The role of school principals in addressing the educational loss in English Language resulting from COVID-19 pandemic from teachers’ perspective

Introduction. Disruptions to the educational system and ESL programmes have been particularly severe as a result of the COVID-19 pandemic. Significant losses in learning outcomes, have resulted from the forced shift from traditional to remote learning modes, exposing weaknesses and large holes in the educational framework. These disruptions in the classroom have highlighted the critical need for thorough research into and comprehension of the new educational landscapes, which are characterised by decreased language exposure, fewer practise opportunities, and lessened interactive learning. To create innovative and adaptable educational frameworks that can lessen the effects of global disruptions on language acquisition and academic success, this knowledge is essential.

Aim. The study aimed to identify the role of public-school principals in addressing the effects of educational loss resulting from the COVID-19 pandemic from the teachers’ perspective, and to reveal the significance of differences in estimates according to the classification variables of the research.

Study participants and methods. The researchers used the descriptive method in its analytical and constructive style, and they used the focus group method (focused), and the questionnaire was used and applied to a random sample of (153) English teachers chosen from 30 public schools in the capital Amman.

The results. The study showed that the total score of the overall relative weight of the four domains (administrative role, technical, supervisory, and societal role) was determined to be 70.24%, with the relative weights of the administrative role being 68.86%, the technical role being 68.20%, the supervisory role being 73.46%, and the societal role being 69.58%. From the teachers’ perspective, the principals’ high levels of involvement in all of these areas are indicative of the significance principals place on their supervisory role in the regular course of school life. High levels of implementation can be seen in the relative weights given to certain sections within these domains, such as the preparation of school schedules and the listing of abilities lost among children as a result of dropping out of school (71.36% and 71.50%, respectively). The “T” and “Sig” values in all sections of the survey show that there are no statistically significant differences in school principals’ perspectives on preventing and reversing student learning loss on the basis of gender or educational background; similar patterns were identified across roles, highlighting consistency of approach regardless of gender or academic credentials; for example, the Significance value for the teachers perspectives about the administrative role of male (Mean=3.537, N=83) principals was 0.142 compared to female principals (Mean=3.332, N=70), which means male principals act their administrative role more effective than female principals.

Conclusions. The spread of COVID-19 has clearly altered the status quo of education, especially for ESL classes. As a result, the transition to online education has highlighted critical flaws in the traditional model. This study sought to better understand the critical function of public school principals in preventing educational losses from the perspective of English instructors in Amman. On average, the data showed that principals played a significant influence in preventing these dropouts throughout the administrative, technical, supervisory, and sociological spheres, with the latter function appearing as the most important. Principals’ approaches were constant across gender and educational boundaries. There was a small but noticeable disparity between the administrative efficacy of male and female principals. Given these findings, it’s evident that schools need to change their teaching methods to better prepare students for the future. This is especially true when it comes to English Language Acquisition (ELA), where students need to be prepared for both current and future issues.

Keywords: Educational loss, (COVID-19) pandemic, School Principals, English Language

INTRODUCTION

In 2020, the Director-General of the World Health Organisation (WHO), issued a statement to the media to raise awareness of a newly emerging virus called COVID-19 in China [1]. By noting, "Globally, about 3.4% of reported COVID-19 cases have died," he highlighted the severity of the illness. When compared, "far less than 1% of those infected with seasonal flu die" (para. 23). In addition, the WHO chief insisted that national leaders do more to halt the epidemic's spread. Ghebreyesus summed up the WHO's recommendations and urged the public to take any and all necessary steps to stop the spread of the virus.

Schools have been in the spotlight since the World Health Organisation (WHO) proclaimed the spread of COVID-19 a global pandemic [2]. Despite often ambiguous or fluctuating guidance from state or local officials, district and school administrators adapted teaching methods and school management to meet the requirements of students with a wide range of learning styles and backgrounds [3]. The Centres for Disease Control and Prevention [4] advised closing schools immediately in March 2020 to stop the spread of the virus. Schools adapted their procedures and kept teaching students using whatever strategies were at their disposal. Schools' widespread use of online education has brought to light significant gaps in parents' and students' access to computers and the internet. Students, teachers, and administrators all reported feeling emotionally drained as a result of COVID-19's added stress and isolation such as DeMatthews et al. study [3] that talks about factors that can limit principal effectiveness and lead to untimely turnover; Diliberti et al. [5] also attempt to understand what is and is not normal about teacher attrition during this highly abnormal pandemic era; finally, Huck et al. [6] reviewed literature about far-reaching effects of COVID-19.

