

Crises as a Catalyst for Development: Assessing The Toll of Covid-19 Pandemic-Related Policies on Private School Students in Kuwait

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doi: <https://doi.org/10.37745/ijeld.2013/vol12n34882>

Published March 24, 2024

Citation: Alshatti H.Y., Alqattan A.A., and Al Fadhalah K.M. (2024) Crises as a Catalyst for Development: Assessing The Toll of Covid-19 Pandemic-Related Policies on Private School Students in Kuwait, *International Journal of Education, Learning and Development*, Vol. 12, No.3, pp.48-82

ABSTRACT: *The current study aims at exploring the educational policy in Kuwait and its consideration of the rights of education, emphasizing justice and equality for all learners during times of crisis. It concentrates on the Covid-19 pandemic and the challenges faced by parents in private schools. The study adopts quantitative statistical methods and employs a questionnaire that involved 294 parents. The findings show that parents of private school students in Kuwait encountered several difficulties, during the time of the pandemic, which lead to unequal educational opportunities. Consequently, this study supports the development of the educational policies to address similar crises stressing the need for a comprehensive educational plan that ensures equitable support and supply of resources during emergencies. This is crucial for promoting educational equality in private and public institutions in Kuwait.*

KEYWORDS: *crises, development, Covid-19 pandemic, policies, private school students, Kuwait*

INTRODUCTION

The rapid global outbreak of COVID-19 has affected many important sectors of the government. However, education was one of the most significant sectors of the government that were

undoubtedly influenced. Reimers & Schleicher, (2022) claim that education worldwide has been affected and disrupted due to the COVID-19 pandemic. During the outbreak, education was interrupted in a way that made it necessary to develop an immediate solution to rescue the students. Therefore, the educational system had to adopt a suitable action plan to overcome the dilemma. UNESCO (2020) reports that millions of students were prohibited and deprived from attending school because of the closure of schools to prevent the spread of the COVID-19 pandemic. Thus, online learning became mandatory for parents, children, and all other students with different educational degrees in many countries. As a result, head teachers, inspectors, coordinators, and the national and local authorities provided teachers with a backup plan that contained instructions on how to deliver teaching. The aim was to outline an appropriate teaching system to convert to online learning in schools to resume education. Additionally, Buchhloz, DeHart, and Moorman (2020) state that the COVID-19 pandemic has affected 190 different countries and influenced almost 128 million children. Consequently, instructors played a crucial role because it was their responsibility to motivate colleagues and students to implement online learning.

Converting to online education in Kuwait was not a simple task (AlAjmi, 2022). The Covid-19 pandemic has magnified the value of education and the difficulties in ensuring that everyone has equal access to education. This is particularly true in countries like Kuwait, where it can be extremely difficult to adopt educational policies during the times of crises. According to Nutsubidze & Schmidt (2021), Kuwait has witnessed a decrease in the employment growth, particularly in the private sector, since 2019. The COVID-19 pandemic has further exacerbated the situation, as parents now have to ensure their children have access to digital devices, the internet, and various applications for online learning at home. However, the researchers argue that this sudden shift to online learning not only puts learners at risk but also obstructs the country's efforts to the transition into a knowledge-based economy. Moreover, the consequences on the labor market are predicted to be significant (ibid, p. 3). Generally, experts affirm that the pandemic outbreak has exposed a deficiency in crisis management expertise, impeding an efficient response to the situation.

Moreover, socioeconomic factors play a significant role in shaping educational inequalities, often forming a barrier to the principles of equality. In Kuwait, differences in social status and financial elements can potentially result in unequal access to equal education. Higher-income households may afford greater educational opportunities and resources, including private tutoring, private schools, modern technologies for online learning, and providing home study environment. On the contrary, individuals from lower-class households can find it difficult to get the simplest of educational materials (Tadesse, et al, 2020). In these circumstances, governments must intervene and provide all parents with different school systems assistance to guarantee equal educational opportunities for all, regardless of socioeconomic background (Di Pietro, et al, 2020).

Thus, the sudden switch to remote learning has extremely affected pupils from lower socioeconomic backgrounds. It is critical to thoroughly assess how these circumstances influence educational equity and equality in Kuwait, especially in times of crises. Furthermore, it is fundamental to emphasize the significance of these concerns while researching Kuwait's educational policy.

