

The Impact of Distance Learning in Public Schools from the Point of View of School Principals in the Southern Mazar District of the Karak Governorate

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ABSTRACT

Technology has become besieged us in all directions and aspects. We find it in agriculture, industry, construction, trade and others; Therefore, it is not surprising that we see it in education, and how not, and it is the origin of all things. Education is a central part of every young person's life journey. Whether it is education from kindergarten to the end of secondary education or academic education, formal education is there to ensure that new generations are prepared for the world of tomorrow. The current study aimed to identify the impact of distance education in public schools from the point of view of school principals in the Southern Mazar District of the Karak Governorate, where the researcher used the descriptive analytical approach, and the study's questionnaire was applied to (70) principals in the Southern Mazar district randomly. The five-point Likert scale was adopted to correct the study tools, by giving each of its paragraphs one degree out of its five degrees (a very large degree, a large degree, a medium degree, a small degree, a very small degree) and it is represented digitally (5, 4, 3, 2, 1) respectively, the following scale has been adopted for the purposes of analyzing the results: From 1.00 - 2.33 Low 2.34-3.67 average 3.68- 5.00 large The scale was calculated by using the following equation: $(\text{The upper limit of the scale (5)} - \text{the lower limit of the scale (1)}) / \text{The number of required categories (3)} = (5-1)/3 = 1.33$. And then add the answer (1.33) to the end of each category.

KEYWORDS: DISTANCE LEARNING PROCESS, PUBLIC SCHOOL STUDENTS, EDUCATIONAL PLATFORMS

DOI: 10.7176/JEP/13-19-20

Publication date: June 30th 2022

INTRODUCTION

The whole world is now living in the information age, and this is due only to the technological and cognitive development that occurred, because of this modern technology and the relevant tools that made the process of teaching and learning easier and more enjoyable. What distinguishes the learning process in terms of availability and interaction, modern technology has an important role in the educational and educational process. The field of education, whether the primary or university stages, has been greatly affected, and from here the traditional educational process has changed directions to the use of modern technology to keep pace with modern developments in this era.

It is one of the most important fields that must benefit from modern technologies and their applications, and as a result of the increasing demand for education and the corresponding shortage in the number of teachers in addition to the distance, the development of educational institutions programs has become an urgent requirement, in addition to the need to review their systems and laws and invest modern technologies in facilitating education and face its problems.

The recent trends of educational technology have contributed to the emergence of new and advanced systems for the educational process, which have affected the way students learn, the teaching methods used, the educational content and the shape of the curricula. On computer and Internet applications, and interactive means of various kinds in the teaching process, based on modern technologies in presenting educational content to students and in interactive ways through the positive characteristics that it enjoys (Ahmed, 2017).

Distance learning is based on modern and diverse technical means and methods, multiple and different sources of information, and enables students to communicate, whether in writing or orally, with their professors and colleagues, and provides them with opportunities to choose study materials in accordance with their inclinations and trends, and distance education is characterized by that it facilitates the learner Returning to the educational material at any time by registering it and placing it on the Internet. Distance education also helps in developing the student's skills in using the computer and the Internet, individualizing education and taking into account individual differences among students, in addition to providing administrative structures, and providing learning opportunities for social groups that the system cannot accommodate. Regular education, such as people with special needs and the elderly, save a lot of effort and time on the authorities related to the educational process, and choose the elite of professors in every specialty in the world, and distance learning helps in solving many problems such as the problem of congestion and pressure on means of transportation and restrictions.

imposed on teachers such as administrative work and traditional roles. (Al-Mulla, 2016).

The learning sector has had great luck in developing and progressing in light of this rapid development, which necessitated the need to integrate advanced technology into the learning process; This is due to the great role that technology plays in developing learning and facilitating its acquisition and sustainability to the maximum possible time, and among the strategies through which technology has been exploited is the adoption of the distance learning strategy, which was applied by some countries and adopted by some of their universities and schools as a method of learning.

The knowledge and technological revolution has affected various areas of life, including the education sector, which kept pace with technological developments and developed the education system (Amasha, 2011), with the difference in the application of technology in education from one country to another, as developed countries have accelerated the development of their educational institutions from During the continuous search for new educational methods commensurate with the developments of the times, as for the developing countries, they remained on the traditional methods of education, with attempts, initiatives and recommendations to take what is necessary to keep pace with the spirit of the age, and to take advantage of the tremendous advantages offered by the process of integrating education with technology.

Where educational institutions called for the creation of various modern strategies such as the method of distance education to ensure continuity and keep pace with the technical development that changed the concept of technology and led to its integration with education, and this style provides educational content, helps in acquiring different concepts and skills through communication programs, and enables the learner to interact Positive interaction with the teacher, and develops his self-learning (Ali, 2019; Safar and Agha, 2019).

