method of learning and the method of distance learning. The postgraduate students in this study also had a number of educational requirements to counter the effects of the Corona pandemic, including publishing educational content on platforms, holding courses to develop their digital skills, and providing appropriate technological instruments for distance learning. The results of the study conducted by Yaseen, et al [15] also revealed that there are challenges faced by British and Jordanian university students during their online learning during the Corona Covid 19 pandemic, and among these challenges are challenges related to communication, technical competence, and access to devices. According to the results of the study of Ferri, et al [16], there are many challenges of remote teaching in emergency situations, which are represented in the technological, educational and social challenges, where the technological challenges represent the unreliability of the Internet connection and the unavailability or presence of electronic devices for students for the purpose of learning, while the educational challenges are the learners' need for digital skills, structured educational content, and the lack of interaction. The results of Alasmari [10] also indicated that emergency distance education during the pandemic affected the teaching and learning of students and teachers, and that the supporting infrastructure is important to ensure smooth and

effective learning during the pandemic and teachers about the experience of learning from home using technology. The results of Aktouf [17] also showed that the challenges faced by graduate students during the Corona pandemic were that their response to the transformation was primitive and weak. The study also recommended the need to prepare graduate students and faculty members in how to use the electronic emergency education transformation instruments and provide a solid infrastructure for the delivery of Internet services. In a related context, AlQahtani's study [7] concluded that the most important challenges of emergency education faced by the students of the two universities to which the study was applied, and their approval was moderately represented in the lack of educational materials for students with learning difficulties and special needs and the insufficient support provided to students by faculty members. Increasing the burden of academic requirements on students. As for the study of Alsoudi & Joma [9], it concluded that university students' attitudes towards distance education during the Corona pandemic were neutral. The results also showed that the weakness of the Internet, the lack of training in technical skills, the insufficient feedback on projects, and the lack of objectivity of evaluation are among the most important obstacles to distance education. The study recommended finding alternative methods of evaluation that are compatible with distance education. While the results of Firmansyah et al [18] showed that the emergency education applied by the university during the (Covid 19) pandemic is welcomed by measuring students' perceptions as it was considered more flexible, efficient and effective. The results of the study also showed that there are obstacles and challenges facing emergency education, including the lack of interaction, organization of the study schedule, insufficient facilities, and that the use of learning aids is not the best, and there is a need to improve the quality of distance learning via the Internet. The study of Sahoo, et al [13] found that Indian university students and research participants face numerical gaps during their distance learning via the Internet and that they need time to adapt to this situation of education.

In a related context, the results of a number of studies showed the absence of challenges or obstacles when transitioning to emergency education. Among this, the results of Bingimlas

[12] indicated that the majority of university students participating in the research showed positive responses towards the application of emergency remote teaching during the emergency period of the Corona pandemic. And that the majority of students prefer remote teaching in emergency situations because it facilitates self-learning. The results of Al-Dafas [19] on the effectiveness of evaluation instruments applied during the Corona pandemic from the point of view of graduate students at Imam Muhammad bin Saud Islamic University in light of the transformation of education during the crisis, the results reached to the effectiveness of the application of evaluation instruments to a high degree that were used during the crisis emergency. While the results of the Almusharraf & Khahro [20] indicate that university students are satisfied with the platforms that were used during the transition process for emergency education and the technical support processes they received, and that they received training courses to deal with learning instruments during the Covid 19 pandemic, and the students are satisfied with the transformation procedures. Rapid emergency distance education. According to the results of AL-Ghadouni [21] which was conducted on postgraduate students in one of the colleges of Qassim University and showed positive attitudes towards emergency teaching during the Covid pandemic. According to another study, postgraduate students showed a positive degree of satisfaction with the Blackboard system and their use of it in their emergency remote teaching during the Corona pandemic, and that using the system had a positive impact on the satisfaction of graduate students. This was shown by Aljohani's study [6], and found results of Alenazi's [22] states that there is a high degree of satisfaction among King Saud University students for switching to distance education during the Covid -19 pandemic, and that their use of distance education instruments during the crisis came to a large extent. The results of Aljohani's study [5] also found that graduate students at Taif University in the Kingdom of Saudi Arabia who participated in the study stated that the transition to distance education in light of the emergency crisis was not an obstacle to dealing with distance education instruments and self-learning processes, because of their accumulated experiences and the establishment of the university. By training them on how to deal with distance education instruments when the

pandemic begins. The study recommended paying attention to distance education in the event the emergency crisis ends. While Alahmari's study [23] found that university students have positive opinions about the use of virtual classrooms during the Corona pandemic, and that its importance is evident in considering it as a tool for continuing education in light of the emergency crisis. The results also showed that there are no difficulties in using the virtual classroom and that the students are satisfied with this positive use.

3. Research Method of the study:

The descriptive approach was used, which is not limited to describing the phenomenon and collecting data only, but also includes organizing data, interpretation, analysis, comparison, and reaching accurate scientific

results about the nature of the studied phenomenon and the appropriate solutions to it.

