The Impact of the Distance Learning Program on Cognitive, Skills and Evaluation Aspects in Light of the Corona Pandemic, from Arab School Principals' Point of View

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Abstract

The current research examined the effect of the distance learning program on the cognitive, skill and evaluation aspects in light of the Corona pandemic from the viewpoint of Arab school principals, and the study sample consisted of 30 Arab school principals. The results of the current research found that the mean of the cognitive domain was (3.80) with a degree of response (agree), this means that there is consensus among the study sample about the impact of the distance learning program on the cognitive aspects in light of the Corona pandemic, in terms of providing students with electronic courses in the form of electronic files, and integrating them into effective activities, the mean of the skills domain was (3.83) with a degree of response (agree), this means that there is a great consensus among the study sample members about the effect of the distance learning program on the skills aspects, in terms of the possibility of sending and receiving video clips and audio clips to and from students through distance education, and participating in dialogue and holding meetings with students. The mean of the evaluation domain was (3.70) with a degree of response (agree), this means that there is a great consensus among the study sample about the impact of the distance learning program on the evaluation aspects, as there was a great consensus among them about their contribution to answering students' inquiries and questions, giving them sufficient time to send and receive assignments, and train them in the necessary skills. The research also concluded that there were no statistical significant differences at the significance level ($\alpha \geq 0.05$) in the impact of the distance learning program on the cognitive, skill and evaluation aspects in light of the Corona pandemic from the point of view of Arab school principals due to variables (academic qualification, years of experience, and the school in which the principal works). There were statistical significant differences at the significance level ($\alpha \geq 0.05$) in the impact of the distance learning program on the cognitive, skill and evaluation aspects in light of the Corona pandemic from the point of view of Arab school principals due to the variable (receiving training related to distance education systems) in favor of the principals who received training in skills aspects, as their attitudes towards distance learning programs were greater.

Keywords: E-Learning , Pandemic ,COVID19, Schools.

ملخص البحث

تناول البحث الحالي أثر برنامج التعلم عن بعد على الجوانب المعرفية والمهارية والتقييمية في ظل جائحة كورونا من وجهة نظر مديري المدارس العرب ، وتكونت عينة الدراسة من 30 مدير مدرسة عربية. ووجدت نتائج البحث الحالي أن متوسط المجال المعرفي كان (3.80) بدرجة استجابة (موافق) ، وهذا يعني أن هناك إجماعًا بين أفراد عينة الدراسة حول تأثير برنامج التعلم عن بعد على الجوانب المعرفية في في ضوء وباء كورونا ، من حيث تزويد الطلاب بدورات الكترونية على شكل ملفات الكترونية ، ودمجهم في أنشطة فاعلة ، كان متوسط مجال المهارات (3.83) بدرجة استجابة (موافق) ، وهذا يعني أن هناك إجماع كبير بين أفراد عينة الدراسة حول تأثير برنامج التعلم عن بعد على جوانب المهارات ، من حيث إمكانية إرسال واستقبال مقاطع الفيديو والمقاطع الصوتية من وإلى الطلاب من خلال التعليم عن بعد ، والمشاركة في الحوار و عقد اجتماعات مع الطلاب. كان متوسط مجال التقييم (3.70) بدرجة استجابة (موافق) ، وهذا يعني أن هناك إجماعًا كبيرًا بين أفراد عينة الدراسة حول تأثير برنامج التعلم عن بعد على جوانب التقييم ، حيث كان هناك إجماع كبير. من بينهم عن مساهمتهم في الإجابة على استفسارات الطلاب وأسئلتهم ، وإعطائهم الوقت الكافي لإرسال الواجبات واستلامها ، وتدريبهم على المهارات اللازمة. كما توصل البحث إلى عدم وجود فروق ذات دلالة إحصائية عند مستوى الدلالة (0.05≤α) في أثر برنامج التعلم عن بعد على الجوانب المعرفية والمهارية والتقويمية في ظل جائحة كورونا من وجهة نظر المدرسة العربية. المدراء بسبب متغيرات (المؤهل الأكاديمي ، سنوات الخبرة ، والمدرسة التي يعمل فيها المدير). توجد فروق ذات دلالة إحصائية عند مستوى الدلالة (0.05≤α) في أثر برنامج التعلم عن بعد على الجوانب المعرفية والمهارية والتقويمية في ظل جائحة كورونا من وجهة نظر مديري المدارس العرب تعزى للمتغير

(تلقي التدريب المتعلق بأنظمة التعليم عن بعد) لصالح المديرين الذين تلقوا تدريباً في جوانب المهارات ، حيث كانت مواقفهم تجاه برامج التعلم عن بعد أكبر.

الكلمات المفتاحية: التعليم الإلكتروني ، جائحة ، فيروس كوفيد 19 ، المدارس.

Introduction

The last years of the second half of the twentieth century witnessed many recent trends in education; the most prominent of these trends is distance education, which is increasingly important, as it depends on the learner to a large extent with the help of the teacher. Distance learning began through correspondence, where the postal service was the mediator in the transfer of printed materials between the teacher and the learner, and then the concept of distance learning expanded and developed to include different and varied means of communication. Distance learning has been used in the service of education, and a big breakthrough has been made in light of recent technological changes and developments, especially in the field of modern communications that helped spread its educational uses, which led to the emergence of new educational styles, including "the Internet and multimedia" (Break, 2017, 461).

There are many different types of crises and their changing causes, including (social crises, economic crises, and health crises), the most dangerous of these types is health crises, which are called epidemics and disease. The danger of this type of crisis lies in the features that characterize it, which are the speed of spread, the difficulty of confrontation and the discovery of the drug and its availability (Alshdaifat, 2020, 187).