With the emergence of the Internet and e-learning, E-learning and its modern technologies, the changes taking place in society, and the emergence of some epidemics such as the (Covid 19) epidemic, which swept the world in the recent period, and the consequent policies of comprehensive bans, closures and disruption of schools that had to shift from face-to-face education To distance education, to protect students, their families and teachers from infection with the Corona virus and to ensure the continuity of the educational message (Abdul Qadir, 2021) All these factors led to the transformation from the continuation of traditional learning in schools.), which prompted educational institutions to work seriously on developing the necessary infrastructure for technologies, software, techniques and means. (Namus, 2019).

After the emergence of the Internet and the technology that developed rapidly, it led to the emergence of the so-called e-learning, whose role was to enrich the process of teaching and learning through internet networks. CDs or interactive TV for access to learners. (Al-Shahri, 2013).

Distance learning is one of the self-learning methods that have been produced by modern educational technology, and it is in its origin individual learning, but it has led to the strengthening of the open learning system and the continuing education system. (Sabri, 2010).

Where the researcher believes that distance learning is not linked to any place or time, which allows those who have not completed an educational process to complete it, and it also provides many opportunities to train workers to become more skilled and professional. Distance education achieves one of the most important principles, which is equal opportunities for learners from By providing education and training to those who did not receive an adequate amount of education.

The researcher also believes that the spread of distance education was not the result of chance, but the spread of distance education due to the society's need for it, whether because of technological progress or because of the spread of epidemics and diseases and the necessity of traditional educational institutions to close their doors in the face of learners, so educational institutions replaced the physical presence of learners to learn from Through the Internet and the use of modern learning and distance learning methods, e-learning, especially distance learning, increases students' motivation to learn and increases the absorptive capacity of learners and leads to the development of the teaching and learning processes, and provides the best techniques and means to provide an interactive learning environment that attracts students' interest .

The researcher also points out that distance education enhances students' motivation to learn, because distance education contains technological media and interactive materials that stimulate learning that help students acquire new educational skills, develop their knowledge, develop their thinking skills, and make them take responsibility for their learning.

RESEARCH PROBLEM

Several studies have dealt with the subject of the distance education process, through several variables, including the benefits of the distance education process, which is to enhance the ability of both the teacher and the student to use modern technological means (Hussain, 2020), and to arouse the student's interest (2017, Oyaid& Alshaya), and motivate him. On using all his senses during the educational situation, which increases his abilities to comprehend, absorb and retain information for a longer period (Al-Shandoudia, 2016), and enhances the student's interaction with the course (Atiya, 2013), and this is what makes the learning process interesting, and

contributes to enhancing students' motivation towards learning.

Despite these enormous advantages of the distance learning process, any defect in its application will negatively affect the outcomes of the educational process. It was stated in the study (Al-Shaabani, 2021) that the outcomes of the distance learning process from the point of view of male and female teachers in Iraqi schools came to an average degree, this was confirmed by the study (Abdah, 2020). On the other hand, the study of (Miqdadi, 2020) and (Al-Muzaini and Mahmadi, 2020) showed that there are positive trends towards the distance learning process, and that it has positive effects in motivating students and increasing their motivation to study.

A sense of the problem of the study is generated from the researcher's point of view, as she works as a principal in one of the government schools in the Southern Mazar District of the Karak Governorate. From the point of view of school principals in the Southern Mazar Brigade of Karak Governorate, knowing their obstacles, and working to encourage the use of modern technology in the distance education process to ensure its continuity and survival in light of the difficult circumstances that schools may face, as the crisis that schools faced in light of a pandemic Corona contributed to enhancing the level of need for educational systems that adapt to the surrounding changes and the search for alternatives to face-to-face education. Where the private schools were excluded from this study.

RESEARCH OBJECTIVES

The main objective that the researcher was interested in during her study is to identify the impact of distance education in public schools from the point of view of school principals in the Southern Mazar District of the Karak Governorate.

This main objective stems from several sub-goals:

1. Identifying the readiness of public schools in the Southern Mazar District for the distance education process.
2. Learn about the evaluation of public-school principals in the Southern Mazar District of the distance education process.
3. Indicating the level of students' interaction in public schools in the Southern Mazar District with the distance education process from the school principals' point of view.
4. Verifying the existence of statistically significant differences for the effect of distance education in government schools in the Southern Mazar District due to the demographic information of the study sample.

