Resilience in Organizational Crises Management:

A Study of Digital Learning Challenge in an Educational Organization During Covid19 pandemic

By

Dr. Yasmin Alaa El-din Ali

Lecture in Sociology in Faculty of Women for Arts Sciences and Education- Ain-Shams University.

Resilience in Organizational Crises Management :A Study of Digital Learning Challenge in an Educational Organization During Covid19 pandemic

Abstract:

This study aimed to discover the efficiency of digital learning as a function of organizational resilience during Covid-19 pandemic. To achieve its goals the study, the study employed the descriptive analytical approach, using a research sample of (580) students who participated in online courses to study their curriculums during the Covid-19 pandemic using distance learning systems within their universities in the Saudi's high learning department. The data was collected using a questionnaire with a stability coefficient of (0.830) and was applied to the study's sample digitally. The results of the study discovered the interest of the higher education institutions to utilize a digitized approach to learning because of its noticeable impact on academic achievement in times of crisis and health emergencies, and that there is continuity by educational institutions in keeping up with, upgrading and developing the methods and practices of distance learning, so that the levels of practices doesn't fall behind the current levels of standards in applying and using e-learning. Additionally, the digitized transformation of the learning practices has led to a change in the patterns and ways of the traditional learning, creating an environment of positive interactions between the teaching staff and their students, while disposing off the old-fashioned paper and directing the youth to the best use of current technologies products and services. In summation, there's an enhancement of learning through the internet and the adaptive learning programs which facilitate to the students the speed of interaction and integration in the learning process, which in turn allows the students the ease of skill acquisition, thus the current movement in the Kingdom towards digitization, through the use of advanced education applications and programs.

KeyWords: The Efficiency of Digitized Learning, Organizational resilience, Crisis Management, Covid-19 Pandemic

Dr. Yasmin Alaa El-din Ali

ملخص:

هدفت الدراسة إلى الكشف عن فاعلية التعلم المرقمن كدالة للصلابة التنظيمية في إدارة الأزمات في ظل جائحة كورونا، ولتحقيق أهداف الدراسة تم الاعتماد على المنهج الوصفي التحليلي، وتكونت عينة الدراسة من (٥٨٠) مفردة من الطلاب الذين تلقوا المقررات الدراسية عن بعد خلال فترة انتشار فيروس كورونا من خلال نظام التعليم الإلكتروني بإحدى الجامعات في قطاع التعليم العالي السعودي، وتم جمع البيانات اللازمة باستخدام الاستبيان بلغ معامل ثباته (٠.٨٣٠) وتم تطبيقة على عينة الدراسة إلكترونيًا. كشفت نتائج الدراسة عن اهتمام مؤسسات التعليم العالي بأن تتبع نهج التعلم المرقمن لما له من تأثير على ارتفاع وزيادة التحصيل الأكاديمي في أوقات الأزمات والطوارئ الصحية، وهناك استمرارية من قبل المؤسسات التعليمية في المواكبة والتحديث والتطوير لممارسات التعليم الإلكتروني ، حتى لا تتراجع مستويات الممارسة عن المستويات الحالية، بالتالي تكشف تلك الممارسات التطبيقية للتعلم الرقمي عن صلابة تنظيمية من خلال سرعة التكيف والاستجابة للتغيرات الطارئة للمؤسسة مجال الدراسة، أيضًا أدى التحوّل الرقمي إلى تغيير النمط التقليدي للتعليم، وإيجاد بيئة تضمن التفاعل الإيجابي بين الهيئة التدريسية وطلابهم ، مع التخلّص من الورق وتوجيه الشباب إلى الاستخدام الأفضل لمنتجات التقنية الخلاصة: هناك تعزيز للتعلم عبر شبكة المعلومات الدولية، وبرمجيات التعلُّم التكيفية، وأدوات البحث التي تُتيح للطلاب سُرعة التفاعل، والاستفادة من المعلومات، واكتساب المهارات، ومن ثم يتجه التعليم في المملكة نحو التوسُّع نحو الرقمنه، من خلال استخدام تطبيقات وبرامج التعليم المُتقدِّم.

الكلمات المفتاحية: فاعلية التعلم المرقمن – الصلابة التنظيمية – إدارة الأزمات – جائحة كورونا.

Introduction:

The Covid-19 pandemic has swept most of the countries in the world, which in turn necessitates all the learning institutions worldwide to switch from the traditional learning ways which allows for physical closeness and in turn pose a serious threat for spreading the infection to a digitized learning or distance learning, because about 1.5 billion students were to stay at home across 180 countries due to the closure of schools and higher education institutions worldwide (Affouneh& Khlaif ,2020:1-5).

Open distance learning (ODL), or digital learning, is a way of learning that has been the focal point or arguing about the need to integrate it into the learning process, before the pandemic. However, it has become an urgent necessity alternative to continue the learning process in circumstances that imposed social distancing. (Aljaser, 2019) believes that E-learning came as a result of technological developments, especially after the educational process was directly affected by the automation of the industry, the development of artificial intelligence technology, as well as the information technology revolution that entered the classroom and became an integral part of it. The closure of educational institutions has hindered the provision of basic services to children and communities, including the ability to access nutritious food, the devastating affect it had on the ability of many parents to work and provide, and increases the risks of violence against women and girls. With increasing financial pressures and the difficulties of extending developmental assistance to mitigate the challenges to education financing, education financing faced major hurdles that

exacerbate the massive gaps in funds allocated to education before the Covid-19 pandemic. On the other hand, at low-income and lower-middle-income countries, for example, this gap has reached 148 billion dollars annually, and it may now rise by as much as a third. However, the nation has stimulated innovation within the education sector, and we have seen that it is an innovative call for continuity of education and training: from radio and television to home educational packages. Solutions based on distance learning have been developed thanks to rapid responses by governments and partners for continuity of education, including around the world the call for education continuity, including the Global Education Alliance sponsored by UNESCO. (Aliwa, 2006: 78). We were also reminded of the essential role of teachers and that there is an ongoing duty of governments and other key partners to care for education workers.

Ensuring the continuity of learning during the closure of educational institutions has become a top priority for governments around the world. Many have resorted to information and communication technologies, and thus teachers have had to switch to providing lessons through the international information network. Countries report that some methods are used more than others, and this depends on the level of education, and varies between regions. Governments in areas with limited access to the Internet have used traditional methods of distance learning to a greater extent, which are often a combination of educational television, broadcast programming and the distribution of printed materials.

The Organization for Economic Cooperation and Development (OECD) has published a study it conducted on distance education in the Kingdom of Saudi Arabia, and its response to education during the Corona pandemic, compared to 36 countries, in cooperation with the International Student Assessment Program and Harvard University of America.

The results showed the Kingdom possessed 13 indicators out of the 16 indicators on the average of these countries in terms of readiness, and revealed that teachers received great support to overcome obstacles to navigate and maintain e-learning, in addition to the existence of a clear strategy by the Ministry of Education in the Kingdom to reopen schools, measure and address any losses. The study relied on comparative international data to explore the Kingdom's readiness to deal with the educational results of the virus and how it handled the closure of educational institutions, whether it's higher or basic education facilities. (Al-Khudairi, 2002: 130).

First, the study's problem and its importance:

The process of shifting from the traditional education system to integrated distance learning (digitization) is a thorny and complex effort that requires good preparation for this process to succeed, like, for example, the provision of appropriate supplies and tools for the transformation process, in addition to choosing the best means and methods for communicating with students and choosing the appropriate tools for evaluation that complement the electronic nature of the course. The selection of these tools and methods must be done in accordance with the policies followed in the educational institutions and in a manner

that achieves the educational goals, taking into consideration the capabilities and skills of the educational staff, as well as considering the culture of students and their privacy when interacting and communicating. Also, the transformation process requires flexibility and finding appropriate alternatives at the right time in the event that any challenges are encountered during the educational process, such as the Corona pandemic challenge (Matar, 2020: 30).

