

Educational Strategies and Their Role in Contemporary Social Change

By

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Abstract

This paper represents the impact of education on society and how it contributes to sociological change in general. In order to answer the question of whether education plays a role in social change, this research paper explores the meaning of social change, presenting what is considered as transient change as opposed to radical or profound change. It also investigates the mechanisms and strategies of the state and its role in the educational system, specifically identifying the conditions that must be followed to achieve that, as well as how society is influenced by schools, considering them as a fundamental building block in shaping and preserving its dignity and sanctity. The paper also examines the factors of social change and concludes with a set of findings as outlined below. Furthermore, the relationship between education and social change is addressed, along with emotional education that determines the extent of individuals' moral and ethical values. Based on our findings, several recommendations are proposed, which we deem effective in propelling the wheel of contemporary society and its present civilization.

Key words: Education, social change, educational system, teacher, learner.

Introduction

Education today is considered a noble characteristic that permeates various life contexts. It occupies a high and esteemed position in Western European countries, which have dedicated immense resources to improve the educational level. This includes enhancing programs, training and scientifically and pedagogically equipping teachers, as well as improving the curriculum, which serves as the raw material for what teachers deliver in schools. Our focus today is an attempt to explore that approach, which has been implemented to a limited extent in Arab countries, particularly in Western countries. Social change is considered a human demand for all societies that constantly strive towards progress and optimization. Such progress cannot be achieved to the extent that education and learning provide. Education has witnessed various methods and approaches throughout history, whether in the Arab world or the Western world. The desire for active distance learning has emerged as an interactive form of education through online platforms, facilitating interaction and communication among the participants through videos. Video production studios are utilized to deliver live and simultaneous lectures to numerous students.

Many theorists in the field of education have attempted to explore its value within individual contexts. The general consensus among them is encapsulated in the famous saying, "If you want to understand the reality and condition of societies, look into their education." Education is considered the backbone and fundamental building block in constructing societies and measuring their progress and development. It targets the first aspect of

preserving social identity, encompassing values, culture, religion, and shared history. On the other hand, education contributes to the construction and growth of societies. The higher the educational and pedagogical level of individuals within a society, the greater the added value that manifests in the social reality. Through this article, we will endeavor to demonstrate the effectiveness of education in societal transformation, utilizing a series of headings. The aim is to comprehend the reasons behind education, its challenges, and subsequently, its efficacy in delving into the depths of the philosophy of the new civilization. This civilization now considers, in all its aspects, the spiritual and intellectual dimensions, with the material aspect serving merely as a catalyst for economic growth and human development.

The relationship between education and society is deeply interconnected. Education plays a crucial role in shaping and influencing society, while society, in turn, provides the context and framework within which education operates. Education is not simply a study for progression without noble and meaningful goals. Modern curricula in many countries aim to foster development and progress in the educational, spiritual, and moral realms. They go beyond mere academic pursuits and strive to cultivate well-rounded individuals who are equipped with knowledge, critical thinking skills, ethical values, and a sense of social responsibility. The goal is to empower individuals to contribute positively to their communities, promote social cohesion, and advance the overall well-being of society as a whole.

What is the existing relationship between education and society? Do contemporary curricula in countries foster development and progress in the educational, spiritual, and moral domains, or are they merely academic pursuits aimed at advancement without noble and meaningful goals?

Doesn't education in our Arab world seem unjust and limited when compared to the state of education in the Western world? What role should the state play in clarifying the vision and outlining the path towards building a purposeful and authentic evolving society that recognizes its values, preserves them, and aspires to build individual identities that transform individuals into active contributors to the foundations of civilization and social change rather than passive recipients within it? These questions, along with others, will be addressed and answered through our analysis of a range of ideas related to the philosophy, nature, and significance of education within contemporary societies.

1- The Definition of Education:

Education is considered one of the pressing issues for nations, as ancient Arabs had various strategies and approaches in social, economic, intellectual, and educational aspects of life. Among the topics that occupied the minds of many is education, which serves as the primary driving force behind the development of any nation. Without education, a society becomes weak and fragile, lacking a solid foundation or direction. Education is a service to the community and the country in which we live. The strength of any society lies in its educated individuals and scholars, and the strength of a community increases as the level of ignorance decreases. A society armed with the weapons of knowledge and education becomes strong and capable of solving all its problems, no matter how difficult or complex, in a systematic and scientific manner. Education also works towards eradicating illiteracy in societies, providing individuals and communities with sufficient knowledge that enables them to innovate, imagine, and create in various fields of science, technology, and beyond. This aids the country and society in progress and advancement (Al-Amin, Adnan, 1999, p. 110).