3.1 The study population and sample:

The study population consists of all students enrolled in graduate programs for the second semester of the academic year 2020/2021 at Imam Abdul Rahman bin Faisal University, and their number is (729) students. A questionnaire was distributed to the study population using electronic means, and number of (223) respondents answered it. After examining these questionnaires, (12) responses that were not completed correctly were excluded. Thus, the final sample of the study reached (211) students, representing 28.94% of the total population of the study. The distribution of the sample according to the study variables was as shown in the following table (1):

Table (1): Distribution of the study sample according to its variables

percentage	Nu.	Variables	
34.1	72	Male	gender
65.9	139	Female	
100%	211	Total	
13.3	28	Non	Experience in dealing with emergency learning instruments
8.1	17	Low	
43.6	92	Medium	
35.1	74	High	
100%	211	Total	
84.4	178	Master	Educational program
15.6	33	PhD	
100%	211	Total	
16.6	35	Yes	Training on instruments of emergency education
83.4	176	No	
100%	211	Total	

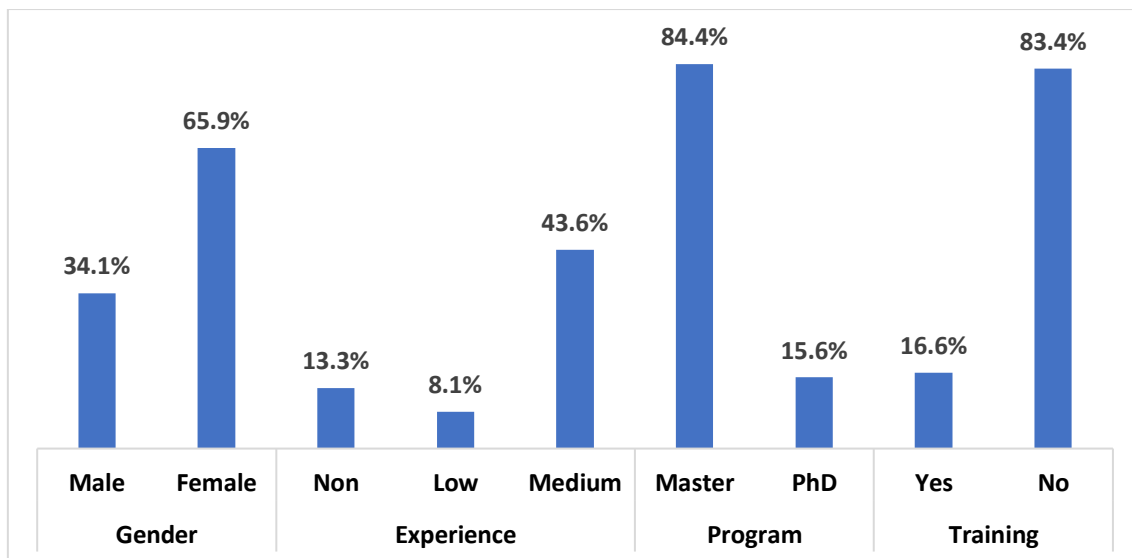


Figure (1): Distribution of the study sample according to its variables

3.2. The Study instrument

The achievement of the research objectives required the preparation of a questionnaire to monitor the challenges facing graduate students in the transition to emergency education during the pandemic. The dimensions of the scale and its vocabulary were determined after reviewing the frameworks, theoretical directions and various definitions in the field of research. And take advantage of the previous set of studies and the standards that were used in them. In light of the previous procedures, and in light of the research objectives, the questionnaire consisted of two parts: the first section included preliminary data about the study variables; The second section included four main axes that monitor the challenges facing postgraduate students towards the transition to emergency education, which are: availability and use challenges, measured by (7 statements); Content design challenges and ways to present it, measured in (8 statements); The challenges of effective teaching strategies are measured by (5 statements), the challenges of evaluating learning outcomes are measured by (7 statements). The vocabulary of the questionnaire was formulated so that the language of the statements is clear and easy to understand, and that the statements are diverse and comprehensive for the dimension under which they fall. The researcher used the five-step scaled method, according to Likert scale; to measure the degree of approval of (Emergency Education Challenges facing students), to be as

follows: Strongly Agree (5), Agree (4), Somewhat Agree (3), Disagree (2), and Strongly Disagree (1). In order to verify the validity of the questionnaire, the researcher presented its statements in its initial form coupled with the procedural definition of the study's terms to a group of experts in the field, in order to ensure its validity, and to judge its statements in terms of: the extent of clarity and suitability of the questionnaire's instructions, and the appropriateness of the linguistic formulation for each of the questionnaire's statements. The extent to which each of the questionnaire's statements belongs to the dimension under which it was included, and the proposal to delete a statement, reformulate it or add new statements, and the extent of the questionnaire's validity to measure what it was designed for. The researcher also verified the internal validity of the questionnaire - the internal homogeneity - by calculating the matrix of correlation coefficients between the degrees of its statements and the total degree of the dimension under which the statement falls, and the total degree of the axis statement as a whole. The values of the correlation coefficients ranged between (0.177 - 0.798), and all are significant values at the levels (0.05) and (0.01). Also, the stability of the resolution was calculated using Cronbach's Alpha coefficient, and its value was 0.832, which is a high value which indicates a high stability of the resolution, and hence its validity in achieving the goal of the current study. After obtaining the approval of the

competent authority at the university, the study tool was published electronically on (Google) forms for students of postgraduate programs through the following means:

- E-mail.
- Social media

4. Data analyzing and results

To analyze the research data and information, the SPSS statistical package program was used for the appropriate statistical methods for the study, such as: frequencies and percentage to describe the research sample, and analyze their responses to the tool's statements; the arithmetic mean and standard deviation to know the responses of the students in the research sample; and Pearson's correlation coefficient to calculate the measure of the internal consistency of the

satisfaction scale, and Cronbach's alpha coefficient to calculate the stability of the scale; T-Test to find the significance of the differences for the responses of the research sample according to its variables; And one-way ANOVA analysis, to find the significance of the differences for the responses of the research sample according to its variables; Scheffe test for multiple comparisons of arithmetic averages.

4.1 Presentation and discussion of results

- First: With regard to (the availability and use challenges) faced by students of postgraduate programs for the Transformation for emergency education during the Corona pandemic "Covid-19".

The arithmetic means, and standard deviations, of the responses of the study sample to the tool were calculated, and the results are shown in the following table (2) and figure (2):

Table (2): Arithmetic means and standard deviations of the responses of the study sample on the theme (access and use challenges)

Agreement degree	Std. Deviation	Mean	Statements
Neutral	1.15	2.89	1. Lack of sufficient awareness of the emergency education plan adopted by the university
Disagree	1.24	2.49	2. Learning in the home environment during the imposition of the emergency education plan presented me with a problem in academic communication with my professors and peers
Disagree	1.24	2.30	3. My lack of ICT skills was a huge challenge I faced while using the emergency education platforms
Disagree	1.27	2.53	4. Lack of instructions on how to switch to emergency education, such as I have a problem understanding the procedures of the education and distance learning process
Disagree	1.22	2.40	5. Too many instructions on using emergency e-learning instruments and platforms caused me great confusion
محايد	1.32	2.98	6. Lack of training on emergency education instruments
Disagree	1.25	2.13	7. I did not have sufficient resources (laptops, desktops, smart phone, printer, internet service) to secure the requirements for activating the emergency education

Disagree	0.93	2.53	overall mean
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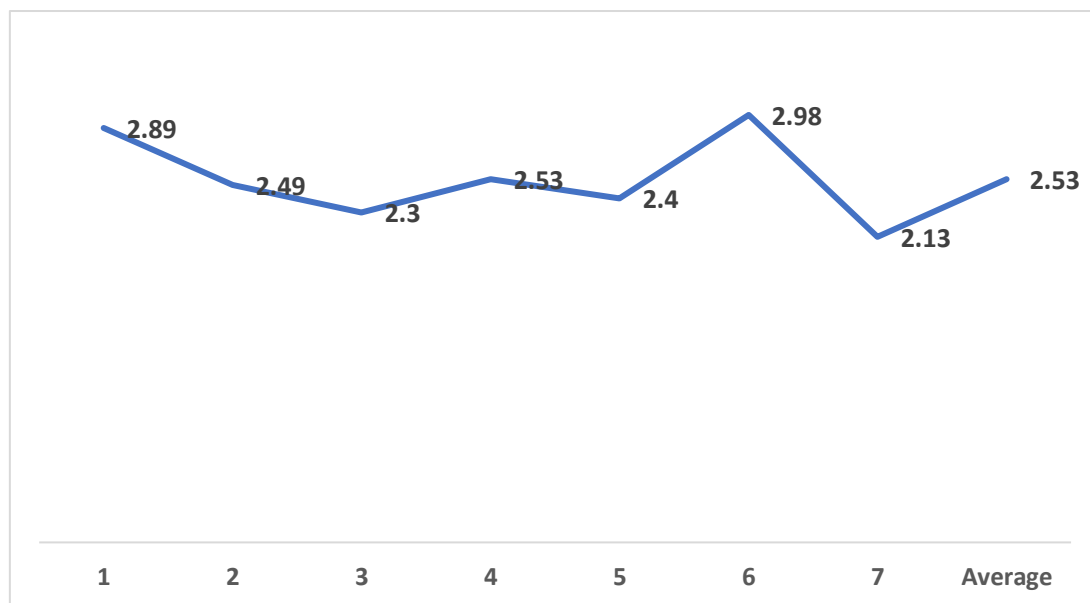


Figure (2): Arithmetic means of the study sample's responses about (access and use challenges)

