Students' point of view for the reality of the educational activities social challenges

By

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Abstract

The study has been carried out to recognise the reality of the educational activities of teaching staff in the face of contemporary cultural and social challenges from the students' point of view and know the significance of the differences in the estimation of the sample members according to a number of variables. The study used the descriptive approach. It was applied on a random sample consisting of (1365) students (male and female) according to social qualitative variables, college as well as academic level. As a result of this study, many consequences have been showed. One of them is that the cultural and social challenges received high estimates from the students' point of view. The study also showed that there are no statistically significant differences at the significance level (a = 0.05) and less in the arithmetic means due to the gender variable. Moreover, it showed apparent differences in the arithmetic means of the college variable, and also showed the existence of apparent differences in the arithmetic means due to the educational level variable.

Keywords: educational activities, cultural and social challenges.

Introduction

Since universities now live in societies of merit and knowledge, the challenges they face will increase and their roles will be more important and more profound. In order to face these great challenges, the main requirement lies in the teaching staff who works in it, plus the necessity of developing and upgrading it to push all sectors of students in the different faculties towards fulfilling the requirements expected of them. My friend "Siddiqui, 2007 " indicates that universities are the most valuable educational organizations in the country. In spite of the availability of knowledge as one of the basic requirements for the teaching staff, it is not the only value required in it. In addition to that, he must have leadership traits and capabilities and be able to attract the conviction, talent and acceptance of all. In this era, modern tools and methods have developed to support teaching and learning processes to comply with its requirements, in order to provide high-quality education in the field of specialization.

It can be said that there are changes and challenges facing Saudi society, such as cultural, social, scientific, applied, educational and other changes, and these changes are tangible on the ground, especially in light of the information, knowledge and ideas

revolution that affects the young generation of both sexes negatively or positively, so Saudi Arabia has paid great attention In recent times to bring about qualitative and quantitative changes in these transformations, and those who contemplate these challenges find that most of them are from external parties or societies, and may be from within, i.e. from within the society itself. Among the most prominent areas of contemporary challenges - in general - are:

1. Social challenge: It is the manifestation of social disassembly, the frequency of family differences, violence, marginalization, exclusion, weakness of national responsibility.

2. Cultural challenge: It preserves the distinctive cultural identity of the nation generally and the local community particularly. (albasharii , 2007)

Researchers have a look on various related studies, such as Al Azizi, Abdullah Al Mahrogi and Abdulal (2018). The researchers' study was an attempt to identify the most prominent global challenges such as globalization, cultural invasion, scientific and technological progress, the knowledge revolution, the emergency of the knowledge society and the communications revolution. After that, the research concluded the implications of these challenges on university education. An the end of the research, a set of roles was suggested that university education should play to face the previously identified challenges. These roles came from the repercussions of these challenges on university education.

A study was carried out by Shtail in(2018) aimed at unveiling global challenges facing the allegiological education in Kuwait. The study used the transparent approach. The study found that the cultural activity in this country focuses on national unity in the sense of the same in the sole of different categories in a national cooker given to the defense of the country's major priority, and stressing stability to achieve social progress, maintaining the origin by revival the heritage both in the Arab side or the Islamic side. The results showed the most prominent features of Kuwaiti domestic culture, which is a "place to take care of men.

The study of Hamdi (2017) has been targeted by the analysis of the students of Tabuk University of Tabuk in the light of the challenges they face; To achieve this, a poll was taken to 23 (Academic experts to launch their perceptions of the most important contemporary challenges facing Saudi University youth. Then, the adoption of the 220 students, which are required to identify their address on those their browsing and their Twitter pages were resulted in a quality manner and the study was founded from several results, the most important of which were the terrorist agency and students. The challenges were facing a large degree youth, and that the most important challenges related to cultural and social field, and the challenges associated with scientific and technical field, then the religious and moral , political and economic ones.