Definitions of terms

It is important to clarify some of the important terms that have been frequently used throughout the study. These definitions include:

Equity and Equality: the provision of equal resources and fairness of education for individual learners in Kuwait according to the human rights declaration (UNESCO,2023) concerning the education system. It signifies granting equal opportunity for all Kuwaiti and non-Kuwaiti students in governmental and private schools, specifically during times of hardship.

Private schools: it is a term used to describe schools that are managed by the private sector organizations, although they are working under the regulations of the government of Kuwait. Parents frequently pay school fees to support such schools.

Government schools: refer to the schools in state of Kuwait that are regulated and administered by the government of Kuwait through the Ministry of Education (MOE).

Problem of the study:

This study examines the educational policy of the Kuwaiti government, focusing on ensuring equity and equality of education for all students during the emergence of the COVID-19 crisis. In the midst of the COVID-19 crisis, Kuwaiti and non-Kuwaiti families are experiencing financial difficulties. Salary cuts and the loss of private enterprise have affected their livelihoods. As a result, families with children attending private sector schools faced numerous challenges including: difficulties in paying school fees, accessing online education, and covering Internet expenses. This impasse has been exacerbated by the lack of a comprehensive supporting plan from the state during these difficult times.

The objective of this study is to examine the various cases of resource distribution during the times of difficulty and to offer important recommendations to assist policymakers in handling these challenging situations in the future. The study employs the knowledge gained from the Covid-19 epidemic.

Importance of the study

The significance of this study lies on its concentration on the development of an educational plan that upholds the right to equal and fair education for all learners in Kuwait, especially during times

of hazards and crises. It stresses the necessity for policies that align with these circumstances, providing an obvious educational roadmap for both the governmental and private educational institutions in the country, including the Ministry of Education. Moreover, it identifies the economic aspects during crises like the Covid-19 pandemic to confirm that the educational support is crucial as it assists financially and economically the affected families while mitigating the impact on their children's education. This approach aligns with the principles of education rights in Kuwait and international laws on the right to education. As stated in Article 29(1), "All people are equal in human dignity, and in public rights and duties before the law, without bias as to race, origin, language or religion."

Questions of the Study:

Key question

The main study question: To what extent have the educational policies adopted by the government of the State of Kuwait affected the students of the private education and their families during and after Corona pandemic?

Sub question:

The first question: Has Covid-19 pandemic affected the level of family income?

The second question of the study: Have the educational policies during Covid-19 affected the level of children's education at private schools?

The third question of the study: What are the challenges encountered by families at private education schools during Covid-19 pandemic related to the policy of changing the style of education.

The fourth question of the study: Are there statistically significant differences in the policies applied by the government of the State of Kuwait during and after Covid-19 pandemic, according to the type of private school?

The fifth question of the study: Are there statistically significant differences in the policies applied by the government of the State of Kuwait during and after Covid-19 pandemic, according to the number of children in private schools?

The sixth question of the study: Are there statistically significant differences in the policies applied by of the government of the State of Kuwait during and after the Covid-19 pandemic, according to the level of family income?

The seventh question of the study: Is there a correlation between the educational policies applied by the Kuwaiti government in private education schools during Corona pandemic according to the following variables: the level of family income and the impact of the family's economic level during Corona pandemic?

Theoretical framework

Kuwait's Current Educational System

The governmental schools in Kuwait are currently governed by the Ministry of Education (MOE) in collaboration with six local councils. Al Asema, Hawalli, Al Farwaniyah, Al Ahmadi, Mubark Al Kabeer, and Al Jahra are the local administrations that share the same name as the district in which they are situated. Through the Administration of Private Education, The Ministry of Education (MOE) additionally supervises the private schools. Furthermore, their influence may be realized in the centralized policies that control and manage the development of education. However, the local government is responsible for supervising and assessing students' achievement, putting executive orders into practice at the schools, and providing funds. Education experts in Kuwait claim that while local authorities are supposed to have some latitude in making internal decisions, they frequently embrace a top-down, central government-inspired strategy that restricts the power of school administrators (Alshatti, 2009).

