

Correlates of Familial Social Stressors induced by Distance Education in Kuwait during the Covid-19 Prevalence (2019-2021)

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Abstract:

This study explores the correlates of familial social stressors related to distance education during the Covid-19 pandemic in Kuwait. We surveyed (320) Kuwaiti and non Kuwaiti individuals aged between 19 and 69 years. Respondents defined themselves in their households as father ,mothers ,brothers and sisters. The study used a questionnaire to identify family characteristics including primary data for each family, some demographic variables along with a group of psycho-social and educational stressors. The results show that there was a medium level of familial social stressors related to distance education in Kuwait. Psychological stressors came first, followed by positives of distance education, and educational stressors, familial and social stressors, and finally, professional, and economical stressors. There are four variables that affect the incidence of familial social stressors related to distance education in Kuwait, namely, the father's education level, the mother's education level, nationality, housing capacity. There are two variables that affect the incidence of familial social stressors related to distance education in Kuwait, namely, the individual's role in the family, the presence of a private teacher. There was a negative correlation between housing capacity and psychological stressors, familial and social stressors, and educational stressors. There was a positive correlation between housing capacity and positives of distance education. There was a negative correlation between income level and educational stressors. There was a positive correlation between number of children and positives of distance education. There was a negative correlation between age and familial and social stressors educational stressors, professional and economical stressors.

Introduction

Distance education is a method of teaching and learning that has appeared significantly in the past twenty years. Greenberg (1998) defines distance learning as a planned learning experience that uses a wide range of technologies to reach remote learners and is designed to encourage interaction between students and teachers. While Keegan (1995) defines distance learning as the technological separation between the teacher and the learner, which frees the student from the necessity to travel to a fixed place, at a specific time, to meet a fixed person, for the sake of training. Most definitions of distance learning show that it is an asynchronous learning method, whereby the learner and teacher are separated according to time and place using a variety of technical mediums to support teaching and learning (Eastmond, 1998). The National Center for Education Statistics (1999) indicated that the use of computer-based technologies increased from 22% in 1995 to 60% in 1997-1998. Distance education requires students to assume greater responsibility compared to traditional learning, as students must log into the online classroom as an individual initiative, so internal motivation is crucial to completing the online courses (Alexander et al., 1997). Distance education requires a great deal of persistence and effort that is volitional. Distance learning differs from traditional education significantly in terms of objectives, content, educational practices and the audience, and distance education requires support for self-learning for students, teacher support and training in distance learning settings, and facilitate cooperation and interaction between teacher and student, and that learning be learner-centered and not directed. From the teacher (Vrasidas & McIsaac, 2000). There are many advantages and benefits of distance learning, including saving travel time; Because students do not have to travel to and from campus, and the teacher does not need to travel and can work from home, students can study according to their schedules, and distance education helps to reduce the financial costs of teaching, and reduce human resources and teachers (Bisciglia & Monk Turner, 2002). However, there are also some obstacles to this method of teaching, including that students may have problems understanding technical, quantitative or scientifically oriented training information, and it is difficult to solve the problems that students face because of the physical separation between teacher and student, and the limited interaction between students and teachers affects Total learning experience (Kahl & Cropley, 2006).

It is clear from a review of previous studies that their results are contradictory regarding the effectiveness of distance education. Redding & Rotzien (2001) showed that distance education improves students' learning, and that teaching via the Internet was more effective than teaching in the direct classroom. The course academic achievement tests revealed the performance of the online group better than their regular class counterparts. Kincannon (2002) and Gifford (1998) showed that in a comparison between two groups of students: the first group completed a course in the distance education method, and the second group completed a course in the traditional teaching method in the direct classroom that traditional education in direct classes are more efficient and quality compared to distance education. Some believe that learning is fundamentally a social process, and according to this theoretical approach, distance education offers countless solutions compared to traditional methods of learning (Severino, et al. 2011). Distance education students have characteristics and needs that differ from traditional learners and the virtual learning environment differs from the campus environment. These students need persistence and attrition to continue the online courses (Rovai, 2003).

