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Parental Perspectives on Distance Learning Challenges for Arabic Language Instruction in Kuwait's Fifth Grade

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ABSTRACT

The COVID-19 pandemic prompted an abrupt shift to distance education in Kuwait, raising urgent concerns about the continuity and quality of Arabic language instruction—especially for younger learners. This study aims to: (1) identify the key challenges parents encountered while supporting Arabic learning for fifth-grade students, (2) assess the extent of parental involvement in online learning, and (3) evaluate parental satisfaction with this experience. These objectives are particularly relevant in the context of Arabic, a language that depends heavily on interactive and immersive instruction, where remote learning presents distinct pedagogical challenges. A descriptive relational quantitative design was employed. Data were collected through a rigorously developed structured questionnaire, completed by 554 parents across six educational districts in Kuwait. The tool underwent expert review and pilot testing, and demonstrated high internal reliability ($\alpha = 0.871$ for challenges, 0.807 for involvement, 0.723 for satisfaction; overall $\alpha = 0.889$). Findings revealed that parents encountered major challenges, particularly the lack of interactive digital tools and real-time communication with teachers—barriers that directly hindered effective Arabic instruction. Many parents actively compensated for these limitations by increasing their instructional support at home, indicating high involvement. However, levels of satisfaction were mixed. ANOVA results showed statistically significant differences by gender and educational level, with female and more educated parents reporting greater challenges, while no significant differences were found based on parental age. This study contributes to limited literature on Arabic distance learning by offering validated, demographically sensitive metrics of parental experience.

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It presents evidence-based recommendations to enhance digital pedagogy and build resilient, culturally responsive distance-learning frameworks in Arabic-speaking contexts.

Keywords: Distance Learning; Arabic Language Instruction; Parental Involvement; Interactive Learning Environments; Digital Pedagogy; COVID-19 Education Challenges; Cultural Identity; Education in Kuwait

1. Introduction

The COVID-19 pandemic triggered a global crisis in education, forcing schools worldwide, including those in Kuwait, to rapidly transition to distance learning without sufficient time for preparation or training. This disruption was particularly consequential in countries like Kuwait, where infrastructure development outpaced the pedagogical integration of digital tools. Parents found themselves forced to immediately adapt to this shift. They were placed in a position filled with anxiety and challenges, struggling to balance work responsibilities and caring for their children. While the shift to online learning enabled educational continuity, it simultaneously exposed vulnerabilities in the system—especially in the delivery of language-based subjects such as Arabic at the primary school level.

Arabic language instruction, the core focus of this study, presents unique challenges in online learning. , particularly in areas like pronunciation, script writing, and interactive feedback, which are harder to achieve in a virtual classroom^[1]. Moreover, Arabic is not only a medium of instruction but also central to cultural identity and heritage, particularly in Kuwait. As such, the pedagogical challenges of teaching Arabic remotely are not only technical but also deeply cultural.

The sudden move to online learning revealed major obstacles, such as limited real-time interaction, a lack of interactive curricula adapted for remote contexts, and an over-reliance on teacher-centered delivery modes. These obstacles intensified the burden on parents, who had to step in as co-educators. Many parents found themselves juggling professional responsibilities, household duties, and the challenge of supporting Arabic language lessons at home. These new responsibilities revealed not just the practical challenges of managing everything at home, but also highlighted systemic issues in how prepared the education system was to handle digital learning^[2].

Understanding parental perspectives is essential, as

they offer unique and often overlooked insights into educational barriers that may not be fully visible from the perspectives of teachers or students. Parents' experiences underscore the extent to which educational practices were strained and reveal areas where support mechanisms are urgently needed. This study, therefore, aims to explore the challenges parents faced while supporting their children's Arabic language education during the pandemic, examining the intersection of technology, parental involvement, and student engagement.

This investigation holds particular significance for Kuwait, a country where education reform efforts were already gaining momentum prior to the pandemic. The abrupt transition to distance learning highlighted the urgent need for comprehensive strategies that incorporate interactive digital resources, targeted teacher training, and robust parental support^[3,4]. By offering a demographically nuanced, psychometrically validated account of parental experiences, this research provides actionable insights for educators, policy-makers, and digital content developers seeking to strengthen Arabic instruction in virtual environments.

In addressing these concerns, the study contributes to an underexplored but urgent domain within Arabic educational research: how distance learning intersects with linguistic complexity, cultural preservation, and family dynamics in the Arab world. The findings are especially timely as educational systems worldwide reevaluate their readiness for hybrid and digital learning models in a post-pandemic era.