The study of both the Qusaymi and Jood (2017) reducing the educational contributions of the secondary school in the face of the challenges of cultural globalization and intellectual development and adopted the archives of the study and the sample of the study (1258) students from the general education student in Riyadh. The study was founded from the following results: The educational contributions in the face of the cultural identity challenges are therefore a medium-term field. There are no significant declarations between the grades received by the students.

Zahrani's study (2016) also aimed to identify the degree of private and civil schools for its role, and the extent of their readiness to meet the contemporary challenges and to achieve this endert was adopted for two sample of 180 teachers and principals. The results showed that the estimates of the school sample of the schools of government and civilian in the most important cities have been increasingly estimated and the estimates of the study sample of the prepared schools to meet the contemporary challenges came to average medium and did not show differences statistical significance at the level (0.05 - a) to the degree to which public and private schools perform their role and the extent of their readiness to face contemporary challenges due to the job title variable (principal, teacher) and the school type (private or public).

The study of Al-Jaafrah (2015) revealed the degree of representation of the students of Zarqa University to the concepts of good citizenship in light of contemporary challenges, in which the descriptive approach was used. The study sample consisted of (708) male and female students in the first semester of the academic year (2013/2014). The results of the study showed that the degree of students' representation of the concepts of good citizenship came within the level of positive representation, and also revealed the presence of statistically significant differences due to the variable gender, and for the benefit of females. And there are statistically significant differences due to the college variable, and in favor of the humanities colleges.

As for Al-Ruwaili (2014), he conducted a study aimed at identifying the reality of university education and its challenges in some Saudi universities. The study members reached (1873) members of Saudi male academics and used the descriptive analytical approach. The Arithmetic average (68.2) also showed a weakness in providing a fertile environment for creative thinking, and partnership between universities and the private sector, especially with regard to developing students' skills.

Al-Zubayla and Al-Sakiti (2014) indicated about the role of Saudi universities in facing the challenges of educational change in the light of the knowledge society. The results of the study showed: that the estimates of the faculty members of the role played by Saudi universities in facing educational change in light of the challenges of the knowledge society came to a high degree, as the arithmetic mean of their estimates reached (3.69) and a standard deviation (0.53). In Saudi universities, the role of Saudi universities in facing the challenges of educational change in the light of the knowledge society is one, regardless of their gender, and it varies according to their years of experience, and in favor of the estimates of those with more than 10 years of experience, and varies according to their academic rank, and in favor of the estimates of academic rank professors.

The study of Al Nabhani (2009) aimed to identify the most important contemporary challenges facing the development of citizenship in the Omani society. Search results have been found; Which revealed that the challenges facing the development of citizenship in the Omani society were ranked as follows: political challenges in the first place, followed by economic challenges, educational challenges, and finally social challenges.

(Pinhey, Laura A, 2005, Laura A) pointed out a study aimed at presenting the developments that international education, schools and colleges have undergone over the past two decades as a result of the use of the Internet in the educational process. The method used is descriptive and analytical. The results showed the increased use of the Internet and other sources of information such as television,

Awareness of cultural differences and similarities between different cultures and educational media for interactions between countries in the following areas: politics, commerce, education, science, medicine, entertainment and athletics. The vast global network of the Internet and other media and information sources have further encouraged quality global education based on understanding, tolerance and a globally integrated view of the world.

The problem of the study and its questions

Universities in the twenty-first century faced basic challenges to perform their roles. Successful universities depend on a number of basic pillars, among them the most important of which are faculty members. Their performance represents the main driver of added value, vitality and quality in the university, and their effective performance depends on effective preparation and development. In accordance with its global quality and standards coupled with good practices. Reflecting on its goals and future directions, it worked on designing mechanisms and scenarios to stimulate and exempt educational practices at the university in this context. Accordingly, the study problem can be identified in an attempt to answer the following main question: "What is the reality of the educational activities of the faculty members in the face of contemporary cultural and social challenges from the students' point of view?" The following questions emerged from the main question:

1. What is the degree of faculty members' contribution to facing the cultural challenge from the students' point of view?