According to the World Health Organization (WHO, 2020) the emerging corona disease crisis has emerged, which is a group of viruses that can cause diseases such as: cold, severe acute respiratory syndrome (SARS), and the Middle East respiratory syndrome (MERS). A new type of corona virus was discovered after it was identified as a cause of the spread of one of the diseases that began in China in 2019, as the virus is now known as severe acute respiratory syndrome Corona 2 (SARS Cove (2), and the disease resulting from it is called Corona virus disease 2019 Covid (19). Cases of Coronavirus disease have been discovered in an increasing number of countries, and public health groups, such as the World Health Organization and the Centers for Disease Control and Prevention, are monitoring the matter and publishing updates on their websites, and the World Health Organization declared the disease a global pandemic in March 2020, These groups also issued recommendations on preventing and treating the disease (Alshdaifat, 2020, 187).

The school is considered one of the educational institutions and it is the basis of the educational system. Its effectiveness and success in achieving its goals and the excellence of its employees' performance is primarily due to the existence of a distinguished school administration that seeks to continuously develop school performance and works to create all conditions, material and human capabilities that help to achieve the educational goals that society seeks to achieve (Mhanna, 2018, p. 2).

Furthermore, Mhanna (2018) emphasized that the school principal comes at the top of the pyramid of this institution, as he is the director of its affairs, and directed to achieve its desired goals. The moral school and its cultural level depend on its principal, his attitudes, his personality and his awareness of the mission he is carrying out.

Hence, the researcher believes that the use of modern technology, the Internet and social networking sites in the educational process has become necessary, in order to increase knowledge and keep pace with the development in developed countries, because investment in education is one of the most important areas of investment that affects society. How has distance education affected during the period of the Coronavirus outbreak on the skills of principals in terms of cognitive, skill, or evaluation aspects, and what are the goals and objectives that have been achieved through remote learning, and what are the deficiencies or difficulties faced by principals through distance learning?. This study comes to show the effect of the distance learning program on the skills of school principals in light of the Corona pandemic in terms of cognitive, skills and evaluation aspects.

Theoretical background

1. __Distance Learning:__

Distance learning differs from traditional learning in that it is based on the concept of self-learning and the use of modern technological means in education, the absence of the teacher and the learner in one place or one time, and the learner not being devoted to study as happens in traditional learning. (Issa, 2020, p. 6) defined distance learning as that type or system of education that provides educational and training opportunities to the learner without direct supervision of the teacher and without committing to a specific time and place for those who cannot complete their studies or hinder them from working in regular education, it is considered a substitute for or complementary to traditional education, and it is carried out under the supervision of an educational institution responsible for preparing educational materials and tools necessary for individual learning, depending on many technological media such as phone, radio, fax, television, computer, the Internet, etc. which can assist in the two-way communication between teacher and learner.

Distance learning is also known, according to (King Salman Center for Humanitarian Aid and Relief, 2020, p. 14) as "the process of transferring knowledge to the learner at his/ her place of residence or work instead of the learner's transfer to the educational institution. It is based on the delivery of knowledge, skills and educational materials to the learner through various technical media and methods, whereby the learner is far away from or separate from the teacher or responsible for the educational process, and technology is used in order to fill the gap between each of the parties in a way that simulates the face-to-face communication. Therefore, distance learning is educational interactions in which the teacher and the learner are separated from each other in time or place, or both.

The researcher believes that distance learning is a process that uses electronic means of communication to interact face to face in the classroom to achieve the planned educational outcomes.

The Importance of Distance Education

Researchers and specialists in the educational field are unanimous about the importance of distance learning, provided that it is appropriate for wide segments of learners across the world, regardless of their countries, cultures, interests and circumstances. In the following the most prominent advantages offered by distance learning (King Salman Center for Humanitarian Aid and Relief, 2020, p.16):

- Providing educational opportunity for all learners.
- Distance learning is becoming a challenge in light of rapid progress, cognitive explosion and technical succession.
- Enhancing life skills and focusing on 21st century skills
- Flexibility, which allows learning according to the appropriate educational conditions for the needs, conditions and times of the learners, and to achieve the continuity of the learning process.
- Effectiveness, as the efficient use of distance learning and multimedia technologies reflects positively on the educational content.
- Innovation by presenting curricula to learners in innovative and interactive ways.
- Learner independence, which includes organizing curriculum topics and evaluation methods according to learners' abilities.
- Capacity, this type of education is characterized by not costing large sums of money.

Alqahtani (2010) stated that distance learning focuses on the individual needs of the learner, which is an important factor in the educational process, and not on the needs of teachers or the educational institution, which enhances the efficiency of knowledge and qualifications through access to a large amount of information.

Distance learning is also cost-effective as students do not need to travel, provides learning opportunities for a maximum number of students without the need for more buildings and facilities, and provides opportunities for interaction between learners through discussion forums and by removing barriers that may hinder participation such as Fear of talking to others. In addition to the fact that distance learning takes into account the differences between learners, for example, some learners prefer to focus on specific parts of the course, while others are willing to review the entire course (Bezuidenhout, 2018).

Characteristics of the Distance learning:

The characteristics of distance learning, as indicated by the study of (Break, 2017, p. 467) are represented in:

1. The ability to meet the social and employment needs of those enrolled, because of its flexibility, modernity, and provision of alternatives on the one hand and its connection to the needs of qualified and trained labor on the other hand.
2. The benefit of this method of learning in the modern technological revolution and the communication revolution, as it depends mainly on the technological and contemporary means of communication.
3. This type of education responds to a number of modern human education principles, such as providing motivation to learn, flexibility, taking into account individuals 'learning styles, and the relevance of learning to individuals' professional, personal and social needs.
4. This type of education overcomes many obstacles that limit the possibilities of joining education, such as regularity, arrangement, working conditions, age, evaluation systems, etc.

Benefits and Advantages of Distance Learning

Abu Shokeedem et al. (2020, p. 6) have indicated that there are many benefits and advantages offered by distance learning, which make it superior to traditional educational methods, as follows:

1. Reducing costs, as it saves the costs of creating new classrooms to conduct educational courses and courses, and saves electricity, water and other materials used in the school, in addition to that there is no need to go to schools and educational centers, and this will reduce transportation costs.
2. Available for all individuals and age groups, all individuals, regardless of their age, can benefit from the meetings and courses offered on the Internet, and gain new skills and experiences away from the restrictions of traditional schools.
3. Flexibility, it is not related to a specific time, so individuals can learn at any time according to the time that suits them.
4. Investing time and increasing learning, as useless interactions between students decrease by reducing chatting and excessive questions that waste time, so the amount of what the student learns increases without any disruptions or hindrances.
5. Making education more structured and impartial, in addition to evaluating tests in a neutral and fair manner, and accurately following up the achievements of each student.
6. Environmentally friendly, as there is no use of papers and pens that may harm the environment when disposing of them.