The emergence of data on the loss of knowledge during lockdown has been sluggish. Data from educational systems are not typically made public at frequent intervals, in contrast to other socioeconomic sectors such as the economy and the healthcare system. Adopting online-based solutions has been difficult for schools and teachers, let alone for assessment and accountability [7; 8]. Preliminary findings from online education platforms point to a decline in course completion [9] and a widening of the range of exam scores [10]. Evidence from surveys suggests that students spend much less time studying during lockdown, with some research reporting variances based on students' families [11; 12]. Recently, though, information from returning students has become available [13; 14].

Principals were the public face of the school system's efforts to combat the pandemic. Anderson et al. [15] emphasised the significance of establishing new settings, which would entail roles such as instructional leadership, staff management, community liaisons, and food distribution. Leaders shifted strategies to ensure a smooth passage through each epidemic stage. As part of their crisis management duties, principals are responsible for ensuring that their schools are secure places for students to learn. School administrators have learned from past national and local crises what kinds of effective solutions might lessen the impact of such events. In unprecedented times like those brought on by the epidemic, principals who possess traits like adaptability, crisis leadership, and emotional intelligence prove invaluable [16]. However, principals require further training in these areas to properly handle emergencies [17].
Statement of the problem

The COVID-19 pandemic is a dangerous pandemic that has cast a shadow over all aspects of life, including the educational and learning process, as it has resulted in high losses, the indicators of educational loss in schools and educational institutions in general appeared, and students in lower basic stage schools are perhaps the most affected students due to the specificity of the formation stage they are going through. Countries have followed many precautionary measures, most notably closing schools sometimes completely and sometimes partially, and shifting towards blended education. However, these measures have negatively affected the course of the educational and learning process, and many voices have begun to alert those concerned to pay attention to the seriousness of the matter. Especially since many have noticed that there are gaps between what is required and what has actually been achieved, and this gap is still widening as a result of the student’s absence from school, whether it is physical absence or mental and emotional absence.

Those in charge of educational systems have worked hard to activate educational treatments for the effects of the problem of educational loss resulting from these precautionary measures. They began to activate procedural and remedial plans to limit the extent of educational loss and measure its level, and trying to avoid the danger; By developing quick solutions in the short term as well as in the long term, but these solutions have not yet achieved the goals of those concerned. Hence, the researchers’ interest was to address the problem by highlighting the role of school principals as the most important link between all those concerned with improvement and development, including higher educational administration, teachers, parents, and community institutions. The current study was intended to monitor the role of these principals, determine the effectiveness of this role, and how to advance and improve it towards the problem of educational loss. Accordingly, the problem of the study is summarized in the following research questions:

Questions of the Study

This study seeks to answer the following questions:

1. What is the role of public-school principals in addressing the effects of educational loss resulting from the (COVID-19) pandemic?
2. Do the study sample members’ appreciation scores for the role of public-school principals in addressing the effects of educational loss resulting from the (COVID-19) pandemic differ according to the gender of the school principal?
3. Do the study sample members’ appreciation scores for the role of public-school principals in addressing the effects of educational loss resulting from the (COVID-19) pandemic differ according to the qualifications of the school principal?

Previous Studies

The researchers reviewed many studies about the problem of educational loss during the COVID-19 pandemic and the school administrators’ role such as Constantia et al. [18] investigation into educational leadership’s past uncovered how the role of the leader is dynamic, evolving to meet the demands of the time in terms of society, culture, and economy. Global educational leadership has been transformed over the past year because of the 2019 coronavirus disease pandemic. The study’s overarching goal is to learn more about the problems that have surfaced as a result of that situation, and how a school principal may apply the fundamentals of educational leadership during a time of crisis. The qualitative approach was prioritised in this study. Teachers and parents from Cyprus...
were also surveyed, along with 88 educators and 5 principals. The study's findings indicate that alienation, marginalisation, time management, improving bureaucracy, problems with technological equipment, and remote learning programmes are major sources of difficulty for school principals and teachers. The principle, who has supplemental authority from time to time, promotes empathy, teamwork, and decentralisation of the educational system as a means of overcoming these challenges.

