





Challenges of distance learning in primary education for teachers, students, and their parents

 **Mahammad AL-Abdulghafour¹**

 **Rashed Al Sahel²**

 **Anwar Bokubar³⁺**

 **Jean-Pierre Thibaut⁴**

¹Department of the Foundations of Education, College of Education, Kuwait University, Kuwait.

Email: dr.alabdulghafour@gmail.com

²Department of Educational Psychology, College of Education, Kuwait University, Kuwait.

Email: dralsahel@gmail.com

³Ministry of Education, Kuwait.

Email: anwarbokubar@gmail.com

⁴LEAD UMR CNRS5022, Université Bourgogne Europe, Dijon, France.

Email: jean-pierre.thibaut@u-bourgogne.fr



(+ Corresponding author)

ABSTRACT

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The COVID-19 pandemic affected education patterns worldwide. A broad shift was seen from traditional education to distance learning. Teachers, students, and parents faced several novel difficulties. The purpose of the study is to investigate (1) the difficulties in distance learning faced by students, teachers, and parents and (2) the relationship between demographic variables and the difficulties of distance learning as perceived by teachers and parents. Therefore, the study follows a descriptive survey approach using a questionnaire containing 25 questions divided into the following three categories: (a) students' difficulties, (b) teachers' difficulties, and (c) parents' difficulties. The sample included 258 parents and teachers selected from Kuwait. The result of the study found (1) a significant relationship between the mother's education level and student difficulties, (2) teachers' location in Kuwait was significantly correlated with their difficulties, (3) the student's age correlated with parent difficulties, (4) no significant differences were found based on the student's gender, and (5) no correlation was found between the student's academic level and the difficulties faced. In a nutshell, the findings emphasize the need for training programs to address distance learning challenges and implement strategies to enhance learning quality.

Contribution/Originality: The study highlights its originality by addressing a research gap related to the challenges of distance learning. Specifically, it considers the perspectives of teachers and parents who are also teachers with the impact of demographic factors.

1. INTRODUCTION

The primary stage of education is one of the basic and pivotal stages in human life. This stage is based on establishing the student on the principles of reading, writing, arithmetic and other basic skills on which education is based. Visual sensory education based on educational means is considered essential at this stage as it helps the student to understand the data according to the nature of this stage (Maldonado-Duran, Jimenez-Gomez, & Saxena, 2023).

According to the United Nations (2020), the COVID-19 pandemic has created the largest disruption to education systems in recorded history affecting billions of students across continents. The closure of schools and other learning institutions affected 94 percent of all students in more than 190 countries rising to 99% in low- and lower-middle-income countries. Many countries and regions shifted to distance learning.

During the COVID-19 pandemic, educational institutions worldwide implemented distance learning. This approach was new for most institutions, parents, teachers and students (Al-Ramzi, 2021; Senft, Liebhauser, Tremschnig, Ferijanz, & Wladika, 2022; Spiteri et al., 2022). According to the opinions of teachers, parents, and parents who work as teachers, these challenges must be addressed to identify the most significant ones. The research may help close this gap. This research focuses on understanding the challenges of distance learning which is one of the basic requirements of the future. Moreover, the results of the study could help to make a plan to face the challenges of distance learning and to activate strategies that may help to make distance learning work with minimal challenges. This research centers around the following questions:

1. Are there statistically significant differences based on students' sex faced by teachers, parents, and students in distance learning?
2. Are there statistically significant differences faced by teachers, students, and parents in distance learning due to the age of the student?
3. Are there statistically significant differences faced by teachers, students, and parents with respect to the governorate of residence in Kuwait? (Note that Kuwait is divided administratively into six governorates: Al Asimah, i.e., Kuwait City; Hawalli; Al Ahmadi; Mubarak Al-Kabeer; Jahra and Al Farwaniyah).
4. Are there statistically significant differences among the respondents of the questionnaire which includes teachers, parents, and individuals who are both teachers and parents?
5. Are there significant differences between teachers, parents and students as a result of the difficulties they faced while studying online across academic levels?

2. LITERATURE REVIEW

Some studies have found positive effects of distance education while others have identified negative effects. Additionally, the results of some studies have revealed the effects of distance education from the perspective of parents or teachers. For example, Xia, Hu, Wu, Yang, and Lei (2022) revealed that online learning may face challenges such as a lack of interaction with teachers, deficient communication, and poor technology skills. However, online learning also provides opportunities for independent learning, enhances peer collaboration, and may encourage individuals to develop their technological skills. Simamora (2020) discussed the various challenges faced by students in online learning and emphasized the need for effective online learning methods. Distance education during the COVID-19 pandemic posed challenges in various countries, including Pakistan, where economic and technical barriers hindered some students from accessing the internet and benefiting from distance education (Noori & Noori, 2021).