The present study addresses familial social stressors related to distance education, including familial and social stressors, psychological stressors, professional and economical stressors, educational stressors, the positives of distance education. The family is defined as a network of relationships and interactions in which every member affects and is affected by it, whether that influence is positive or negative; Thus any problem that affects one of its members will definitely affect the others (Ozoz, 2005). Distance education leads to increased fatigue for parents of primary school children, and many stressors may accumulate on them because of the impact of their work or their daily routine. The stress affects the individual according to the individual's stress management strategies, as stress can be very harmful to a person's physical and mental health (Hung & Care,

2011). There is strong emerging evidence for the capacity of functional and well-adjusted families to successfully moderate various developmental threats and reduce the chances of maladjustment in children at risk (Clarke-Stewart & Dunn, 2006). Family is intimately tied to the scholarly identity development and persistence in distance education. While previous research has shown that family support is a factor promoting doctoral persistence. A woman's growth and retention is affected by family support (Rockinson-Szapkiw, Sosin & Spaulding, 2018).

Most studies in the field of childhood and adolescence agree that early childhood stress or conflict in the family environment would be associated with childhood behavioral symptoms, early puberty and early less discriminated sexual behavior (Kim & Smith, 1998). Fite, Greening, and Stoppelbein (2008) reported that there is a correlation between parents' psychological stress and aggressive behavior in their children. Waterhouse, Samra & Lucassen (2020) reported that caring responsibilities, work-study conflict, and family-study conflict were associated with an increased risk of reporting higher levels of psychological distress, and facilitating work study and facilitating family study were associated with a reduced risk of reporting higher levels of mental disorders.

Aims, hypotheses and context

The aim of this study was to investigate familial social stressors related to distance education in Kuwait and its relationship to some variables during Covid-19 prevalence (2019-2021). Specifically, the aim was to determine an effect of some familial variables that include: the individual's role in the family, the number of children in the family, type of school stage, school type and the presence of a private teacher, the father's education level and the mother's education level on the occurrence of familial social stressors related to distance education in Kuwait. Demographic variables include the following: nationality, governorate, income level and housing capacity. The following dimensions of familial social stressors related to distance education were investigated: familial and social stressors, psychological stressors, professional and economical stressors, educational stressors, and the positives of distance education. The following general hypotheses were tested:

Hypothesis 1: There is an effect of some demographic variables that include (nationality, governorate, income level and housing capacity) on the occurrence of familial social stressors related to distance education in Kuwait.

Hypothesis 2: There is an effect of some familial variables that include (the father's education level, the mother's education level, the individual's role in the family, the number of children in the family, Type of school stage, School type and the presence of a private teacher) on the occurrence of familial social stressors related to distance education in Kuwait

Hypothesis 3: There is a significant correlation between familial social stressors related to distance education in Kuwait and the following variables: Age, number of children in a family, income level, and housing capacity.

Method

Sample

This study was conducted with various families in Kuwait. The participants were (320) individual from various families in Kuwait aged between 19 and 69 years old ($M=39.1$ years, $SD=10.2$ years). Table 1. shows demographic information of the respondents.

Table 1. Demographic information of the respondents (N=320)

Variable	f	%
Nationality		
Kuwaiti	220	68.7
Not Kuwaiti	100	32.3

The role in the family		
Father	28	8.8
Mother	255	79.7
Brother	2	0.6
Sister	35	10.9
father's qualification		
Secondary education and less	68	21.3
Bachelors' degree	207	64.7
Postgraduate	45	14.1
mother's qualification		
Secondary education and less	31	9.7
Bachelors' degree	259	80.9
Postgraduate	30	9.4
Income level		
Low	7	2.2
Medium	248	77.5
High	65	20.3
Housing capacity		
Narrow	31	9.7
Medium	172	53.8
Wide	117	36.6

Table 1 explains the background information of the participants. Mostly participants (N=320) were 19-69 years old. In terms of father's qualification, 64.7% (N=207) of them had bachelors' degree. Regarding mother's qualification, 80.9% of them (N=259) had bachelors' degree. In terms of the role in the family, the majority of respondents (N=255) were mothers. Regarding income level, the majority of respondents (N=248) came from a middle class background. In terms of housing capacity, almost 53.8% respondents (N=172) had medium-size housing capacity.