Four stages comprised the educational framework and levels in the governmental schools, as per Ministerial decision no. 76. During these phases, kindergarten education was offered optionally at two different levels (KG1 and KG2), and thereafter primary and middle school were required. There were five levels in the primary stage (years 1–5) and four levels in the middle school stage (years 6-9). Then, three optional levels were provided in high school (years 10–12).

As previously mentioned, parent fees are the main source of funding for private schools located in Kuwait. The MOE provides some oversight and direction although these institutions are run in a decentralized manner. According to ministry regulations, private schools in Kuwait must abide by labor and insurance laws, and the owner of the school must be a legitimate organization able to pay all debts (Al-Duwaila, 2012). Private schools in Kuwait may offer educational levels based on the MOE's classifications or the classifications of the nation from which the curriculum was adopted.

Kuwait's Legislation on Educational Rights: Promoting Equity and Equality in Schooling.

It is crucial to comprehend the concepts of equality and education rights in order to assess Kuwait's government's educational strategy. The term "education rights" refers to each person's absolute right to an education tailored to their own needs and skills. One fundamental idea that underpins the rights to education is equality as it guarantees equal chances and access to education for any individual regardless of their gender, financial background, ethnicity, or any other characteristics.

The 1948 Universal Declaration of Human Rights (Council of Europe, 2024) defined “education right” as a protection of every individual's right to receive and access education. It emphasizes the importance of granting equal opportunities and social justice to all while avoiding discrimination. United Nations and other international bodies declared the fundamental role of human rights in education is to foster individual and social development, promote equality, and contribute to social stability (Council of Europe, 2024; UNESCO, 2023; UNICEF, n.d; United Nation, n.d).

The Education Act of 1962 in Kuwait guarantees citizens' fundamental right to receive an education in accordance with legal requirements, public system principles, and ethics. It emphasizes the value of fairness and excellence in education and learning; with a focus on granting every student equal access to opportunities. Provision no. 40 of the Act states that "compulsory education is free-of-charge in the first stages according to the law." Furthermore, as MOE stated, law number 21, only Kuwaiti children, children of the MOE teachers, and children of expats who get residency prior to 1960 are permitted to attend state schools in Kuwait. Every other foreign-born child must attend a private school.

Kuwaiti law highlights that every child has a fundamental right to an education and recognizes the importance of ensuring that all children have fair access to equality education (Assaf, 2021). As stated in the Education Act and Ministry of Education recommendations, it is critical to understand how education policies relate to the principles of equity and equality rights. Implementing and defending these rights is mostly the responsibility of policymakers, especially in emergencies such as the current pandemic.

Governments’ policies during the crises:

During crises like the COVID-19 pandemic, it is commanding to assess and adapt education policies to ensure that all learners can continue their education without barriers or discrimination. Moreover, policymakers have to ensure that education policies safeguard the rights of learners, regardless of their geographical location or local education authority, it is commanding for education policies to uphold equity and equality in education and schooling (Dube, 2020). According to Mag, Sinfield, and Burns (2017), inclusive education is not merely a privilege but a fundamental right of every child.

Equity and educational equality have been impacted by the major issues the education sector has encountered throughout the Covid-19 pandemic. It appears that some instructors were having difficulty ensuring that all children had equitable access to education, as seen by the abrupt switch to remote learning and the unprecedented closing of schools. In light of these conditions, stakeholders must review current procedures and develop plans that put fair learning outcomes first.

The digital convert is one of the most significant challenges legislators must address because distance learning now requires access to technology and internet services. Students from low-income homes and rural regions are disproportionately impacted by this gap because they might not have access to the resources they need at home to participate in online learning or to purchase educational materials. Some nations such as Uruguay have developed unique solutions, like offering free computers and internet connection to students in need. This has not only allowed for the continuation of studying during an outbreak but has also enhanced educational fairness in the future. (Quezada ,2022) (Ittaluga, & Deana, 2021). Similarly, World Bank (2021) stated that during Covid-19 25% of low-income countries fund the internet access at their countries compare to 68% of high-income countries. This involves internet subscriptions and free access to online, this implemented in countries like, Chile, Colombia, Thailand, and Saudi Arabia. “Governments have also partnered with radio and TV broadcasters to reach students in remote areas”. As was done in “Sierra Leone partnered with 12 community radio stations and Peru collaborated with over 1,100 broadcasters to retransmit the Ministry’s radio learning program to reach students in remote areas” (p.26).