In Kuwait, Al-Ramzi (2021) found that teachers reported significant difficulties related to the experience of distance learning due to the COVID-19 pandemic. Studies have been conducted to identify the problems and obstacles that students, parents and teachers face with distance learning (Duran, 2021; Owusu-Fordjour, Koomson, & Hanson, 2020; Svobodova, Kursch, & Veteska, 2021). These studies have indicated that most problems and obstacles centered on the following three dimensions: technical problems, socialization, and widening the gap. The latter refers to educational inequality among students. Some students face additional challenges and obstacles that hinder their ability to fully participate and succeed in distance learning environments (Duran, 2021; Owusu-Fordjour et al., 2020; Svobodova et al., 2021).

According to Mustafa (2021) and Al Rabo (2022) teachers faced significant difficulties during distance learning. Learning was disrupted for most students (Howard, Khan, & Lockyer, 2021). The causes of these difficulties include a lack of support (technical, methodological, and material incentives), insufficient funding to use and implement educational programs, a lack of computers at students' homes, a lack of acceptance of distance education among students, and insufficient material and moral incentives for faculty members to perform interactive education.

According to McDougall, Orlov, and McKee (2020) research has found that online learning can be as effective as in-person learning. Research demonstrates that underprivileged students could perform poorly.

Moreover, Özüdoğru (2021) showed that problems with distance learning also involved (a) limited time spent on live courses. (b) Communication difficulties with friends among students. (c) Limited access to the internet. (d) Technical problems (e.g., sound), and (e) a lack of communication with teachers. Investigating these problems will constitute a step towards their solution in the learning and teaching environment. Previous studies do not provide enough information regarding which types of learning (online classes or in-person classes) might be more effective.

Esam (2021) found that the challenges faced in distance learning are quite diverse. The majority of these challenges impact both students and teachers. Obstacles to educational communication may differ from one student to another and from one teacher to another. Studies have shown that obstacles to education can be divided into those related to the school, teachers, parents, and external factors. Siahaan (2021) and Zainol, Mohd Hussin, Othman, and Mohd Zahari (2021) found that parents faced problems with distance learning, including difficulties in controlling their children when they have more than one child and a lack of digital technology such as laptops. In addition, parents suffer from a lack of experience in using technology with their children (Al Rabo, 2022; Özüdoğru, 2021).

Other studies found positive effect such as Simamora, De Fretes, Purba, and Pasaribu (2020) which confirmed the potential of online learning in higher education as perceived by Indonesian lecturers during the COVID-19 pandemic. The study emphasized the importance of continuous development, training, and infrastructure improvement to enhance its effectiveness in the future. Other studies such as those by Mustafa, Salman, Aldeyab, Kow, and Hasan (2021) and Al Saeedi, Al Ajmi, and Aba Al-Khail (2022) have found satisfaction among students with learning disabilities and their parents in distance learning. According to Al Saeedi et al. (2022) this result indicates that the parents of students with learning difficulties have been satisfied with the effectiveness of distance learning systems. Additionally, Abu Abah (2021) investigated the experience of distance learning in primary schools in Riyadh in response to the COVID-19 pandemic and found it successful from the parents' point of view with a general average of 2.93.

The COVID-19 pandemic brought about changes in educational institutions leading universities and schools to adopt distance education. It became evident that online learning differs from emergency remote education. There is an expectation that the remote education model will persist with hybrid activities—a blend of in-person and remote activities as needed. This approach aims to address challenges and leverage them to enhance the educational process (Adedoyin & Soykan, 2020).

Teachers had to face a lack of complete control over the classroom with their accustomed tools, a lack of awareness of the role that technology needs to play in distance learning and a lack of appropriate methods for presenting the usual curricula in a way that students can understand. The difficulties students face include communication problems and poor internet networks. Further challenges include the high costs of electronic devices, the absence of appropriate methods for distance learning and provisions to prevent distraction among students. For parents, the most important challenges they face during distance learning included a lack of skills or information regarding necessary technology and a lack of time to sit with their children, particularly when they have more than one child.