The results presented in the previous Table (2) and Figure (2) revealed that there are no challenges in the field of access and use of the transformation for emergency education of postgraduate students during the Corona pandemic “Covid-19”. The overall mean of the expressions in this axis was (2.53) with a standard deviation of power (0.93), and it is located in the response range that does not agree, which means that there are no challenges in this field. This may be due to the quick measures taken by Imam Abdulrahman bin Faisal University IAU in the availability of instructions on how to transformation for emergency education and on the use of electronic emergency education instruments and platforms, in addition to the availability of information and communication technology skills among graduate students, and the university’s provision of all necessary resources,

to secure the requirements of activating emergency education in a way that does not represent a problem in front of the rapid transformation plans for emergency learning for all university employees. The result is also consistent with the results of a number of studies that confirm the absence of challenges facing students, as well as the presence of satisfaction and a positive attitude, such as the studies [1], [4], [5], [12], [20], [21]

- Second: With regard to (content design challenges and ways of presenting it) that students of graduate programs faced in the transition to emergency education during the Corona pandemic “Covid-19”. The arithmetic means, and standard deviations, of the responses of the study sample were calculated on the study tool, and the results are shown in the following table (3) and Figure (3):

Table (3): Arithmetic means and standard deviations of the responses of the study sample on the theme (Content Design Challenges and Methods of presenting it)

Agreement degree	Std. Deviation	Mean	Statements
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Agree	1.01	3.61	1. During the emergency education, the standards of good instructional design for electronic courses were not taken into account
Agree	1.01	3.54	2. Lack of standards for quality control of emergency learning content
Disagree	0.94	2.24	3. Weakness of the university's e-learning management system to meet the requirements of the transformation of emergency education
Disagree	0.91	2.29	4. Poor efficiency of technical support for emergency education instruments
Disagree	0.97	2.21	5. Most of my teachers did not design learning activities that encourage remote teamwork
Disagree	0.99	2.23	6. Because of the sudden change, the educational content of the courses was presented quickly, and in an unorganized manner
Disagree	0.91	2.22	7. Lack of knowledge resources supporting the content of emergency education on the platform
Disagree	0.99	2.20	8. The complexities of dealing with the university's emergency education platform interface
Disagree	0.57	2.57	overall Mean

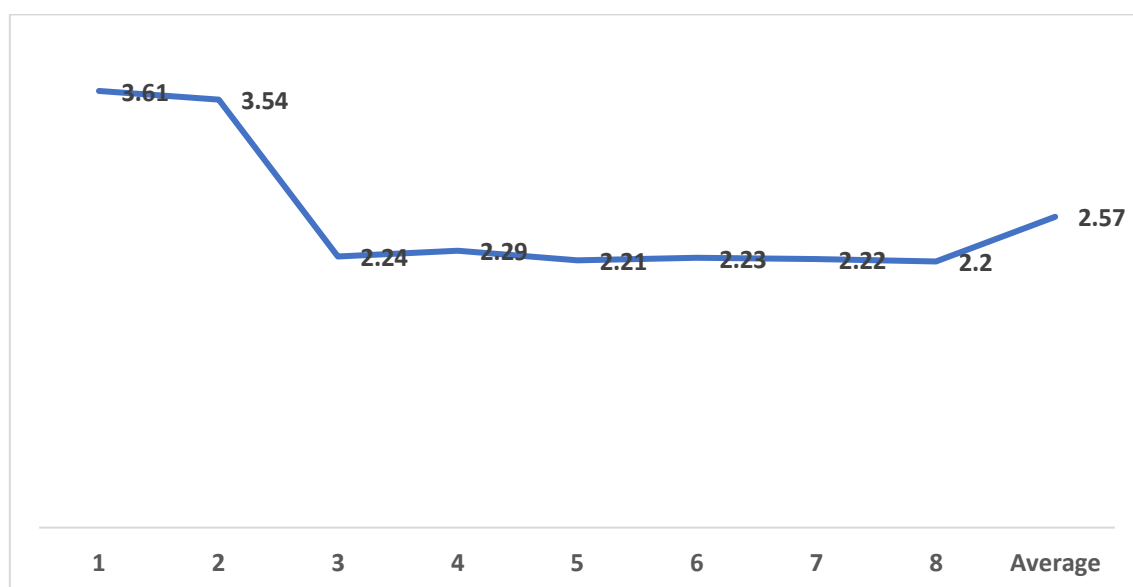


Figure (3): Arithmetic means of the study sample's responses to (content design challenges and methods to present it)

The results presented in the previous Table (3) and Figure (3) revealed that there are some challenges in the field of content design and methods of presentation that students of graduate programs faced, represented in the

following: Non-observance of the standards of good instructional design for electronic courses with mean response of (3.61) and a standard deviation of (1.01); And the lack of standards for quality control of the emergency learning

content with mean response of (3.54) and a standard deviation of (1.01). This result is considered normal in the context of the suddenness of the application and the rapid transformation of emergency education, and it is consistent with some of the implications of the results of a number of studies that have previously been presented, such as studies [18] [14], [16]. But in general, the responses of the study sample to the challenges in the field of content design and ways of presenting it in the response range were not in agreement with a mean (2.57) with a standard deviation (0.57), which means that the university's e-learning management system was able to meet the requirements of the transformation of emergency education; efficient technical support for emergency education instruments; teachers design learning activities that

encourage remote teamwork; Availability of knowledge resources supporting the emergency education content on the platform; And the absence of any complications in providing content through the university's emergency education platform during the transformation plans for emergency education during the Corona "Covid-19" pandemic.