Higher education institutions face, in light of the recent rapid developments of information and communication technology, many challenges, the most important of which is the widespread integration of the Internet and the culture of digitization, which imposes on them the need to use modern technologies, so that they can not only ensure their survival and continuity, but rather improve their performance in the face of the crises that societies are going through. In this context, electronic management comes at the forefront of the methods used thanks to its ability to provide and build a distinguished level of performance, in addition to the fact that the main activity of higher education institutions is of a service nature in the first place, so this necessitates the need to take advantage of the applications provided by the administration In light of the Corona pandemic, since its regulatory environment is one of the most suitable environments for this application (Ammari & Saeedi, 2017: 145).

In regards to digitizing higher education institutions in light of this pandemic, the matter has passed the stage of acceptance and rejection; and distance learning has become a reality for

hundreds of millions of students worldwide, forcing educational systems in some societies to respond quickly and adapt to it. In a statement on the risks facing education in light of the spread of the Coronavirus (COVID-19), Audrey Azoulay, Director-General of UNESCO, announced on the seventh of March, that "the speed and extent of these disruptions in educational systems are unparalleled, and if they are prolonged, they may threaten the right to education. And given the conditions that the whole world is suffering from at the present time, represented by the spread of the Corona virus, higher education institutions have found themselves forced to digitally transform the two processes of education and distance learning to ensure their continuity and to implement a wide usage of the Internet, smartphones and computers to communicate remotely with students (Yullia, 2020: 1-5).

This was confirmed by both studies (Saeed, 2010, Muhammad, 2019, and Draissi, 2020) that there is an effectiveness of digitized learning in light of crisis management, as it is a new method of education that provides educational content and communicates skills and concepts to the learner from Through information and communication technologies and their media, and how was the resort to e-learning as one of the tools indicative of crisis management, which reflects the organizational solidity of some educational institutions, and therefore organizational flexibility reflects the ability to change direction quickly in light of risks, as it is an important source for obtaining a competitive advantage, which is Serves as a rapid change situational management tool and the ability to change situations within the organization's environment.

Based on the above, these educational institutions are only one of the organizations that used to provide educational and research services in a traditional and recognized manner that required the recipient of the service to be present inside the institution for long hours in accordance with the curriculum regulations, and these institutions were confronted with the Corona pandemic that requires a great deal of social distancing. It was necessary for these institutions to find an effective alternative to provide their educational services in order to be able to face the challenges posed by the pandemic. Their ability to provide the service in a different way is an indication of their organizational resilience and adaptation, in return if these institutions failed to provide the effective alternative to face and cope with the presented challenges, then it is an indication of their organizational fragility which, in turn, may lead to the failure of these institutions, and this is why the problem of the study is crystallized in the question: **What is the extent of organizational resilience in crisis management in light of the Corona pandemic?**

Third: The importance of the study

(a) Theoretical importance

- The current study deals with an important topic in organizational sociology. Represented in: Digitized learning, its concept, and its relationship to organizational resilience to confront crises, the Corona pandemic as a model.

- The importance of the current study lies in determining the vital impact of digital transformation in the achievement, development and development of educational institutions,

raising their performance and also enriching the local and Arab library in this subject; Being the first study - within the limits of the researcher's knowledge - that linked digitized learning and organizational resilience in light of the Corona pandemic.

- This current study enables educational institutions in the relevant higher education sector to activate their role in giving clear digital indicators about their hypothetical performance through the international information network in light of the Corona pandemic.

(b) Applied importance

The current study helps decision makers in educational institutions in early identification of digitized learning practices in the face of the Corona pandemic, and strengthening mechanisms

- The current study helps policy makers in the field of education to develop future plans that are flexible, innovative and adaptive in light of the new transformations that characterize society in light of modernity, as well as the effects imposed by crises and risks on all social systems.

- This current study presents results and recommendations derived from reality from the work environment of some educational institutions; To identify the relationship between the effectiveness of digitized learning and the level of its impact on institutional resilience through which strategies can be developed and a clear vision to develop the organization's performance and face future crises.

Fourth, The goals of the study:

The current study starts with a main goal (identifying the effectiveness of digitized learning as a function of organizational resilience in crisis management under the condition of the Corona pandemic), and several sub-goals are branched out from this goal, namely:

1- Revealing the characteristics of the digitized learning structure as a function of organizational robustness.

2- Recognizing the effectiveness of digitized learning as an indicator of organizational resilience in light of crises.

3- Reaching a set of proposals that will increase the effectiveness of digitized learning.

Fifth, The study concepts:

The concepts of the study are: digital learning - organizational resilience - crises - corona pandemic, and will be explained as follows:

1- Digital learning:

It is the process of converting information sources in all its forms from books, periodicals, audio recordings, pictures, moving images... and books, all readable by computer technologies via the binary system (bits), and digitization is a method that allows the transfer of data and information, from the analog system to the system Digital, which is a process or procedure for converting intellectual digital content available on a traditional physical storage medium, such as (journal articles, books, manuscripts, maps...) into a digital form. Digitization is

also an initiative that has become increasingly valuable for information institutions of all kinds (M'hamed, 2013, 45-46).

The procedural definition of digitized learning is determined by the following indicators:

- It is the shift in the traditional entrusted methods to electronic preservation systems through the Internet.

- This transformation calls for getting acquainted with all the existing means and methods, and choosing what is appropriate for the learner's environment for this transformation. Digitization is not a fad that will die out with the passage of time.

- It has become a necessity to solve many contemporary problems, the most important of which is the elimination of red tape and the complexity of procedures under the condition of heading to electronic governments.

2- Organizational Resilience:

Organizational resilience is one of the distinguishing features of contemporary business organizations. Theoretical and applied studies have presented various concepts of organizational resilience as one of the factors affecting the interpretation of how organizations perform their work. Where elasticity refers to the ability of a work or a system to return to equilibrium after decline or decline (Shalender, 2015 : 266).

Organizational resilience is represented in the pursuit of success that requires the existence of a high and superior ability for the organization to constantly change and mitigate risks, problems and crises, and research and studies have shown that

organizational flexibility is to provide insight into the characteristics of the organization that makes it easy to identify any direct or indirect danger. Direct and likely to harm the organization and the process of addressing it before it occurs (Madhani, 2013: 46).

The procedural definition of organizational resilience is determined by the following indicators:

- Orienting the organization's operations in a way that enables it to mobilize and adapt its resources towards rapid adaptation and response to emergency changes, in order to face fluctuations and sudden and unexpected events facing the organization, and to return to balance and the correct path of the organization

- The ability of the organization to deal with crises by preventing the occurrence of their causes.

- It is the set of components and basic functions within the organization that integrate with each other to build a defensive wall and make an effective plan that aims to protect it and through which organizational threats are fought.

- Reveals the resilience of the organization's structure and structure in order to resist external crises and reduce their effects, as the effectiveness of the organization is deliberate and influenced to a large extent by the prevailing pattern that embodies its existing organizational structure, which expresses the organization's ability to exercise its duties entrusted to it, whether in the external environment or the internal environment.

3- Crises:

A crises is a transitional circumstance characterized by imbalance and represents a turning point in the lives of individuals or groups, and often results in a significant change in the practices themselves in order to confront, and it is also a state of tension that requires a decision that results in new situations, negative or positive, that affect various entities with The relationship, and the crisis is an excellent experience for the party or parties that suffered from it, because the organization in a crises situation tries to make every effort to employ previous experiences for confrontation to ensure its continuity (Mark, 2016:8-9).

The procedural concept of crises is determined through the following indicators:

- It is an event characterized by surprise, without expectation, and a challenge to normal behavior.

- It caused shock and a high degree of tension, weakness, and lack of organization and integration in the methods of confrontation at the beginning.

The sequence of events that affect its initiation to take the appropriate decision.