Education is one of the most crucial elements in life that elevates societies and nations to a higher degree and rank compared to others. Without education and knowledge, societies will not distinguish themselves from other nations. Furthermore, education builds generations and individuals capable of change, progress, success, and advancement across various fields. Through education, the community becomes strong and resilient in all its aspects, making it difficult for it to collapse or disintegrate because it has been constructed on a scientific foundation.

2- *Definition of Social Change.*

It is a continuous or transformative process that occurs within the system, structures, and social institutions, whether in the realm of social construction or social function (Hussein Abdulhamid, 1988, p. 45). Social change is an existential reality, as well as an important phenomenon and a fundamental characteristic that distinguishes the activities and realities of social life. It is a vital necessity for human societies. It is the means for their survival and growth, as they adapt to their realities. Through change, balance and stability are achieved in their structures and activities. Social changes that affect any society can be beneficial and positive if they fulfill the requirements and needs of individuals in attaining progress. This progress is based on an ethical and educational foundation that is recognized by society (Haider Ibrahim, 1982, p. 25). According to Georg Neuberger, change is "what happens in the nature of social construction, such as an increase or decrease in the size of the community, in social systems or institutions, or linguistic changes. It also includes reforms in beliefs and attitudes."

According to "Johnson," social change is nothing but a change in the structure of the social system from a relatively stable state. These structural changes primarily result from functional changes in the social structure, leading to the construction of a more efficient and capable system capable of achieving accomplishments (Ahmed Ezzat, 2011, p. 609). Social change, on the other hand, is a deliberate and subjective mechanism driven by an actor, whether internal or external, who seeks to change something in society, be it behavior, habit, value, pattern, or any other aspect, positively or negatively. (Ahmed Ezzat Al-Sayed, same reference, p. 612). Change differs from mere alteration in that it involves the presence of intention and agency in initiating change, as well as an inherent spontaneity in the process. This distinction signifies the existence of distinct characteristics for each concept, which we will delve into in further detail regarding social change.

3- *The Characteristics of Social Change:*

They can be summarized as follows:

1. Associated with the presence of an actor: Social change involves the existence of a proactive will to bring about a specific alteration in the structure of society. This actor, whether an individual, an institution, or a group, possesses the capability to effect change in society, regardless of the intended outcome of that change.
2. Goal-oriented: Social change is driven by intention, meaning it has a clear objective and a defined purpose. The desired result precedes the action itself, indicating that the change is purposeful and directed towards a specific goal.
3. Based on planning: Social change follows a sequential process of planned steps aimed at achieving the desired transformation.
4. Uncertain outcomes: Despite meticulous planning, the precise results of social change are not guaranteed. Even with a high degree of precision, the outcomes remain uncertain, albeit with a considerable likelihood of realization.

5. A process linked to its goal: Social change is associated with a specific objective, and the process of change is intertwined with the desired goal of the actor initiating it.
6. Not contingent on surrounding circumstances: The actor will not be concerned with the circumstances of the society or the characteristics of the current stage the society is in, except to the extent that it serves the achievement of the desired change.
7. Intentional change, unintended consequences: The consequences of change are not within the control of the actor and cannot be willed into existence. While the possibility of achieving the desired change exists, there is no guarantee that accompanying changes, which were not initially considered, will not occur (Ahmed Ezzat Al-Sayed, same reference, p. 622).

Social change is often associated with goals set by the actor who assumes the role of directing and managing the change towards a desired outcome, which may not initially yield certain results. This necessitates the presence of specific mechanisms for change to ensure their effectiveness.

According to Parsons' theory of equilibrium and stability, the continuity, maintenance, and preservation of social patterns do not pose a problem for the system and do not require explanation. However, it is the process of change that requires explanation and interpretation. Koser and Coleman argue that conflicts and confrontations occurring in various aspects of society can lead to stability and tranquility (Ahmed Ezzat Al-Sayed, same reference, p. 629). According to Kurt Lewin, any planned social change must take into account numerous distinctive factors specific to a particular situation. Change may require a set of unique educational and organizational measures to a certain extent, and it can rely on entirely different processes, ideologies, expectations, or structures. Nevertheless, we must always consider some general formal principles (same reference, p. 632). Every change will only succeed if it adopts the attire of change that sets its rhythm within society. Consequently, the mechanism of change itself is the mechanism of change according to a planned program.