- Third: With regard to (the challenges of effective teaching strategies) faced by students of graduate programs to transform into emergency education during the Corona pandemic "Covid-19". The arithmetic means, and standard deviations, of the responses of the study sample were calculated on the study tool, and the results are shown in the following table (4) and figure (4):

Table (4): Arithmetic means and standard deviations of the responses of the study sample on the theme (Challenges of Effective Teaching Strategies)

Agreement Degree	Std. Deviation	Mean	Statements
Agree	1.06	3.73	1. The emergency education forced the course instructors to adopt one type of teaching strategy (recording and live broadcasting of the lecture).
Agree	1.14	3.56	2. Most of the lectures were presented in theory without any practical applications
Agree	1.12	3.82	3. Lack of interaction with the course activities due to the transition to emergency learning
Agree	1.11	3.58	4. Remote emergency learning made me lose participation in educational events and activities
Agree	1.13	3.16	5. The lack of sufficient experience for faculty members in dealing with teaching strategies for emergency education contributed to my failure to achieve the learning objectives of the courses
Agree	0.71	3.57	overall Mean

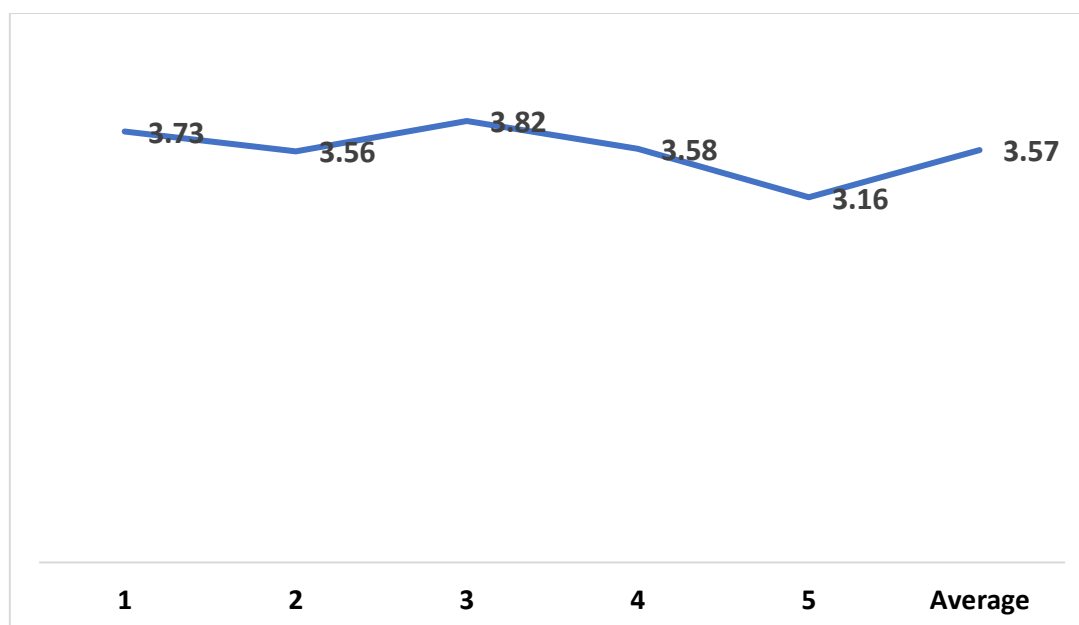


Figure (4): Arithmetic means of the study sample's responses to (the challenges of effective teaching strategies)

The results presented in the previous table (4) and Figure (3) revealed that there are challenges in the field of effective teaching strategies and the interface of students of emergency graduate programs during the Corona pandemic “Covid-19”; Where the general mean of the expressions in this field was (3.57) with a standard deviation of (0.71). From the point of view of the study sample, these challenges were represented by the adoption of most of the course professors of one type of teaching strategies represented in recording and direct broadcasting of the lecture; Presenting most of the lectures in theory without any practical applications; The lack of interaction with the course activities due to the transition to emergency learning; lack of participation in educational events and activities; And the lack of sufficient experience for faculty members in dealing with teaching strategies for emergency education. This result

is expected and is also compatible with the implications of the results of some of the studies that have been reviewed, such as the study of [9], [10], [14], [16], [18]. The researcher also believes that the faculty members are facing a challenge to implement and present lectures in any form of the forms and that the crisis situation requires the use of the lecture strategy or direct teaching through the instruments available for emergency education

- Fourth: With regard to (challenges of assessing learning outcomes) faced by students of postgraduate programs for the transition to emergency education during the Corona pandemic “Covid-19”. The arithmetic means, and standard deviations, of the responses of the study sample were calculated on the study tool, and the results are shown in the following table (5) and figure (5):

Table (5): Arithmetic means and standard deviations of the responses of the study sample on the theme (Challenges of Learning Outcomes Assessment)