2. Literature Review

2.1. Global Challenges in Distance Learning

The global shift to distance learning during the COVID-19 pandemic created immediate challenges for students, families, and educational institutions. Numerous studies, such as those by Dhawan^[5] and Daniela et al.^[6] consistently highlighted the immense strain placed upon digital infrastructure, teacher readiness, and student engagement.

A primary concern was equitable digital access; many regions, especially in developing countries, struggled with poor internet connectivity, limited bandwidth, and a lack of personal devices. These gaps widened existing educational inequalities, making it considerably more difficult for students to participate effectively in online learning^[7]. Akpen et al.^[8] reinforced this in a global review, emphasizing how disparities in technology access directly impacted student engagement and equity during the pandemic.

Another major hurdle was teacher readiness. Many educators, trained for in-person classrooms, were unprepared to deliver engaging content online. They often lacked the technical know-how to manage virtual classrooms, design interactive lessons, or give timely feedback^[2]. Paliwal and Singh^[9] documented these struggles, pointing to a widespread lack of support and training as teachers scrambled to adapt their methods.

Keeping students engaged online also proved difficult. Without face-to-face interaction and with plenty of home distractions, students—especially younger ones—found it harder to stay focused. Teachers, in turn, had limited tools to assess comprehension or offer real-time help. For subjects like language learning that require constant interaction, this was a serious obstacle^[10,11]. Khlaif et al.^[12] explored these issues in depth, noting how cultural factors, digital inequality, and shifting parental roles further hindered student motivation and participation.

Finally, digital literacy varied widely among students, teachers, and parents. Many lacked the basic skills needed to use online platforms effectively, causing frustration and reducing the overall effectiveness of remote learning^[7]. Karagul et al.^[13] showed that digital skill gaps across different education levels and demographics made it even harder for families to adapt quickly.

2.2. Regional Perspectives from the Arab World

The global challenges of distance learning were deeply felt across the Arab world, where cultural dynamics and varying levels of digital development added further complexity. Studies from Gulf Cooperation Council (GCC) countries reveal both shared global issues and unique regional struggles. In Oman, Al Hadhrami and Al Saadi^[14] found that 70% of parents of grades 5–9 students struggled with unclear teacher

guidance and a lack of interactive tools, highlighting a strong demand for formal training and better support systems.

In Saudi Arabia, Alkinani^[15] reported widespread stress among parents who expressed predominantly negative attitudes toward remote learning at the elementary level, largely due to lack of preparedness and training, which led many to favor traditional education during the pandemic. This stress wasn't just technical; it reflected deeper emotional pressure as parents took on demanding new roles. Alamri^[16] echoed this, showing that parents of children with learning disabilities were especially overwhelmed and lacked sufficient coping tools.

Digital inequality was another major issue across the Arab region. Koh and Daniel^[7] pointed out that unreliable internet, low digital literacy among parents, and shared devices worsened educational disparities. These issues hit low-income families hardest—mirroring findings from Indonesia by Pradana and Syarifuddin^[3]. While wealthier families could adapt with strong internet and multiple devices, others were left behind, widening the achievement gap. Al Dhaheri et al.^[17] reinforced this in a large regional study, linking poor digital access to negative psychological impacts. As Grover et al.^[18] noted, true “access” includes not just devices but also digital skills and a supportive home environment—factors that ultimately shape student success.

2.3. Language-Specific Challenges in Arabic Instruction

Arabic language instruction presents unique pedagogical challenges, especially in an online context. The language's phonological structure, script, and grammatical depth require sustained, interactive exposure that is difficult to achieve remotely. Hafed and Alkhalaf Alabdulla^[1] emphasized that mastering Arabic's intricate sound-meaning patterns and complex script intricacies requires guided, repetitive drills and active practice that is exceptionally challenging to replicate effectively without direct, in-person interaction and constant teacher monitoring. The loss of the immersive classroom environment, where teachers can spontaneously correct errors and foster oral fluency, proved particularly detrimental to Arabic language development.

The difficulties extended significantly to instructors, who often struggled to adapt traditional pedagogical methods for Arabic language teaching to the online environment.

Al-Assaf^[10] specifically noted that even experienced Arabic language instructors faced considerable challenges in maintaining learner motivation and providing timely and accurate pronunciation feedback in virtual classrooms. The nuances of correcting subtle phonetic distinctions, which are crucial in Arabic to differentiate meanings, or guiding the intricate hand movements required for correct Arabic script formation, become remarkably difficult through a screen. This often led to potential mispronunciations and incorrect writing habits becoming entrenched due to delayed or inadequate feedback. Teachers reported difficulty in gauging student engagement and comprehension in real-time, frequently resorting to passive assignments rather than dynamic, interactive oral and written practice that is essential for language mastery. Algabli^[19] further confirmed that instructors of Arabic language faced acute challenges delivering pronunciation, providing feedback, and guiding script formation digitally.