2. What is the degree of faculty members' contribution to facing the social challenge from the students' point of view?

3. Are there statistically significant differences at the level of (a>0.05) in the estimates of the study sample members of the reality level of the educational activities of the faculty members in the face of contemporary cultural and social challenges from the students' point of view according to the variables (gender, college, educational level?

Study Objectives

The current study seeks to achieve the following objectives:

1. Getting acquainted with the educational activities of the faculty members at the University of Hail in the face of the cultural challenge.

2. Disclosure of the educational activities of the faculty members at the University of Hail in the face of the social challenge

3. Verify the statistically significant differences at the level of significance (a> 0.05) in the estimates of the study sample members of the level of educational activities according to the variables (gender, college, academic level).

The importance of the study

The importance of the practical study stems from the following:

1. Revealing the importance of the educational contributions of the university in facing cultural and social challenges

2. It affects students in all faculties because they have a future role in contemporary life.

3. Develop recommendations for the university's official bodies, in order to contribute in turn towards strengthening the confrontation of contemporary cultural and social challenges.

Determinants of the study

The results of the current study were determined by the following:

1. Spatial Determinants: This study was conducted on the students of Hail University in the various scientific and humanities faculties of the university.

2. Temporal determinants: This study was applied in the second semester of the academic year (2019-2020).

3. Methodological limitations: The results of the study are limited to the extent of the validity of the response of the study sample to the study tool.

Study terms
This study included a number of terms:

1. Educational activities: the sum of the activities carried out by a university faculty member in terms of educational guidance and counseling for his students through lectures, seminars, conferences, student and public meetings, whether inside or outside the university, as a teacher and educator. It is directed to its students, and a human being interacts with the requirements of his reality, and what this reality imposes in terms of facing cultural, scientific and social challenges in all their positive and negative aspects.

2. University of Hail: A Saudi university located in the Hail region in the north of the Kingdom of Saudi Arabia, and under the supervision of the Saudi Ministry of Higher Education. The university was established by royal decree on Tuesday (30) Jumada al-Akhar (1426 AH) corresponding to June 7, 2005 AD to form a new addition to the Saudi universities contract.

3. Contemporary challenges: they are a set of scientific, technological, cultural and social changes, both quantitative and qualitative, that occur at the global and local levels and affect the different areas of society and require planning and confronting (Ashiba, 2008).

Syllabus and Study Procedures

Study Methodology

The nature of the study necessitated relying on the descriptive approach to reveal the educational contributions of the University of Hail in the face of contemporary cultural, social and scientific challenges from the students' point of view; Because this approach includes a desk survey by referring to references and sources to build previous literature, and a field survey by means of the study tool.

Study sample

The study population consisted of all students in the various colleges of the university, and the study sample consisted of (1,365) male and female students, and it was chosen by the stratified random method, which suits the nature of the study community.

Study tool

To achieve the objectives of the study, a questionnaire was prepared to measure these objectives, and it consisted of two parts, the first part included the initial data of the sample members (gender, college, academic level), and the second part contains three main axes.

Validity and reliability of the study tool: The researchers applied the study tools with the aim of verifying the validity and reliability coefficients, which were carried out verify as follows:

A- Scale validity: where the significance of the study tool's validity was verified through the use of structural validity, where the structural validity was verified by verifying the Pearson correlation coefficient between each item of the educational contributions scale for the activities of faculty members at the University of Hail in facing Cultural and social challenges The correlation coefficients between each of the scale items and the total score ranged between (0.580) - 0.179), and all items on the scale were statistically significant at the significance level (0.01) and (0.05), and this is an indication that the scale has indicators A high constructive validity indicates the extent of its validity to measure what it was designed to measure.

B- Scale stability: the implications of the study tool's stability were verified through the use of internal consistency. And it reached (0.912), which is a very high value, and this

It expresses the validity of the tool and its suitability to achieve the purpose of the study.