Agreement degree	Std. Deviation	Mean	Statements
Disagree	1.00	2.49	1. Weak efficiency of electronic assessment methods approved by the university during the pandemic period

Disagree	0.98	2.50	2. The absence of unified criteria for evaluating the activities and assignments of courses during the application of emergency education.
Agree	1.01	4.00	3. The difficulty of acquiring practical skills for some courses during the application of emergency education
Agree	1.10	3.90	4. I encountered problems in implementing course projects
Agree	1.05	3.90	5. The lack of training workshops for the method of implementing and performing electronic tests for emergency education
Agree	1.01	4.07	6. The large number of assignments and tasks requested by the professors in order to evaluate the process of emergency distance learning caused me great confusion and made me not like to repeat it
Agree	0.99	3.17	7. Unfairness of the electronic evaluation methods used
Agree	0.46	3.43	Overall Mean

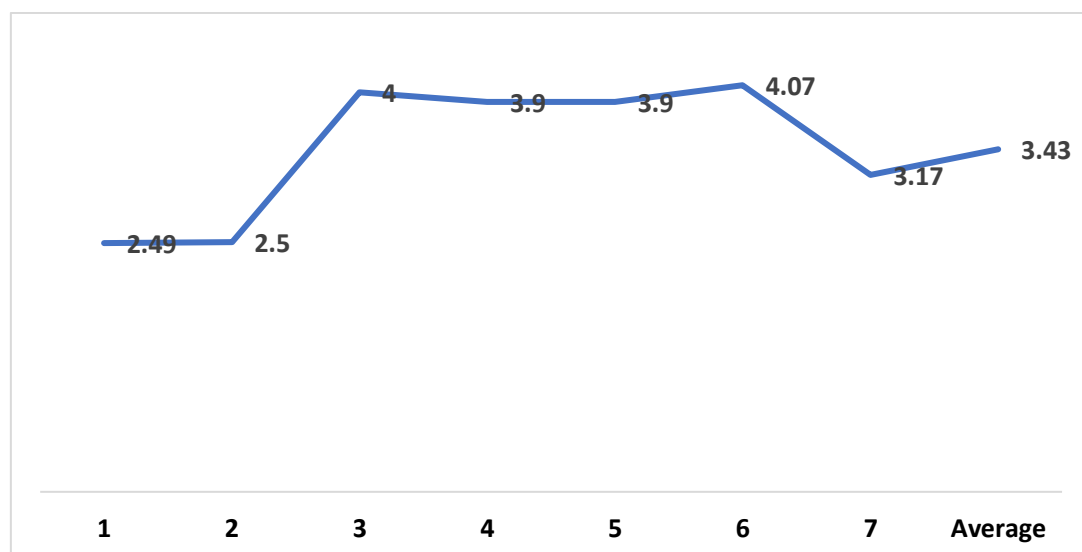


Figure (5): Arithmetic averages of the study sample's responses to (Challenges of Learning Outcomes Assessment)

The results presented in the previous Table (5) and Figure (5) revealed that there are some challenges in the field of learning outcomes assessment faced by graduate students, where the general mean of the expressions in this field was (3.43) with a standard deviation of (0.46). The study sample considered the difficulty of acquiring practical skills for some courses during the application of emergency education;

confronting them with problems in implementing the draft decisions; The lack of training workshops for the method of implementing and performing electronic tests for emergency education; In addition to the many assignments and tasks requested by professors in order to evaluate the process of emergency distance learning; And feeling the lack of fairness of the electronic assessment

methods used during the pandemic. These results are also consistent with the implications of the results of some studies such as the study of [7],[9],[10],[13],[14],[16],[18]. The researcher explains this result that the effects of the crisis affected everything related to the educational process and that what concerns educational institutions is the achievement of goals by all possible means.

4.2 Results related to the second question:

- Second: With regard to the answer to the second question: which searches for statistically significant differences between the responses of the study members about the challenges of the transition to emergency education faced by students of postgraduate programs according to the variables: (gender, study program, training on emergency education instruments, experience in Dealing with emergency learning

instruments. The researcher used the T-test and One Way ANOVA to show the significance of the differences in the answers of the study sample individuals according to the following variables:

1. Gender: (male, female)
2. Study programme: (Master's, Ph.D.)
3. Training on emergency education instruments: (Yes, No)
4. Experience in dealing with emergency learning instruments: (high, medium, weak, none)

(1) Effect of gender variable.

Table (6) shows the statistical description of the responses of the study sample, and the significance of the differences between the responses using the T- Test, as follows:

Table (6): Arithmetic means, standard deviations, and the value of the t-test and the level of significance of the responses of the study sample on the axis of emergency learning challenges according to the gender variable

Result	Sig. (2-tailed)	T	df	Female, N=72		Male, N=139		Axes of the study
				SD	Mean	SD	Mean	
Non-significant	0.103	1.640	209	0.94	2.46	0.88	2.68	access and use challenges
Non-significant	0.109	1.610	209	0.58	2.52	0.54	2.65	Content Design Challenges and Methods of presenting it
Non-significant	0.177	1.354	209	0.75	3.52	0.60	3.66	Challenges of Effective Teaching Strategies
Non-significant	0.798	0.256	209	0.45	3.44	0.48	3.42	Challenges of Learning Outcomes Assessment

The previous table (6) shows that there are no statistically significant differences at the level of significance (0.05) in the answers of the study members on all axes of emergency learning challenges due to the effect of the gender variable.