Al Smadi & Barakat [19] study that aimed to identify the degree of satisfaction with the role of school principals in addressing educational loss in light of the Corona pandemic from the point of view of basic school teachers in Ajloun Governorate, depending on the variables (gender, years of experience, educational qualification, type of school). The study population consisted of all public and private basic school teachers in the Ajloun Governorate Education Directorate, where the total number of members of the study population was (3818) male and female teachers. A stratified random sample was selected, consisting of (347) male and female teachers, representing approximately (9%) of the total population. The descriptive survey method was used, and to achieve the objectives of the study, the study tool was developed and consisted of (38) items distributed over (3) areas. The results of the study showed that the degree of teachers' satisfaction with the role of school principals in addressing educational loss in light of the Corona pandemic, from the teachers' point of view, was high, and that there were statistically significant differences in that degree depending on the school type variable and in favor of private schools. The results also showed that there were no statistically significant differences in the study sample members' estimates of the degree of teachers' satisfaction with the role of school principals in addressing students' educational loss due to the variables of gender, academic qualification, and years of experience. Based on the previous results, the researcher recommended developing thoughtful mechanisms to treat the educational loss resulting from the Corona pandemic, emphasizing the role of teachers, school principals, and parents in addressing this problem among students, and making more efforts to control the phenomena of failure and dropout from public and private schools.

Lien et al. [20] the conclusions of this exploratory study are based on semi-structured interviews with 15 Norwegian school principals who elaborated on their experiences and lessons learned during the first six months of the epidemic in regards to school closures, the shift to digital education, and educational leadership. The interviews revealed three overarching themes: (1) "We took a quantum leap into the digital world," describing the quick transition to digital education that was backed by school principals and experienced by them; (3) "We had to adjust" expanding on the unpredictable and ever-changing nature of the situation; and (4) "We tried to be close, even if we could not be" elaborating on worries over teachers and children with special needs. Research on crisis management, organisational transformation, job specifications, and the duties of leaders are used to provide context for the exploration and discussion of these overarching topics. Finally, we address how the pandemic's formative experiences might have future consequences for educational leadership during times of crisis.

Ford [21] in his qualitative study aimed to better understand how leadership responsibilities shifted or altered for middle and high school principals before and during the COVID-19 pandemic. Individual interviews with nine East Tennessee school principals were used to compile this data. Participants needed prior experience as a principal to be included in the study. Adaptive leadership theory [22] and change theory Fullan [23] served as the theoretical foundations for the data analysis. Five main themes emerged from the interviews
that were present both before and after the pandemic: a) Leadership in education, b) school climate, c) administration, d) community involvement, e) the bonds between people. While leading throughout the epidemic, school principals noticed four recurring themes related to the need for adaptive change: a) social-emotional awareness; b) digital teaching and learning; c) communication; and d) whole kid.

Al-Hafashi & Al Casey [24] study aimed to identify the level of educational loss among primary school students in science resulting from distance learning during the Corona pandemic, and the most important educational practices to address educational loss, and to identify the most important obstacles to activating it from the point of view of teachers, to achieve this goal, the current research relied on the descriptive approach when describing and analyzing literature and studies related to the research variables and its tool, the records of the results of diagnostic tests for primary school students from the fourth to the sixth grade were analyzed, and the questionnaire was constructed to identify the most important educational practices to address educational loss and the obstacles to their activation from the point of view of teachers in Mecca Education. It was applied to a sample of (204) teachers in the city of Mecca who were selected randomly. In their results, the researchers concluded that the level of academic achievement of students in science at the level of the two education offices in the north and south of Makkah Al-Mukarramah was low (34.8%). While it was average at (30.3%), it was high at (34.8%). Therefore, the level of achievement below high reached (65.1%). This confirms the presence of educational loss among students in the upper grades (fourth, fifth, and sixth). With regard to educational practices, the top three educational practices for addressing educational loss among primary school students, as perceived by teachers, are as follows: providing worksheets to students on an ongoing basis, providing feedback on an ongoing basis, and making use of technology to simplify and speed up access to information. The three lowest educational practices for addressing educational loss among primary school students, as perceived by teachers, were as follows: utilizing activity sessions to compensate for educational loss, utilizing waiting periods to compensate for educational loss, and allocating a school day each month to address educational loss. The results of the research also showed that there are many obstacles that prevent the treatment of educational loss among students, the most important of which are: the large number of teaching sessions for the teacher, the large number of administrative burdens and extracurricular activities on the teacher, and the lack of incentives for teachers interested in treating educational loss. In light of these results, some recommendations and proposals were presented.