Paragraph level classification criteria

Standards have been created to rank the level (high, medium, low) based on the arithmetic mean

1- Finding the minimum answer, which is grade (1 low).
2- Finding the highest degree of the answer, which is the degree (3 high).
3- Finding the difference between the highest and lowest degree (range): 3-1 = 2
4- Dividing the range by the number of categories that the cherry is required under its framework, which is (3 categories high, medium, low): 2/3 =
5- Finding the first category: its minimum is degree 1 and only the highest is 1 plus the quotient of the range and it becomes (1 - 1.666) (representing a low level)
6- Finding the second category: its lowest level (1.667) and its highest (1.667 plus 0.666) and it becomes (1,667 - 2.333) (representing an average level)
7- Finding the third category: its lowest level (2,334) and its highest (2,334 plus 0.666) and it becomes (2,334 - 3) (represents a high level).

Presentation of the results and their discussion

The following is a presentation of the results of the study according to its questions: First: the results related to the answer to the first question, which states: "What is the degree of the contribution of the faculty members at the University of Hail in facing the cultural challenge from the students' point of view?" To answer the first question, the averages were calculated. Arithmetic, standard deviations, and rank for each paragraph of the tool, and Table (1) shows that.

Table (1): Arithmetic averages, standard deviations, and level of teaching staff contribution of facing the cultural challenge according to the students' point of view in general. Each tool item is arranged in descending order.

Paragraph No	Paragraph	average	Standard deviation	Level
2	Alerting students to the harmful cultural effects of contemporary media.	2.7	0.47	high
11	Guiding students with a list of useful websites and programs on the Internet and satellite.	2.7	0.51	high
12	Explaining to students the dimensions of the Arab-Islamic identity represented in belief, values, thought and language	2.7	0.53	high
7	Encouraging students to practice behavioral practices that represent identity and cultural specificity	2.7	0.55	high
1	Students are familiarized with the manifestations of cultural pollution accompanying the contemporary wave of globalization	2.7	0.53	high
9	Instilling cultural generalities (religion, values, and language) in the students' minds.	2.6	0.55	high
5	Convincing students of the necessity of creating literary, artistic and cultural alternatives at the community level.	2.6	0.55	high
15	Students desire to learn the English language because of its importance in gaining access to renewed knowledge	2.6	0.56	high
10	Warning students from the manifestations of defeatist culture fascinated by Western societies.	2.6	0.55	high
14	Instructing students to visit cultural places in his home country.	2.6	0.56	high
3	Confirming the students' belonging to the Arab-Islamic culture despite their internal weakness and external challenge	2.6	0.58	high
13	Providing the opportunity for students to discuss contemporary intellectual issues such as extremism, terrorism, and so on.	2.6	0.59	high
8	Linking lectures to contemporary cultural issues by the teaching staff.	2.6	0.61	high
6	Directing the creative students' activities towards designing websites that contribute to the consolidation of cultural identity.	2.5	0.62	high
4	Directing students to benefit from the positive aspects of Western culture.	2.4	0.67	high
	Total	2.6	2.39	high

It is noted from the above table that the contribution of the faculty members at the University of Hail in facing the cultural challenge from the students' point of view in general was high, as the total arithmetic mean reached (2.6), and all items came at a high level, as the arithmetic averages ranged between (2.7 - 2.4). This result is consistent with the theoretical framework of the study, as the university stage affects in some way the attitudes of university students because they pay attention to the external issues that surround them. Paragraph (2) came in the first place, which states, "Alerts students to the harmful cultural effects of contemporary media" at a high level, with a mean of (2.7), while Paragraph (11) comes in second place, which states "Guides students with a list of useful sites and programs on the Internet and satellite channels "at a high level, with an average of (2.7), and came in the fifteenth and last place, paragraph (4), which states that "students are directed to take advantage of the positive aspects of Western culture" at a high level and with an average of (2.4).

Second: The results related to the answer to the second question, which states, "What is the degree of contribution of faculty members at the University of Hail in facing social challenges from the students' point of view?" Arithmetic averages, standard deviations, rank and level were calculated in general for each item of the tool, and Table (2) shows that.