RESEARCH IMPORTANCE

In this study, the researcher touched on a topic of great importance that could add new knowledge to researchers in the field of the educational educational process and open the way for them to conduct similar research on the impact of distance education in public schools, where the current study derives its importance from what we are facing from the spread of a realistic phenomenon, which is a virus. corona. It is possible to benefit from the results of this study under similar circumstances such as wars and crises, as this study is hoped to benefit those in charge of the educational process through the results and recommendations it will present.

RESEARCH QUESTIONS

This study seeks to answer the main question:

WHAT IS THE IMPACT OF DISTANCE EDUCATION IN PUBLIC SCHOOLS FROM THE POINT OF VIEW OF SCHOOL PRINCIPALS IN THE SOUTHERN MAZAR DISTRICT OF THE KARAK GOVERNORATE?

From the main question, several sub-questions emerge, the most important of which are:

1. What is the readiness of public schools in the Southern Mazar District for the distance education process?
2. What is the evaluation of public-school principals in the Southern Mazar District of the distance education process?
3. What is the level of interaction of students in public schools in the Southern Mazar District with the distance education process from the point of view of school principals?
4. Are there statistically significant differences for the effect of distance education in public schools in the Southern Mazar District that are attributed to the demographic information of the study sample?

THEORETICAL FRAMEWORK

DISTANCE LEARNING

Distance education is one of the modern trends of educational institutions that have been keen to provide education to all members of society who are unable to enroll in attendance education on a regular basis in all different circumstances. Due to the presence of a disability that prevents them from attending or the presence of any other difficulties (Abdullah, 2021)

The historical perspective of distance education has gone through several stages. Al-Hamidi (1985)

mentioned that the first generation of distance education in which the curricula were studied by sending them by mail to the student, and this stage is called the study of correspondence. Then came the second generation of distance education, which had more tools and a larger set of media and communication than the first generation, especially messaging by fax, or following lessons on television. As for the third generation of distance education, it appeared during the nineties, in which there was a great development in Technology, using wireless communication methods and electronic computers. (Dodo & Parwada, 2013).

Distance education is an organized method that seeks to achieve educational goals through the use of modern technological methods, and the provision of video, audio and image through them, in order to allow interaction between the student and the teacher and the academic content. (2020).

Al-Zahra and Malika (2021) defined it as a system that provides various technological educational media to enable the learner to receive and transfer knowledge, including: discussion services, e-mail and the Internet, and provides greater freedom for the learner with regard to place and time, and this method depends on the independence of the learner and support for self-learning.

Distance learning: it is defined (Al-Dulaimi, 2010) as the process of separating the learner, teacher and writers in the learning environment and transferring the traditional learning environment from a university or school and others to a multiple and geographically separate environment.

Al-Akhras (2018) explains that distance education is a type of learning in which the output of educational materials is reviewed in electronic form and then circulated using any technical means in order to strengthen communication between teachers and students and between students and the educational institution as a whole, where students are able to respond to the educational content at any time, including It matches his educational needs.

As for procedurally, the researcher defined the process of distance learning in planning, development, implementation and evaluation of the educational process from its various aspects. The study adopts the concept of teacher and student distance education through social media, the Internet, the TV screen, or your lesson platform.

MOTIVES AND ADVANTAGES OF DISTANCE EDUCATION:

Recently, the spread and demand for distance education programs has increased, and this is mainly due to the remarkable technical and technological development, which in turn affected the educational process in general and contributed to its development, and made the integration of technological technologies with education a must (Bojalal, 2019).

This technological development has become one of the most important motives that encourage the use of distance education in addition to the involvement of many new technologies with the educational, social and economic aspect, which shows its impact on many aspects and the course of life in general (Al-Farra, 2017).

Distance education has many advantages and benefits, as it is considered one of the best ways to ensure the continuity of education and maintain its quality. Distance education takes into account the issues of space and time with greater effectiveness and flexibility than what is done with traditional education, within the limits of the powers granted to the teacher and student by educational institutions. (Smedley, 2010)

Also, this style allows access to the largest amount of information in an easy and accessible way, and enables learners to form relationships, and interact with each other through forums and platforms designed by the educational institution, and reduce the barriers of fear in terms of participation and interaction with the teacher (Arkorful & Abaidoo, 2015).

While Khaled (2020) added that distance education is cost-effective, as the student does not need to travel and travel distances to obtain education, as well as educational institutions can reach the largest number of students without the need to increase the number of buildings or classrooms.

Distance education also enhances the student's self-learning and gives him the skills to search for information and take it from more than one source, and takes into account the individual differences between the student, and through asynchronous education, the student is allowed to learn according to his ability and speed in acquiring information (Smedley 2010).