Attending to students' socio-emotional needs is a crucial component of equitable education during times of crisis, in addition to resource management. Students' lives have been severely disrupted by the pandemic, which may impact mental health and general wellbeing. Notably, this additional responsibility emphasizes the deficiencies between households with varied socioeconomic positions, hence mandating coordinated efforts to give critical assistance and resources to parents in need. Therefore, schools must provide proper support systems such as psychological counselling and peer support groups to help individuals navigate challenging circumstances.

Kuwait has set a number of measures to assist students during the COVID-19 pandemic in order to guarantee equitable schooling. Through video or voice conversations, people may now access mental health specialists for counselling services due to the introduction of the "Shlonik" smartphone app by the Kuwaiti government. Additionally, this app offers guidance on mental health and coping mechanisms during these difficult circumstances (Al-Sharq, 2021). In addition, the Ministry of Health set up a hotline named "Be Free" to provide free counselling and psychological assistance to individuals in need. (Gulf News, 2020).

The Ministry of Health launched the "Your Health is Your Responsibility" campaign to encourage mental and physical well-being using social media platforms. (Kuwait Times, 2020). Furthermore, Kuwaiti volunteers conducted online counselling sessions and support groups, and the Ministry of Education launched a program to offer instructors and students psychological help.

Other Gulf countries, such as the United Arab Emirates and Saudi Arabia, have also implemented measures like free counselling services and mobile apps to support the well-being of their citizens and residents during the pandemic, such as, “Estijaba” and “Tawakkalna” to provide emotional

support, mental health and guidance to those affected by the pandemic, (Gulf News, 2020); Government of Dubai, (2021); Saudi Gazette, (2020)). This collective effort aims to ensure that everyone has equal access to education and schooling, prioritizing equity and fostering a positive learning environment.

Challenges due to Educational Policies

Families in the COVID-19 crisis are dealing with difficulties placed by educational policies promoting remote learning which has resulted in challenges such as academic obstacles, fewer educational opportunities for households with lower incomes, and insufficient support for children's social and emotional needs. Numerous studies show that this pandemic has negatively impacted the academic performance of many pupils globally, especially those from disadvantaged groups.

Students in low socio-economic status households are at heightened risk [(UNESCO (2020); UNESCO (2021); OECD (2020); Pier, et al. (2021); Carvalho et al. (2020)]. The COVID-19 pandemic has exacerbated already-existing inequalities in digital access, making it more difficult for many students—particularly those from underprivileged backgrounds - to use the internet and other technologies. Around 826 million pupils worldwide suffered as a result of school closures during the outbreak, according to a 2020 UNESCO assessment. The inability of these pupils to access the internet, acquire the required equipment, and develop their digital literacy continue to be major barriers to their academic success.

Several studies have demonstrated the impact of internet access on distance learning. The viability of online learning was shown to be significantly influenced by the accessibility of devices and the availability of the internet, according to a study done in Australia (2020) by Kennedy et al. Pupils originating from poor households, isolated locations, and marginalized communities have more challenges when it comes to gaining access to the internet, which can result in uneven educational opportunities and lower academic achievement.

Related research conducted in the United States by Hartshorne et al. (2020) found that pupils from lower-income homes had greater difficulty using the internet, which led to significant reductions in academic success when compared to their wealthier peers. In order to guarantee fairness and excellence in education, legislators should support digital leadership and technology in schools, argues a report by Al Ajmi (2022, page 1). This entails creating a legal framework that allocates enough funds for these projects, updating current laws to improve how well they are implemented, including all interested parties in the policy-making process, and investigating how to modify current school leadership techniques to fit the needs of digital leadership.