The researcher believes that distance learning will be the prevailing pattern of education in the future, as the current generation is distinguished by its connection and attachment to smart phone devices, and the use of various applications, so the integration of technology in the educational process has become a global trend, and interaction with educational activities through mobile devices has become a catalyst for learning rather than It is satisfied with the traditional study.

2. __School Principal:__

Abu Nada (2018, p.18) defined the school principal as the educational leader based on school administration and capable of performing administrative and technical tasks, possessing the features and skills necessary for school management, working to provide the appropriate educational environment according to the available capabilities, planning for all school activities in all educational fields, and coordinating the efforts of workers to achieve the goals of the school.

__Characteristics of the principal:__

Yan (2011, P.8) has indicated a set of characteristics that a school principal must have, and these characteristics are as follows:

- Thinking globally: It means the ability to adapt, gain the necessary global experiences, and understand the impact of globalization.
- Technological capacity: It means possessing the necessary technological knowledge.
- Building Partnerships and Alliances: It means possessing social skills and communication.
- Shared leadership: the ability to create a common vision and effective collaboration.

__The skills required for the school principal__

Educational administration witnessed new trends in the late twentieth century. The focus of work in management has become integration, visualization and improving the educational process to achieve integrated growth, and in order for the school principal to perform the tasks entrusted to him/ her, he/ she must possess a set of basic skills, namely: interpersonal skills, technical skills, human skills, and cognitive skills, and the school principal is responsible for the technical work. Administrative and financial are not easy tasks, but they are complex operations performed by the principal.

There are a set of skills that must be available for a school principal to play his/ her role to the fullest, and these skills are:

1. Personal skills: Personal skills include a group of physical, mental, and emotional characteristics of the principal that shape personality, and affect individually or collectively in dealing with others, and these skills include: enjoying a sound physical and mental health, a strong personality and the ability to influence others and gain their confidence, the ability to endurance, activity and vitality at work, set a good example and show good manners, deal with others fairly and keep away from prejudice (Abu Nada, 2018, pp. 23, 24).

The researcher believes that the personal characteristics of the manager affect the ability to carry out business, when the principal is in good health, he can carry out his duties to the fullest, and the strong personality of the director makes him able to control the school, and the good appearance makes the principal get the respect and appreciation of those around him, and the fairness of justice makes the director loved by everyone, and the director is chosen according to these criteria.

2. Technical skills: In addition to the availability of personal skills, there are other skills that must be available to the school principal called technical skills, which means a set of scientific and technical information for the success of administrative work, and the ability to organize situations that enable the group to achieve its goals, and these skills are: specialized knowledge in management and education and the facts and concepts related to them, the existence of foundations available to the school principal through which he/ she can carry out the work and responsibilities entrusted to him/ her and solve problems, and know the methods and approaches used by the leader in the practice of work, and treatment of different situations (Sa'adeh, 2011, 331).

The researcher considers the necessity of familiarity with technical skills, and the application of theories in a way that suits the school environment and serves the public interest, and the ability to acquire them is easier than other skills, and that having them is necessary to complete and simplify the work, as they are more specific than other skills and their availability can be checked.

3. Human skills: It is the principal's ability to interact with subordinates, intensify efforts, and create a spirit of teamwork among them, including teachers and workers, to advance the tasks entrusted to them in an atmosphere of cooperation, integration and harmony, and these skills are as follows (Abu Nada, 2018, 24):

- The principal's willingness to understand others, their tendencies, opinions, and trends.
- The ability to give others the opportunity to express their opinions, problems, and needs.
- Participation in decision-making that has the effect of raising the morale of others and their willingness to work.
- The ability to successfully deal with others and make them happy at work.

As for Sa'adeh (2011), he pointed out that human skills are more difficult than technical skills, as they require more than study and training, and are very important for the school principal. Because it relates to the principal and other people, including chiefs, teachers, students, parents, and members of society in general, with whom the principal cannot dispense with contact.

The researcher believes that human relationships are the core of the communication process, and the communication process is only carried out by it. The principal must possess communication skills and employ them in the participation of community members to make the educational process successful.

4. Cognitive skills: the ability to create ideas and sense of problems, and provide solutions to them, this type of skills relates to the competence of the principal and the ability to organize the school, connect its parts, and perceive the relationship between parts and changes in them, perceptual skills include awareness of the inclusiveness of the educational process, and the relationship between the school and society, this skill is represented in the following (Abu Nada, 2018, 26):

- The principal's ability to perceive situations as an integrated unit.
- Analyzing situations into their basic elements, and determining the relationship between the basic elements, thinking about the future, and preparing for it.
- Think seriously about all the changes and developments, and put the appropriate vision to confront them.
- Predicting opportunities that boost school level in all situations.

The cognitive skills of the educational principal are related to the extent of competence in creating ideas, sense of problems, mastery of solutions, and reaching opinions, cognitive skills are also necessary to help the educational leader succeed in planning work, directing and arranging priorities, and anticipating things that may happen in the future (Abu Nada, 2018, p. 26).

From the above, the researcher believes that cognitive skill is important and necessary, as it provides the principal to perceive things as a whole, analyze them into basic parts, and the ability to relate the parts to each other, as all personal, technical, human and cognitive skills are necessary skills that must be available in the school principal. To carry out work to the fullest and to be an effective principal, it is also imperative that a school principal has the skills to fulfill administrative and technical responsibilities and lead the school. Successful modern school administration is based on scientific foundations that define and direct work, and among the criteria for success in school administration is that the school principal has leadership skills, and the leadership skill is divided into three skills: technical, cognitive and human, and these skills are necessary for the success of the management man. So the school administration is no longer just a routine process aimed at the routine running of school affairs; rather, it has become a means to an end that aims to achieve a functional social educational process.