(2) Effect of a course variable

Table (7) shows the statistical description of the responses of the study sample, and the significance of the differences between the responses using the T- Test, as follows:

Table (7): Arithmetic means, standard deviations, and the value of the t-test and the level of significance of the responses of the study sample on the axes of emergency learning challenges according to the variable of the study program

Result	Sig. (2-tailed)	T	df	PhD, N=33		PhD, N=178		Axes of the study
				SD	Mean	SD	Mean	
Non-significant	0.472	0.721	209	0.96	2.55	0.76	2.42	access and use challenges
Non-significant	0.180	1.344	209	0.58	2.54	0.52	2.69	Content Design Challenges and Methods of presenting it
Non-significant	0.768	0.295	209	0.72	3.57	0.66	3.53	Challenges of Effective Teaching Strategies
Non-significant	0.223	1.221	209	0.44	3.45	0.55	3.34	Challenges of Learning Outcomes Assessment

The previous table (7) shows that there are no statistically significant differences at the level of significance (0.05) in the answers of the study members on all axes of emergency learning challenges due to the influence of the study program variable.

4.3 The effect of the training variable on the emergency education instruments

Table (8) shows the statistical description of the responses of the study sample, and the significance of the differences between the responses using the T- Test, as follows:

Table (8): Arithmetic means, standard deviations, and the value of the t-test and the level of significance of the responses of the study sample on the axes of emergency learning challenges according to the training variable on emergency education instruments

Result	Sig. (2-tailed)	T	df	No, N=176		Yes, N=35		Axes of the study
				SD	Mean	SD	Mean	
Significant at 0.05	0.02	2.336	209	0.91	2.60	0.97	2.20	access and use challenges
Significant at 0.05	0.04	2.072	209	0.55	2.60	0.62	2.38	Content Design Challenges and Methods of presenting it
Non-significant	0.23	1.214	209	0.71	3.5932	0.71	3.43	Challenges of Effective Teaching Strategies

Non-significant	0.77	0.296	209	0.45	3.4278	0.50	3.45	Challenges of Learning Outcomes Assessment
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The previous table (8) shows:

- There are no statistically significant differences at the level of significance (0.05) in the responses of the study members in the two axes: the challenges of effective teaching strategies; the challenges of assessing learning outcomes are due to the impact of the training variable on contingent learning instruments.
- While there were statistically significant differences at the level of significance (0.05) in the answers of the study members in the two axes: availability and use challenges; And the challenges of content design and delivery

methods are due to the impact of the training variable on emergency learning instruments. This result is consistent with the results of the study [9], [14], [16], [17].

4.4 The effect of the experience variable in dealing with emergency education instruments

Table (9) shows the statistical description of the responses of the study sample, Table (10) shows the significance of the differences between the responses using the One Way ANOVA test; this is as follows:

Table (9): Arithmetic means and standard deviations of the responses of the study sample on the axes of contingent learning challenges according to the variable of experience in dealing with emergency education instruments

High, N=74		Medium, N=92		Low, N=17		Non, N=28		Axes of the study
S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	
0.93	2.20	0.83	2.57	1.06	2.69	0.77	3.19	access and use challenges
0.55	2.44	0.57	2.56	0.56	2.66	0.55	2.87	Content Design Challenges and Methods of presenting it
0.75	3.63	0.66	3.40	0.63	3.86	0.67	3.74	Challenges of Effective Teaching Strategies
0.43	3.43	0.51	3.42	0.29	3.26	0.43	3.54	Challenges of Learning Outcomes Assessment

Table (10): Analysis of variance to calculate the effect of the experience variable in dealing with emergency education instruments

Result	Sig	F value	Squares mean	D.F	Squares sum	Variance source	Axis of the study
Significant at	0.000	9.006	6.972	3	20.916	Between groups	access and use challenges

0.05			0.774	207	160.238	Inside groups	
				210	181.153	Total	
Significant at 0.05	0.007	4.100	1.280	3	3.839	Between groups	Content Challenges Methods presenting it
			0.312	207	64.606	Inside groups	
				210	68.445	Total	
	0.017	3.475	1.683	3	5.050		Challenges of Effective Teaching Strategies
			0.484	207	100.278		
				210	105.328		
	0.288	1.264	0.268	3	.804		Challenges of Learning Outcomes Assessment
			0.212	207	43.867		
				210	44.671		

The results presented in the previous two tables (9) and (10) reveal:

- There are no statistically significant differences at the level of significance (0.05) in the responses of the study members in the two axes: the challenges of effective teaching strategies; the challenges of assessing learning outcomes are due to the influence of the variable of experience in dealing with emergency education instruments.