By reviewing the various studies, it became clear that there is a need for a study that included the viewpoints of teachers and parents as well as teachers who are parents regarding distance education for primary school students.

2.1. Aims

2.1.1. The Study Aims to

- (1) Investigate the difficulties and obstacles that students, teachers, and parents have faced during distance learning.

- (2) Highlights the relationship between difficulties resulting from distance learning and demographic variables such as sex, age, type of housing, type of respondent (parent or teacher), relevant student's academic level and number of children in the family.

3. METHODOLOGY

3.1. Research Design

The study follows a descriptive survey approach. This approach is designed to generate statistical data regarding a specific target population (Fowler, 2012) and the population in this research includes parents, teacher and parents who are also teachers in the State of Kuwait. A special tool, represented by a scientific questionnaire was designed to survey on the most important challenges of distance education in this population.

3.2. Research Population

Participants were selected at random. They were parents and teachers who are also teachers of primary students in Kuwait in various school regions. They were surveyed to identify the difficulties faced by teachers, students and parents that result from distance learning at the primary school level. The participants in the study were drawn from various regions in Kuwait, totaling 258 individuals. Among them, there were 40 teachers, 164 parents and 54 participants who were both parents and teachers.

3.3. Research Instrument

The research instrument is a questionnaire prepared by the researchers including 25 items divided into three dimensions of difficulties. These dimensions are as follows:

3.3.1. Difficulties Related to Students

This dimension focuses on challenges students face in distance learning. It includes 10 statements such as "students lack the technical skills needed for distance learning."

3.3.2. Difficulties Related to Teachers

This dimension explores challenges faced by teachers in the context of distance education. It consists of eight statements; one of the statements is as follows: "The teacher's lack of control over students in remote teaching has led to a loss of the lesson."

3.3.3. Difficulties Related to Parents

This dimension addresses challenges parents face in distance learning. It includes seven statements such as parents lack the knowledge about electronic methods to monitor their children in distance learning.

Response Scale: (strongly agree, agree, undecided, disagree and strongly disagree). The complete questionnaire can be found on OSF <https://osf.io/3wdjk/files/osfstorage/65746c02942c190d840ec441>.

Table 1. The connection between the dimensions and the statements.

Difficulties related to students	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Pearson correlation	0.510**	0.523**	0.514**	0.514**	0.430*	0.588**	0.635**	0.583**	0.575**	0.594**
Difficulties related to teachers.	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18		
Pearson correlation	0.641**	0.701**	0.800**	.477**	0.706**	0.774**	0.505**	0.711**		
Difficulties related to parents.	Q19	Q20	Q21	Q22	Q23	Q24	Q25			
Pearson correlation	0.681**	0.763**	0.834**	.838**	0.578**	0.677**	0.833**			

Note: Pearson correlation values marked with ** indicate significance at the 0.01 level ($p < 0.01$), while values marked with * indicate significance at the 0.05 level ($p < 0.05$).

3.4. Validity and Reliability

The pilot sample contains 31 participants. The internal consistency was determined using Cronbach's alpha which reached a value of 0.891 indicating high reliability. Content validity was confirmed by an expert evaluation with adjustments made to some items based on their recommendations to enhance clarity and relevance. Finally, it turned out that the scores for each statement are related to the dimension to which it belongs which indicates good internal consistency (see Table 1).

4. RESULTS AND DISCUSSION

This section represents the results of the study and the SPSS software was used to analyze the data, applying both the t-test (independent sample test) and ANOVA (one-way) to answer the study questions. Additionally, when ANOVA indicated significant differences, Tukey HSD was employed for multiple comparisons to determine the specific differences.

First question: Are there statistically significant differences based on students' sex faced by teachers, parents, and students in distance learning?

The first research question investigated whether there were statistically significant differences based on student sex in the challenges faced by students, teachers and parents in distance learning. Table 2 presents the first question result.

Table 2. Differences based on students' sex in the difficulties faced by teachers, parents, and students in distance learning.

Questionnaires	Sex	N	Mean	SD	t	Sig
Difficulties faced by the student.	Male	140	19.486	6.051	-0.79	0.43
	Female	118	20.102	6.457		
Difficulties faced by the teacher.	Male	140	17.221	6.583	0.258	0.797
	Female	118	17.025	5.425		
Difficulties faced by the parent.	Male	140	12.993	5.410	-0.338	0.736
	Female	118	13.212	4.906		

The results in Table 2 show no statistically significant differences in the challenges faced by students, teachers, or parents based on the students' sex ($p > 0.05$ across all categories). This indicates that both male and female students faced similar levels of difficulty in adapting to distance learning. These findings align with previous research by Nsibirano, Kabonesa, and Nannyonga (2022) and Karagul and Sen (2021) which also found no significant sex-based differences in the challenges experienced in distance learning contexts. Thus, the data suggest that students' sex does not play a role in the level of difficulty faced by teachers, parents, and students in distance learning.