Table (2): Arithmetic averages, standard deviations, and the level of teaching staff contribution to face social challenges from the students' point of view in general and for each item of the paragraphs of the tool are arranged.

Paragraph No	Paragraph	average	Standard deviation	Level
12	Catching students' attention to the obstacles to development in society, such as ignorance, poverty and disease.	2.6	0.63	high
14	Explaining to students the importance of the family's role in preserving an individual's identity and culture	2.6	0.64	high
1	Showing students the importance and seriousness of their role in bringing about social changes related to their identity	2.5	0.66	high
8	Explaining to students the basic differences between the Islamic social system and social life in light of globalization.	2.5	0.69	high
3	Alerting students to the importance of the scientific and social structure of the human being as the focus of change and development	2.5	0.68	high
2	Directing students to the necessity of building social relations away from being influenced by the concept of personal freedom in the Western perspective.	2.5	0.68	high
15	Discussing with students about the role of charitable social institutions in preserving social values. Connects course topics with local community issues.	2.4	0.71	high
6	Connecting course topics with local community issues	2.4	0.70	high
9	Presents to students examples of social challenges such as the high percentage of alphabetical, cultural and technological illiteracy	2.4	0.73	high
13	Deepening in the students some of the original terms alternative to the incoming terms such as Shura versus democracy	2.4	0.73	high
7	Alerting students to the importance of the scientific and social structure of the human being as the focus of change and development.	2.4	0.71	high
11	Caring with group spirit development for students through teaching methods that are based on dialogue and participation.	2.4	0.72	high
5	Encouraging students to participate in events that promote national belonging.	2.3	0.77	high
4	Directing students to choose good companionship.	2.3	0.77	high
10	Directing students' activities towards the concept of social citizenship to build a cohesive society..	2.2	0.77	medium
	Total	2.4	0.49	high

It is noted from the table that the level of teaching staff contribution at the University of Hail in facing social challenges in general was high, as the total arithmetic average reached (2.4), and all items were at a high level except for one that came at a medium level , as the arithmetic averages ranged between (2.6 - 2.2), and Paragraph (12) came in the first place, which states that "it draws students' attention to the obstacles to development in the society

such as ignorance, poverty and disease" at a high level and with an arithmetic average of (2.6), while the Paragraph (14) came in second place, which states, "It explains to students the importance of the family's role in preserving the identity and culture of the individual," at a high level, with an average of (2.6), and came in the fifteenth and last place, Paragraph (10), which states "He directs the activities of students." Towards the concept of social citizenship to build a cohesive society" at a medium level, with an arithmetic average of (2.2). This result coincides with the study of Hamdi (2018), in which social challenges came in the first place, but it differed with the study of Al Nabhani (2009), which showed social challenges in the last rank.

Third: The answer to the third question, which states: "Are there statistically significant differences at the significance level (<0.05) in the estimates of the study sample members of the level of educational contributions to the activities of teaching staff in the face of contemporary cultural and social challenges according to the variables (gender, college, academic level)?

1. Gender

Table (3): Arithmetic averages, standard deviations, and (T-Test) to examine the significance of the differences in the level of educational activities for faculty members in the face of contemporary cultural, social and scientific challenges from the students' point of view due to the gender variable.

Field	Gender	Number	Average	Standard Deviation	T Value	Accuracy Degrees	Indication Level
Cultural Challenges	Male	475	2.5	0.42	-5.217	1364	**0.000
	Female	891	2.7	0.37			
	Female	891	2.1	0.49			
social challenges	Male	475	2.4	0.48	-2.508	1364	*0.012
	Female	891	2.5	0.49			
Students' point of view for the reality of the educational activities of the teaching staff in the face of contemporary cultural and social challenges.	Male	475	2.3	0.29	-3.781	1364	**0.000
	Female	891	2.4	0.31			

* Statistical function at the significance level (= 0.05)

It is noted from the above table that there are no statistically significant differences at the significance level (0.05 =) or less in the arithmetic averages of the level of the educational contributions of the activities of the teaching Staff at the University of Hail in the face of contemporary cultural and social challenges From the students' point of view, they are attributed to the gender variable, while there are statistically significant differences at the significance level (a = 0.05) and less in the arithmetic averages of the level (cultural challenges,

social challenges, educational contributions to the activities of teaching Staff at the University of Hail in the face of cultural challenges). and contemporary social studies from the students' point of view) is attributed to the gender variable, in favor of the female gender, since the arithmetic mean for them is higher than the arithmetic mean of the male gender, and this result is consistent with the study of Al-Jaafarah (2015).