Where the researcher believes that one of the most important advantages of distance education is that it enables us to exploit and keep pace with the great development in technology and technology and integrate it with education. Or acquire them, such as platforms, virtual classes, and advanced technologies for the various stages of learning, and not to rely only on the content in the school curricula, but rather allow them to access digital offices and take advantage of the various resources in them.

THE IMPORTANCE OF DISTANCE EDUCATION:

Although distance education is not a new type of education, its importance has become more prominent in our time; Since all schools and universities have turned to distance education as an alternative to face-to-face education in light of the spread of the Corona virus (Covid-19) (and its importance lies in the following: (Abu

Al-Fotouh, 2020)

- Saving time and expenses, whether they are transportation expenses, housing, or buying books, study materials and others.
- Distance education enjoys a degree of flexibility that allows students to receive lessons according to their circumstances and at the appropriate time for them.
- Taking into account the conditions of students with special needs, and giving them the opportunity to join universities.
- Availability of study materials on the Internet, so that they can be saved and accessed when needed.
- Distance education provides a safe environment for communication in light of the spread of the Corona pandemic (19Covid) and is available to all age groups, where they can obtain the appropriate educational tool for them.
- Overcoming the problem of closing schools caused by the Corona pandemic.

DISTANCE EDUCATION CHALLENGES

The requirements that help spread this type of education may not be ideal in all its aspects, but rather be subject to many technical challenges imposed by the speed of technological development, the difficulty of keeping pace with education, and legal challenges that appear in the enactment of laws and the protection of freedom of thought and property rights (Boujalal, 2019).

While (Ayyad 2020) believes that the effective application of distance education techniques faces many obstacles, as it depends mainly on the living standard of the student, some families face financial challenges in providing computers and Internet services, especially when there are many children in one house.

Also, some educational institutions may have to change and replace traditional test methods with modern online assessment methods, and because these methods are new to teachers and students, errors in measurement are likely to abound, and this in turn affects the overall score of student assessments (Piopiunik et al., 2020).

The study of Lounis and Ishalal (2011) showed the challenges and obstacles facing distance education at various levels in society, which lie in the scarcity of specialized cadres in technology and programming, with the need to rely on them in managing the system and providing technical support for educational platforms and programs.

It is also important not to overlook the economic obstacles with the high cost of this type of education through the provision of electronic devices and necessary tools, whether in educational institutions or at home, by parents, and the design of programs and educational platforms and the development of digital content (Al-Baroni, 2015).

Among the challenges, also, is the weak skills in the use of electronic tools and devices for some teachers and students, on which the distance education style depends mainly, and this weakness is directly reflected on the methods of communicating and clarifying information to the student, causing many problems in the course of the lesson. (Nguyen & Duong, 2021)

At the level of assignments and tests, the researcher indicated that there are great challenges in implementing them or assigning a home assignment to the student. The level of safety and control cannot be controlled by the teacher, and the student may face problems in understanding the formula of the questions, and the teacher cannot explain them to them at the same time. It is worth noting that with all the advantages and advantages of teaching about After the multiple options in the learning resources and the comforts it provided to the community, it is facing a severe wave with regard to the negative attitudes and reactions from the members of the community and the lack of demand for this type of education.

The characteristics of distance learning can be summarized in the following points:

1. Providing a quick and secure delivery of educational media to individuals concerned with learning, using multiple communication media based on printed, audio, visual and other advanced technological media.
2. Students have access to information and databases on the World Wide Web, talk with their colleagues live, and participate in dialogue or discussion groups.
3. There is a divergence between the learner and the teacher in the teaching process in terms of time and space or both, which leads to the liberation of learners from the constraints of space and time compared to traditional education systems
4. The existence of an educational institution responsible for the education and distance learning process that supervises the planning of programs, preparation of educational materials, evaluation and follow-up processes.
5. There is a two-way communication between the educational institution and the learner to help him benefit from the programs or enter into a dialogue with the teacher and his fellow students. (Amira et al., 2019).

STRATEGIES BASED ON DISTANCE LEARNING

Distance learning is based on a set of strategies, starting with planning and ending with evaluation, which are as

follows:

1. **PLANNING STAGE:** It is a stage on which educational institutions are based to define academic programs and set a set of general goals for education and then analyze content, concepts and ideas and divide lessons into parts to start from general to specific and sequential units, identify media and technological systems, and define methods and strategies for education (Al-Khan, 2005)
2. **DESIGN STAGE:** In this stage, the specific objectives are defined and formulated, testing methods are determined, the levels of distance learners are determined before the learning process begins, and then the educational lessons are designed in a sequential manner in the form of a module. Al-Mousawi, (2011 .)
3. **DEVELOPMENT AND PRODUCTION:** In this stage of the distance learning strategies, technology is integrated into an educational tool that helps the learner increase achievement to save time and effort, store information, manage data, and evaluate learners easily and easily, and this helps to increase achievement through the use of computers and three-dimensional graphics. (2011)
4. **IMPLEMENTATION:** At this stage, it includes all the tools needed by distance learning to raise the quality of education and to allow learners to learn freely and without restrictions, and to interact and communicate with their teachers at any time and at any time, and the integration of technology is very important during the implementation phase (Al Fadhli 2013)
5. **EVALUATION:** Here, the student's evaluation from a distance is a constructive evaluation by measuring the extent of their interaction with teachers and through the content and various educational resources. It is possible to use questionnaires and opinion polls to identify the position of education and the progress of learners (Al-Fadhli 2013).

Through the foregoing, the researcher believes that the stages of distance learning strategies must be carefully planned and the educational goals defined precisely, and then attention must be paid to the design stage so that it accommodates modern technological tools and design, and educational software and interactive lessons must be interactively It is available and takes into account the individual differences of learners. Evaluation is in the distance education process through questionnaires, and this is through the interaction between learners and content, between learners and teachers, and between learners and each other.

PREVIOUS STUDIES

Mishri study (2021): The study aimed to clarify the attitudes of faculty members in Algerian universities towards distance learning in light of the Corona pandemic. Hejel in Algeria, and the study concluded that university professors' attitudes towards distance learning were weak due to the lack of modern electronic means and devices at the university to facilitate the distance learning process.

Miqdadi study (2020): The study aimed to identify the perceptions of secondary school students in Jordanian government schools to use the distance education process in light of the Corona crisis. Governmental schools in the Kasbah of Irbid district during the first semester of the year 2021-2020, and the study found that distance education has contributed to enriching the education of male and female students.

Abdah study (2020): The study aimed to verify the effectiveness of distance learning from the point of view of secondary school teachers in the educational process in both Jordan and Syria, and to verify the existence of statistically significant differences in the effectiveness of distance learning due to the study variables. The descriptive approach was used, and the study sample consisted of (300) teachers and schools in the schools of Irbid Governorate in Jordan, and (300) teachers and schools in the schools of Idlib Governorate in Syria, and the study concluded that the effectiveness of distance learning during the Corona pandemic was below average. From the point of view of the study sample, and that there are statistically significant differences in the extent of the effectiveness of distance learning in the educational process due to the state factor and in favor of Jordan, and to the gender factor in favor of females, and to the specialization factor and in favor of theoretical disciplines, and to the factor of years of seniority and in favor of years of experience from (5 to 10 years).

Abu Shkhaydam and Awwad Study, (2020): The study aimed to reveal the effectiveness of e-learning in light of the spread of the Corona virus from the point of view of teachers at Kadoorie University, and the descriptive approach was used, and the study sample consisted of (50) faculty members at Kadoorie University Those who taught during the period of the spread of the Corona virus through the e-learning system, and the study concluded that the study sample's evaluation of the effectiveness of e-learning in light of the spread of the Corona virus from their point of view was average, and their evaluation came to the field of e-learning continuity, the field of obstacles to the use of e-learning, and the field of interaction of members of the e-learning body Teaching with e-learning, and the field of student interaction in the use of e-learning is average.

Study (Aldoghmi, 2020): The study aimed to identify the extent to which faculty members at Al-Jouf University apply strategies for e-learning and distance education during the Corona pandemic through the application of the blackboard, and the descriptive approach was used, and the study tool "questionnaire" was applied to (40) A faculty member, and the results showed the faculty members' emphasis on the importance of distance education to a high degree, and the faculty members' use of distance education strategies came to a

medium degree, and the faculty members had a medium skill in using distance education means in the educational process in Al-Jouf University, and that the difficulties faced by faculty members at Al-Jouf University in using distance education strategies through the Blackboard came to a medium degree, and the degree of faculty members' satisfaction with the use of distance education at Al-Jouf University was above average.

Hassanein (2011): A study aimed at identifying the current reality of the employment of educational technology in the faculties of education in Sudanese universities that have adopted the distance education system, in the programs and decisions of this system. The questionnaire and its stability were distributed to the examinees of the teachers of the faculties of education, who numbered (32) professors, and the results of the study showed that the distinguishing feature of the views of the professors of the faculties of education is negative about the employment of educational technology in the distance learning programs in these faculties, and the study also led to the fact that the learning programs The current distance learning faculties of the various Sudanese universities about the reality of utilizing educational technology in these programs, which makes it impossible to contain this technological formula.