4- *Social Change and its Relationship to Educational Change:*

Some argue that social change does not have a significant impact, neither positive nor negative, on educational and learning levels. This viewpoint was followed by the French sociologist Emile Durkheim, who considered it neither astute nor insightful to support this opinion in the contemporary era we live in today. When we trace historically the formation and development of educational systems, it becomes evident that they are influenced by religion, political organization, the advancement of sciences, the state of industry, and more. If we separate education from all these historical factors, it becomes incomprehensible (Durkheim, 1966, 36).

The emergence of new education is attributed to "what was heard from the street" and learning about matters that were unknown from a religious perspective, pertaining to communication and conveying news rather than industrial education (Ibn Khaldun, 1984, 30). The adoption of education as a means of dissemination came after the establishment of stability, and this is a historical phenomenon that can be observed whenever there is authority, a state, or an institution.

5- *Social Change and Educational Change in Islam:*

The Islamic environment witnessed a significant emphasis on education. Education held great importance in the Islamic society, and there was a strong focus on scholars and teachers. Islamic schools, known as "Kuttāb," were established, where dedicated teachers taught and received payment for their services. These schools were directed towards the general public, and education was revived as a profession within an Islamic framework. It is

worth noting that the emphasis on non-Islamic schools relied on individuals who had received education in those schools. The Prophet Muhammad, peace be upon him, sought the assistance of those who had learned reading and writing in dictating the verses of the Quran to them as they were revealed. Among them were Ali ibn Abi Talib and Muawiyah ibn Abi Sufyan.

After the resolution of the conflict in favor of the Prophet Muhammad, these Islamic schools (kuttāb) continued to operate. It is known that the Prophet requested the captive Muslims to teach writing to the Muslims as a means of redemption for themselves. In addition to this moral education, the Prophet Muhammad, peace be upon him, and his companions made efforts to spread it through individual education and upbringing, providing religious education based on the teachings of Islam, the Holy Quran, and the Prophetic traditions (Sunnah). They believed that the scholars are the inheritors of the Prophets, not inheriting wealth or material possessions but inheriting abundant knowledge. The angels are pleased with those who seek knowledge, and this role was prominent in the mosques.

Indeed, education is considered crucial in the Islamic environment to solidify Islamic beliefs and principles. Education in this context is closely linked to writing, which its proponents, starting from Abd al-Hamid al-Katib, developed in terms of content, methods, and principles. The second aspect pertains to the social hierarchy of teachers, ranging from the scholars to the students in smaller mosques (specifically targeting young children) and the students under the guidance of scholars until they themselves become teachers. Each rank corresponds to a specific scope of knowledge that is transmitted, although they all convey the core of Islamic education as a foundation. This core was the primary focus in the kuttāb (Islamic schools) and other disciplinary methods. The scope of education was extensive, encompassing various subjects such as the Quran, the principles of the religion, literature and poetry, language and calligraphy Arab genealogy, translated sciences, wisdom, arts and hobbies, courtly behavior, writing etiquette, and more. Regarding mosques, especially the grand mosques, education revolved around the core religious nucleus: jurisprudence (fiqh) and interpretation (tafsir).

6- *Moral Education and its Role in Social Change:*

Moral education assumes its role and importance from several aspects related to moral learning itself. It is concerned with the ethical and spiritual dimension of individuals, their value systems, and its connection to other cognitive learning domains. It provides the psyche with dynamism and a strong sense of connection, and its impact lasts longer if teaching and learning methods are improved. It provides learners with a sense of purpose in their actions and directs them towards it. It helps them differentiate between right and wrong and provides them with criteria for judging the behavior of others. This ensures the formation of reference frameworks in their minds, which serve as a cumulative outcome of moral learning. To shape such reference frameworks in learners, education should emphasize moral education alongside other learning domains. This is done to assist them in acquiring a value system characterized by constructiveness and sustainability. However, these learners will not be able to achieve these outcomes unless teaching and learning methods, activities, and instructional resources go beyond those traditionally prevalent in education. (Fortney Heidenreich, 1990, p. 12).