Design and procedures.

This study used a descriptive analysis to determine the characteristics of the research problem quantitatively and qualitatively by collecting information about the variables, measuring them, and analyzing and interpreting the results. At the start of the study, a questionnaire was administered to various groups of families in Kuwait to identify family characteristics, some demographic variables and primary data for each member in the family (mother, father, brother, and sister). The questionnaire also included the Scale of Familial social stressors related to Distance Education (SFSD). All data were entered into the software SPSS Statistics. Appropriate statistical methods were used for each hypothesis.

*Measures**Scale of Familial Social Stressors related to Distance Education (SFSD).*

This scale was prepared by authors to measure familial social stressors related to distance education and consists of 31 items. The SFSD consists of five subscales as follows: psychological stressors (6 items); familial and social stressors (11 items); Educational stressors (6 items); professional and economical stressors (4 items) and the positives of distance education (4 items). To validate the content validity, authors presented the scale to a group of 18 professors specializing in psychology, mental health and family sociology. Their opinions were used to rephrase and slightly modify some items, and the proportion of the agreement ranged from 90 to 100% for all items. Responses range from 1 to 5 according to the Likert Quartet scale.

The reliability was calculated using the split-half method on a sample of 100 individual. The split-half coefficient was 0.80; the Cronbach alpha was 0.90; the Spearman-Brown coefficient was 0.82; and the Guttman coefficient was 0.80. This means that the scale has a high degree of reliability.

The reliability of this scale was measured, and authors reported Cronach's alpha (0.88) for psychological stressors, Cronach's alpha (0.89) for familial and social stressors, Cronach's alpha (0.82) for educational stressors, Cronach's alpha (0.72) for professional and economical stressors, Cronach's alpha (0.68) for the positives of distance education.

The internal consistency of this scale was measured by finding correlations between the score of each item and the total score of the scale. The correlation coefficients ranged from 0.76 to 0.80, and the results were statistically significant at ($p < 0.001$). The internal consistency of the scale was calculated by finding the correlation coefficients between the dimensions of the aggressive behavior scale, and the total score ranged from 0.65 to 0.82 ($p < 0.001$).

A questionnaire to identify family characteristics, some demographic variables and primary data for each family.

This questionnaire was prepared by authors to identify family characteristics, some demographic variables, and primary data for each family. The questionnaire aims to collect data on family characteristics, which include the following: the individual's role in the family, the number of children in the family, type of school stage, school type and the presence of a private teacher, the father's education level and the mother's education level. Demographic variables include the following: age, nationality, governorate, income level and housing capacity.

Data Analyses

The data were analyzed using weighted averages and the frequencies and the Pearson's correlation coefficient. Weighted averages and the frequencies were used to determine the level of familial social stressors related to distance education in Kuwait. The Pearson correlation coefficient was used to determine correlation between familial social stressors related to distance education in Kuwait and the following variables: age, number of children in a family, income level, and housing capacity. The ordinal regression analysis was used to determine an effect of some variables in occurrence of familial social stressors related to distance education in Kuwait.

Results and discussion

Descriptive Background:

Table 2. Results of the weighted mean and the frequencies in psychological stressors related to distance education in Kuwait (n=320).