- There are statistically significant differences at the level (0.05) in the answers of the study members in the axes of availability and use challenges; Content design challenges and delivery methods; It is due to the variable of experience in dealing with emergency learning instruments, where the value of (F) equals 9.01, 4.10, respectively, and they are significant values at the level (0.05). To find out the direction of these differences, multiple comparisons were made using Scheffe Post Hoc Tests, and it was found that these differences were in favor of students who do not have experience in dealing with emergency learning instruments compared to the rest of the other groups that have skills (high or medium). The researcher explains that the students who did not have experience in dealing with emergency learning instruments had high responses. This

indicates that they were facing high challenges in terms of availability and use; as well as the challenges of content design and delivery methods; And also the challenges of effective teaching strategies, which is of course due to their lack of experience in dealing with emergency education instruments, and then the differences in response were in their favour, and this result is consistent with the results of the study [5]. Therefore, the results also showed the presence of some challenges faced by students of postgraduate programs for the transition to emergency education in the axis of content design and ways of presenting it, represented in the following: not observing the standards of good educational design for electronic courses; And the lack of standards to control the quality of the emergency learning content, and the results showed the presence of challenges in the focus of effective teaching strategies and the interface of graduate students to the transition to emergency education; These challenges were represented in most course professors adopting one type of teaching strategies, and the results showed that there were some challenges in the field of assessment of learning outcomes faced by postgraduate students. These challenges were represented in the difficulty of acquiring practical skills for some courses during the application of emergency education. As for the

statistically significant differences between the responses of the study members about the challenges of transition to emergency education according to the variables, the following was found: There are no statistically significant differences in the answers of the study members on all axes. The four challenges are due to the influence of the gender variable and the study program variable. While there were differences between the responses of the study sample due to the variable of training on emergency learning tools in the first and second axis, and there were no differences with regard to the third and fourth axis, also there were differences between the responses of the study sample due to the variable of experience in dealing with emergency learning tools in the first and second axis, and there were no Differences with respect to the third and fourth axis, and the study presented a number of recommendations and suggestions.

4.5 Limitations of the study:

The study adhered to a number of limits, the first of which is the objective limits, which is to monitor and know the challenges faced by graduate students during the transformation for emergency education. Those who are registered in the university's programs from the academic year 2020/2021, as for the fourth limit, it is the time limit, because the study procedures took place during the second semester of the academic year 2020/2021.

5. Conclusion:

In light of the results of the analysis and discussion of the topic of the challenges of transition to emergency education that faced students of graduate programs during the Covid-19 crisis at Imam Abdulrahman bin Faisal University in the Kingdom of Saudi Arabia, it is clear that this crisis has profound effects in all parts of the educational sciences and that the authorities responsible for education in general and university education in general. Especially in Saudi Arabia, a number of measures have been taken and plans have been developed that aim to reduce the effects of the pandemic on education and learning, which has been praised in international reports on the status of international education during the pandemic, as in a study [1], [3], [4]. There is an urgent need to conduct more studies for the purpose of evaluating and developing this experience, as

mentioned in the study [10]. According to the results of the current study, it was found that graduate students did not face challenges in my first axis (challenges of access and use), which indicates the efficiency of the infrastructure of the emergency education system and the strength of the technical foundation of the university. It is compatible with the nature of the emergency crisis, as the university was primarily aimed at continuing the learning process, although the university is similar to its local counterparts in that most of the courses did not have an electronic format before the outbreak of the pandemic. The results also showed the presence of challenges in the axis (challenges of effective teaching strategies), because most of the faculty members had no choice but to this strategy (direct and recorded teaching). The current study concluded that there are a number of challenges around the axis (challenges of assessing learning outcomes), which are expected challenges because emergency education is a somewhat new and sudden educational style that lacks strict criteria in the evaluation processes, and that most of the evaluation tests were done through programs and models for electronic tests. And due to the nature of the characteristics of the study sample in terms of gender variables, educational program, training on emergency education instruments and the experience of dealing with them, and the impact of this on the responses of the sample members to the study tool. The current study found that there were no statistically significant differences in the sample responses about the four challenges axes due to the variable of gender and the variable of the type of educational program, while it was found that the variable of training on emergency education instruments and their experience had an effect on the responses of the sample members in some of the four axes. Thus, this result of the current study is an expression of the reality in which it was applied, and there may be another study that contradicts its results, and this is expected because the conditions for implementing any research study differ from the conditions for implementing another study. However, the results of the current study indicate a number of things, including that the measures taken by the university are in harmony with the recommendations of international organizations related to the Corona pandemic and its effects on the educational sector. University education, and that technical

equipment, acceptance, direction, preparation and training on the requirements of emergency education are important factors for overcoming the expected challenges. Based on the foregoing, the current study suggests conducting more comprehensive and in-depth studies concerned with evaluating the experience of emergency education and what are the difficulties encountered in implementing them in all educational and training stages, with the importance of the study being inclusive of all parties concerned with emergency education. The current study also proposes the opening of independent scientific departments in the faculties of education specialized in distance education and training to contribute to the development of educational practices. Postgraduate studies for the post-Covid-19 crisis.

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