Second question: Are there statistically significant differences faced by teachers, students, and parents in distance learning due to the age of the student?

The second question explored whether there were statistically significant differences faced by parents based on the age of their children in the distance learning environment. Table 3 represents three age groups which are as follows: 6 to 8 years old, 9 to 12 years old, and 13 to 14 years old students. An ANOVA (one-way) was conducted on the results of the second question revealing a statistically significant difference in the challenges experienced by parents in distance learning based on the age of the students ($F(2, 255) = 3.271, p < 0.05$). Multiple comparisons (Tukey test) in Table 4 showed a significant difference between students at 6–8 years old and those at 13–14 years old to the benefit of the older group (13 to 14 years old). This may be due to the characteristics of adolescents including their need for self-affirmation and independence (Meeus, 2016) which may bring about certain difficulties for their parents.

Table 3. The differences due to age of the students in the difficulties faced by teachers, students, and parents in distance learning.

Source of variance		Sum of squares	df	Mean square	F	Sig.
Difficulties faced by the student.	Between groups	165.035	2	82.518	2.141	0.120
	Within groups	9827.011	255	38.537		
	Total	9992.047	257			
Difficulties faced by the teacher.	Between groups	6.454	2	3.227	0.087	0.917
	Within groups	9463.065	255	37.110		
	Total	9469.519	257			
Difficulties faced by the parent.	Between groups	172.301	2	86.150	3.271	0.040
	Within groups	6715.467	255	26.335		
	Total	6887.767	257			

Table 4. Multiple comparisons Tukey HSD between three age groups of students.

Dependent variables	(I) Student age	(J) Student age	Mean difference (I-J)	Std. error	Sig.	95% confidence interval	
						Lower bound	Upper bound
Parent	6 to 8 years old	9 to 12 years old	-1.188	0.705	0.213	-2.851	0.474
		13 to 14 years old	-2.184*	0.902	0.043	-4.311	-0.057
	9 to 12 years old	6 to 8 years old	1.188	0.705	0.213	-0.474	2.851
		13 to 14 years old	-0.996	0.910	0.519	-3.141	1.150
	13 to 14 years old	6 to 8 years old	2.184*	0.902	0.043	0.057	4.311
		9 to 12 years old	0.996	0.910	0.519	-1.150	3.141

Note: Values marked with * indicate statistical significance at the 0.05 level ($p < 0.05$).

Third question: Are there statistically significant differences in distance learning faced by teachers, students, and parents about the governorate of residence in Kuwait?

The third research question examined whether teachers' difficulties in managing distance learning varied by the governorate of residence within Kuwait. Table 5 ANOVA (Analysis of Variance) (one-way) revealed a significant difference only in the difficulties that teachers faced in terms of distance learning according to the governorate of residence ($F = 2,575$ $p < 0.05$). Multiple comparisons of the Tukey HSD Test (Honestly Significant Difference) showed a significant difference between Farwaniyah and Al Asimah and between Farwaniyah and Hawalli. Teachers living in Farwaniyah faced more learning difficulties than teachers from Hawalli. The quantitative indicators for the stages of public education in Kuwait show that the total number of students at one school in Farwaniya is around 606–626 but in Al Asimah and Hawalli it was 426–427 and 531–574, respectively (Education Statistical Group, 2016). Thus, the student density in Farwaniya may contribute to the challenges teachers meet due to distance learning. In addition, teachers must receive training in distance learning and how to manage online classes with varying student densities. A study conducted at Humanity University found that distance education during the COVID-19 pandemic requires an innovative approach to overcoming barriers (Glebov, Popov, Lagusev, Krivova, & Sadekova, 2021). It is crucial to emphasize that these differences reached statistical significance. Caution should be exercised in ascribing them as substantial or easily interpretable. Indeed, many factors could influence them such as population type, mean socio-economic status, preliminary expertise with remote learning and many others.

Table 5. Teachers' difficulties in managing distance learning varied by governorate of residence within Kuwait.