Items	No n (%)	Sometimes n (%)	Always n (%)	The weighted mean (%)	Arrangement
(1) The family feels the sadness resulting from distance education.	74(23.1)	200(62.5)	46(14.4)	1.91(63.6)	5
(2) The family suffers from a feeling of frustration resulting from distance education	88(27.5)	164(51.3)	68(21.3)	1.94(64.6)	4
(3) The family always feels tense and nervous due to distance education.	76(23.8)	149(46.6)	95(29.7)	2.06(68.6)	2
(4) The family is concerned about the future of the student.	48(15)	122(38.1)	150(46.9)	2.32(77.3)	1
(5) The parents feel powerless to help the student.	131(40.9)	152(47.5)	37(11.6)	1.71(57)	6
(6) Everyone experiences a feeling of discomfort resulting from distance education.	77(24.1)	161(50.3)	82(25.6)	2.02(67.3)	3
psychological stressors	83(26)	170(53)	67(21)	1.99(66.3)	-

Table 2 shows that the weighted mean of the responses of the study sample in the items of the psychological stressors scale was (1.99), and this indicates a medium level of psychological stressors related to distance education in Kuwait among the study sample. (46.9%) of respondents said they their family is concerned about the future of the student. While (29.7%) of the respondents said they their family always feels tense and nervous due to distance education. (21.3%) of the respondents said they their family suffers from a feeling of frustration resulting from distance education.

Table 3. Results of the weighted mean and the frequencies in familial and social stressors related to distance education in Kuwait (n=320).

Items	No n (%)	Sometimes n (%)	Always n (%)	The weighted mean	Arrangement
(7) Our social contact with others decreases due to distance education.	64(20)	147(45.9)	109(34.1)	2.14(71.3)	1
(8) We are shy about receiving visitors because of our preoccupation with distance education.	130(40.6)	117(36.6)	73(22.8)	1.82(60.6)	5

9) It is difficult for us to go out to public places because of distance education.	88(27.5)	130(40.6)	102(31.9)	2.04(68)	2
(10) The family does not enjoy leisure time due to distance education	91(28.4)	144(45)	85(26.6)	1.98(66)	3
(11) Weakened family ties between parents due to distance education.	178(55.6)	103(32.2)	39(12.2)	1.57(52.3)	8
(12) The family finds it difficult to provide a calm atmosphere for the rest of the children.	108(33.8)	148(46.3)	64(20)	1,86(62)	4
(13) One of the reasons for family disputes is education for children	179(55.9)	106(33.1)	35(10.9)	1.55(51.6)	9
(14) The lack of a computer is one of the reasons for family pressure	203(63.4)	77(24.1)	40(12.5)	1.49(49.5)	10
(15) The lack of a place designated for lessons at home causes a family crisis between the brothers.	138(43.1)	118(36.9)	64(20)	1.77(59)	6
(16) The failure of the school administration to cooperate with the parents is one of the reasons for family pressure	165(51.6)	119(37.2)	36(11.3)	1.60(53)	7
(17) Problems abound between spouses due to distance education.	195(60.9)	103(32.2)	22(6.9)	1.46(48.9)	11
familial and social stressors	134(43.7)	136(45)	50(19)	1.75(58.3)	-

Table 3 shows that the weighted mean of the responses of the study sample in the items of the familial and social stressors scale was (1.75), and this indicates a medium level of familial and social stressors related to distance education in Kuwait among the study sample. (34.1%) of respondents said our social contact with others decreases due to distance education. While (31.9) of the respondents said it is difficult for us to go out to public places because of distance education. (26.6%) of the respondents said they their family does not enjoy leisure time due to distance education.

Table 4. Results of the weighted mean and the frequencies in educational stressors related to distance education in Kuwait (n=320).

<i>Items</i>	<i>No n (%)</i>	<i>Sometimes n (%)</i>	<i>Always n (%)</i>	<i>The weighted mean</i>	<i>Arrangement</i>
(18) The family cannot take care of the education of the rest of the family.	157(49.1)	113(35.3)	50(15.6)	1.67(55.6)	6
(19) The educational level of the rest of the family is negatively affected by distance education	123(38.4)	128(40)	69(21.6)	1.83(61)	5
(20) The internet is weak and always causes us problems.	68(21.3)	202(63.1)	50(15.6)	1.94(64.6)	1