3. <u>Corona pandemic</u>

The World Health Organization (Who, 2019) defined "Corona disease" as a family of viruses that may cause disease in animals and humans, and cause 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), which is characterized by rapid spread.

Ali (2020) stated that taking into account the deadly "Covid 19" disease, and the world's efforts to avoid its spread, governments around the world have instituted strict measures such as national lockdowns and social distancing initiatives. These restrictions have prompted many universities and higher education institutes to choose distance learning to limit the spread of the Coronavirus, and as such, the following is recommended:

1. Higher education institutions need a basic information and communication technology infrastructure to spread distance learning effectively.
2. Employees need information and communication technology tools, and they must have access to applications and learning platforms.
3. Employees need to be able to use ICT tools effectively to provide lessons in such an approach.
4. Staff and student readiness must be understood and supported accordingly.

School principals and distance learning in light of the Corona pandemic

Since the suspension of learning in schools at the beginning of last March due to the outbreak of the Corona pandemic, educational institutions have resorted to using electronic platforms to compensate students, despite the obstacles, especially power outages, weak internet and poor use of means of communication. However, school principals had a different role during this emergency educational process, as previous studies indicated that a percentage of teachers were qualified to deal with the means of technology in light of the Corona crisis, and other studies confirmed the existence of two generations of teachers, one of them the elderly who are difficult to deal with the means of technology, and another generation that is easy to deal with, while another study reported that there are contingency plans in general (strikes and war), but not as large as the Corona pandemic emergency (Al-Kurd et al., 2020, p.8).

Al- Kurd et al. (2020) also added that some parents of students in the primary stage see that the distance education experience was a failure, due to the lack of children's ability, focus and interaction at this age to deal with different technology means, while they see that the experiment was more successful with groups in the higher stages such as preparatory and secondary, While another team tended to describe the interaction as "successful" in the case of extracurricular activities, but it was weak in the case of curricular activities related to basic subjects. School principals from the West Bank stressed that they are now working to allocate specific times for the online examinations. The crisis continued. Education will be completely remote and all teachers will be trained on distance learning strategies.

School principals have the primary responsibility for ensuring the safety of their staff and students, and for finding ways to ensure students receive education while education is suspended in schools. A group of surveys that included more than 1,800 school principals in 12 countries found that more than 70% of principals see student safety in their schools as their primary responsibility. Because school principals command the respect of their local communities, as well as their personal relationships with students and their families, they are uniquely positioned to guide students' families in many respects (Nanyungu et al., 2020).

Moreover, (Al-Hajj, 2018) emphasized that the school principal is facing unknown problems and he is required to find available and immediate solutions, and team work that develops initiative and ability among teachers. And when distance learning, the home spaces of the educational staff are exposed to students and their parents, and the new and intensive use of digital means and general tension creates a great burden and disturbs the balance between home and work. A study of (סאסי אחרים 2020) indicated that the principal should help build regular procedures that allow rebalancing in this situation. At the same time, staff is asked to re-examine familiar perceptions about teaching and learning and to design meaningful and quality educational experiences for students. These procedures are as follows:

- Maintaining daily contact with staff and students.
- Mapping a systematic and consistent pathway in professional, academic, emotional and social aspects.
- Defining routines and systems for the purpose of providing tailored and differential solutions.
- Distributing tasks in a balanced and coordinated manner.
- Mapping of staff and students, and a systematic map for the health, emotional, family, educational and technological aspects.

Nanyungu et al. (2020) also believed that it has become evident that educational systems must deliver a number of messages to school principals to improve student safety and participation during this crisis, and as they move forward towards reopening schools and these messages are as follows:

1. <u>Focusing on basic needs first</u>: Before thinking about online learning and reopening schools, there is a need to ensure that children's basic needs such as food, health and emotional safety are met.

2. <u>Focusing on the most marginalized and vulnerable children</u>: The Coronavirus crisis severely affects individuals who are already marginalized compared to other groups, and is likely to widen the existing gaps between students from poor and well-off families, and also between male and female students. When schools reopen, students will have different needs, and resources will have to be prioritized to fit those needs. The initial focus must be on the needs of the most marginalized children, so that the disparities exposed by the Coronavirus crisis do not worsen.

3. <u>Focusing on community engagement through communication and collaboration</u>: While there are still many communication challenges, schools and principals are becoming more digitally connected to parents of their students and their communities as a result of the coronavirus crisis. School principals can play a critical role in ensuring that communication between schools and communities continues to be strengthened in order to support student learning and build trust. The crisis gives energy to some pillars of the school curriculum that it had not previously supported. Supporting school principals as they continue to engage communities and families during and after the crisis will also be critical to reducing feelings of anxiety, building confidence to return to school, and supporting children's learning.

4. <u>Seizing new opportunities to focus on learning</u>: During the coronavirus crisis, principals and teachers in many countries work in an uncomfortable position with little prior experience to guide them on their responsibilities. As a result, teachers create and innovate their own methods to focus on students' needs.

There is evidence that directing schools, principals, and teachers to focus on action in proportion to the level of students can improve outcomes. In fact, the coronavirus crisis provides an opportunity for school principals to rearrange their roles and support teachers to focus on doing what is best for their students (Nanyungu et al., 2020). The strong response of school principals is more urgent than ever to mitigate the effects of school dropouts that children face while still out of school. Hence, educational systems need to empower and support school principals to focus on student success. As governments develop strategies to confront the impact of the Coronavirus in various sectors and improve them. These key messages mean that school principals and their associations must be part of the development of the school reopening strategy. The Coronavirus pandemic has also highlighted the need to train school principals in aspects of community partnerships, communication, and educational leadership (Nanyungu et al., 2020).