Engzell et al. [25] stated that Concerns regarding the impact on kids' education have arisen as a result of the COVID-19 pandemic's temporary suspension of in-person classroom sessions. Few data are available for analysis at this time. Here, using extraordinarily large data from The Netherlands (n 350,000), we analyse the impact of school closures on performance in elementary schools. The researchers take advantage of the timing of the national exams (held both before and after the lockdown) to evaluate student growth in comparison to the same time period over the preceding three years. The Dutch government shut down for only eight weeks, and the country has the greatest percentage of broadband access in the world and a fair system for paying schools. However, the data show that around 3 percentile points, or 0.08 standard deviations, of learning were lost. The impact is the same as if schools had been closed for a quarter of a year. Concerns regarding the disproportionate impact of the epidemic on children and families have been validated by the discovery that losses are up to 60 percent higher among kids from less
educated backgrounds. Based on our analysis of the underlying mechanisms, we conclude that the majority of the effect is due to the long-term effects of learning rather than short-term, test-day implications. With either maximum-entropy weights or fixed-effects specifications that compare pupils from the same school and home, the results hold up well. The results suggest that pupils lost ground or perhaps regressed while learning at home and that the losses would be considerably more pronounced in nations with less developed infrastructure or extended school closures.

Hebebci et al. [26] study aimed to reveal the opinions of teachers and students about distance education applications that were used as an alternative to school, the study population consisted of (16) teachers and (20) students, and the data was analyzed using a content analysis method, and one of the most important results was that students and teachers had positive and negative opinions about distance education activities, they also feel restricted and unable to interact during the educational process.

Karwanto [27] study aimed to identify, clarify, and evaluate the principal's position as a learning leader during the epidemic of Covid-19. This study takes a descriptive, qualitative approach. The literature is reviewed to collect data, which is then analysed using a qualitative descriptive method. The findings demonstrate that (1) the principal expertly led discussions and dialogues about learning during the Covid-19 pandemic; (2) the principal serves as a learning role model for teachers; and (3) the principal keeps in touch with teachers and ensures that they are involved in the online learning process through communication, coordination, collaboration, and synergy. In addition to (4), effective school leaders implement the findings of ongoing monitoring and assessment into their own professional growth. Implications for daily operations include (1) keeping tabs on how well the school is living up to its vision; (2) assigning tasks to teachers and staff; and (3) evaluating results. (2) providing encouragement and direction when activities deviate from what would be best for the school's reputation; improve the quality of learning practises and student learning outcomes in schools by: (3) keeping an eye on and evaluating how things are being run in the classrooms; (4) giving online learning supervisors more responsibility; (5) making the workplace more pleasant for teachers and students alike.

The evaluated research collectively shed light on how the global spread of the COVID-19 virus has forced significant changes and problems in the classroom. From a global viewpoint, this new environment has required quick changes to the role of educational leadership. Findings suggest that principals and teachers alike have to deal with issues including isolation and the need to adapt quickly to the demands of the digital world. High levels of teacher satisfaction with principal efforts were reported in locations like Ajloun Governorate, especially in private schools. Quick adoption of digital education in Norway has shed light on the benefits and risks of this approach to education. Leadership was critical during all of these changes. Principals were pivotal members of the educational community who promoted students' growth as a whole by serving as communicators, role models, and connectors. The research also showed that there are real consequences when classes are cancelled. In the Netherlands, for instance, kids showed significant learning loss during school closures despite the country's advanced infrastructure, with the impact being felt most keenly by those from disadvantaged socioeconomic backgrounds. Moreover, there was a wide range of responses to the topic of distant learning, with both good and negative comments pointing to the necessity of more involved and interesting learning environments. Although the educational system faced unprecedented challenges as a result of the pandemic, new openings for development, innovation, and the re-evaluation of pedagogical strategies and
leadership positions emerged as a direct result of the crisis. The findings as a whole stress the need for flexible administration, technological readiness, and an emphasis on the total development of each student.

**METHODOLOGY**

**Study approach**
In this study, the researchers followed the descriptive approach in both its analytical and constructive styles. Due to its suitability to the subject and objectives of the study.

**Study sample**
A disproportionately stratified random sample of (78) teachers was selected from public schools in Amman, Jordan.

**Study tool**
The researchers built the study tool (the Educational Loss Questionnaire), and its validity and reliability were confirmed as follows:

1. **Validity of the questionnaire:** To find the validity and reliability of the questionnaire, the researchers applied it to a random sample of (30) English language teachers in public schools.
   - **First:** the reviewers’ validity: The two researchers reviewed the questionnaire with (7) specialists in the educational field, and in light of it, they reformulated some of the paragraphs.