Al-Jarrah conducted (2020): a study aimed at identifying the reality of e-learning in the distance learning program in light of the new Corona pandemic, the study sample consisted of (1200) male and female school students in Jordan. E-learning in distance learning programs, and there are difficulties that prevent the use of e-learning, and there are no differences in the reality of distance learning due to the gender variable.

While Rokopenko&Berezhna (2020), in Ukraine conducted a study that showed that the outbreak of the new Corona virus (Covid-19) led to a change in the way students learn all over the world, and these changes led to an attempt to imagine whether education will change for the better or for the worse In the long run, institutions of higher education in Ukrainian universities - like many institutions of higher education around the world - have quickly moved to distance learning, through the Internet, computers, social media, and various applications available such as Google-class) Messenger, Telegram, Viber, Zoom)

THE APPLIED FRAMEWORK OF THE RESEARCH (THE STUDY)

THE LIMITS OF THE STUDY

OBJECTIVE LIMITS: the impact of distance education.

TIME LIMITS: The study of this research was conducted in the year (2022-2021).

SPATIAL LIMITS: This study was conducted in public schools in the Southern Mazar District of the Karak Governorate.

HUMAN LIMITS: This study was conducted on (70) principals of government schools in the Southern Mazar District.

STUDY LIMITATIONS: This study was limited to principals working in public schools in the Southern Mazar District, for the year (2022-2021).

The generalization of the study results depends on the validity and reliability of the study tool.:

METHODOLOGY:

The descriptive (analytical) approach was used to study the impact of distance education in public schools from the point of view of school principals in the Southern Mazar District.

STUDY POPULATION AND SAMPLE:

The study population consisted of public-school principals in the Southern Mazar District of the Karak Governorate for the academic year (2021-2022), amounting to (86) principals, working in government schools affiliated with the Ministry of Education. (70 of them were targeted to distribute the questionnaire to them of both genders).

THE STUDY SAMPLE:

The study sample was chosen from the principals of government schools, which represent the original community of the study, by random method, where the sample size was (70) principals out of the total number of school principals in the Southern Mazar district, which numbered (86) schools.

STUDY DIMENSIONS:

The study includes the following variables (dimensions):

1- THE INDEPENDENT VARIABLES ARE:

A. **GENDER:** (male) and (female).

B. **YEARS OF EXPERIENCE:** It has three levels (5 years or less, 11-6 years, 12 years or more)

C. **AGE:** It has three levels (less than 30 years old, 31-41 years old, 42 years old and over).

2- THE DEPENDENT VARIABLE IS:

The effect of distance education in public schools in the Southern Mazar District of the Karak Governorate from the point of view of school principals.

3- STUDY TOOL:

The study tool related to measuring the impact of the distance education process in public schools was built from the point of view of school principals in the Southern Mazar District of the Karak Governorate, with reference to the theoretical literature and previous studies. (Net, 2020); (Saqr, 2020); (Abu Shkhaydam and Awad, 2020); (Mishri, 2021); (2020 Aldogmi).

Where the researcher designed a questionnaire directed to the principals of public schools in the Southern Mazar District, totaling (86) principals and principals, where (70) questionnaires were distributed to them randomly, to identify the impact of distance education, and to know the obstacles to the distance education process. She prepared the questionnaire and tested its validity and reliability in line with the study sample to which the questionnaire was directed.

THE QUESTIONNAIRE CONSISTED OF TWO PARTS:

- **PART ONE:** Primary variables, which are nominal, independent and ordinal variables, and included the following data: (gender, age, and years of experience).

- **PART TWO:** The study's main variables, which are the dependent variables, included the basic data and were divided into three dimensions:

- **THE FIRST DIMENSIONS:** the readiness of public schools in the Southern Mazar District for the distance education process.

-**THE SECOND DIMENSIONS:** the evaluation of government school principals in the Southern Mazar District of the distance education process.

- **THE THIRD DIMENSIONS:** the dimensions of the level of interaction of students in public schools in the Southern Mazar district with the distance education process from the point of view of school principals.

Where the questionnaire consisted of (20) questions, they were graded according to the five-point Likert scale (to a very large degree, to a high degree, to a moderate degree, to a small degree, to a very little degree).

STATISTICAL PROCESS:

The five-point Likert scale was adopted to correct the study tools, by giving each of its paragraphs one degree out of its five degrees (a very large degree, a large degree, a medium degree, a small degree, a very small degree) and it is represented digitally (5, 4, 3, 2, 1) respectively, the following scale has been adopted for the purposes of analyzing the results:

From 1.00 to 2.33 Low

From 2.34 to 3.67 average

From 3.68 to 5.00 large

The scale was calculated by using the following equation:

$(\text{The upper limit of the scale (5) - the lower limit of the scale (1)}) / \text{The number of required categories (3)} = (5-1)/3 = 1.33$

And then add the answer (1.33) to the end of each category.