Many Arab and foreign studies have dealt with the subject of distance learning, and these studies include the following:

Alshdaifat (2020) carried out a study in Jordan its aim was to identify the reality of the employment of distance education due to corona disease in the schools of kasabat AL Mafraq from the principal's perspective. To achieve this study, the descriptive approach was used, where a questionnaire was developed, consisting of three areas (knowledge, skills, and evaluation) with 20 paragraphs , and its validity and stability was verified, and then it was distributed on the sample of the study which was consisted of 145 principals in the schools of kasabat AL Mafraq.

The result of the study showed The reality of the employment of distance education due to corona disease in the schools of kasabat AL Mafraq from the principal's perspective was the middle, the results also showed significant differences in the evaluations of the study's sample members for the reality of the employment of the distance education due to corona disease from the principals perspective according to the gender variable in favor of females. In light of the results, the researcher recommended that the Ministry of Education should hold more courses and training workshops specialized in the field of distance education in the educational process for teachers and administrators, developing and training students in modern technology skills.

Another study prepared by Elfrianto et al. (2020). The study aimed to analyze the principal's competence towards implementing online learning to save the vital role of education itself, especially the opportunity for the principal as a leader in the school environment to give influence to the teacher in the distance learning process (online), as well as providing safety for many people, especially for students to avoid covid19. The results of the study revealed that the role of the principal is vital in term of the competencies that must be possessed by a leader in the school environment not only during the COVID19 pandemic but also during ordinary situations which represented in (Pedagogical competences, Personality competences and professional competences), the role and Principal competence must be able to provide positive space for teachers to improve competence in term of teaching and learning. The study concluded that the principal's role becomes vital in CORONA because it must refer to the instructions of the Minister of Education and Culture to learn from home because the situation is impossible for learning to take place in the school environment. Because education is most important for a country, but the health of students and the safety of students is also the most important in this case because it involves the lives of many people.

Furthermore, Abu Alkhair (2019) prepared a study in Gaza strip about the obstacles facing the school administration in applying the e-learning in the primary schools in Gaza-Palestine from the point of view of principals and teachers. In this study, the researcher adopted the analytical descriptive method for conducting the study. The study was applied a random stratified sample of principals and teachers who work in primary schools in Gaza Governorate, (38) principals and (154) teachers, and for the purpose of data collection and identify the most important obstacles, the researcher using a questionnaire that includes several axes (physical - humanities - administrative – and technical obstacles). The study findings showed that the most obstacles were physical obstacles, then technical obstacles, human obstacles and administrative obstacles, the results also revealed that public schools face obstacles to a greater degree of belonging to, UNRWA schools and private schools in applying e-learning. The study recommended the need to guide the senior educational leadership efforts towards the development of an educational framework of a coherent and systemic formulation of educational philosophy and a clear vision for the applying of e-learning.

Another study conducted in Jordan by (Bari, 2017). The study purpose was to identify the role of secondary school principals in applying E-learning from Teachers' point of view in Amman governorate according to gender, academic qualification, Specialization, Supervising authority, and years of experience. The descriptive survey approach was used to achieve the objectives of the study, so, a questionnaire was developed. It consisted of (36) distributed items; (Supporting and disseminating the culture of E-learning, practice strategic planning, infrastructure readiness and achieving the training needs of teachers and their rehabilitation). The study sample consisted of (586) teachers and the findings revealed that the role of secondary school administrators in applying E-learning from Teachers' point of view in Amman was moderate overall. The different areas of the questionnaire showed moderate results. Infrastructure readiness was on top, followed by the field of Supporting and disseminating the culture of E-learning, then the field of practicing strategic planning, and finally the field of achieving training needs and the equipment of the teachers and their rehabilitation.

(Quilici & Joki, 2011) carried out a study in Russia; the study explored the instructional leadership skills required from online principals. The study outcomes showed that the principal's role in this study was as instructional who help teachers and students to be successful, teachers viewed their online principals as managerials enforcing supervision and evaluation rubric and managerial policies. The primary policy function of principals was guiding teacher performance, which may account for teachers perception that their principals were managerial rather than instructional leaders. The majority of principals' interactive time with their paired teachers was dedicated to evaluating teachers through the school's bonus rubric and communicating with the teachers regarding this evaluation. The study also concluded that principals were not engaged with curricular work and did not view it as part of their duty; some of the teachers desired and expected curricular help from their paired principals.

In (2010) Satyanarayana & Meduri prepared a study in India revealed that the managerial functions of leadership differ, according to the particular settings and situations. Leadership in distance education is variously different from leadership in traditional education. Creating and conveying a technological vision, which be powerful enough to displace traditional educational models, is one of the most challenging aspects of leadership in distance education. The study outcomes showed that being a professional is not a prerequisite for being a successful leader. The study also concluded that leadership qualities are personal attitudes and behaviors that create and enhance the conditions for innovation and work to activate them.

Research Methodology

Research methodology: The current research adopted the descriptive and analytical approach that relies on all data and its analysis, for its suitability for the purposes of this research, in order to get acquainted with impact of the distance learning program on the cognitive, skill and evaluation aspects in light of the Corona pandemic from the point of view of Arab school principals.

The research sample: The researcher selected a random sample of (30) School principals who use distance learning programs in Arab schools.

The following table shows the characteristics of the research sample:

Table (1)

variable	Valid	Frequency	Percent
Academic qualification	Bachelor	5	16.7%
	Master	21	70%
	Doctorate	4	13.3%
Number of years of experience	Less than 5 years	6	20%
	5- 10 years	7	23.3%
	More than 10 years	17	56.7%
Have you received training related to distance education systems?	yes	21	70%
	no	9	30%
The school you work at	elementary	10	33.3
	intermediate	11	36.7
	secondary	9	30%

Research variables:

- Independent variable: distance learning programs.
- Dependent variable: cognitive, skill and evaluation aspects.

Research tool:

The researcher used a questionnaire that consisted of two parts, the first part of which contained personal data, while the second section contained the paragraphs of the questionnaire, which were divided into three areas. The first area included cognitive domain, while the second area included skill domain, and the third part included evaluation domain. The researcher adopted Likert scale to answer the paragraphs of the questionnaire, where (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1= Strongly Disagree).