(21) The family needs training on Microsoft Teams.	124(8.8)	123(38.4)	73(22.8)	1.84(61)	4
(22) The motivation of family members to learn decreases due to distance education	94(29.4)	169(52.8)	57(17.8)	1.88(62.6)	2
(23) The rest of the family does not find a calm atmosphere for studying at home.	111(34.7)	145(45.3)	64(20)	1.85(61.6)	3
educational stressors	113(35.3)	146(45.6)	61(19)	1.83(61)	-

Table 4 shows that the weighted mean of the responses of the study sample in the items of the educational stressors scale was (1.83), and this indicates a medium level of educational stressors related to distance education in Kuwait among the study sample. (15.6%) of respondents said the internet is weak and always causes us problems. While (17.8%) of the respondents said the motivation of family members to learn decreases due to distance education. (20%) of the respondents said the rest of the family does not find a calm atmosphere for studying at home.

Table 5. Results of the weighted mean and the frequencies in professional and economical stressors related to distance education in Kuwait (n=320).

<i>Items</i>	<i>No n (%)</i>	<i>Sometimes n (%)</i>	<i>Always n (%)</i>	<i>The weighted mean</i>	<i>Arrangement</i>
(24) The family spends a lot of money on distance education	148(46.3)	115(35.9)	57(17.8)	1.72(57.3)	3
(25) Parents' work affected by distance education	142(44.4)	121(37.8)	57(17.8)	1.73(57.6)	2
(26) One of the parents lost his job due to distance education	290(90.6)	23(7.2)	7(2.2)	1.12(37.3)	4
(27) Distance education requires costly devices and tools	91(28.4)	145(45.3)	84(26.3)	1.98(66)	1
professional and economical stressors	167(52.5)	101(31.5)	52(16)	1.63(54.3)	-

Table 5 shows that the weighted mean of the responses of the study sample in the items of the professional and economical stressors scale was (1.63), and this indicates a medium level of professional and economical stressors related to distance education in Kuwait among the study sample. (26.3%) of respondents said distance education requires costly devices and tools. While (17.8%) of the respondents said parents', work affected by distance education. (17.8%) of the respondents said family spends a lot of money on distance education.

Table 6. Results of the weighted mean and the frequencies in the positives of distance education related to distance education in Kuwait (n=320).

<i>Items</i>	<i>No n (%)</i>	<i>Sometime n (%)</i>	<i>Always n (%)</i>	<i>The weighted mean</i>	<i>Arrangement</i>
(28) The family feels satisfied with the distance education.	127(39.7)	148(46.3)	45(14.1)	1.74(58)	4
(29) Distance education saves transportation costs.	129(40.3)	60(18.8)	131(40.9)	2.01(67)	2
(30) Children feel happy because of the presence of one of the parents around them during the lesson	54(16.9)	147(45.9)	119(37.2)	2.20(73.3)	1
(31) Distance education strengthens family ties and family gathering.	101(31.6)	149(46.6)	70(21.9)	1.90(63.3)	3
positives of distance education	91(28.5)	117(36.5)	112(35)	1.96	-

Table 5 shows that the weighted mean of the responses of the study sample in the items of the positives of distance education scale was (1.96), and this indicates a medium level of positives of distance education in Kuwait among the study sample. (37.2%) of respondents said their children feel happy because of the presence of one of the parents around them during the lesson. While (40.9%) of the respondents said distance, education saves transportation costs. (21.9%) of the respondents said distance education strengthens family ties and family gathering.

The results revealed that there was a medium level of familial social stressors related to distance education in Kuwait. Psychological stressors came first, followed by positives of distance education, and educational stressors, familial and social stressors, and finally, professional, and economical stressors. This result was attributed to the fact that there is Children's homework burden and parents' perception of their ability to help their children with homework increases family pressure due to the increased burden of homework and the parents' decreased awareness of their ability to help (Robert et al. 2015). These results are consistent with the results of previous studies, including the study by Christopher & Gabriel (2017) which found that family problems are one of the main causes of stress among students. Cragg et al. (2005) found that Family is considered to have an important role in the success of students in distance education. Alvarez. (2020) reported that distance education leads to stresses on the family such as poor Internet access, financial constraints, lack of technological devices, and emotional or emotional support. Significant differences were found in stress levels based on some social and demographic characteristics of students in distance learning.