- It leads to a halt in the movement of work and impedes the achievement of the required goals on time.

- The organization deviates from the usual framework.

- Facing the crisis and preventing its impact requires all efforts and capabilities to mitigate and contain its dangers.

4- Covid-19:

It is a strain of viruses that may cause infecting animals and humans alike, and causes respiratory diseases in humans, whose severity ranges from common colds to more severe diseases such as Middle East Respiratory Syndrome and Severe Acute Respiratory Syndrome (SARS), and is characterized by its rapid spread (WHO, 2019).

<u>Sixth, The theoretical framework of the study:</u>

The theoretical framework issues that emerge from the socio-technical approach and the ecological approach to crisis management will be addressed as theoretical approaches, and in the end, the theoretical issues guiding the current study will be presented.

A- Socio-Technical Approach

The basic idea of this approach is based quite simply on the assumption that the individual lives not only in a technical socio-world within the formal organization but also outside it. Therefore, there must be an appropriate balance between the two environments (internal and external) in order to achieve for the individual a sense of satisfaction and control. The argument of accomplishing the basic task of organization represents the second basic hypothesis for which the social technical components of the overall system (organization) should be designed (Allam & Helmy, 2013: 66-67).

The pioneers of this trend, such as Sayles, White and Bloener, focused on studying the interrelationships between technology and social patterns within work organizations,

considering that the type, number, size and positions of machines directly affect the size of formal work groups, their standards and values, social status and communication. (Savaget & Geissdoerfer, 2019: 878- 885).

The technical pattern that is accurate and appropriate to achieve the basic task is variable, as is the case for the social structure that adapts to it in an integrative form, so that the design of work is based on it without preference or precedence of one over the other, also the technical social pattern is based on the role of relatively independent groups in the overall performance of the basic task To organize with the least amount of overlap between group members who are gathered in a specific spatial space (whether at the management level or at the production site) (Geels, 2004:897-898).

Based on the previous hypotheses, the main issue of the socio-technical approach is crystallized in the study of the efficient performance of any basic task of the organization in its connection with the requirements of technology and individuals as members of the organization as well as the external environment. The scholars of this approach assume the necessity of a strong correlation between three fundamental variables: technology, the market (the external environment) and the needs of individuals.

B- The Ecological approach for managing crises

This approach aims to provide indicators to identify the possibility of achieving development through the available material, political and social resources, and to initiate procedures for collecting data to determine the available base for work

mechanisms within the target entity and to provide guidelines for research and study in the field of crises. The hypotheses upon which this approach depends are represented as follows (Al-Qahtani, 2003: 25).

1) The targeted entity is the right place to study, make decisions and implement the necessary actions to confront and manage the crises.

2) Paying attention to organizational, goal, planning, and behavioral variables.

3) Seeking to achieve the final goal, which is to invest available resources, develop them, improve their quality, and use them to provide the necessities and needs necessary to manage the crisis or prevent its occurrence.

4) Providing the necessary information for the development process about the resources, their types and quantity, the methods of benefiting from them and how to obtain them.

5) Working to introduce new ideas that affect the current and future plans of individuals and organizations to confront crises so that they are commensurate with the development taking place in various fields

6) The participation of leaders and workers in identifying problems and needs in the planning and implementation of readiness and crisis management programs.

These components are represented in the following: (Al-Farazi, 2005: 60).

a) The human component: It is the main organic component which includes human organizations and institutions and can develop, store and transfer knowledge from one team to

another, and invent, build, organize and use machines to obtain, prepare, distribute, and use resources.

Crises are linked to the human component as a causative source and overlapping with other components of society in the emergence of crises. For example, supervisors of workers' and maintenance engineers in factories are part of the human cadre that affects negatively or positively the crisis situation.

b) The artificial component: It represents the physical structures and resources that are used and managed by the human being, the facility or the target entity. It is possible, when studying to prepare for facing and managing crises, to identify and describe these elements in a quantitative and qualitative manner, as well as categorizing them on the basis of their relationship to the various organizational units in the facility or the target entity in the economic, social, political and human fields. For example, computers are considered physical components that are related to crisis management, where important information is stored on them.

c) The natural component: It represents the spatial space and the materials needed to preserve the human component and the resources with which man makes the artificial component. The natural component is one of the important components that must be accurately identified, and appropriate standards must be set to preserve it in a situation that keeps it away from crises. This component and it is represented in the place of the crisis.

From the above, the theoretical issues directed to the study can be identified as follows:

- Technology, the social system, and their interrelationships, aim

to create a model for the most efficient and effective organization.

- The presence of the technological aspect clearly affects the structure of the organizational form, the design pattern, the number of organizational levels, the management style used, the worker's performance level, and the methods of measurement.

- The organization of the field of study as an open social system, cannot be understood in isolation from the surrounding environment, because it is in a state of constant dynamic interaction, this organization interacts with the local, global and regional environment within the frame of the community system. It can be expected that the organization of this study field will interact with the field of study through its requirements with the developments of some of the crises, such as the Corona pandemic that all societies are experiencing, and with the extent to which this organization will adapt in the context of the pandemic through digitized learning.

- There is a need for digitized learning of some immediate and periodic treatments of the surrounding environmental challenges and the organizational climate for organizing the field of study, such as coordination between programs and the organization itself, and addressing some bottlenecks between digital and manual processes.

- The ineffectiveness of digitized learning provided by the organization in the field of study is a form of dysfunction in the performance of the educational system within the community under the condition of crises.

- Digitized learning under the condition of crises can be considered a new method of education that provides educational content and communicates skills and concepts to the learner through information and communication technologies and its multimedia in a way that allows the learner to actively interact with the content and the teacher.

At a time, which emphasizes the need to create a digital educational environment under the condition of the Corona pandemic that is characterized by stimulating creativity in order to sustain the effectiveness of organization, the field of study, under the condition of crises.

Fifth, Literature Review

Although the research interest in studying the effectiveness of digitized learning under the condition of crisis management, as a new method of education that provides educational content and the delivery of skills and concepts to the learner through information and communication technologies and their media, and given the limited theoretical approaches to it, the majority of which were descriptive studies, but with the beginning of The third millennium, especially under the condition of the Corona virus pandemic, increased interest in digitized learning has clearly in general. But considering digitized learning indicative of the organizational resilience variable in crisis management in institutions has remained largely limited and in need of more research attention. In the following some research studies which will be presented in order of time frame, from newest to oldest.

In the study of Saeed, Ibtisam bint bin Hassan entitled: The reality of using virtual classrooms in distance education

programs from the point of view of faculty members at King Abdelaziz University in Jeddah (2010), The study used the descriptive approach and identified a sample of 120 members. There are no statistically significant differences between the responses of the sample community to the use of virtual classes in the distance learning program due to the variable type of college, years of service and the degree of Internet literacy. There are statistically significant differences between the responses of the study sample to the use of virtual classes in the distance learning program due to the variable of computer literacy. In the knowledge axis, were the views of the faculty towards the use of virtual classes in the distance learning program for the benefit of the group with computer literacy.

While the study of Saeda, Afuna and others entitled: Evaluating the experience of An-Najah National University in employing the e-learning management system in the in-service teacher qualification program (2014), headed to evaluate the experience of An-Najah National University in employing the e-learning management system in the teacher qualification program at the College of Educational Sciences. The study used a descriptive analysis of the extent of teachers' integration and participation in the electronic training program. On the training process and the distribution of a questionnaire to the study sample, and one of the most important results of the study: the participation of teachers was good in general, and it became clear that there is awareness of the importance of employing technology in the teaching and learning process. After all, there are some difficulties that the trained teachers faced, the most important of which is the lack of prior computer training

and the lack of the necessary infrastructure in their homes.