Tool reliability:

The reliability of the tool was verified by the statistical treatment of the instrument's items that was conducted by the (Cronbach - alpha) test on all the items of the questionnaire. The reliability coefficient reached (93.), which is a suitable reliability factor that meets the purposes of the study.

Statistical data processing:

The data were processed by the computer through the statistical packages program (SPSS), through which percentages, arithmetic means and standard deviations were extracted, as well as the One Way ANOVA and T-test for independent samples in order to arrive at the results of the study.

Tool Correction Key:

Table (2)

Degrees of response	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Degree of response	1	2	3	4	5
Mean	1-1.80	1.81-2.60	2.61-3.4 0	3.41-4.20	4.21-5.0

Results

- ## Results related to research questions:

First: The answer to the first main question that states: (What is the impact of the distance learning program on the cognitive, skill and evaluation aspects in light of the Corona pandemic from the point of view of Arab school principals?)

In order to answer this question, the means and standard deviations of the responses of the study sample individuals on all the paragraphs and their total scope were extracted, and the following is an explanation of these results:

1. **What is the impact of the distance learning program on the cognitive domain in light of the Corona pandemic from the point of view of Arab school principals?)**

Table (3)

means and standard deviations of the responses of the study sample individuals of cognitive domain

Number	Arrangement	Paragraph text	Mean	Std. Deviation	Percent %	Degree of answer
.1	3	Students are integrated in effective activities that differ from traditional teaching methods through distance education.	4.10	.844	82%	High
.2	1	Courses are provided in electronic files for students via distance education.	4.06	.868	81%	High
.3	4	Through distance education, self and continuous learning is promoted.	3.96	.668	79%	High
.4	2	The special knowledge material is covered remotely.	3.66	.802	73%	High
.5	5	Various educational methods are used in distance education.	3.66	1.028	73%	High
.6	6	The individual differences between students are taken into account through distance education.	3.33	.884	67%	Moderate
		Cognitive domain	**3.80**	**.634**	**76%**	High

The previous table shows the and standard deviations for the field of cognitive domain, as it was found that the degree of response to this field was (High) with a mean of (3.80), which means that there is a large agreement between the individuals of the study sample about cognitive domain towards distance learning programs, as there was a high agreement by them about Students are integrated in effective activities that differ from traditional teaching methods through distance education, courses are provided in electronic files for students via distance education, and through distance education, self and continuous learning is promoted.

2. **What are the impact of the distance learning program on the skill domain in light of the Corona pandemic from the point of view of Arab school principals?**)

Table (4)

Means and standard deviations of the responses of the study sample individuals of Skill domain

Number	Arrangement	Paragraph text	Mean	Std. Deviation	Percent %	Degree of answer
.7	7	Video clips and audio clips are sent and received to and from students via distance education.	4.16	.592	83%	High
.8	12	The director holds meetings via distance learning to discuss common scientific issues and issues.	4.10	.803	82%	High
.9	16	Distance learning enhances manager skills in electronic programs.	4.10	.711	82%	High
.10	17	The distance learning program gave opportunities to learn about teaching methods for teachers in a short time through computerized programs.	4.10	.711	82%	High
.11	10	Scientific experiences are shown via distance education.	3.86	.628	77%	High
.12	18	The distance learning program revealed to the principal how strong or weak teachers were in passing educational materials.	3.86	.580	77%	High
.13	21	The distance learning program gave the director more independence and flexibility	3.83	.949	77%	High

Number	Arrangement	Paragraph text	Mean	Std. Deviation	Percent %	Degree of answer
		in pedagogy.				
.14	20	The distance learning program allowed the manager to enter the class without prior notification and in a short time.	3.80	.714	76%	High
.15	14	The principal is able to monitor and control the cognitive development of students through distance education.	3.76	.773	75%	High
.16	11	The principal participates in the dialogue collectively or individually with the students through distance education.	3.66	.884	73%	High
.17	13	Communication between the principal and the parents takes place via distance learning.	3.66	.844	73%	High
.18	19	The distance learning program increased the relationship between the school administration and the students' parents.	3.66	.994	73%	High
.19	8	Students can contact the principal at any time via distance education.	3.63	.927	73%	High
.20	9	Through distance education, continuous learning skills are enhanced without limits or restrictions.	3.63	.927	73%	High
.21	15	The principal is able to guide students towards correct behaviors through distance learning.	3.60	1.003	72%	High
		Skill domain	**3.83**	**.532**	**77%**	High

The previous table shows the means and standard deviations for the field of skill domain, as it was found that the degree of response to this field was (High) with a mean of (3.83), which means that there is a large agreement between the individuals of the study sample about skill domain towards distance learning programs, as there was a high agreement by them about video clips and audio clips are sent and received to and from students via distance education, The director holds meetings via distance learning to discuss common scientific issues and issues, distance learning enhances manager skills in electronic programs, and the distance learning program gave opportunities to learn about teaching methods for teachers in a short time through computerized programs.

3. **What is the impact of the distance learning program on the Evaluation domain in light of the Corona pandemic from the point of view of Arab school principals?**

Table (5)

Means and standard deviations of the responses of the study sample individuals of Evaluation domain

Number	Arrangement	Paragraph text	Mean	Std. Deviation	Percent %	Degree of answer
.22	24	Sufficient time is given to students to send and receive assignments and students' work via distance education.	4.26	.520	85%	Very High
.23	25	Students are trained on the necessary life skills through distance education.	3.86	.628	77%	High
.24	26	Modern evaluation methods are used to measure all aspects of the educational process through distance education.	3.86	.776	77%	High
.25	22	The director contributes to answering students' inquiries and questions through distance education.	3.66	1.061	73%	High
.26	27	The director has full knowledge of designing and developing electronic exams.	3.63	.850	73%	High
.27	23	The different education styles are taken into consideration through distance education.	3.56	.935	71%	High
.28	29	Distance education allows covering all sections of the calendar, such as reading and spelling.	3.43	.858	69%	High
.29	28	Results of students in electronic exams via distance learning are real and close to the results of the traditional educational process.	3.33	1.061	67%	Moderate
		Evaluation domain	**3.70**	**.498**	**74%**	High

The previous table shows the means and standard deviations for the field of Evaluation domain, as it was found that the degree of response to this field was (High) with a mean of (3.70), which means that there is a large agreement between the individuals of the study sample about Evaluation domain towards distance learning programs, as there was a high agreement by them about sufficient time is given to students to send and receive assignments and students' work via distance education, students are trained on the necessary life skills through distance education, and modern evaluation methods are used to measure all aspects of the educational process through distance education.