2. College

Table (4): One Way ANOVA of the level of educational activities of teaching staff at the University of Hail in facing contemporary cultural and social challenges from the students' point of view due to the gender variable.

Field	Contrast Source	Squares Sum	Accuracy Degrees	Squares Average	F Value	Indication Level
Cultural Challenges	Between groups	5.54	14	0.396		
	within groups	173.558	1351	0.150		
	Total	179.103	1365		2.641	**0.001
	within groups	264	1351	0.229		
	Total	270.926	1365			
social challenges	Between groups	7.76	14	0.555		
	within groups	271.059	1351	0.234	2.368	**0.003
	Total	278.826	1365			
Students' point of view for the reality of the educational activities of the teaching staff in the face of contemporary cultural and social challenges.	Between groups	2.49	14	0.178		
	within groups	105.102	1351	0.091	1.959	*0.018
	Total	107.593	1365			

* Statistical function at the significance level (= 0.05)

It is noted from the above table that there are statistically significant differences at the significance level (= 0.05) and less in the arithmetic averages of the level (cultural challenges, social challenges for the activities of teaching staff at the University of Hail in the face of social and cultural challenges from the students' point of view are attributed to the variable of the college, and this result is spent with the study of Al-Ja'fara (2015), which showed differences related to humanities colleges variable.

3. Academic level

Table (5): One Way ANOVA of the level of educational activities of teaching staff in facing contemporary cultural and social challenges from the point of view of the students that due to the variable of academic level.

Field	Contrast Source	Squares Sum	Accuracy Degrees	Squares Average	F Value	Indication Level
Cultural Challenges	Between groups	0.824	3	0.275		
	within groups	178.279	1362	0.153		
	Total	179.103	1365		1.800	0.145
	within groups	2660112	1362	0.228		
	Total	270.926	1365			
social challenges	Between groups	1.507	3	0.502		
	within groups	277.319	1362	0.237	2.115	0.097
	Total	278.826	1365			
Students' point of view for the reality of the educational activities of the teaching staff in the face of contemporary cultural and social challenges.	Between groups	0.262	3	0.087		
	within groups	107.331	1362	0.092	0.950	0.416
	Total	107.593	1365			

* Statistical function at the significance level (= 0.05)

It is noticed from the above table that there are no statistically significant differences at the significance level (= 0.05) or less in Arithmetic averages for the level of (cultural challenges, educational activities for teaching staff in the face of contemporary cultural and social challenges from the students' point of view) due to the academic level variable.

Recommendations

Depending on the results of the study, the researchers recommend the following:

1. Deepening teaching staff understanding at the University of Hail to the phenomenon of contemporary challenges through various dialogues and conferences.

2. Employing informatics and benefiting from modern information technology in diagnosing challenges and foreseeing the future.

3. Issuing a booklet that publishes heads-up related to challenges as well as responses and the necessity of informing teaching staff and students in universities about them.

4. The University of Hail, through its various faculties, seeks to prepare plans that will enable it to contribute in the field of applied scientific challenges, and to take advantage of the available capabilities, especially in the field of modern communications.

5. Dedicating a course to contemporary challenges in all their dimensions at the University of Hail, with a focus on its concept, its positives in each dimension - and its negatives - and the mechanisms and strategies for dealing with it and how to confront it in all its negative effects.

6. Directing the attention of the faculty members in the scientific faculties in particular not to be limited to teaching the scientific aspect of the courses, but rather it is necessary to play its educational guiding role for students and link scientific facts with contemporary challenges.

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