And Ali, Ragia discussed in her study entitled: "E-learning from the point of view of university professors" (2015), discussed the concept of e-learning from the teachers' point of view, knowing the role of the university professor under the condition of this type of education, knowing its negatives and advantages, how to apply it in Algerian universities, and the difficulties it faces. This research used the descriptive survey method, and the in-depth interview tool was on four axes. The sample consisted of (80) members of the teaching staff in three colleges, they were selected according to their approval by the transverse method. The results of the study showed that e-learning has many advantages, including that it works on creativity and innovation, decreases effort on professors, and provides permanent contact with the professor of the subject. As for its negatives, they are part of: the difficulty of evaluation and monitoring regarding the digital examination, and the lack of accuracy in observation, especially for the fields that depend on the technical side. The researcher has found some obstacles observed in its application, including lack of capabilities and material means to support this education, lack of control over modern technologies, or negative dependence on them, lack of training courses, and lack of conviction of e-learning by some as an alternative to traditional education.

While Muhammad, Ramadan study titled: A comparative study of some foreign and Arab digital universities and the possibility of benefiting from them in the Arab Republic of Egypt (2019), aimed to develop a proposed

concept for a digital university in Egypt under the condition of the practices of some foreign and Arab digital universities. It relied on the comparative approach - as it is the most appropriate approach used to study education in a comparative manner and the most comprehensive of sub-approaches - in order to study the digital universities in Mexico, France and Tunisia so that it can be used In the proposed concept of the digital university in Egypt. The study resulted in a number of results, the most important of which are: the lack of availability of modern technologies in Egyptian universities, the weakness of the Internet in many of them, in addition to the low usefulness of faculty members from technological and informational developments, which led to a low level of digital transformation in Egyptian universities. The study has come up with a proposed conception of a digital university in Egypt under the condition of the literature of theoretical study and foreign and Arab digital universities, in accordance with the conditions of Egyptian society.

The researchers Draissi,Yong, entitled: Distance education under Covid-19 (2020), pointed out that in order to know the response plan to the outbreak of the disease (COVID-19) and the implementation of distance education in Moroccan universities, in this study the researchers examined various documents consisting of news article for daily newspapers, reports and notices from the universities' website. The study used the content analysis method, and the results of the study indicated that the worrying thing is that the COVID-19 pandemic challenges universities to continue to overcome the difficulties facing both students and professors, and to invest in scientific

research and its ongoing efforts to discover a vaccine. New teaching methods were based on increased student autonomy, additional assignments for professors were to keep their work momentum while doing in home, and to provide free access to a few paid e-learning platforms or databases.

In a study conducted by Basilaia & Kvavadze, entitled: The transition from school education to distance education in light of the Corona Virus pandemic (2020), It aimed to identify the experience of moving from school education to online learning during the spread of the Corona virus pandemic in Georgia, as it was based on the statistics of the first week of the teaching process via e-learning during the Corona pandemic, where they discussed the results of private schools and their experience in transitioning from traditional education to online education. The EduPage and Gsuite platforms were used in the educational process. Based on the statistics of the first week of the online teaching process, the researchers concluded that the transition from traditional education and online education was successful, and this system can be benefited from. In addition, there are a number of skills acquired in a different situation by teachers and students and The management of the school in the post-pandemic period, such as those with special needs who need extra hours, or by increasing the effectiveness of group teaching or increasing student independence and acquiring new skills.

Al-Laili ,Abdul Rahman and Al-Qahtani, Fathi study, entitled: "Distance Education as a Response to Crises: The Case of Corona in the Arab Countries" (2020), dealt with the dimensions and effects that distance education has as a response

to crises, the Corona crisis was used as a model in the Arab countries. The study used the analytical method, social media and related Arab documents were analyzed, for example: reports, regulations of distance education, interviews with those affected, specialists and decision-makers. The social, cultural, educational, ethical, procedural and logistical dimensions and effects of distance education in crises were identified. In addition to the Arab countries' application of educational and training institutions to the method of distance education to reduce the Corona virus spread. Several other national initiatives have emerged in support of social distancing in all different areas of life with the aim of continuing to contain the leading virus, the community, gradually, to a unique historical situation, embodied in the emergence of the term "community-at-a-distance" as a concept and a practice that was considered a form of imagination.

These studies revealed a number of general results that can be used within the theoretical framework, and as introductions to future studies, namely:

1- Digitized education depends on accurate educational planning and design using a systematic model, so that the accuracy of this design makes decisions that affect the quality of distance education.

2- Digitized education aims to create a learning community so that learners are educationally supported by involving them in the curriculum and other forms of social support, providing multiple levels of interaction and encouraging active learning. This type of education is prepared to cope with any emergencies and crises faced by the community.

3- Crises that destabilize the structure of education can be dealt with as not only emergencies, but also as an opportunity for positive change in light of information technology.

4- Digitized education helps various educational institutions in mobilizing resources and implementing innovative and appropriate solutions for local contexts to provide distance learning that ensures learning for all, and to promote the approach based on advanced technology that leads to the preparation of a vision for the integration of the digital components of the educational system.

Sixth, Methodological Framework for the study:

(1) **Type of the study:** The current study is one of descriptive and analytical nature that aims to describe phenomena and analyze them through collecting data and information, with the aim of describing digitized learning as one of the indicators of organizational resilience of educational institutions under the condition of the Corona pandemic.

(2) **Study methodology:** The descriptive approach was used to describe and analyze the extent to which digitization requirements relate to higher education institutions, and to shed light on the role of digitization in achieving efficiency and effectiveness of these institutions under the condition of the Corona pandemic and the most prominent challenges it faces.

(3) **Data collection tool**: The current study used a (progressive questionnaire) and will adopt a "five-Likert scale"; to measure the effectiveness of digital learning for educational institutions under the condition of the Corona pandemic and it will be

applied digitally to the study community.

-Validity and reliability of the research tool:

A – Face Validity "the honesty of the arbitrators".

The questionnaire was presented to a number of arbitrators from faculty members who are specialized in the field of social sciences; so they may verify the apparent validity of it, and with the aim of judging the suitability of the questionnaire's terms to the characteristics it measures, in addition to judging and expressing an opinion regarding the different axes of the questionnaire and the modification, deletion, addition or reformulation; as they see fit; in order to achieve the objectives of the current study.

b- Structural Validity:

After the final design of the study tool (the questionnaire) and after making sure of the apparent validity of "the arbitrators' honesty", the researcher tested a small group as a random exploratory sample consisting of "20 individuals"; In order for the study tool to be closer to accuracy and clarity. The sample members were informed, with the aim of testing the tool and applying it to them, and the need to comment on the questions, and they were encourage to ask questions to find out what is ambiguous or difficult to answer, to ensure the structural validity of the study tool.

Stability of the study instrument:

The internal consistency method was relied upon, which depends on the extent to which the statements are related to each other within the questionnaire, and on the correlation of the

degree of each statement with the total score of the questionnaire in general by analyzing items. After applying the questionnaire to the study sample, which numbered 580, the Alpha Cronbach coefficient was calculated for the overall measure of the stability of the study tool. It ranges between (0,340 - 0.830). This indicates the strength of cohesion and internal consistency of the questionnaire's expressions.

- **Study community:** The empirical material for study will be collected from Imam Abdul Rahman bin Faisal University in the Eastern Province of the Kingdom of Saudi Arabia. The University was established as a branch of the King Faisal's University in the city of Dammam in 1975 AD, and in 2009 AD the university became an independent entity under the name of: "Dammam University".

- **Study sample and its characteristics:** An intentional snowball effect sample of (580) students will be drawn out from the Faculty of Arts in the institution's field of study. From the reality of the demographic characteristics of the study sample, it was found that (55.0%) of the sample members ranged in age from (20-25 years), and we found that the highest percentage of respondents were female, reaching (93.6%), because the university provides its services as basic for female learners, The results of the above table indicate that (74.6%) of the respondents have a bachelor's degree, and (51.6%) have (3-4 years) of study.