First Hypothesis

Hypothesis 1: There is an effect of some variables that include (the father's education level, the mother's education level, nationality, governorate, income level and housing capacity) on the occurrence of familial social stressors related to distance education in Kuwait. The ordinal regression analysis for hypothesis 1 are shown in **Table 6**.

Table 6. Results of ordinal regression analysis for an effect of some variables that include (the father's education level, the mother's education level, nationality, governorate, income level and housing capacity) in occurrence of familial social stressors related to distance education in Kuwait.

<i>Dependent variable</i>	<i>Independent variables</i>	<i>Estimate</i>	<i>(S.E)</i>	<i>Wald</i>	<i>df</i>	<i>Sig</i>
familial social stressors related	the father's education level	1.039	.294	12.516	1	.000

to distance education	the mother's education level	-.845-	.355	5.657	1	.017
	nationality	1.269	.402	9.987	1	.002
	governorate	-.743-	.518	2.055	1	.152
	income level	.708	.802	.780	1	.377
	housing capacity	1.501	.397	14.285	1	.000

Notes: *p < 0.05. **p < 0.01. ***p < 0.001

Table 6 using a regression analysis model (Chi-Square = 58.08, df = 14, p = 0.01) shows that there are four variables that affect the incidence of familial social stressors related to distance education in Kuwait, namely; the father's education level, the mother's education level, nationality, housing capacity.

The findings indicate that there are four variables that affect the incidence of familial social stressors related to distance education in Kuwait, namely, the father's education level, the mother's education level, nationality, housing capacity.

Hypothesis 2: There is an effect of some variables that include (the individual's role in the family, the number of children in the family, Type of school stage, School type and the presence of a private teacher) on the occurrence of familial social stressors related to distance education in Kuwait. The ordinal regression analysis for hypothesis 2 are shown in **Table 7**.

Table 7. Results of ordinal regression analysis for an effect of some variables that include (the individual's role in the family, the number of children in the family, Type of school stage, School type and the presence of a private teacher) in occurrence of familial social stressors related to distance education in Kuwait.

<i>Dependent variable</i>	<i>Independent variables</i>	<i>Estimate</i>	<i>(S.E)</i>	<i>Wald</i>	<i>df</i>	<i>Sig</i>
familial social stressors related to distance education	the individual's role in the family	-2.733-	1.315	4.320	1	.038
	the number of children in the family	-.314-	.345	.827	1	.363
	Type of school stage	-.290-	.260	1.240	1	.265
	Type of school	.417	.343	1.479	1	.224
	the presence of a private teacher	.618	.222	7.769	1	.005

Notes: *p < 0.05. **p < 0.01. ***p < 0.001

Table 7 using a regression analysis model (Chi-Square= 20.111, df = 9, p = 0.017) shows that there are two variables that affect the incidence of familial social stressors related to distance education in Kuwait, namely; the individual's role in the family, the presence of a private teacher.

These findings indicate that there are two variables that affect the incidence of familial social stressors related to distance education in Kuwait, namely, the individual's role in the family, the presence of a private teacher.

Third Hypothesis

Hypothesis 3: There is a significant correlation between familial social stressors related to distance education in Kuwait and the following variables: age, number of children in a family, income level, and housing capacity. The Pearson correlation coefficient results for hypothesis 3 are shown in the following table.