While interactive digital tools hold immense potential to mitigate some of these difficulties and enhance language learning, they are often lacking or underutilized in Arabic language education platforms. Misirli and Ergulec^[11] found that animated letter-formation modules, for instance, can foster “flow experiences” and strengthen phonetic practice by providing engaging visual and kinesthetic support that is vital for script acquisition. Similarly, Ha and Im^[20] demonstrated that customizable visual learning aids significantly boost script-writing accuracy in online settings, providing immediate visual feedback crucial for complex scripts. However, many existing platforms designed for Arabic instruction lack such specialized, pedagogically-informed, and engaging features. Generic video conferencing tools, while facilitating basic communication, fall far short in providing the tailored, interactive drills, pronunciation recognition, and immediate visual feedback necessary for mastering a language as phonetically and morphologically rich as Arabic. This deficiency means that despite the widespread availability of general technology, the specific and unique pedagogical needs of Arabic language learning are not adequately met by current digital offerings.

Moreover, it is crucial to understand why even sophisticated digital tools cannot entirely replace the parental role, especially for young children learning Arabic. Language acquisition, particularly at primary levels, is not solely about cognitive input but is deeply rooted in social interaction, emotional encouragement, and the immediate, adaptive feedback only a

human instructor or an engaged parent can provide. Parents are uniquely positioned to offer personalized attention, identify real-time struggles with pronunciation, comprehension, or script formation, and integrate language learning into daily life through conversation and cultural context. They provide a rich, immersive, and emotionally supportive environment that digital platforms, no matter how advanced, cannot fully replicate. The irreplaceable human element of encouragement, spontaneous correction, and contextual understanding remains paramount for holistic language development and for fostering a lifelong connection to the Arabic language and culture. Alzubi et al.^[2] further confirm this, showing that collaborative learning environments—rich in real-time peer interaction and feedback—significantly enhance speaking and language development, demonstrating how social context and engagement facilitate deeper language acquisition in EFL learners.

2.4. Parental Roles and Experiences

The unprecedented shift to distance education dramatically reshaped the roles and experiences of parents, placing new and often overwhelming demands on caregivers. Instead of serving primarily as supporters, many parents suddenly found themselves stepping into the role of quasi-teachers. They became responsible for managing daily learning schedules, ensuring access to technology, and directly helping with academic tasks—all while navigating their own work and household responsibilities^[2,4]. This dramatic shift caused considerable emotional stress and placed immense pressure on family dynamics. Abuhammad^[21] reported that many parents felt inadequate and exhausted, with these feelings often undermining their ability to consistently support their children’s online education. The juggling act between work obligations, domestic duties, and the unexpected burden of full-time educational oversight led to widespread psychological fatigue and a strain on overall family well-being. Roskies et al.^[22] backed this with quantitative data, showing high levels of emotional exhaustion among parents, particularly in households with multiple school-aged children.

Another major source of parental stress was the lack of clear guidance and interactive tools to keep students engaged. Al Hadhrami and Al Saadi^[14] found that in Oman, parents were particularly challenged by the absence of engaging digital resources—tools that are crucial for interactive subjects like Arabic. Without these, parents struggled to keep children

motivated. Moreover, unclear instructions from teachers and inconsistent communication left many parents unsure of how best to assist their children, especially in subjects they found unfamiliar or difficult themselves^[11]. This disconnect forced parents to interpret educational content and develop improvised strategies, often without the background or training needed to do so effectively.

This sense of being overwhelmed wasn't isolated to one region—it was a global experience^[2,4]. As Misirli and Ergulec^[11] emphasized, parents across different countries felt unprepared, particularly when asked to support subjects they didn't fully understand. Regardless of their own educational levels, many were thrown into unfamiliar roles, trying to navigate online platforms, solve technical issues mid-lesson, and grasp unfamiliar teaching methods—all without institutional training or support. The pressure was even greater for parents managing multiple children at home or those who struggled with basic digital literacy. The result was often a deep sense of helplessness and frustration, which negatively impacted the overall learning environment. Yet, there is hope: Yang and Liu^[23] showed that open, positive communication between parents and children can help ease this stress—a strategy especially relevant for families in the MENA region.

At the same time, digital inequality played a major role in exacerbating these challenges. Koh and Daniel^[7] and Grover et al.^[18] pointed out that families in under-resourced communities faced much higher levels of stress. Many lacked reliable internet, access to functional devices, or the digital skills needed to navigate online learning platforms. These limitations directly hindered parents' ability to support their children effectively. Studies consistently show a clear divide: families with higher education levels and more financial resources were far better positioned to adapt, while those with fewer resources fell further behind^[3,18]. This growing gap highlights a critical reality—equitable distance learning can't be achieved through digital content alone. It requires addressing the root causes of inequality, including disparities in technology access, digital literacy, and the broader support systems that shape a child's learning experience.