<table>
<thead>
<tr>
<th>Domains</th>
<th>Number of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first domain: the administrative role</td>
<td>10</td>
</tr>
<tr>
<td>The second domain: the technical role</td>
<td>9</td>
</tr>
<tr>
<td>The third domain: the supervisory role</td>
<td>12</td>
</tr>
<tr>
<td>The fourth domain: societal role</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>41</strong></td>
</tr>
</tbody>
</table>

**Second:** Validity of internal consistency: The researchers calculated Pearson correlation coefficients between the score of each item in the domain and the total score for its field, and the correlation coefficient for the scores of the paragraphs of the first domain (administrative role) with the total score for the field ranged between (0.705 - 885), in the second field (the technical role), it ranges between (0.670 - 0.905). In the third domain (supervisory role) it ranges between (0.643 - 0.837), and in the fourth domain (community role) it ranges between (0.704 - 0.885), this confirms that all correlation coefficients for the scores of the items in each field with the total score of the field to which it belongs are statistically significant at the significance level (0.01). Thus, it is clear that the questionnaire items are characterized by a high degree of internal consistency.

2. **Reliability of the questionnaire:** The researchers calculated the reliability of the tool in the following two ways:
First – the split-half method: It was found that the values of the reliability coefficients were all good, and the value of the reliability coefficient by the split-half method for the total score of the questionnaire was (0.795), which is also a high value.

Second: Using the Cronbach Alpha coefficient: It was found that all alpha values are high, and the value of the Cronbach Alpha coefficient for the total score of the questionnaire was (0.969), which is also a high value.

Statistical treatments

The data were processed using the computer according to the SPSS program (Statistical Packages for the Social Sciences) in order to answer the study questions, using the following statistical methods: arithmetic means, standard deviations, and relative weights, the Pearson correlation coefficient, the Cronbach alpha equation, the Pearson correlation coefficient, and the Spearman, Aron and Guttman equation, T-test, and one-way ANOVA.

RESULTS OF THE STUDY

Results related to the first question: What is the role of public-school principals in addressing the effects of educational loss resulting from the COVID-19 pandemic?

To answer this question, the researchers calculated the arithmetic mean, standard deviation, and relative weight of the study sample’s responses to the “Educational Loss” questionnaire in its fields and total score, and the following table shows this:

<table>
<thead>
<tr>
<th>N</th>
<th>Domains</th>
<th>Number of items</th>
<th>Mean</th>
<th>STD</th>
<th>Relative weight</th>
<th>Rank</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The first field: the administrative role</td>
<td>10</td>
<td>3.443</td>
<td>0.857</td>
<td>68.86</td>
<td>3</td>
<td>High</td>
</tr>
<tr>
<td>2</td>
<td>The second area: the technical role</td>
<td>9</td>
<td>3.410</td>
<td>0.827</td>
<td>68.20</td>
<td>4</td>
<td>High</td>
</tr>
<tr>
<td>3</td>
<td>The third area: the supervisory role</td>
<td>12</td>
<td>3.673</td>
<td>0.743</td>
<td>73.46</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>4</td>
<td>The four areas: societal role</td>
<td>10</td>
<td>3.479</td>
<td>0.798</td>
<td>69.58</td>
<td>2</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>The total score of the questionnaire</td>
<td>41</td>
<td>3.512</td>
<td>0.677</td>
<td>70.24</td>
<td>-</td>
<td>High</td>
</tr>
</tbody>
</table>

It is clear from the previous table that the assessment of the study sample for the role of principals of basic schools in public schools in Amman (Jordan) in addressing the effects of educational losses resulting from the Corona pandemic; obtained a relative weight of (70.24%), that is, with a high degree. The researchers attribute this result to the fact that educational plans begin and end with the principal, who is the guarantor of the success or failure of the educational process as it is the cornerstone of the school system, where the principal carries out a set of extremely important roles, this effective role of the school principal as an educational leader and official expects him to be ready to lead and direct the school towards achieving its goals in emergency situations in which chaos and instability prevail, and not only in stable, natural conditions. This is what appeared in light of the COVID-19 pandemic and the consequences it left behind, the most prominent of which was the problem of educational loss. As for arranging the questionnaire areas according to their relative balances; the third field, “supervisory role,” came in first place, receiving a relative weight of (73.46%) with a
high degree. The researchers attribute this result to the fact that this matter is due to the importance of the supervisory role of the school principal, which he exercises continuously and on a daily basis, as there is not a moment in the school work of the principal without him providing supervisory directives, and supervisory interventions on his part towards the teachers, as the principal is considered a resident educational supervisor. In addition to the educational supervisor, Al-Zair, whose visits are limited to two visits during the school year, while the second field, “the technical role,” came in fourth and last place, as it received a relative weight of (68.20%) and with a high degree, the researchers attribute this result to the fact that there is an overlap between the two basic roles of school principals in addressing the effects of educational loss, which are the technical role and the supervisory role, which often intersect with each other during the field practices of school principals. There is also a firm belief among male and female teachers that the technical and administrative roles of school principals are similar. A delegation differed in the order of roles in the current study with what was found in Al-Masry’s study (2019), in which the leadership role came in first place, followed by the supervisory role, then the administrative role. Finally, the social role. For further results, the two researchers studied the items in detail:

First – With regard to the first field, “The Administrative Role”: It became clear that the grades for the items in the “Administrative Role” field ranged between (66.92% and 1.736%) and to a degree between medium and high. The top two items were in the field of “administrative role”: Paragraph No. (9), which reads: “The school schedule is planned in line with the Ministry’s plan to address educational loss.” It ranked first with a relative weight of (71.36%) with a high degree.

Second – With regard to the second field, “The Technical Role,” it became clear that the grades for the items in the “Technical Role” field ranged between (65.62% and 1.750%) and to a degree between medium and high. The two highest items were in the field of “technical role”: Item No. (2), which reads: “It lists the skills lost among students as a result of dropping out of school.” It ranked first with a relative weight of (71.50%) with a high degree. The researchers attribute this result to the fact that the basic treatments in overcoming the effects of educational loss must start from diagnosing the reality among students, which is represented by inventorying the missing skills of these students, then begin developing school remedial plans to develop these skills among students.

Third – With regard to the third field “supervisory role”: It turned out that the poorest grades for the “supervisory role” field ranged between (70.70% and 7.724%) to a high degree, and the highest two items were in the “supervisory role” field. Item No. (3), which reads: “Teachers’ preparation manuals should be followed in terms of their inclusion of remedial objectives,” ranked first with a relative weight of (77.24%) with a high degree. The researchers attribute this result to the importance of the daily supervisory role of the school principal, who in turn follows up on the teachers’ preparation books and pays constant attention to the presence of remedial goals within the teacher’s daily plan to ensure that the effects of educational loss are addressed. Item No. (2), which reads: “He carries out periodic classroom visits to monitor the progress of school classroom work,” ranked second with a relative weight of (76.34%) with a high degree. The researchers attribute this result to the fact that the daily supervisory tasks of the school principal include planned visits and surprise visits to the classrooms to learn about the work progress in the classrooms by the teachers, especially with regard to the implementation of remedial plans to treat the learning loss. This gives an atmosphere of seriousness through the continuous follow-up of school principals in the school field, and ensuring the success of remedial intervention plans for the phenomenon of educational loss.
Fourth – With regard to the fourth field, “Community Role”: “It became clear that the poor ratings for the field of “Community Role” ranged between (66.00% - 73.98%) and to a degree between medium and high. The top two paragraphs were in the field of “societal role”: Paragraph No. (1), which states: “The school principal follows the principle of social responsibility with the rest of the relevant parties in developing solutions.” It ranked first with a relative weight of (73.98%) with a high degree. The researchers attribute this result to school principals’ awareness of the importance of the role played by local community institutions in supporting the school to fulfill its mission. It was the principals’ duty to remind those institutions of their various fields of work and directions of their societal responsibility towards the school. By mobilizing these efforts to participate with the school in supporting it to address the problem of educational loss. Paragraph No. (2), which reads: “The expertise of academic institutions is invested in finding solutions to address the problem of educational loss,” ranked second with a relative weight of (72.14%) with a high degree. The researchers attribute this result to treatments for the effects of educational loss that require capabilities that must be provided. The role of school principals revolved around investing the expertise of academic institutions in finding solutions to this phenomenon, which was represented in: inviting academics from universities to hold meetings with teachers to train them on how to build remedial plans. Providing trainee students to basic schools to work as support for the resident teacher, and implementing educational meetings with parents about the nature of dealing with their children and addressing their skill deficiencies.

Results related to the second question: Do the study sample members’ appreciation scores for the role of public-school principals in addressing the effects of educational loss resulting from the Corona pandemic differ according to the gender of the school principal?