Seventh, The Discussion of the Field Study's Results

In fact, distance education is not new, and it has been known for decades in some developed countries, and it has

become an urgent necessity, especially in times of crises and the spread of pandemics that require social distancing; In 1892, the University of Chicago founded the first independent Department of Correspondence Education. In 1956, Chicago Community Colleges introduced television service in teaching through educational channels, and NYSES University is the first open American university established in response to the desires of learners to make higher education available to them through non-traditional methods. Thus, the trend towards "digitized learning" was not something strange, it was expected, but the "Covid-19" pandemic hastened its emergence and pushed it to the fore.

As a result of the rapid shift in today's world towards digitized learning in all community institutions, it has become an urgent necessity imposed by the challenges of globalization and open market economies, and some crises that society is going through. The dynamics and challenges facing society, where educational institutions are seen as the locomotive of progress and the tool of modern society, with the high technological changes that took place in the era, in addition to being a carrier of the existing societal and organizational culture, and innovators of new knowledge.

Perhaps the acceleration towards the presence of modern technology and computer applications may reduce the impact of crises (the Corona pandemic) and the resulting state of confusion for some institutions, especially those that depend on providing their services through the presence of their employees at the headquarters of those institutions, such as universities, so empirical observations indicate the presence of great

effectiveness for the impact of using technologies as tools for digitized learning in facilitating the educational process during the Corona pandemic. The following is a presentation of the results of the study, which was divided into three elements:

First, Characteristics of the digitized learning structure as a function of organizational resilience

Educational institutions were at the forefront of the sectors most affected by the "Covid-19" pandemic, and in all countries of the world without exception, as the pandemic led to the interruption of more than 1.6 billion children and young people from education, which prompted the countries of the world to search for alternative methods to prevent the educational process from stopping. In this context, several initiatives came to transform a number of smart applications into distance learning platforms. Within a short period of time, the features of traditional education changed, which was no longer able to meet the requirements of the education system, accommodate large numbers of learners at all stages, and search for new forms of learning. The tremendous technological development has contributed to achieving this transformation, which in turn created a new reality in rethinking the education system in terms of its philosophy, objectives, curricula and means, and studying all future and expected scenarios in the stage of coexistence with that pandemic and beyond. There are a number of features and characteristics of digitized learning that crystallized during the Corona pandemic within the institution, the field of study, for the continuity of the educational process. **This is evident through the data of the following table:**

Table No. (1) Characteristics of the digitized learning structure within the institution field of study

Phrase	Number and percentage	Degree of agreeing			Mean	Standard deviation	Rank
		Agree	Neutral	Disagree			
Distance education is diverse and comprehensive in the appropriate languages for learners.	Number	367	147	66	3.67	1.02	4
	%	63.3	25.3	11.4			
The teaching methods include performances and video, leading to a clear communication of information.	Number	353	132	95	3.61	1.1	6
	%	60.9	22.8	16.4			
Distance learning achieves flexibility in learning.	Number	316	146	118	3.45	1.17	8
	%	54.4	25.2	20.4			
It is characterized by the rapid transfer and delivery of information to the learner, which helps in obtaining continuous feedback during the learning process.	Number	254	161	165	3.18	1.19	9
	%	43.8	27.8	28.5			
The availability of learning materials at any time.	Number	371	141	68	3.72	1.07	3
	%	63.9	24.3	11.8			
The teacher accepts the learners by communicating with them if they have difficulty in understanding the curriculum.	Number	386	116	78	3.71	1.09	2
	%	66.6	20	13.5			

Phrase	Number and percentage	Degree of agreeing			Mean	Standard deviation	Rank
		Agree	Neutral	Disagree			
The educational institution cooperates with the family in order to continue the education process of the learners.	Number	330	163	87	3.56	1.11	7
	%	56.9	28.1	15			
Distance learning takes into account the individual differences among the learners.	Number	197	178	205	2.94	1.25	10
	%	34	30.7	35.3			
The ability to ask questions at the end of lectures.	Number	415	98	67	3.84	1.05	1
	%	71.5	16.9	11.6			
The activation of digital discussion in the "blackboard" platform.	Number	357	130	93	3.62	1.16	5
	%	61.5	22.4	16			
General arithmetic mean					3.53	1.12	

It is evident from the quantitative data of Table No. (1) that the general average of the terms of this axis reached (3.53) with a standard deviation of (1.12). According to the weighted arithmetic mean, the axis of the characteristics of the digitized learning structure is represented in providing an appropriate learning environment for learners, and taking into account their different styles and genders with a degree of Agree, in the sense that the response levels are high for this axis, as the vast majority of the sample members emphasize a number of features that characterize the digitized learning of learners within the institution's field of study, where it came in the first place that digitized learning allows questions to be asked by learners at the

end of each lecture with a percentage of up to 71.5% of the total sample size. While the professor's acceptance of learners by communicating with them in case they encounter difficulty in understanding the curriculum comes in second place, with 66.6% of the total sample size. While the availability of scientific material for the courses at any time comes in the third place, with a rate of 63.9% of the total sample size, and ranked fourth as one of the characteristics of digitized learning. Distance education is diverse and comprehensive of languages suitable for learners, with a rate of 63.3% of the total sample size. And activating digital discussions on the "Blackboard" platform within the institution's field of study, to come in fifth rank with 61.5% of the total sample size. It is clear from this that there are several characteristics that characterize digitized learning during the Corona pandemic crisis, such as: ease of communication, ease of access to educational content at any time for the learner, diversity and comprehensiveness of all corners of the curriculum, saving time and effort, and finally activating digital discussions through specific platforms provided by the institution's field of study, as one of the official channels of communication between the teacher and the student. This indicates the ability of the institution to perform the role entrusted to it in providing the educational service with some flexibility and ease to confront this pandemic crisis and to insure the continuity of the educational process with high efficiency. This indicates the strength of the organizational structure of the institution in face of epidemiological crises by having proactive plans and strategies to

Resilience in Organizational Crises Management :A Study of
Digital Learning Challenge in an Educational Organization
During Covid19 pandemic

confront these crises with high efficiency. **This result is consistent with both the Ragia Ben Ali study 2015 and the Basilaia& Kvavadze 2020 study** that digital education has many advantages, including that it promotes creativity and innovation, saving time, permanent contact between the teacher and the learner, increasing educational hours, working in teams. Finally, it enables people with special needs to receive information about educational content easily and conveniently. **This result also agrees with one of the statements of the theoretical framework guiding the study** that the institution, is the field of study, acts as an open social system that cannot be understood in isolation from the surrounding environment. Because it is in a permanent state of interaction characterized by high dynamics, and therefore this organization interacts with the local, global and regional environment within the framework of the societal system under the pandemic, through digitized learning.