2.5. Gaps in Existing Research and Novelty of the Present Study

Despite the substantial growth of research on distance learning during the COVID-19 pandemic, several critical

gaps remain, especially when it comes to Arabic language instruction and the lived experiences of parents within specific cultural settings. While many global studies have addressed broad challenges like digital infrastructure, teacher readiness, and student engagement^[2,5,7], few have taken a close, detailed look at what parents actually faced when trying to support their children's Arabic language learning at home. Much of the existing literature either generalizes across subjects or focuses mainly on technical barriers, without fully acknowledging the distinctive pedagogical complexities of Arabic. As a language with a rich morphological structure, phonological nuances, and a unique script, Arabic requires sustained, interactive practice and constant feedback—conditions that are especially hard to replicate in remote learning environments. Yet, the specific challenges this poses for parents—who were suddenly expected to facilitate and guide that learning—are rarely addressed in depth.

In addition, while some studies have explored parental involvement and satisfaction in distance learning more broadly^[2,4,11,20], there's a limited understanding of how this involvement actually unfolded when it came to Arabic language learning. What kinds of support did parents offer? What obstacles did they encounter? What influenced their satisfaction or frustration with the process? These questions become even more important when considered in the context of Kuwait, where unique cultural and educational dynamics shape how families engage with schooling. While research from neighboring Arab countries like Saudi Arabia^[15] and Oman^[14] has offered insights into parental experiences, and some work has looked at student perspectives in Kuwait^[24], there is still no comprehensive, large-scale study that captures the specific voices and challenges of Kuwaiti parents supporting Arabic instruction for fifth-grade students during the pandemic.

This research directly addresses that gap. It presents a detailed, data-driven analysis of parental perspectives on Arabic language distance learning during a time of crisis, drawing on a large and diverse sample from across Kuwait's educational districts. By using a rigorous quantitative design, this study uncovers valuable insights into:

1. The specific pedagogical and technological challenges that parents encountered while supporting their children's Arabic learning at home.
2. The complex and often under-recognized ways that par-

ents engaged with the learning process for a language that relies so heavily on interactive, in-the-moment instruction.

3. The key factors that influenced parental satisfaction or dissatisfaction—particularly when it came to helping their children develop foundational Arabic skills like reading and writing, which are highly vulnerable in online settings without strong instructional support.

By shining a light on this underexplored intersection of Arabic language pedagogy, parental engagement, and digital learning, this study offers practical, actionable recommendations. These are aimed at educational policymakers, curriculum designers, and technology providers in Kuwait and the broader Arab region. The ultimate goal is to help build more resilient, equitable, and culturally attuned frameworks for distance language education—frameworks that uphold not only academic outcomes but also the linguistic and cultural heritage that Arabic instruction represents.

2.6. Aims and Objectives of the Study

- To identify the key challenges in online learning that fifth-grade students encountered.
- To assess the degree of parental involvement in facilitating their children's learning during distance education.
- To evaluate parental satisfaction with the distance learning experience, specifically concerning Arabic language instruction in primary schools.

3. Method

3.1. Study Design

This study employs a descriptive relational quantitative design aimed at exploring three research questions:

- **RQ1:** What are the primary challenges encountered by fifth-grade students in distance learning, particularly in learning the Arabic language?
- **RQ2:** How do fifth-grade students rely on their parents for support during Arabic language distance learning?
- **RQ3:** What levels of satisfaction do parents report regarding Arabic language distance learning at the fifth-grade level, and what factors influence these levels?

3.2. Scope and Context of the Study

- **Human boundaries:** The study focused on parents of fifth-grade students in Kuwait, capturing their perspectives during the 2020–2021 academic year. Fifth-grade students are at a crucial stage of language acquisition, where their linguistic skills are rapidly developing, and the need for intensive linguistic interaction and immediate feedback becomes more pressing. Therefore, understanding their parents' experiences offers invaluable perspectives on the efficacy of support provided to these young learners in a distance learning environment.
- **Spatial boundaries:** To ensure the broadest possible representation of the educational reality in Kuwait, data were collected from parents residing in six major educational districts across the country. This wide geographical distribution allowed us to capture the diversity of experiences and challenges that might subtly vary between regions, thereby enhancing the generalizability of our findings at the national level within Kuwait.
- **Temporal boundaries:** Data collection occurred during the peak of the COVID-19 pandemic, a period that placed unprecedented pressures on educational systems worldwide and significantly transformed both educational delivery and parental roles.