Therefore, if moral education is carefully considered along with its positive outcomes, it can play a crucial role in social change and contribute to desired directions, particularly in shaping the value system that represents a fundamental aspect of the overall framework for such change. This, in turn, contributes to the development and progress of society. This can

be achieved by paying attention to several fundamental concepts of moral education that are linked to this value system. (Alzeera, 2001, p. 21). Moral education is associated with several concepts such as value, attitude, tendency, interest, and preference. However, the concepts of values and attitudes receive the greatest attention in this educational field. Therefore, the current research will focus on these concepts. Values serve as the foundation for every social action, aiding in the formation of a sound concept of community that leads to its cohesion and solidarity. They play a positive role in social change (Makdadi, Muhammad Fahri, 1998, p. 65). An analytical study of educational values in Arabic reading textbooks at the intermediate education level, between what is observed and what is expected, *Journal of Studies*, Volume 24, Jordan. It is difficult to envision a society striving for social change in the absence of higher values that guide this change. (Fakhru, Aisha Ahmed, 1999, p. 74).

Despite the positive benefits of moral education in general, and values and attitudes in particular, and their significant impact on guiding individual and collective behavior, which reflects positively on social change, moral education in our schools suffers from several shortcomings that hinder its desired role in educating learners and their active contribution to social change in our Arab world. Relevant studies indicate several deficiencies and shortcomings in the field of moral education, including the following:

- Many social values are absent from school curricula, as revealed by a study conducted by Al-Khudrawi (2001, p. 36). This is evident in the mathematics curriculum at the elementary level in some Arab countries, where values such as loyalty, courage, friendship, honesty, equality, and freedom are overlooked.
- There is a tendency to focus on certain values while neglecting others. Some studies have pointed out this imbalance in the Arabic language courses in basic education stages in Algeria and other Arab countries.
- There is a severe deficiency in social values within school curricula.
- There are shortcomings in the educational curricula for moral education.

Indeed, moral education serves as the driving force behind education as a whole, as it encompasses noble social values. The individual needs the behavioral aspect regulated by education, making moral education of utmost importance in bringing about social change by initiating and facilitating it. This aligns with the perspective of those who believe that education has a role in social change, especially when educational planning processes are improved, and the necessary conditions for effective implementation are met. These processes are all directed towards the individual, targeting all areas of their growth: intellectual, physical, and emotional.

7- *The role of the state in education and its contribution to social change:*

The prevailing education at the beginning of the twentieth century was religious education, which was limited in terms of dissemination and quality. The programs and cognitive curriculum contained within it adhered to the constants that society had known and prevailed for long periods. However, the education that can be linked to other variables within the economic and social transformations experienced by the inhabitants of this region is modern or contemporary education, whose initial emergence took place in Italy from Libya in the 1940s. The beginning was indeed very modest, but progress was rapid as the numbers multiplied quickly. Girls entered schools, various institutes were established, and branches of knowledge and levels of education, including university and higher education, were opened. The modern state placed great emphasis on building and disseminating various institutions of the modern society. However, the simplicity of material resources slowed down the speed of

construction, development, and dissemination. It weakened further when the proceeds from oil sales began to flow into the state treasury. (Bahaa, 1997, p. 4).

The initial transformations of planning took the form of simple and limited development programs since the mid-1950s during the Liberation War. The state exerted significant efforts to achieve tangible progress in all relevant fields at that time, particularly in improving the individual's living conditions, including education, healthcare, energy, housing, communication networks, means of transportation, agricultural mechanization, light and heavy industries, and expanding the use of durable consumer goods, among others. All these comprehensive indicators can be observed and measured. For example, in the field of education, these indicators manifest in the number and types of schools, the number of classrooms, levels of education, and the number of teachers. The state's interest in education and its role in bringing about social change lies in the logic of individualized education, which focuses on building a modern personality. The more individuals are included in the scope of transformative personal development, the greater the changes that occur within the country. In reality, human society has always been subject to change and transformation. The contemporary society is unquestionably a changing society, where the process of social change can be comprehensive, encompassing the entire society with all its economic, social, cultural, and political systems. Change can also be partial, such as a change occurring in certain aspects of social structure, like a shift in the education system and its philosophy within a particular society. This, in turn, leads to changes in other parts of the social structure. It is important to note that any change, even if it is partial, has repercussions and direct consequences on other aspects of the social structure. There have been various perspectives and opinions regarding the identification of causes or factors of social change.