THE STUDY SAMPLE:

TABLE (1): FREQUENCIES AND PERCENTAGES ACCORDING TO THE STUDY VARIABLES

	Category	Frequency	Percentage
Gender	Male	24	34.3
	Female	46	65.7
Age	Less than 30	10	14.3
	31-41	27	38.6
	More than 42	33	47.1
Experience	Less than 5	12	17.1
	6-11	14	20.0
	More than 12	44	62.9
	Total	70	100.0

WHAT IS THE IMPACT OF DISTANCE EDUCATION IN PUBLIC SCHOOLS FROM THE POINT OF VIEW OF SCHOOL PRINCIPALS IN THE SOUTHERN MAZAR DISTRICT OF THE KARAK GOVERNORATE?

From the main question, several sub-questions emerge, the most important of which are:

1. What is the readiness of public schools in the Southern Mazar District for the distance education process?

2. What is the evaluation of public-school principals in the Southern Mazar District of the distance education process?
3. What is the level of interaction of students in public schools in the Southern Mazar district with the distance education process from the point of view of school principals?

To answer the main question and the sub-questions arising from it, the arithmetic averages and standard deviations of the effect of distance education in public schools were extracted from the point of view of school principals in the Southern Mazar District of the Karak Governorate, and the table below illustrates this.

TABLE (2): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE IMPACT OF DISTANCE EDUCATION IN PUBLIC SCHOOLS FROM THE POINT OF VIEW OF SCHOOL PRINCIPALS IN THE SOUTHERN MAZAR DISTRICT OF THE KARAK GOVERNORATE, ARRANGED IN DESCENDING ORDER ACCORDING TO THE ARITHMETIC AVERAGES

Rank	NO	Field	Arithmetic Mean	Standard Deviation	Level
1	1	School readiness	3.17	.792	Average
2	2	School principals' evaluation	3.12	.537	Average
3	3	The level of student interaction	3.12	.606	Average
		Total	3.13	.527	Average

Table (2) shows that the arithmetic averages ranged between (3.12-3.17), where the readiness of schools came in the first rank with the highest arithmetic average of (3.17), while the evaluation of school principals and the level of students' interaction came in the last rank with an arithmetic average of (3.12), and the arithmetic mean of the effect of distance education in public schools from the point of view of school principals in the Southern Mazar District of the Karak Governorate as a whole was (3.13).

THE SECOND QUESTION: ARE THERE STATISTICALLY SIGNIFICANT DIFFERENCES ($\alpha = 0.05$) IN THE EFFECT OF DISTANCE EDUCATION IN GOVERNMENT SCHOOLS FROM THE POINT OF VIEW OF SCHOOL PRINCIPALS IN THE SOUTHERN MAZAR DISTRICT OF THE KARAK GOVERNORATE DUE TO THE VARIABLES OF GENDER, AGE, AND YEARS OF EXPERIENCE?

To answer this question, the arithmetic averages and standard deviations of the effect of distance education in public schools were extracted from the point of view of school principals in the Southern Mazar District of the Karak Governorate according to the variables of gender, age, and years of experience, and the table below shows that.

TABLE NO. (3) ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE EFFECT OF DISTANCE EDUCATION IN PUBLIC SCHOOLS FROM THE POINT OF VIEW OF SCHOOL PRINCIPALS IN THE SOUTHERN MAZAR DISTRICT OF THE KARAK GOVERNORATE ACCORDING TO THE VARIABLES OF GENDER, AGE, AND YEARS OF EXPERIENCE

	Category	Arithmetic Mean	Standard Deviation	NO
Gender	Male	3.32	.528	24
	Female	3.04	.505	46
Age	Less than 30	2.79	.463	10
	31-41	3.13	.514	27
	More than 42	3.24	.523	33
Experience	Less than 5	3.02	.554	12
	6-11	2.96	.523	14
	More than 12	3.22	.513	44

Table (3) shows an apparent discrepancy in the arithmetic averages and standard deviations of the impact of distance education in public schools from the point of view of school principals in the Southern Mazar District of the Karak Governorate due to the different categories of variables of gender, age, and years of experience. Three-way analysis of variance (Table 3).