3.3. Data Collection Process

Data were collected using a structured questionnaire designed specifically for this study (**Appendix A**). The instrument was distributed electronically to parents through school communication channels, in coordination with educational administrators in public primary schools. Participants were informed about the purpose of the study, and their responses were collected anonymously to ensure confidentiality and voluntary participation.

3.4. Data Classification

The questionnaire was composed of three thematic sections, each corresponding to a research question:

- **Distance Learning Challenges**—capturing technical, pedagogical, and communication-related difficulties
- **Parental Involvement**—exploring the extent of parent engagement and instructional support

- **Parental Satisfaction**—measuring emotional, academic, and logistical satisfaction levels

Responses were measured using a 5-point Likert scale, ranging from strongly disagree to strongly agree. This structure allowed for the classification of data into three subscales aligned with the analytical framework of the study.

3.5. Validation of the Instrument

The questionnaire underwent a **two-stage validation process**:

- **Expert Review**: Initial items were reviewed by three educational specialists to assess clarity, content relevance, and construct alignment.
- **Pilot Testing**: The instrument was piloted with a sample of 30 parents not included in the main study. Feedback from this phase led to refinements in wording and structure.

Reliability Assessment: Internal consistency was evaluated using Cronbach's alpha, with strong coefficients across all sections:

- Distance Learning Challenges: $\alpha = 0.871$
- Parental Involvement: $\alpha = 0.807$
- Parental Satisfaction: $\alpha = 0.723$

- Overall instrument reliability: $\alpha = 0.889$

These values confirm the instrument's reliability for data collection and its suitability for measuring parental perceptions.

3.6. Demographic Characteristics of the Sample

The final sample consisted of 554 parents, selected purposively to ensure diversity in gender, education, and regional background. The distribution across Kuwait's six school districts supported a high level of representativeness. While the sample reflects a broad demographic spectrum, we acknowledge potential underrepresentation of some subgroups due to accessibility and response-rate variations during data collection.

To provide context for the findings, the demographic distribution of the study participants is summarized below, illustrating the diversity of the sample and its representativeness. The participants gender distribution is shown in **Table 1**.

Interpretation: The high proportion of female respondents may reflect cultural roles where mothers are often more involved in primary education and household duties, potentially impacting their perceptions of distance learning.

The age group distribution is provided in **Table 2**.

Table 1. Gender Distribution of Participants.

M	Gender	Number	Percentage %
1	male	79	14.3
2	Female	475	85.7
	Total	554	100

Table 2. Age Group Distribution.

M	Age group	Number	Percentage %
1	Less than 35years old	346	62.5
2	From 35 years to under 45 years old	139	25.1
4	45 years and above	69	12.5
	Total	554	100

Interpretation: The youthful profile of the majority indicates that many parents of fifth-grade students are in the early stages of parenthood. This could mean they are more adaptive to distance learning platforms, but may also lack long-term parenting or educational experience.

The academic qualification of participants is presented in **Table 3**.

Interpretation: The data indicates that a significant portion of parents holds a bachelor's degree, suggesting that many respondents are well-educated and may have height-

ened awareness of educational practices and challenges.

Finally, **Table 4** summarizes the school district distribution.

Summary: The demographic analysis demonstrates a broad range of participant backgrounds, enhancing the generalizability of the findings within Kuwait.

Table 3. Academic Qualification of Participants.

M	Academic Qualification	Number	Percentage %
1	Less than secondary	33	6.0
2	secondary	95	17.1
3	Bachelor degree	400	72.2
4	Graduate	26	4.7
	Total	554	100

Table 4. School District Distribution.

M	School District	Number	Percentage %
1	Jahra	130	23.5
2	Farwaniya	122	22.0
3	Hawally	62	11.2
4	Capital City	86	15.5
5	Mubarak Al Kabir	59	10.6
6	Ahmadi	95	17.1
	Total	554	100

3.7. Statistical Analysis Procedures

Data analysis was conducted using **SPSS Version 23**, with the following procedures:

- **Descriptive Statistics:** Used to analyze demographic characteristics and response trends through frequencies, percentages, means, and standard deviations.
- **Analysis of Variance (ANOVA):** Applied to examine statistically significant differences in perceptions based on gender, age, and educational level.
- **Reporting of Results:** Results were organized themat-

ically and presented in tabular form. Each table was followed by interpretive summaries that link the findings directly to the research questions.

4. Results

4.1. Theme 1: Distance Learning Challenges (RQ1)

Table 5 illustrates the reported challenges related to distance learning for primary students.

Table 5. Distance Learning Challenges for Primary Stage Students.