Table 3  
“T” test to detect differences between the estimates of the study sample according to the school principals’ gender variable

<table>
<thead>
<tr>
<th>Domain</th>
<th>N</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>T Value</th>
<th>Sig value</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first area: the administrative role</td>
<td>Male</td>
<td>83</td>
<td>3.537</td>
<td>0.883</td>
<td>1.475</td>
<td>0.142 Not statistically significant</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>70</td>
<td>3.332</td>
<td>0.819</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The second area: the technical role</td>
<td>Male</td>
<td>83</td>
<td>3.522</td>
<td>0.855</td>
<td>1.834</td>
<td>0.069 Not statistically significant</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>70</td>
<td>3.277</td>
<td>0.778</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The third area: the supervisory role</td>
<td>Male</td>
<td>83</td>
<td>3.763</td>
<td>0.792</td>
<td>1.627</td>
<td>0.106 Not statistically significant</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>70</td>
<td>3.567</td>
<td>0.671</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The four area: societal role</td>
<td>Male</td>
<td>83</td>
<td>3.572</td>
<td>0.869</td>
<td>1.608</td>
<td>0.110 Not statistically significant</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>70</td>
<td>3.368</td>
<td>0.697</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The questionnaire as a whole</td>
<td>Male</td>
<td>83</td>
<td>3.608</td>
<td>0.728</td>
<td>1.963</td>
<td>0.051 Not statistically significant</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>70</td>
<td>3.398</td>
<td>0.597</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The tabular t value has a degree of freedom (151), a significance level of 0.05 = (1.972), and a significance level of 0.01 = (2.58).

It is clear from the previous table that the calculated T value is less than the tabulated T value, and that the “Sig” values corresponding to the “T” values are greater than (0.05) in all areas of the questionnaire and in its total score, which means that there are no differences
depending on the manager’s gender variable. The researchers attribute this result to the fact that both genders of school principals and principals live in the same conditions and school reality in basic education institutions. Therefore, they face the phenomenon in a similar way, and they also carry out the same practices towards the group in question. The absence of differences according to gender is due to the nature of the tasks required of school principals assigned to them, which are somewhat similar regardless of gender, especially since their implementation of their roles in addressing educational loss is carried out in a traditional and familiar manner.

**Results related to the third question:** 3. Do the study sample members’ appreciation scores for the role of public-school principals in addressing the effects of educational loss resulting from the Corona pandemic differ according to the qualifications of the school principal?

<table>
<thead>
<tr>
<th>Domain</th>
<th>Qualification</th>
<th>N</th>
<th>Arithmetic mean</th>
<th>Standard deviation</th>
<th>T Value</th>
<th>Sig value</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The first domain: the administrative role</td>
<td>Bachelor</td>
<td>88</td>
<td>3.472</td>
<td>0.836</td>
<td>0.484</td>
<td>0.629</td>
<td>Not statistically significant</td>
</tr>
<tr>
<td></td>
<td>Postgraduate</td>
<td>65</td>
<td>3.404</td>
<td>0.891</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The second domain: the technical role</td>
<td>Bachelor</td>
<td>88</td>
<td>3.503</td>
<td>0.837</td>
<td>1.635</td>
<td>0.104</td>
<td>Not statistically significant</td>
</tr>
<tr>
<td></td>
<td>Postgraduate</td>
<td>65</td>
<td>3.283</td>
<td>0.801</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The third domain: the supervisory role</td>
<td>Bachelor</td>
<td>88</td>
<td>3.610</td>
<td>0.748</td>
<td>1.221</td>
<td>0.224</td>
<td>Not statistically significant</td>
</tr>
<tr>
<td></td>
<td>Postgraduate</td>
<td>65</td>
<td>3.759</td>
<td>0.732</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The fourth domain: the societal role</td>
<td>Bachelor</td>
<td>88</td>
<td>3.425</td>
<td>0.797</td>
<td>0.974</td>
<td>0.332</td>
<td>Not statistically significant</td>
</tr>
<tr>
<td></td>
<td>Postgraduate</td>
<td>65</td>
<td>3.552</td>
<td>0.801</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The questionnaire as a whole</td>
<td>Bachelor</td>
<td>88</td>
<td>3.508</td>
<td>0.686</td>
<td>0.086</td>
<td>0.932</td>
<td>Not statistically significant</td>
</tr>
<tr>
<td></td>
<td>Postgraduate</td>
<td>65</td>
<td>3.517</td>
<td>0.670</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The tabular t value has a degree of freedom (151), a significance level of 0.05 = (1.96), and a significance level of 0.01 = (2.58).