Nations rely on education as a fundamental cornerstone for their progress and development. It serves as the lifeblood of societies in their journey towards advancement. Education is a vast ocean of knowledge and principles that enriches human culture. The immense importance placed on education is evident in the remarkable progress made by many countries that were once economically and scientifically collapsed, plagued by diseases and ignorance. Vietnam, for instance, significantly advanced after placing great importance on education and knowledge. Hence, nations have embarked on a relentless pursuit of education, considering it a gateway from the era of ignorance to a radiant future. In this article, we will delve into the significance of education in nation-building. Education places individuals at the forefront of civilization, social growth, and economic development right from the initial stages of learning. This importance becomes particularly evident in the transformative impact it has on the societal value system. Such transformative impact can only be achieved through a balanced, stable, and organized educational framework that leads to progress, development, and growth. Undoubtedly, education liberates individuals, unleashes their talents and abilities, and enables them to actively participate in societal transformation. (Al-Da'ilaj, 2007, p. 30).

The values acquired by individuals within a community are what create change and renewal within societies. Nations that have managed to rapidly rise and create new civilizations are those that have successfully combined scientific and technological advancements on one hand, and intellectual, national, and humanitarian values on the other. Good values and ethics serve as the foundation upon which civilizations are built, and therefore, they serve as indicators of civilization. A society whose members uphold values and ethics is destined for civilization, progress, and prosperity (Rashad, 2002, p. 4). The relationship between education and values, in general, is close and interconnected. Education and values cannot be separated as they are integral to each other. Thus, education has taken

on the responsibility of addressing the value crisis that societies, in general, are facing. Education, at its core, is a process that seeks to instill noble values and good upbringing in children. In fact, the most significant outcome of education is the adoption of a set of constructive values that govern the lives of individuals and communities.

The relationship between education and society, as well as the determination of its qualitative aspects, is a topic addressed in the article "The Relationship of Education with Society and the Determination of its Qualitative Aspects" by Ahmed Ibrahim Youssef (2000, p. 25), published in the journal "World of Thought," Kuwait Publishing House, Kuwait.

The process of value construction is not solely the responsibility of a specific institution or a particular educational curriculum. Rather, it is the responsibility of everyone involved in the process of education and learning, whether within the family, school, or any institution in any field and at any level. Education aims to achieve beneficial social work and promote interactions among members of society for the common good. Similarly, upbringing works on instilling its principles in the hearts of individuals within the society for the common good. On the other hand, education plays a role in discovering talents (Al-Rushdan, Abdullah, 2002, p. 98).

8- *The Relationship between Education and Social Inequality:*

The economy plays a crucial role in individuals' lives and in shaping the social structure and class hierarchy. Society's members are not equal, despite the slogans raised regarding their relationship with the available economic resources. In every society, there exist disparities among its members in this regard. Consequently, society is divided into diverse categories based on the material income available to each group, creating an economic gap between each category. It is true that societies differ in terms of the magnitude of the economic gap between these categories. Some societies have a large gap, while in others, the disparities between the categories are not significant. Additionally, there are societies where the economic gap between each category remains stagnant, while in others, it rapidly widens. Often, this rapid movement is detrimental to the previously advantaged economic groups due to specific circumstances that lead to the emergence of marginalized individuals. These marginalized groups adopt means to cope with daily life struggles, as their members strive to attain power but are mostly unable to provide the necessary requirements for the educational stage. Consequently, this results in the decline of the educational level among learners" (Dahreboef, R., 1971, p. 213).

9- *Study Outcomes*

- The data presented in the research indicate that education plays a fundamental and effective role in nation-building and bringing about social change due to its immense importance, noble principles, and lofty values. Civilizations have emerged and life has advanced in all fields thanks to knowledge. Education is a necessary aspect of life that cannot be overlooked, as it is the remedy for ignorance and illiteracy. There is no way for society to progress and thrive without knowledge. Education is the only means that leads individuals to achieve their goals. Through education, individuals become capable of creativity and innovation.
- Education is the essential and effective foundation for civilizational progress. The sole difference between advanced societies and lagging societies lies in the level of education. Economic and social progress and development in all areas follow. Education affects all aspects of life, including economic conditions. A qualified individual finds it easier to develop their skills and abilities in line with the requirements of the job market, leading to improved living conditions.