Phrase	Mean	Standard Deviation	Relative Weight	Direction of Approval
Effective communication between student and teacher	4.175	1.084	0.835	High
Absence of interactive study environment	4.092	1.089	0.818	High
Distance education unsuitable for certain disciplines	4.083	1.103	0.817	High
Difficulty ensuring teaching goals are met	4.058	1.071	0.812	High
Limited classroom participation in Arabic learning	4.042	1.091	0.808	High
General Average	4.035	1.072		

Interpretation: Parents highlighted significant concerns, particularly the need for effective communication and the lack of interactive environments. These findings align with existing literature indicating that interactive engagement is crucial for subjects requiring active participation, such as

language learning.

4.2. Theme 2: Parental Involvement (RQ2)

Table 6 shows the extent of parental involvement during distance learning.

Table 6. Parental Involvement in Distance Learning.

Phrase	Mean	Standard Deviation	Relative Weight	Direction of Approval
Need for interactive technological tools	4.240	0.868	0.848	High
Development of evaluation tools for Arabic	4.117	0.939	0.823	High
Training courses for students and parents	4.076	1.020	0.815	High
Recorded classes for teacher performance improvement	4.101	1.069	0.820	High
General Average	4.178	0.904		

Key Insights: The data confirms that parents actively engaged in their children's learning, highlighting the importance of integrating more effective technological solutions and support mechanisms to facilitate learning at home.

4.3. Theme 3: Parental Satisfaction (RQ3)

Table 7 evaluates parental satisfaction with distance learning for Arabic language instruction.

Table 7. Parental Satisfaction with Distance Learning for Arabic.

Phrase	Mean	Standard Deviation	Relative Weight	Direction of Approval
Negative impact on reading and writing	4.291	0.961	0.858	High
Dissatisfaction with parental role in assignments	4.027	0.836	0.805	High
Need for student assessment guidelines	4.132	1.002	0.826	High
General Average	3.660	1.138		

Interpretation: Parental satisfaction showed mixed results, with strong concerns about the negative impacts on reading and writing skills. These outcomes suggest that while parents supported distance education, they recognized its limitations and the need for improved resources.

4.4. Statistical Analysis of Demographic Variables

The analysis below details the statistical influences of demographic variables on the results, as summarized in **Tables 8–10**.

Table 8. Differences in Response Based on Gender.

Property	Categories	Number	Mean	T-value	Significance
Gender	Male	79	45.937	-2.756	0.006**
	Female	475	48.771		

Note: ** indicates statistical significance at $p < 0.01$. *Insight:* Statistically significant gender differences indicate that females reported higher awareness of distance learning challenges, possibly reflecting their traditionally active roles in child education in Kuwaiti society.

Table 9. Differences in Response Based on Educational Qualification.

Property	Categories	Number	Mean	F-value	Significance
Education	Less than secondary	33	45.546	2.917	0.034*
	Bachelor degree	400	48.995		

Note: * indicates statistical significance at $p < 0.05$. *Insight:* Educational background significantly influenced perceptions, with more educated parents recognizing greater challenges, suggesting higher expectations and awareness.

Table 10. Differences in Response Based on Age.

Property	Categories	Number	Mean	F-value	Significance
Age	Less than 35 years old	346	48.503	0.138	0.871
	45 years and above	69	47.971		

Summary: No significant differences based on age imply that perceptions of distance learning challenges were consistent across age groups.

The results highlight significant challenges faced during distance learning, with gender and educational qualifica-

tion influencing parental awareness. These findings stress the need for targeted improvements, including enhanced teacher training, better technological tools, and comprehensive support systems to optimize remote Arabic language instruction.

5. Discussion

5.1. Interpretation of Findings

This study set out to explore the challenges of distance learning for Arabic language instruction among fifth-grade students in Kuwait, capturing parental perspectives to provide an in-depth understanding of the experience during the COVID-19 pandemic. The results reveal significant themes related to barriers in remote learning, the extent of parental involvement, and satisfaction levels.

5.1.1. Challenges in Distance Learning

Parents highlighted major issues with distance learning, mainly the lack of effective communication and interactive environments. Prior research also shows that active engagement and real-time interaction, crucial for language learning, are hard to achieve online^[10,20]. The high relative weights assigned to these concerns reflect an understanding that language instruction, unlike other subjects, requires immersive learning experiences^[3].

The challenges noted, such as limited interactivity and the unsuitability of digital platforms for certain learning activities, align with broader research on the difficulties of teaching languages with complex grammar and cultural nuances. Al Abdullatif and Alsubaie^[25] emphasized that Arabic language instruction requires specialized digital tools to sustain literacy development, particularly in mobile or home-based learning settings. These findings underscore the need for integrating multimedia resources and fostering teacher-student interactions in digital formats to enhance learning outcomes.