The answer to the overall field of study:

Table (6)

The arithmetic means and standard deviations of the responses of the study sample individuals on the total field of study

Paragraph text	Mean	Std. Deviation	Percent %	Degree of answer
Cognitive domain	3.80	.634	76%	High
Skill domain	3.83	.532	77%	High
Evaluation domain	3.70	.498	74%	High
Total	**3.77**	**.504**	**75%**	**High**

It was found through the respondents' answers to the fields of study and their overall field that:

- The mean of the first field of study (Cognitive domain) was (3.80), with a degree of response (High).
- The mean of the second field of study (Skill domain) was (3.83), with a degree of response (High).
- The mean of the third field of study (Evaluation domain) was (3.70), with a degree of response (High).
- As for the total field of study, it has a mean of (3.77) with a degree of response (High).

- **Results related to research hypotheses**

1. (There are no statistically significant differences at the level of ($\alpha \geq 0.05$) in the impact of the distance learning program on the cognitive, skill and evaluation aspects in light of the Corona pandemic from the point of view of Arab school principals due to the variable academic qualification).

To ensure the validity of the previous null hypothesis, One Way ANOVA test was performed to extract the values of the means, standard deviations, degrees of freedom, (f) values calculated, and the values of the level of statistical significance of the responses of the study sample on the fields of study and on the overall instrument of the study, and the following table illustrates the results of this test.

Table (7)

Results of One Way ANOVA test according to the variable academic qualification

Field	Between Groups			Within Groups			F	Sig.
	Sum of Squares	df	Mean Square	Sum of Squares	df	Mean Square		
Cognitive domain	1.127	2	.563	10.562	27	.391	1.440	**0.25**
Skill domain	.135	2	.068	8.082	27	.299	.226	**0.79**
Evaluation domain	.136	2	.068	7.066	27	.262	.261	**0.77**
Total	.259	2	.129	7.134	27	.264	.489	**0.61**

*statistically significant at the level (0.05)

The previous table shows that there are no statistically significant differences at the level of significance ($\alpha \geq 0.05$) for the average of the respondents' answers about the impact of the distance learning program on the cognitive, skill and evaluation aspects in light of the Corona pandemic from the point of view of Arab school principals due to the variable academic qualification on all fields of study and their total field, since its value is higher than the value imposed, so the researcher accepts the hypothesis related to the variable academic qualification.

2. (There are no statistically significant differences at the level of (α≥0.05) in the impact of the distance learning program on the cognitive, skill and evaluation aspects in light of the Corona pandemic from the point of view of Arab school principals due to the variable number of years of experience).

To ensure the validity of the previous null hypothesis, One Way ANOVA test was performed to extract the values of means, standard deviations, degrees of freedom, (f) values calculated, and the values of the level of statistical significance of the responses of the study sample on the fields of study and on the overall instrument of the study, and the following table illustrates the results of this test.

Table (8)

Results of the One Way ANOVA test according to the variable number of years of experience

Field	Between Groups			Within Groups			F	Sig.
	Sum of Squares	df	Mean Square	Sum of Squares	df	Mean Square		
Cognitive domain	.478	2	.239	11.211	27	.415	.575	**0.56**
Skill domain	.656	2	.328	7.562	27	.280	1.170	**0.32**
Evaluation domain	.040	2	.020	7.162	27	.265	.076	**0.92**
Total	.233	2	.116	7.160	27	.265	.439	**0.64**

*statistically significant at the level (0.05)

The previous table shows that there are no statistically significant differences at the level of significance (α≥0.05) for the average of the respondents' answers about the impact of the distance learning program on the cognitive, skill and evaluation aspects in light of the Corona pandemic from the point of view of Arab school principals due to the variable number of years of experience on all fields of study and their total field, since its value is higher than the value imposed, so the researcher accepts the hypothesis related to the variable number of years of experience.

3. (There are no statistically significant differences at the level of (α≥0.05) in the impact of the distance learning program on the cognitive, skill and evaluation aspects in light of the Corona pandemic from the point of view of Arab school principals due to the variable " training courses related to distance education systems").

To test this hypothesis, an independent sample t-test was used to compare two means for two independent samples in order to extract the arithmetic means, standard deviations, the calculated (t) value, degrees of freedom and the value of statistical significance, and the following table shows the results of this test.

Table (9)

Results of (T) test for independent samples to compare two means for two independent samples (Independent Sample t-test) according to the variable " training related to distance education systems"

Field	"Have you received training related to distance education systems?	N	Mean	Std. Deviation	df	t	Sig
Cognitive domain	yes	21	3.78	.587	28	-.185-	**0.85**
	no	9	3.83	.772			
Skill domain	yes	21	3.76	.462	28	-1.052-	**0.03**
	no	9	3.98	.673			
Evaluation domain	yes	21	3.72	.441	28	.265	**0.79**
	no	9	3.66	.640			
Total	yes	21	3.75	.434	28	-.354-	**0.72**
	no	9	3.82	.669			

*statistically significant at the level (0.05)

It is evident from the previous table that there are no statistically significant differences at the level of significance ($\alpha \geq 0.05$) for the average of the respondents' answers about the impact of the distance learning program on the cognitive, skill and evaluation aspects in light of the Corona pandemic from the point of view of Arab school principals due to the variable " training related to distance education systems" on all fields of study and their total field, but on the second field "skill domain" there are statistically significant differences at the level, since its value is less than the imposed value, so the researcher rejects the hypothesis related to the variable " training courses related to distance education systems".