TABLE NO. (4): TRIPLE VARIANCE ANALYSIS OF THE IMPACT OF GENDER, AGE, AND YEARS OF EXPERIENCE ON THE IMPACT OF DISTANCE EDUCATION IN PUBLIC SCHOOLS FROM THE POINT OF VIEW OF SCHOOL PRINCIPALS IN THE SOUTHERN MAZAR DISTRICT OF THE KARAK GOVERNORATE

Contrast Source	Squares Sum	Freedom Degree	Squares Mean	F Value	Statistical significance
Gender	.915	1	.915	3.572	.063
Age	.501	2	.251	.978	.382
Experience	.461	2	.230	.899	.412
Error	16.400	64	.256		
Total	19.174	69			

It is evident from Table (4) that:

- There are no statistically significant differences ($\alpha = 0.05$) due to the effect of gender, where the value of P is 3.572 and the statistical significance is 0.063.
- There were no statistically significant differences ($\alpha = 0.05$) due to the effect of age, where the p-value amounted to 0.978, with a statistical significance of 0.382.
- There are no statistically significant differences ($\alpha = 0.05$) due to the effect of years of experience, where the value of P is 0.899, with a statistical significance of 0.412.

TABLE (5): ARITHMETIC AVERAGES AND STANDARD DEVIATIONS OF THE IMPACT OF DISTANCE EDUCATION IN PUBLIC SCHOOLS FROM THE POINT OF VIEW OF SCHOOL PRINCIPALS IN THE SOUTHERN MAZAR DISTRICT OF THE KARAK GOVERNORATE, ARRANGED IN DESCENDING ORDER ACCORDING TO THE ARITHMETIC AVERAGES
THE RESULTS AND RECOMMENDATIONS

The researcher reached several results through her study, the most important of which are:

NO	Item	Arithmetic Mean	Standard Deviation
1	The distance learning platform works easily and smoothly	3.10	1.181
2	The school administration overcomes all the difficulties faced by the distance education process	3.34	.991
3	Teachers were trained on the distance education process	3.23	.981
4	The Ministry has provided an appropriate internet speed while dealing with the distance education platform	2.81	1.120
5	The school administration provides technical support to face any technical problems to ensure the continuity of the distance education process	3.39	1.195
6	Holding exams remotely is an appropriate way to assess students' achievement	2.90	1.118
7	Attaching the instructional material to the students on the distance learning platform so that they can refer to it	3.14	1.067
8	Listen to students' complaints about their teachers or colleagues through the chats provided by the platform	3.09	1.060
9	The existence of difficulty in the principal's dealings with students and the tendency to communicate with them directly	3.10	.950
10	Difficulty keeping track of large numbers of students	3.16	.927
11	The distance education process has contributed to the continuity of education under Corona	3.33	1.018
12	There is a smooth transition from traditional education to e-learning	3.13	.900
13	School teachers face technical problems that I cannot overcome as a principal	3.10	.965
14	The distance learning process affects the students' personality and may weaken the communication abilities between them	3.33	.974
15	The distance education process contributed to raising academic achievement, but it did not raise their academic level	3.44	.895
16	Students interact in distance education continuously	2.91	1.032
17	I think that students benefited academically from the distance education process	2.83	1.076
18	The distance learning process did not affect the delivery of knowledge and skills through the means of group work for students	3.04	1.042
19	The distance learning process contributed to a clear and smooth understanding of the curriculum	2.87	1.166
20	I think that viewing the material electronically and recorded helps students to refer to it at any time	3.43	1.124

1. The necessity for government schools to continue to teach at a distance, in order to face crises and circumstances that may occur and prepare for them.
2. Training teachers and learners on the use of e-learning, and demonstrating its importance to students.
3. Motivating teachers and learners who use the most to apply distance education for its main role in the

educational process.

4. The necessity of integrating face-to-face and distance education, face-to-face education to explain the basics and new concepts, and distance learning to emphasize information and duties.

RECOMMENDATIONS

1. Providing the necessary training for teachers of learning difficulties in public schools, to enable them to deal and benefit from the distance education system and tools completely and effectively.
2. Providing appropriate training for students with learning difficulties that enables them to deal with distance learning platforms effectively, and to commit to attending at the specified times for lessons.
3. The necessity of providing effective educational alternatives by educational institutions in the event of communication problems or interruption of the Internet to enable students with learning difficulties to continue learning and obtain the benefit.
4. Families of students with learning disabilities should supervise and participate more and more effectively during the distance education of their children; To help them overcome some challenges, if any, and to enhance the role of the teacher.
5. Conducting more studies related to distance education and comparing its results with the current study to work on developing and activating the role of distance education for teachers and students as well.
6. Enhancing the level of knowledge of workers in the educational sector of the importance of distance education and enhancing students' knowledge of educational methods and resources that can be employed in the distance learning process.
7. Spreading societal awareness about the importance and role of information and communication technology.

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