5.1.2. Parental Involvement and its Implications

The data show that parental involvement increased significantly during distance learning, a finding consistent with studies highlighting the dual role parents took on as both supporters and facilitators^[2,4]. The high mean scores indicate that parents actively worked to fill the gaps caused by remote learning.

However, the sustainability of this level of involvement raises concerns. Parents with higher educational backgrounds were more capable of supporting their children, revealing inequities that align with global findings on socioeconomic disparities in education^[7,18]. This variation in parental support suggests that future strategies should ad-

dress these disparities by providing resources and guidance to all families, regardless of their educational background.

5.1.3. Parental Satisfaction with Distance Learning

The results on parental satisfaction were mixed, with significant concerns about how distance learning affected students' reading and writing abilities. These findings align with other research pointing out that younger students, especially those learning languages, suffer from reduced engagement and diminished learning quality in non-physical classrooms^[10,26]. The reported dissatisfaction underscores the need for policies and practices that promote interactive learning and offer clearer frameworks for student assessment.

Parents also reported institutional gaps, such as limited training programs and unclear guidelines for tracking progress. These findings underline the need for educational reforms that ensure both teachers and parents are better equipped for potential future disruptions.

5.2. Implications for Practice

The findings of this study offer practical implications for educators, policymakers, and parents. First, teacher training programs should be significantly enhanced to equip educators with effective digital pedagogy skills. These programs should specifically focus on the integration of technology to create interactive and engaging online lessons that go beyond conventional teaching practices. The use of adaptive learning tools that cater to varied student needs and provide real-time feedback could further enrich educational outcomes^[26].

Second, targeted support mechanisms for parents are essential. Workshops, resource kits, and digital tutorials could empower parents with strategies to support their children effectively at home. Addressing these areas is critical to prevent learning disparities, particularly among families with fewer resources.

5.3. Limitations and Future Research

While this study provides valuable insights into the parental perspective on distance learning challenges, its focus on Kuwait limits its generalizability. Comparative research across different Arabic-speaking regions could shed light on shared and unique challenges, broadening the implications for educational policy. Additionally, longitudinal

studies examining the long-term impact of distance learning on language acquisition would provide a more comprehensive understanding of its effects on academic achievement.

Future research should also incorporate qualitative perspectives from teachers and students to complement parental views. This approach would create a multidimensional analysis that better informs educational strategies and policy reforms to foster resilience and inclusivity in distance learning practices.

6. Conclusion

This study's findings bring to light the significant challenges parents faced in supporting their children's Arabic language learning during distance education. The lack of effective communication between students and teachers, limited interactive learning environments, and the challenges of adapting traditional curricula to an online format were among the most pressing concerns. These obstacles were particularly evident in teaching Arabic, a language that requires direct, immersive experiences to ensure deep understanding and fluency.

The societal implications of these findings are profound, particularly in Kuwait, where Arabic is more than just a language, it is a vital part of the country's cultural identity. Without proper support, students' connection to their linguistic and cultural roots may diminish, affecting their educational and personal growth. This highlights the urgent need for strategies that not only improve language learning outcomes but also protect the cultural integrity that Arabic represents.

To move forward, teacher training must focus on enhancing digital pedagogical skills. Educators need the tools to engage students in a way that mirrors the dynamic, interactive learning they would experience in a classroom. Beyond this, parents must be supported in their critical roles. Providing accessible workshops, resources, and training for parents will help bridge the gap in involvement, especially for those facing socio-economic challenges.

Lastly, ensuring that all students have equitable access to resources is paramount. No student should be left behind simply due to a lack of access to digital tools or support. Future research should explore ways to build a more resilient system for Arabic language learning that is inclusive and adaptable to diverse needs. By addressing these issues now,

Kuwait can build a more equitable education system that preserves both academic success and cultural continuity.

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Institutional Review Board Statement

Ethical approval was obtained from the relevant educational authorities in Kuwait. Confidentiality and anonymity were maintained throughout the study.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.

Conflicts of Interest

The author declares no conflict of interest.

Appendix A. Survey Questions and Summary of Parental Responses

Section 1: Introduction and Instrument Overview

This appendix provides the full text of the high-level survey questions used in the study, "Parental Perspectives on Distance Learning Challenges for Arabic Language Instruction in Kuwait's Fifth Grade," and summarizes the corresponding descriptive response frequencies. The data collection instrument was a rigorously developed structured questionnaire administered to 554 parents across six educational districts in Kuwait.