4. (There are no statistically significant differences at the level of ($\alpha \geq 0.05$) in the impact of the distance learning program on the cognitive, skill and evaluation aspects in light of the Corona pandemic from the point of view of Arab school principals due to the variable "the school you work at").

To ensure the validity of the previous null hypothesis, One Way ANOVA test was performed to extract the values of means, standard deviations, degrees of freedom, (f) values calculated, and the values of the level of statistical significance of the responses of the study sample on the fields of study and on the overall instrument of the study, and the following table illustrates the results of this test.

Table (10)

Results of the One Way ANOVA test according to the variable the school you work at

Field	Between Groups			Within Groups			F	Sig.
	Sum of Squares	df	Mean Square	Sum of Squares	df	Mean Square		
Cognitive domain	.210	2	.105	11.479	27	.425	.247	**0.78**
Skill domain	.649	2	.325	7.569	27	.280	1.158	**0.32**
Evaluation domain	.510	2	.255	6.693	27	.248	1.028	**0.37**
Total	.313	2	.156	7.080	27	.262	.597	**0.55**

*statistically significant at the level (0.05)

The previous table shows that there are no statistically significant differences at the level of significance ($\alpha \geq 0.05$) for the average of the respondents' answers about the impact of the distance learning program on the cognitive, skill and evaluation aspects in light of the Corona pandemic from the point of view of Arab school principals due to the variable the school you work at on all fields of study and their total field, since its value is higher than the value imposed, so the researcher accepts the hypothesis related to the variable "the school you work at".

Results

The current research sought to identify the impact of the distance learning program on the cognitive, skill and evaluation aspects in light of the Corona pandemic from the point of view of Arab school principals. To achieve this goal, the descriptive and analytical approach was followed for its suitability for the purposes of this research, by designing a questionnaire consisting of three domains, the first measures the cognitive aspect, the second measures the skills aspect, while the third measures the evaluation aspect. The research concluded the following results:

1. The mean of the cognitive domain was (3.80) with a degree of response (agree), that is, to a large extent.
2. The mean of the skills domain was (3.83) with a degree of response (agree), that is, to a large extent.
3. The mean of the evaluation domain was (3.70) with a degree of response (agree), that is, to a large extent.
4. The mean of the total field of study was (3.77) with a degree of response (agree), that is, a large degree.
5. There were no statistical significant differences at the significance level ($\alpha \geq 0.05$) in the impact of the distance learning program on the cognitive, skill and evaluation aspects in light of the Corona pandemic from the point of view of Arab school principals due to variables (academic qualification, years of experience, and the school in which the principal works).
6. There were statistical significant differences at the significance level ($\alpha \geq 0.05$) in the impact of the distance learning program on the cognitive, skill and evaluation aspects in light of the Corona pandemic from the point of view of Arab school principals due to the variable (training courses related to distance education systems) in favor of the principals who received training on the skills aspect, as their attitudes towards distance learning programs were greater.

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<div align="center">**Questionnaire**</div>

<div align="center">**The impact of the distance learning program on the cognitive, skill and evaluation aspects in light of the Corona pandemic from the point of view of Arab school principals**</div>

Respected principals and principals ...

After Greetings,,,,

The researcher is conducting a scientific study on **"the impact of the distance learning program on the cognitive, skill and evaluation aspects in light of the Corona pandemic from the point of view of the Arab school principals"**. We ask you to answer the questionnaire questions accurately and objectively, noting that it will be used for scientific research purposes only.

<div align="right">Researcher: Naji Saleh</div>

Section One: Personal Data

- **Academic qualification**: Bachelor ☐   Master ☐   Doctorate☐
- **Number of years of experience**: less than 5 years☐   5-10 years ☐ More than 10 years ☐
- **Have you received training related to distance education systems?** Yes ☐   No ☐
- **The school you work at:** elementary ☐   intermediate ☐   secondary☐

Section Two: Please mark (√) in the box that fits your answer:

No	Paragraph	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Cognitive domain						
.1	Courses are provided in electronic files for students via distance education.					
.2	The special knowledge material is covered remotely.					
.3	Students are integrated in effective activities that differ from traditional teaching methods through distance education.					
.4	Through distance education, self and continuous learning is promoted.					
.5	Various educational methods are used in distance education.					
.6	The individual differences between students are taken into account through distance education.					
Skill domain						
.7	Video clips and audio clips are sent and received to and from students via distance education.					
.8	Students can contact the principal at any time via distance education.					
.9	Through distance education, continuous learning skills are enhanced without limits or restrictions.					
.10	Scientific experiences are shown via distance education.					
.11	The principal participates in the dialogue collectively or individually with the students through distance education.					
.12	The director holds meetings via distance learning to discuss common scientific issues and issues.					
.13	Communication between the principal and the parents takes place via distance learning.					
.14	The principal is able to monitor and control the cognitive development of students through distance education.					
.15	The principal is able to guide students towards correct behaviors through distance learning.					

.16	Distance learning enhances manager skills in electronic programs.					
.17	The distance learning program gave opportunities to learn about teaching methods for teachers in a short time through computerized programs.					
.18	The distance learning program revealed to the principal how strong or weak teachers were in passing educational materials.					
.19	The distance learning program increased the relationship between the school administration and the students' parents.					
.20	The distance learning program allowed the manager to enter the class without prior notification and in a short time.					
.21	The distance learning program gave the director more independence and flexibility in pedagogy.					
Evaluation domain						
.22	The director contributes to answering students' inquiries and questions through distance education.					
.23	The different education styles are taken into consideration through distance education.					
.24	Sufficient time is given to students to send and receive assignments and students' work via distance education.					
.25	Students are trained on the necessary life skills through distance education.					
.26	Modern evaluation methods are used to measure all aspects of the educational process through distance education.					
.27	The director has full knowledge of designing and developing electronic exams.					
.28	Results of students in electronic exams via distance learning are real and close to the results of the traditional educational process.					
.29	Distance education allows covering all sections of the calendar, such as reading and spelling.					