- Knowledge as a Pillar of Life in Society: Knowledge is the cornerstone for building civilization. Advanced governments recognize and respect knowledge, providing avenues for individuals to keep pace with the era they live in and secure a dignified life that enhances their status and that of society. When a society is educated, it achieves self-sufficiency and becomes capable of resolving its own problems. Knowledge is the society's path to gaining control in all aspects of life.
- Additionally, education plays a significant social role in all societies, such as shaping an individual's social personality. It is education that molds their character, and an individual's personality aligns with the culture and education they receive within their community. This illustrates the crucial role of knowledge in the progress of society.
- Furthermore, education equips individuals with competitive skills. The principle of competitiveness, which underlies the educational process, emphasizes the importance of education for both individuals and society. Education allows individuals to achieve greater success in life, including prosperity, improved living standards, and the acquisition of numerous advantages that are limitless.
- Education also contributes to increasing individual responsibility. By exploring the importance of education for individuals and society, individuals become familiar with the history, culture, and values of their community. Education also promotes understanding of civic duties and encourages active citizenship.
- Moreover, education plays a role in building sustainable development. Knowledge is one of the most powerful means to reduce poverty and ignorance. Through education, living conditions improve, and life evolves, leading to increased economic growth.
- Knowledge is an essential component of life in society. A developed civilization cannot be built without knowledge as one of its pillars. It serves as the foundational column upon which civilizations are constructed.

Conclusion

Education holds immense importance in building modern nations and instigating a movement of change within societies. It is through knowledge that civilizations emerged and life advanced across all domains. Education is an indispensable necessity of life, serving as the antidote to the ailments of ignorance and illiteracy. There is no path to societal progress and advancement except through education. Education shapes the character of both the society as a whole and the individuals within it, aligning their personalities with the cultural and educational framework they receive within their community. This is an expression of the role of knowledge in the progress of contemporary societies, where the advancement and renaissance of nations are anchored in education, which acts as the fundamental building block for establishing civilization, as expressed by the Algerian thinker, Malik Bennabi. Additionally, education serves as the lifeblood for societies on their journey towards progress. Thus, knowledge is a vast ocean of knowledge, principles, and everything that enhances human culture. The significant importance bestowed upon education is evident in the progress achieved by many countries after experiencing economic and scientific collapse, as well as the spread of disease and ignorance. Furthermore, it can also be said that education is akin to the soul that drives societies. The progress of a society, as reflected in its educational system, is a measure of its development. Ultimately, education serves as the primary generator of noble values, the values acquired by individuals within the community. Nations that have been able to rapidly rise and create new civilizations are those that have successfully combined the scientific and technological foundation on one hand, with intellectual, national, and humanitarian values on the other. Values and ethical principles are

the cornerstone upon which civilizations are built, thus serving as indicators of civilization and a testament to the history of every nation.

Recommendations

1. Intensive focus should be placed on the educational system, aiming to align its content with the crucial requirements of each country, especially in light of the technological advancements occurring worldwide today.
2. Diligent efforts should be made to train dedicated and conscientious teachers who possess a sense of social responsibility. They should work towards instilling noble values and setting the right example as ideal educators and mentors, in order to establish the sanctity and sacredness of the school environment.
3. It is crucial for the state to pay meticulous attention to education in order to bring about social change, following the logic of individualized education that fosters the development of a modern personality. The more individuals are included in the framework of transformative personality building, the greater the impact they will have in effecting change within their country and the global community.
4. Emphasis should be placed on moral and faith-based education, as well as the value systems of learners. This aspect is interconnected with other cognitive learning domains and provides the self with a close and long-lasting connection. Improving teaching and learning methods in this area and instilling a sense of purpose in the learners are essential.
5. There is a need to enhance distance education to bridge the gap between rural populations and self-employed individuals, as well as to train teachers working in remote education. This would address the training deficit in course development and the use of technology.
6. It is important to strive for the development of relationships between teachers and learners by providing technology and conducting training courses for both teachers and learners. This effectively contributes to delivering remote lessons and addressing the questions raised by learners, facilitated by the teacher. We have witnessed this approach in some private schools, associations, and institutions that have adopted technological teaching methods following the outbreak and spread of the COVID-19 pandemic, which necessitated quarantine measures. This approach prevented the disruption of education within public and private institutions and maintained the connection between teachers and learners.

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