ANOVA					
Questionnaire	Sum of squares	df	Mean square	F	Sig.
Difficulties faced by the student.	171.394	5	34.279	0.880	0.495
	9820.653	255	38.971		
	9992.047	257			
Difficulties faced by the teacher.	460.374	5	92.075	2.575	0.027
	9009.146	255	35.751		
	9469.519	257			
Difficulties faced by the parents.	156.733	5	31.347	1.174	0.323
	6731.034	255	26.710		
	56913.984	257			

Fourth question: Are there statistically significant differences among the respondents of the questionnaire, which include teachers, parents, and individuals who are both teachers and parents during online learning?

The fourth question addressed differences in challenges based on respondent roles (teachers, parents, or both).

Table 6. The differences in challenges based on respondent roles (Teachers, parents or both).

Source of variance		Sum of squares	df	Mean square	F	Sig.
Difficulties faced by the student.	Between groups	4.955	2	2.477	0.063	0.939
	Within groups	9987.092	255	39.165		
	Total	9992.047	257			
Difficulties faced by the teacher.	Between groups	294.219	2	147.110	4.088	0.018
	Within groups	9175.300	255	35.982		
	Total	9469.519	257			
Difficulties faced by the parent.	Between groups	18.598	2	9.299	0.345	0.708
	Within groups	6869.170	255	26.938		
	Total	6887.767	257			

Table 6 shows ANOVA (One-way) and a significant difference in terms of the difficulties that teachers faced during distance education according to the type of respondent (teachers, parents, or teachers and parents at the same time) ($F = 4.088$ and $p < 0.05$). Moreover, a comparison (Tukey HSD Test) in Table 7 showed a significant difference between respondent teachers and parents. This study found differences between respondents and the difficulties faced by the teachers that were in favor of the teachers due to their experience with the reality of distance learning.

Fifth question: Are there significant differences between teachers, parents and students as a result of the difficulties they faced while studying online across academic levels?

The final question examined whether students' academic levels influenced the difficulties faced in distance learning. Table 8 represents ANOVA (one-way) results showing no significant difference in the difficulties that teachers ($F = 1.918$ and $p < 0.05$), parents ($F = 2.215$ and $p < 0.05$), and students ($F = 1.860$ and $p < 0.05$) were facing in distance learning in relation to the given student's academic level. In other words, students who had higher academic levels appeared to have the same difficulties in learning distance as students at lower academic levels. We consider this result to indicate that students at different academic levels faced the same lack of experience and other circumstances that all students faced in their distance learning.

Table 7. Multiple comparisons Tukey HSD between the type of respondent teachers and parents.

Dependent variables	(I) Transponder	(J) Transponder	Mean difference (I-J)	Std. error	Sig.	Dependent variables	95% confidence interval	
							Lower bound	Upper bound
Teacher difficulties	Tukey HSD	Teacher	Parent	2.540*	1.058	0.045	0.046	5.033
			Teacher and parent	0.616	1.251	0.875	-2.334	3.566
		Parent	Teacher	-2.540*	1.058	0.045	-5.033	-0.046
			Teacher and parent	-1.924	0.941	0.104	-4.143	0.295
		Teacher and parent	Teacher	-0.616	1.251	0.875	-3.566	2.334
			Parent	1.924	0.941	0.104	-0.295	4.143

Note: Values marked with * indicate statistical significance at the 0.05 level ($p < 0.05$).

Table 8. The differences in challenges based on students' academic levels.

Source of variance		Sum of squares	df	Mean square	F	Sig.
Difficulties faced by the student.	Between groups	355.641	5	71.128	1.860	0.102
	Within groups	9636.406	255	38.240		
	Total	9992.047	257			
Difficulties faced by the teacher.	Between groups	347.235	5	69.447	1.918	0.092
	Within groups	9122.284	255	36.200		
	Total	9469.519	257			
Difficulties faced by the parent.	Between groups	290.021	5	58.004	2.215	0.053
	Within groups	6597.747	255	26.182		
	Total	6887.767	257			