The instrument was subject to a two-stage validation process, including expert review and pilot testing, and demonstrated high internal reliability with an overall Cronbach's alpha (α) of 0.889. The six questions presented below were

designed to capture binary (Yes/No, Satisfied/Dissatisfied) and preferential responses related to technology access, supervisory challenges, and satisfaction with the pedagogical effectiveness of remote Arabic language instruction.

Section 2: Survey Instrument

The following six questions were the primary high-level items used to gauge parental perceptions (N = 554) and form the basis of the descriptive statistics reported in the main body of the research article.

Survey Questions

1. Do you have access to the required technology (e.g., computer, internet) to facilitate your child's Arabic language learning through distance education?
2. Do you encounter challenges in supervising your child's Arabic language learning through distance education?
3. In your opinion, is your child receiving a sufficient level of education in Arabic language through distance learning?

4. How effective do you perceive your child's teacher to be in delivering Arabic language instruction through distance learning?
5. Have you observed any negative changes in your child's attitude or behavior toward learning Arabic since the transition to distance education?
6. Would you prefer in-person Arabic language instruction over the current distance learning model for your child?

Section 3: Detailed Likert Scale Items

The following three subscales, composed of detailed declarative statements, were measured using a 5-point Likert scale (ranging from 1 = Strongly Disagree to 5 = Strongly Agree) (**Table A1**). These items formed the basis of the comprehensive statistical analysis (Means, Standard Deviations, and ANOVA) reported in **Tables 5–7** of the main article.

Instruction: Please indicate your level of agreement with each statement using the following 5-point scale: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree.

Table 1. Summary of the questionnaire responses.

No.	Construct/Dimension	Declarative Statement (Likert Item)	Mean	Standard Deviation
Dimension 1: Distance Learning Challenges ($\alpha = 0.871$)			4.090	1.088
1.1	Challenges	Effective communication between student and teacher	4.175	1.084
1.2	Challenges	Absence of interactive study environment	4.092	1.089
1.3	Challenges	Distance education unsuitable for certain disciplines	4.083	1.103
1.4	Challenges	Difficulty ensuring teaching goals are met	4.058	1.071
1.5	Challenges	Limited classroom participation in Arabic learning	4.042	1.091
Dimension 2: Parental Involvement ($\alpha = 0.807$)			4.134	0.974
2.1	Involvement	Need for interactive technological tools	4.240	0.868
2.2	Involvement	Development of evaluation tools for Arabic	4.117	0.939
2.3	Involvement	Training courses for students and parents	4.076	1.020
2.4	Involvement	Recorded classes for teacher performance improvement	4.101	1.069
Dimension 3: Parental Satisfaction ($\alpha = 0.723$)			4.150	0.933
3.1	Satisfaction	Negative impact on reading and writing	4.291	0.961
3.2	Satisfaction	Dissatisfaction with parental role in assignments	4.027	0.836
3.3	Satisfaction	Need for student assessment guidelines	4.132	1.002

Section 4: Summary of Responses

The descriptive frequency analysis of the survey responses is summarized in **Table A2**. This table clearly delin-

ates the distribution of parental responses across the six key areas of inquiry, highlighting the extent of access, challenges, and overall satisfaction.

Table 2. Summary of Parental Responses to Core Survey Questions (N = 554).

Question Theme	Positive/Neutral Response	Frequency (%)	Negative/Challenge Response	Frequency (%)
Access to Technology	Indicated having access to the required technology	85%	Reported a lack of access	15%
Challenges in Supervision	Did not encounter difficulties	40%	Found supervising to be challenging	60%
Adequacy of Education	Believed education level was adequate	30%	Expressed dissatisfaction	70%
Teacher Effectiveness	Perceived teacher as effective	40%	Found the instruction to be ineffective	60%
Changes in Child's Behaviour	Observed no such changes	50%	Reported negative changes in attitude/behaviour	50%
Preference for In-Person Instruction	Indicated no specific preference	40%	Expressed a preference for in-person instruction	60%

Section 5: Interpretation of Descriptive Findings

The data presented in Table A1 provides quantitative evidence supporting the main findings of the study:

- ✓ **Technology Access vs. Pedagogical Effectiveness:** The high rate of technology access (85%) contrasts sharply with the high rate of dissatisfaction with educational adequacy (70%), indicating that the primary challenges were pedagogical rather than purely technological.
- ✓ **Supervisory Burden and Stress:** The fact that 60% of parents found supervision challenging and 50% observed negative behavioral changes in their children demonstrates the significant emotional and logistical strain placed on the household.
- ✓ **Need for Reform:** The majority preference for in-person instruction (60%) and the perception of teacher ineffectiveness (60%) underscore the urgent need for enhanced digital pedagogy and interactive tools tailored specifically for complex language instruction, such as Arabic.

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