Second, the effectiveness of digital learning as an alternative to traditional learning during crises

Digitized learning is considered the center for technological transformations during the Corona pandemic, with the aim of continuity of the components of the educational process, including learners, faculty members, study programs, administration, funding, and evaluation of learners, it also includes learning objectives for each digital course, in addition to shaping the nature of institutional culture during the crisis by developing curricula continuously to keep pace with global

changes and crises. This leads to the rapid response to environmental changes and achieving excellence and competitiveness of the institution in containing the crisis of Corona pandemic. The effectiveness of digitized learning always requires many organizational, administrative and technical requirements, in addition to qualified human cadres to deal with information technologies. It also requires the supporting of senior leaders in the institution, a complete re-engineering of administrative work procedures, attention to management change, development of communications infrastructure, and professional development of workers. Accordingly, the effectiveness of digitized learning in the institution, goes beyond just purchasing or transferring technology, rather it adopts the concept of purification management, which includes a number of operations, namely: Technology normalization, in the sense of achieving compatibility between it and all the elements of the organizational structure, technology development, which refers to renewal, addition and development by improvement or upgrading, in addition to deepening technology, which lead to the use of all available technological capabilities to the maximum and avoiding letting parts of it idle. Finally, technology innovation, which stems from the production of a completely new aspect of technology and the pursuit of its application. This is achieved by taking care of human resources and selecting them efficiently, while providing opportunities to unleash their intellectual energies and mental abilities for innovation, development and efficiency by providing appropriate and

continuous training. Based on the foregoing, the field study revealed a number of indicators that measure the effectiveness of the digitized learning provided by the institution. **This is evident from the following table data:**

Table No. (2) Indicators for measuring the effectiveness of digitized learning during the Corona pandemic

Phrase	Number and Percentage	Degree of Approval			Mean	Standard Deviation	Rank
		Agree	Neutral	Disagree			
Recorded lectures have been downloaded in the practical materials that you need.	Number	438	97	45	4.03	1.03	3
	%	75.5	16.7	7.8			
Communication with faculty members via mail increases the effectiveness of education process.	Number	411	93	76	3.83	1.13	6
	%	70.8	16	13.1			
Recorded lectures helped me understand the scientific material better.	Number	445	91	44	4.09	1.04	2
	%	76.8	15.7	7.6			
There are a specified office hours and digital guidance hours for each faculty member.	Number	414	112	54	3.93	1.05	5
	%	71.4	19.3	9.3			
I prefer to have some materials in the evening.	Number	228	102	250	2.89	1.48	10
	%	39.3	17.6	43.1			

Phrase	Number and Percentage	Degree of Approval			Mean	Standard Deviation	Rank
		Agree	Neutral	Disagree			
Giving students the opportunity to participate in the explanation of the material to make it easier to understand.	Number	309	118	153	3.36	1.33	9
	%	53.3	20.3	26.4			
Distance education allowed me to review lessons easily.	Number	348	127	105	3.59	1.2	8
	%	60	21.9	18.1			
I prefer having multiple digital platforms to avoid a problem with one of them.	Number	387	106	87	3.81	1.17	7
	%	66.7	18.3	15			
I support the idea of benefiting from experiences of other universities in digital learning.	Number	449	86	45	4.02	1	4
	%	77.5	14.8	7.7			
There is seriousness and discipline in the time of beginning and end of lectures.	Number	479	67	34	4.23	0.95	1
	%	82.6	11.6	5.8			
General Arithmetic Mean					3.78	1.14	

It is clear from the data of Table No. (2) that the general average of the terms of this axis reached (3.78) with a standard deviation of (1.14). According to the weighted arithmetic mean, the axis of indicators for measuring the effectiveness of digitized learning during the Corona pandemic came to an agreement degree, meaning that the response degrees is high for this axis, as

there are a number of indicators that enhance the effectiveness of digitized learning, as the vast majority of the sample members emphasized the seriousness and discipline in the start and end time of lectures, with a rate of 82.6% of the total sample members, while it came in the second place that the recorded lectures helped the learners to understand the scientific material better, as one of the indicators to measure the effectiveness of digitized learning, with a percentage of 76.8% of the total sample members. The learner's ability to download lectures in practical subjects (such as field training and graduation projects) came in the third place, by up to 75.5% of the total sample members. In the fourth place, 77.5% of the respondents stressed the need to benefit from the experiences of other universities in digitized education during crises in order to increase its effectiveness. Finally, it came in fifth place that there are office and digital guidance hours for each faculty member, with a rate of 71.4% of the total sample members.

It is clear from this that there is an effectiveness of the digitized learning environment within the institution field of study, through several empirical indicators represented in the existence of an organization of the educational content of all academic courses digitally by means of active, self- and cooperative learning using software-based educational means as a means of effective communication between the teacher and the learner, and also taking into account the diversity of learning among learners, taking into account their computing skills and their circumstances in terms of study times and different quality

of their networks and devices, all of which leads to an integration between the parties of the educational process in digital learning programs during the period of the outbreak of Corona epidemic, which confirms the effectiveness of digital learning as an alternative to traditional learning during the pandemic and keeping pace with global trends towards building digital educational organizations to keep pace with the tremendous development in the field of information and communication technology. **This result is consistent with the study of Saeda Afuna et al. in 2014**, which emphasized the importance of employing technology in the teaching and learning process, which increases the effectiveness of digitized learning during crises, **and it also agrees with one of the arguments of the theoretical framework** which direct study, that digitized learning during crises has become a new method that increases effectiveness of learning methods by providing the learner with educational content and communicating skills and concepts with great flexibility, through information and communication technology and its multimedia, in a way that allows the learner to actively interact with the academic content and the teacher. This result is due to the awareness of the existing faculty members in the upper management within the institution field of study, especially those who held an administrative position, of the most important components that the institution needs in the field of study in order to enhance the learning process digitized by it, and as a result of their interaction with the many problems posed by the Corona virus pandemic to them, and then their belief in the

importance of providing these ingredients to advance the educational process within the institution during the continuation of this pandemic, and to take advantage of technological means to facilitate the teaching and learning process within the institution, The presence of the technological aspect clearly affects the structure of the organizational form, the design pattern, the number of organizational levels, the management style used, the worker's performance level, and the methods of measurement.

Based on the foregoing, the institution has a degree of organizational solidity to some extent in the face of Corona virus crisis in providing effective digitized learning. This solidity is represented in the presence of an educational system characterized by continuous technological development and based on what this development provides from the capabilities that benefit the educational process as an essential tool during the spread of the Corona virus, as it difficult for us to rely on the traditional formal education pattern during this period. Despite of the many advantages of digitized learning within the institution, such as easy access to educational content, breaking the boundaries, saving time, solving the learner density crisis, and reducing the financial burdens that families allocate to spending on education, it seems that there are challenges that still face this type of learning, starting with learners' issues, teachers' issues and educational content, they are a challenges for institutions to engage learners and make them participate in the teaching and learning process, and challenges for teachers to move from

offline to online mode, change their teaching strategies, manage their time. These facts are done clear through the following table data:

Table No. (3) Challenges facing digitized learning

within the institution

Phrase	Number and Percentage	Degrees of Approval			Mean	Standard Deviation	Rank
		Agree	Neutral	Disagree			
I faced difficulty in communication between me and my teachers during digital learning.	Number	272	146	162	3.29	1.27	8
	%	46.9	25.2	27.9			
During digital learning sessions, sometimes it's difficult for the teacher to deliver the full information to the students.	Number	397	100	83	3.84	1.14	3
	%	68.4	17.2	14.4			
The teacher's lack of cooperation in accepting the student's absence if the reason was beyond his control	Number	295	169	116	3.51	1.21	7
	%	50.9	29.1	20			
I see that digital learning methods need innovation and the development of information presentation methods	Number	450	79	51	4.08	1.02	2
	%	77.6	13.6	8.8			
I had difficulty in understanding some subjects, especially science subjects	Number	367	121	92	3.79	1.18	4
	%	63.3	20.9	15.9			

Phrase	Number and Percentage	Degrees of Approval			Mean	Standard Deviation	Rank
		Agree	Neutral	Disagree			
Total dependence on electronic devices led to poor eyesight and back pain	Number	438	76	66	4.09	1.14	1
	%	75.5	13.1	11.4			
Learners do not face any problems with digital learning applications	Number	106	121	353	2.32	1.21	10
	%	18.3	20.9	60.8			
I encountered network and internet outage issues while taking an exam	Number	385	82	113	3.75	1.19	5
	%	66.4	14.1	19.5			
Digital education has increased the burden on the budget of the student and his family in order to provide electronic devices	Number	377	114	89	3.74	1.14	6
	%	65	19.7	15.4			
I had difficulty in dealing with digital applications	Number	210	128	242	2.97	1.24	9
	%	36.2	22.1	41.7			
General arithmetic mean					1.17	3.54	