Table 8. Correlation matrix between familial social stressors related to distance education in Kuwait and the following variables: age, number of children in a family, income level, and housing capacity

	age	number of children	income level	housing capacity
psychological stressors	0.22	0.05	-0.02	-0.20**
familial and social stressors	-0.20*	0.06	-0.08	-0.29**
Educational stressors	-0.20**	0.07	-0.11*	-0.21**
professional and economical stressors	-0.19*	-0.02	-0.02	-0.05
positives of distance education	0.10	0.20**	-0.02	0.12*

Notes: (n =320); *p < 0.05. **p < 0.01. ***p < 0.001

Table 8 shows the correlation coefficients between familial social stressors related to distance education in Kuwait and the following variables: age, number of children in a family, income level, and housing capacity. The results of the correlation coefficients indicated there were a negative correlation between housing capacity and psychological stressors, familial and social stressors, and educational stressors. There was a positive correlation between housing capacity and positives of distance education. There was a negative correlation between income level and educational stressors. There was a positive correlation between number of children and positives of distance education. There was a negative correlation between age and familial and social stressors, educational stressors, professional and economical stressors.

Conclusion

The results showed the existence of negative and positive effects of distance education on the family. The negative effects include psychological, social, family, and economic stressors on average among the families of students who use distance education. Among the advantages of distance education is that it makes children feel happy because of the presence of one of the parents with them during the lesson, and distance education saves transportation costs. Distance education strengthens family ties and family gathering. There are many family and demographic variables that affect the incidence of familial social stressors related to distance education in Kuwait. These results indicate the need to develop counseling programs to educate parents on how to manage the psychological stress resulting from distance education, which may be useful in removing the negative effects resulting from distance learning. Based on the results of this study, the use of such programs is a must, especially for families whose children are at the elementary level. In addition, the present study provides a required contribution to the literature on familial social stressors related to distance education in Kuwait and its relationship to some variables. These results may be beneficial for parents and primary school teachers. Future research should focus on developing Guidance and counseling programs to reduce the negative impacts of distance learning on the family, and to provide psychological support to families affected by distance education.

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تهدف هذه الدراسة إلى معرفة الضغوط الأسرية والاجتماعية المرتبطة بالتعليم عن بعد في دولة الكويت وعلاقتها ببعض المتغيرات النفسية والاجتماعية أثناء فترة انتشار مرض كورونا. واعتمدت الدراسة على عينة من (320) فرد تتراوح أعمارهم بين 19- 69 عام من أسر مختلفة ومن فئات مختلفة من المجتمع الكويتي. وتكونت أدوات الدراسة من مقياس الضغوط الأسرية والاجتماعية المرتبطة بالتعليم عن بعد من إعداد الباحثين، واستبانة لتحديد خصائص الأسرة وبعض المتغيرات الديموغرافية والبيانات الأولية لكل أسرة. وخلصت نتائج الدراسة إلى وجود مستوى متوسط من الضغوط الأسرية والاجتماعية المرتبطة بالتعليم عن بعد في الكويت حيث جاءت الضغوط النفسية في المرتبة الأولى، ثم تلتها إيجابيات التعليم عن بعد، والضغوط التعليمية، والضغوط الأسرية والاجتماعية، وأخيراً الضغوط المهنية والاقتصادية. وهناك أربعة متغيرات تؤثر في حدوث الضغوط الأسرية والاجتماعية المرتبطة بالتعليم عن بعد في الكويت وهي: مستوى تعليم الأب، ومستوى تعليم الأم، والجنسية، وسعة السكن، وهناك متغيران يؤثران في حدوث الضغوط الأسرية والاجتماعية المرتبطة بالتعليم عن بعد في الكويت وهما دور الفرد في الأسرة، ووجود مدرس خاص. وتبين نتائج الدراسة وجود علاقة ارتباطية سلبية بين سعة السكن والضغوط النفسية والضغوط الأسرية والاجتماعية والضغوط التعليمية، وجود علاقة ارتباطية موجبة بين سعة السكن وإيجابيات التعليم عن بعد، وجود علاقة ارتباطية سلبية بين مستوى الدخل والضغوط التعليمية، وجود علاقة ارتباطية موجبة بين عدد الأطفال وإيجابيات التعليم عن بعد، ووجود علاقة ارتباطية سلبية بين العمر من جهة والضغوط الأسرية والاجتماعية، والضغوط التربوية، والضغوط المهنية والاقتصادية من جهة أخرى

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