It is clear from the previous table that the calculated T value is less than the tabulated T value, and that the “Sig” values corresponding to the “T” values are greater than (0.05) in all areas of the questionnaire and in its total score, which means that there are no differences depending on the manager’s qualification variable. The researchers attribute this result to the fact that the academic qualification did not greatly affect the study sample’s knowledge of the process of addressing the effects of educational loss; because knowledge of the existence of these treatments for educational loss is based on direct contact with the school field, and the academic qualification is no longer a necessary condition for dealing with the phenomenon within the field; Because the treatments implemented in the field are of a comprehensive and general nature, without regard to the nature of the school principal’s qualifications.

**DISCUSSION OF THE RESULTS**

It is worth noting that public-school principals are given a lot of credit for their efforts to mitigate the effects of student absences caused by the COVID-19 pandemic, which are discussed at length in the discussion that follows the findings section. This
is consistent with the findings of a study by Constantia et al. [18], who looked at the ways in which educational leadership, and principals in particular, changed around the world as a result of the pandemic. They found that the epidemic revealed problems like isolation and marginalisation, but also showed how crucial empathy and teamwork were. The significance of principals' presence and interventions is emphasised by the fact that their supervisory position is given a relative weight of 73.46 percent, highlighting the relevance of daily, ongoing oversight and directions. According to Al Smadi and Barakat [19], principals at private schools, in particular, are highly valued for the responsibilities they play in preventing educational loss by supervising the implementation of remedial measures designed to restore students' lost knowledge. When compared to the supervisory position, the technical part was given a relative weight of 68.20%, suggesting a possible convergence of technical and administrative aspects of school principals' duties.

Al Smadi and Barakat [19] emphasise that there are no significant differences in satisfaction based on gender or qualifications, which is consistent with the results of this study and suggests a universal approach and response to managing the educational ramifications of the pandemic. Principals everywhere, as noted by [20; 21], are adjusting to the unprecedented shift to digital learning while simultaneously working hard to keep lines of communication open with teachers and students. Similar to the educational practises proposed by Al-Hafashi & Al Casey [22], such as the continuous provision of worksheets and leveraging technology, a multifaceted approach is required to address educational loss. This includes leveraging local community institutions and academic expertise, emphasising social responsibility, and finding collaborative solutions to fulfil the school's mission and address the challenges presented by the pandemic.

Long-term effects of the pandemic on learning were reinforced by the findings of Engzell et al. [25], which highlighted the substantial learning loss equivalent to a quarter of a year's schooling, especially among children from less educated backgrounds, and emphasised the critical role of principals in mitigating these losses. Karwanto's [27] portrayal of principals as facilitators of dialogue, promoters of teachers' active participation in online learning, and implementers of monitoring and evaluation findings for teachers' professional development serves to underline the breadth of principals' roles in bridging educational gaps and promoting development in these unprecedented times.

CONCLUSION

The COVID-19 pandemic has had devastating effects on the school system, particularly on the teaching and learning of English. Principals of public schools have taken on a critical function in light of the current environment. To combat the losses created by the pandemic, the study has shed light on the various responsibilities that these educational leaders play, from administrative to technical to supervisory and societal. Principals have shown dedication and flexibility regardless of their gender or educational background. In order to mitigate the effects of educational loss, they must actively participate in daily supervision directions, collaborate with community institutions, make use of academic competence, and be committed to the cause. The results highlight the urgent need to further empower school principals, who are at the vanguard of developing resilient educational institutions that can endure global challenges.
REFERENCES


Information about the authors

Monther Ahmad Alogilly
(Salt, Jordan)
Lecturer
Al- Balqa Applied University
ORCID ID: 0009-0004-1107-9030

Amaal Abdullah Al Masri
(Salt, Jordan)
Associate Professor
Princess Alia University College
Al-Balqa Applied University
E-mail: amaal.masri@bau.edu.jo
ORCID ID: 0000-0002-8874-755X

Dima Ali Hijazi
(Irbid, Jordan)
Associate Professor
Department of Curricula and Instruction
Yarmouk University
E-mail: dima.h@yu.edu.jo
ORCID ID: 0000-0001-7604-7719,

Amal Mohammad Alrishan
(Al Ain, United Arab Imarets)
Assistant Professor
Al Ain University
E-mail: amal.alrishan@aau.ac.ae
ORCID ID: 0000-0001-8017-4219