It is clear from Table No. (3) that the general average of the phrases for this axis reached (3.85) with a standard deviation of (1.16). According to the weighted arithmetic mean, the axis of challenges facing digitized learning within the institution came to an agreement degree, meaning that the response degrees are high for this axis, as there are many challenges that affect the effectiveness of digitized learning within the institution, including the total dependence on electronic devices, which led

to visual impairment and back pain by 75.5% of the total sample members. Digitized learning applications were not without problems, as emphasized by 60% of the sample members who said that these applications suffer from many problems, while the need of digital learning methods for more innovation and development in the ways of displaying information is stated by 77.6% of the total sample members, while it is difficult for the teacher to convey the information completely is stated by 68.6% of the total sample members. Some of the sample members see that they face difficulty in understanding some courses through digitized learning platforms, with a percentage of 63.3% of the total sample members. Besides, the problems of internet interruption during the learners submitting one of the tests are considered among the challenges facing the digital assessment, with a percentage of 66.4% of the total sample members. It is clear from this that these challenges impede the effective performance of digitized learning during the pandemic, which is represented by weak infrastructure and lack of information and communication technology. Although digitized learning has achieved success in developed countries that have a strong technological infrastructure, the matter is different in case of the least developed countries, especially under the fragility of the digital structure and the high cost of Internet service in relation to the levels of income of members of society, as well as the poor level of interaction, as some see that the lack of realistic aspects in the learning environment itself is one of the most important

defects of digitized learning, which requires the presence of human touch between the teacher and the learner. It is difficult to communicate this touch through digital learning platforms, In addition to the existence of social isolation for learners, where the weak commitment of students to follow courses through digital platforms is one of the most important challenges, as learners lost the environment of the institution itself, which is an important outlet for getting to know new peers, compared to staying at home for long periods, and therefore violent resistance must be expected from the learners to this transformation, also the difficulty of assessment in exams via digital platforms, because digitized learning is different from traditional learning to a large extent, the lack of awareness and an integrated perception of digitized learning on all sides of the educational process is among the challenges. It is required to review perceptions, and ideas about this style of education, and there is inequality and the absence of equal opportunities as this style of learning led to an increase in inequality among learners in light of the varying reality of the spread and speed of the Internet in each country, in addition to what extent do the learners own personal computers or not. Internet connectivity and its implications for the quality of digitized learning. The quality of digital learning programs is another challenge, as there is a lack of quality standards, quality control, development of electronic resources and provision of electronic content. This problem must be addressed immediately so that everyone can enjoy the benefits of quality education

through digital learning. **This result is consistent with Afuna et al.'s 2014 study, Rajia 2015 study, and Ramadan Muhammad 2019 study,** stressing that digitized learning faces a number of challenges, such as the lack of resources and material means that support this type of education, lack of control over modern technology or negative dependence on it, in addition to the lack of formative courses and the lack of conviction of some as an alternative to traditional learning. **While this result differs with the study of Kvavadze Basilaia 2020,** which confirmed that the transition from traditional learning to digitized learning under the Corona pandemic was characterized by flexibility between the parties of the educational process, and that educational institutions can achieve their organizational goals.

Third, Proposed procedures for activating the role of digitized learning as a function of organizational resilience

UNESCO considered education to be the fourth development goal of the sustainable development goals for societies, and the current decade has witnessed a major shift in education policy for many countries of the world, especially in the first world countries, if transformation and reliance on digitized learning environments are made as one of the most important pillars of sustainability for education and in light of Covid -19 pandemic. As the education approach in most countries of the world has shifted to total and complete dependence on digital learning due to the cessation of traditional

learning, because of the dangers posed by this pandemic. So digitized learning methods are very important at the present time as they can survive difficult crises, as digitized learning enables us to customize our procedures and operations based on the needs of learners, by using online tools, most notably what is related to audio, video and text programs, to reach learners in times of crisis, and giving the human touches in providing course content in order to create an educational and interactive environment that enables the learner to provide his immediate feedback and raise inquiries, and then he gets knowledge and learning in a fun and not boring way, anywhere and at any time. Educational technology provides us with unique flexible, and innovative solutions in times of crises to combat tensions and disturbances that afflict the structure of educational institutions. Digitized learning enjoys many opportunities available in the period of Covid -19 crisis if most academic educational institutions switch to this style of learning. There is a set of proposed measures to activate the role of digitized learning as a function of organizational resilience within the institution. **This is illustrated by the following table data:**

Table No. (4) Suggested procedures to activate the role of digitized learning as a function of organizational resilience within the institution

Phrase	Number and Percentage	Degree of approval			Mean	Standard Deviation	Rank
		Strongly agree	Agree	Neutral			
The necessity of providing sufficient and appropriate resources for each scientific subject	Number	473	78	29	4.14	0.9	3
	%	81.5	13.4	5			
The organization must rely on easy-to-use electronic systems and technological equipment	Number	490	67	23	4.2	0.87	1
	%	84.5	11.6	4			
The necessity of the official bodies in the Ministry of Higher Education to follow up educational institutions and the extent of their application of quality standards	Number	467	82	31	4.17	0.97	2
	%	80.6	14.1	5.4			
Work to implement the principle of equal opportunities as one of the most important means to achieve for reducing conflicts and disputes	Number	373	164	43	3.8	0.96	7
	%	64.3	28.3	7.4			
Working to provide equal opportunities among individuals helps to highlight talents	Number	462	80	38	4.07	0.93	5
	%	79.7	13.8	6.5			
Equality of opportunity brings justice to society	Number	472	80	28	4.12	0.91	4
	%	81.4	13.8	4.8			

Phrase	Number and Percentage	Degree of approval			Mean	Standard Deviation	Rank
		Strongly agree	Agree	Neutral			
The university's focus on developing the talents and capabilities of learners through external digital courses	Number	328	148	104	3.51	1.17	8
	%	56.5	25.5	17.9			
Facing network problems during digital learning sessions	Number	432	81	67	3.96	1.11	6
	%	74.5	14	11.5			
Ensuring the attendance of the digital training courses held by the university	Number	256	180	144	3.27	1.15	9
	%	44.1	31	24.8			
Increasing the use of the university digital library	Number	256	171	153	3.21	1.22	10
	%	44.1	29.5	26.4			
General arithmetic mean					3.85	1.02	

It is evident from Table No. (4) that the general average of the phrases of this axis reached (3.88) with a standard deviation of (1.02). According to the weighted arithmetic mean, the axis of the proposed procedures to "activate the role of digitized learning as a function of organizational resilience within the institution" came to an agreement degree, meaning the levels of response to this axis are high, and that there are many proposed procedures that educational institutions must follow during the pandemic to ensure the continuity of the educational process through technological means. The steadfastness of the organizational structure during the pandemic crises, including the institution's reliance on electronic systems and easy-to-use technological equipment has 84.5% of the total sample members. While "the official bodies in the Ministry of Higher Education must follow

up educational institutions and the extent of their application of quality standards" has 80.6% of the total sample members. "The necessity of providing sufficient and appropriate sources for each scientific subject" has 81.5% of the total sample members. While" the coming educational institutions in the use of digital learning must ensure equal opportunities among learners" has 64,3% of the total sample members. " Equal opportunities help to highlight talents among learners" has 79.7% of the total sample members. It is clear from these procedures that there are two types of procedures which the institution takes in the field of study: the first type is the material capabilities that are represented in the provision of electronic educational aids and courses, the second type is technological applications through which the institution facilitates the process of digital interaction between the teacher and the learner through electronic educational platforms, and, as a result, the quality of technical support of the digital learning system is considered an important and influential factor on the quality of the digital learning service. Therefore, it is necessary to activate the organizational, administrative and technical role of raising the level of technical support efficiency to address technical problems. The moral potential imply supporting innovation within the educational media, and insuring equal opportunities for learners. **This result is consistent with the study of Yong & Draissi 2020**, which stated that the use of digitized learning during the Corona pandemic is developing through educational policies that develop comprehensive strategies that prepare learners to use digitized learning, in addition to the existence of gradual training on the use of digital learning before crises, such as the pandemic or

others, occur. The education sector must be prepared and switched to emergency education via digital platforms at any time, while providing the beneficiaries with full software and technical skills. **Within any component, this result agrees with one of the sayings of the theoretical framework guiding the study,** that the ecological framework for crisis management consists of three components, and crises, also, appear as a result of the human component overlapping with other components, and as a result of conflicts and misassesment, which confirm the necessity of creating a digital educational environment that is largely linked to the goals, strategies and structure of the institution itself.