5. DISCUSSION

The study showed that the COVID-19 pandemic posed significant challenges for students, teachers, and parents in terms of the shift to distance learning. Participants' demographic variables were reflected in the various challenges they faced. This study found that the educational level of the mother, the students' age, and the governorate of residence contributed to the difficulties in learning faced by students, teachers, and parents. Interestingly, our findings highlight that the students' level of education did not significantly influence the difficulties that students, teachers and parents faced which means that these three groups faced the same difficulties regardless of the level of their children. This is interesting because one hypothesis might be that older students would be more familiar with technical aspects and more autonomous than younger children. The results of the study are consistent with [Hammerstein, König, Dreisoerner, and Frey \(2021\)](#); [Guariso and Björkman Nyqvist \(2023\)](#); [Owusu-Fordjour et al. \(2020\)](#) and [Spiteri et al. \(2022\)](#). This study contributes valuable insights regarding the challenges faced by parents during distance learning, especially in relation to adolescent students. It emphasizes the additional complexity that arises when parents have multiple children as the presence of more than one child may impact a parent's ability to effectively manage and oversee their education in a remote learning environment. Therefore, attention must be paid to guiding parents about the unique needs and requirements of this stage of development, particularly considering the need for independence and self-reliance in life, education and distance learning.

6. CONCLUSION

The results of the study found

1. A significant relationship between the mother's education level and student difficulties.
2. Location in Kuwait was significantly correlated with teacher difficulties.
3. There was a correlation between the student's age and parental difficulties.
4. No significant differences were found based on the student's gender.
5. No correlation was found between the student's academic level and the difficulties faced.

We recommend that teachers and policymakers develop training programs that focus on developing skills and strategies for distance learning. These programs should be designed to meet the needs of teachers, students, and parents. Additionally, our study emphasizes the crucial need to provide essential resources, including technology and internet access to ensure the accessibility of distance learning for all.

6.1. Policy Suggestion

1. Develop comprehensive training programs that cover virtual classroom management, the roles of engaging students in online classrooms and tools of distance learning.
2. Enhance digital infrastructure and accessibility.

3. Develop support programs for parents to understand and address the needs of their children during distance learning.
4. Develop feedback mechanisms for distance learning to assess its effectiveness, its achievement of goals, and the challenges faced by students, teachers, and parents.

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Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

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APPENDIX

Appendix 1 presents the questionnaire used in this research to collect data on “difficulties faced by students, teacher, and parents during distance learning”.

Title: Study of Challenges that Faced by Teachers, Students, and Parents Resulting from Distance Learning in Elementary school: Perspectives of Teachers and Parents.

Dear Respondent,

Greetings. Please respond to all items, understanding that there are no right or wrong answers.

Thank you for your participation.

Appendix 1. Scientific research questionnaire.

First: Difficulties related to students						
Statement no.	Statement	Strongly agree	Agree	Not sure	Totally disagree	Disagree
1	Students lack to the technical abilities that they need for distance study					
2	Students feel confused due to conflicting homework deadlines.					
3	Students lack to the electronic research skills for their academic needs.					
4	Lack of interaction between teachers and students leads to a lack of motivation for learning.					
5	Internet disruptions affect the educational process for students.					
6	Students feel bored due to extended screen time.					
7	due to long time in front of screen, students are suffering from pains in neck and back, and other areas that make them face difficulties in distance learning.					
8	Remote learning has led to the spread of negative behaviors among students.					
9	Submitting assignments electronically has caused confusion and anxiety for students.					
10	Home environment is not suitable for remote learning.					
Second: Difficulties related to teachers						
Statement no.	Statement	Strongly agree	Agree	Not sure	Totally disagree	Disagree
11	Teachers lack knowledge of electronic methods for home assigning.					
12	Teachers lack practical ability in managing online classes.					
13	Teachers experience frustration and psychological distress due to lack of experiences in remote teaching.					
14	Inadequate time allocated for online classes make teachers rush in their teaching.					
15	Some teachers lack proficiency in available remote teaching methods.					
16	Teachers face difficulties in accessing ministry-created educational platforms for remote teaching.					
17	Lack of comprehensive educational websites for teachers' needed resources.					
18	Teacher's weak control over students in remote learning leads to wasted class time.					

Third: Difficulties related to parents						
Statement no.	Statement	Strongly agree	Agree	Not sure	Totally disagree	Disagree
19	Parents lack knowledge of electronic methods to monitor their children in remote learning.					
20	Parents face difficulties in conducting dialogues with teachers about their children.					
21	Parents' social commitments make it difficult for them to monitor their children's schooling.					
22	Having more than one child in the family causes difficulties in monitoring their education.					
23	Purchasing electronic devices negatively impacts the family budget.					
24	Parents face difficulties in teaching their children electronically.					
25	Having more than one child in the family makes it challenging to monitor them at home.					

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