Study Recommendations:

- Developing awareness among workers in educational institutions of the importance of the concept of organizational flexibility in the institutional field and focusing on its application within the organization because of its superior ability to raise the level of workers and the administrative process, especially during crises, by intensifying training programs for workers and holding workshops to support this concept within the organization.

- The need for institutions in the education sector to adopt a clear and effective strategy to activate the role of organizational flexibility in achieving strategic goals by providing all administrative, technical, technological and human requirements that contribute to achieving this goal.

- Adopting highly innovative communication technologies and e-learning tools to make digitized learning effective in times of crisis, especially in light of the COVID-19 pandemic.

- Giving training workshops to both faculty members and students on cognitive technology, e-learning, and providing electronic devices, which helps them to learn digitized via the Internet.

- Emphasizing the need for educational institutions to pay attention to the introduction of the e-learning method in university education, and to disseminate electronic culture among students to achieve the greatest degree of interaction with this type of education.

- The necessity of providing an appropriate educational structure for the application of e-learning in educational institutions and removing all human, material and technical obstacles that prevent its spread in the educational system in various stages and fields.

- **Conclusion**

This study dealt with the effectiveness of digitized learning as a function of organizational resilience during the crisis of Corona pandemic, as a model. The field of study towards digitized learning through the plans, programs and training courses provided by this institution in the field of digitized learning, which increases and enhances the performance of the organizational structure through educational policies that are compatible with technological developments, in order to reduce the pandemic crises, and to make these policies more flexible in the process of decision-making, through the development of preventive and remedial strategies to manage the crisis, beside the institution's interest to spread digital culture among learners to achieve the greatest degree of interaction with this type of learning through an appropriate educational structure for the application of digital learning, and working to remove all human, material and technical obstacles that prevent the spread of this pattern at the different levels of study within the institution. Based on the foregoing facts, the current study recommends that educational institutions in the field of higher education ought to conduct more studies and research to find out the effectiveness of digitized learning under the epidemiological conditions witnessed by society in the current period, to hold conferences and seminars in order to develop and advance digitized learning. It, also, stressed the need for the institution to present, for the field of study, courses that provide the learner with digital learning skills and techniques, in order to facilitate the process of the learner's interaction and benefitting from the educational courses offered digitally.

References:

1) Affouneh S, & Khlaif ZN. (2020): Designing Quality E-Learning Environments for Emergency Remote Teaching in Coronavirus Crisis. Interdisciplinary J Virtual Learn Med Sci.11(2), pp:1-3.

2) Al-Fazari, Mahfouz (2005): Developing Crisis Management in Educational Institutions in the Sultanate of Oman, unpublished MA thesis, University of Jordan, Amman.

3) Ali, Ragia (2015): E-learning from the point of view of university professors - an exploratory study at the University of Batna, Journal of Humanities and Social Sciences, special issue on computers and information technology in higher education, No. 6, Algeria, pp.: 100-116.

4) Aliwa, El-Said, (2006): Crisis and Disaster Management Challenges of the Twenty-first Century. The Decision Academy for Civil Education. Cairo. I 4.

5) Aljaser, A. M. (2019): The Effectiveness of E-learning Environment in Developing Academic Achievement and the Attitude to Learn English Among Primary Students. Turkish Online Journal of Distance Education-TOJDE, Vol:(2), 176-194.

6) Al-Khudairi, Mohsen (2002): Crisis Management: The Science of Possessing Full Strength in the Weakest Moments, Cairo, Arab Nile Group, 2nd ed.

7) Al-Laili ,Abdul Rahman & Al-Qahtani, Fathi (2020): Distance Education in Response to Crises: The Case of Corona in the Arab Countries, Scientific Journal of King Faisal University, Humanities and Administrative Sciences, Vol. (21), No. (2), 1-17.

8) Allam, Etimad & Helmy, Eglal (2013), Sociology of Organization: Theoretical Entrances and Field Studies, Anglo-Egyptian Library, Cairo.

9) Al-Qahtani, Samhi (2003): The role of public relations departments in dealing with crises and disasters, unpublished MA thesis, Naif Arab University for Security Sciences, Riyadh.

10) Ammari, Samir & Saidi, Yahya (2017): The contribution of electronic management applications to the development of the performance of higher education institutions, Journal of Law and Human Sciences, Ziane Ashour University in Djelfa, No. 10, p.: 146.

11) Basilaia, G., &Kvavadze, D. (2020): Transition to Online Education in Schools During a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia, Pedagogical Research, Vol 4, Available at the following link : em 0060.

https://doi.org/10.29333/pr/7937 Retrieved.

12) Draissi, Z. Yong, Q, Z. (2020): COVID-19 Outbreak Response Plan: Implementing Distance Education in Moroccan Universities, School of Education, Shaanxi Normal University, Available at the following link : https://papers.ssrn.com/sol3/papers.cfm?abstract_id.

13) Geels, Frank (2004), from Sectoral Systems of Innovation to Socio-Technical Systems Insights about Dynamics and change from sociology and institutional theory, Journal of Research Policy, Vol.33, Issue 6-7,pp: 897-920.

14) M'hamed, Moulay (2013), The Role of Digitization in Preserving and Retrieval of Algerian Manuscripts in West Africa, Rafoof Journal, Ahmed Deraya University, Laboratory of Algerian Manuscripts in Africa, No. 2,, pp:45-46.

15) Madhani, Pankaj M. (2013),Organizational Flexibility: Real Option Approach, SCMS Journal of Indian Management, Vol. 10, No. 3, pp. 43-54.

16) Mark, Hunter (2016), the New Rule for Crisis Management, Harvard Business Review, 2016, P-P. 8-9.

17) Matar, Jamal bin (2020): E-Learning in Information Studies: Evaluating the Experience of the Information Studies Department at Sultan Qaboos University, Journal of Technological and Informatics Studies, Issue 2, QScience, Hamad Bin Khalifa University Press, 30-35.

18) Muhammad, Ramadan Al-Saud, (2019): A comparative study of some foreign and Arab digital universities and the possibility of benefiting from them in the Arab Republic of Egypt, Journal of the College of Education, Ain Shams University, Issue (43), 447-612.

19) Saeda, Afouneh and others (2014): Evaluating the experience of An-Najah National University in employing the e-learning management system in the in-service teacher qualification program, Journal of Human Sciences, Hebron university, Volume 9, No. 2, pp. 95-117.

20) Saeed, Ibtisam bint Al-Qahtani, (2010): The Reality of Using Virtual Classrooms in the Distance Education Program from the Point of View of Faculty Members, Unpublished Master's thesis, King Abdulaziz University, Jeddah.

21) Savaget, Paulo & Geissdoerfer, Martin(2019), The Theoretical Foundations of Socio-Technical System Change for Sustainability, Journal of Cleaner Production, Vol. 206, pp:878-892.

22) Shalender, Kumar (2015), Organizational Flexibility for Superior Value Proposition: Implications for Service Industry, International Journal of Economics & Management Sciences, Vol. 4, No. 6, pp. 265 –268.

23) World Health Organization, (2019).

24) Yulia, H. (2020): Online Learning to Prevent the Spread of Pandemic Corona Virus in Indonesia, Eternal (English Teaching Journal) vol: 11, pp:1-5.