When it comes to resolving educational gaps, especially in times of catastrophe, the involvement of the government is crucial. No matter what the situation, it is the government's duty to make sure

that the equity principles are followed in the educational system. This entails formulating rules that provide equal opportunity for learning and development while attending to the various needs of students. The government may guarantee that all students have access to the essential technology tools for online learning, minimizing the digital divide that has been worsened by the pandemic. Provisions may include subsidized or free internet access, distribution of laptops or tablets, and technical support services for those who require them. Moreover, the government can establish partnerships with community organizations to create safe, conducive learning spaces for students who do not have such an environment at home. In essence, the government's role in upholding educational equality lies in its, capacity to finance and enact inclusive policies, and strategies (Al-Samarrai, et, al, 2020) and allocate adequate resources to ensure no student is left behind during a crisis.

When it comes to making sure that rights to education are maintained in emergencies, the equality principle is essential. It advances justice and fairness while also advancing a society's general prosperity and progress. In the long run, the government may aid in bridging economic and social inequities by ensuring that all children, regardless of background or circumstances, have equitable access to high-quality education. Promoting educational equality can also result in increased economic growth, less poverty, and strengthened social cohesion. However, as witnessed during the Covid-19 pandemic, disasters can increase existing disparities in schooling. This underscores the significance of aggressively adopting and supporting the ideals of equality in educational programs to prevent any further marginalization of vulnerable populations. It also emphasizes the necessity of ongoing assessment and modification of these policies in order to meet new issues and obstacles that students encounter.

Related studies

Many researchers investigated the circumstances during COVID-19 while other studies discovered the level of education during the crisis.

Dashti (2021) carried out a descriptive research to find out what Kuwaiti parents of children enrolled in private primary schools thought about their children participating in remote learning during the COVID-19 epidemic and the potential benefits of online learning. An open-ended question was included in the online questionnaire that the researcher used. After 304 samples were gathered, the data underwent quantitative analysis. The learners' gender, grade level, and amount of time spent online were the variables that were addressed. The study inquired about parents' opinions on the suitability of remote learning for elementary school pupils as well as whether or not they would advise their kids to use it in the future. The overall mean of the results, which was $M = 2.2$, $SD = 0.627$, showed that parents had a neutral opinion on whether or not remote learning was acceptable for young children. While some parents voiced unfavorable opinions, others stated good ones.

Parents reported that their children had received training from the school on school program and had gotten accustomed to completing their homework, exercises, and extracurricular activities online. Furthermore, parents were questioned about whether they assisted their children when studying remotely at home. The answers indicated that having an excellent Internet connection was crucial since the schools used webcams to conduct online classes for the students. While 49% of parents stated they needed to add more network access points, 52.3% of parents said they had upgraded their internet at home. According to 70.4% of parents, an appropriate home atmosphere is necessary for each child to use online learning resources effectively.

In order to investigate the elements that affected Saudi Arabian primary school parents' satisfaction with online learning during the COVID-19 epidemic, Algaraady, and Alrahaili, (2022) carried out a descriptive research. It also makes an effort to gauge how well online instruction may replace in-person instruction. A combination of qualitative and quantitative methodologies was employed in the investigation. A statistical analysis was conducted on 99 parent questionnaires that were gathered. According to the study's findings, parents determine online learning to be stressful because it primarily depends on their assistance. Additionally, the majority of parents (n = 69) voiced their displeasure with online learning, citing negative effects on their children's privacy, social and emotional dependencies, and relationships. Nonetheless, the research indicates that a subset of parents held favorable opinions of remote learning and considered it a useful teaching strategy that could be maintained even after the epidemic. Additionally, they advise policymakers in the Ministry of Education to encourage online learning, offer teacher preparation programs, and develop an appropriate curriculum.

Additionally, Lase et al. (2020) conducted a qualitative study in rural Indonesia to examine parents' attitudes toward distance learning in the context of the Covid-19 pandemic. The study also addresses the difficulties parents face in relation to stress, increased parental spending, and feelings of isolation. To this end, 24 semi-structured interview techniques were used to examine the parents of elementary school children; the samples were collected using purposive techniques, and the data were analyzed using thematic evaluation techniques.

According to the study's findings, online and offline learning are both possible options for remote learning in rural Indonesia. Because of this, parents now bear a greater financial, psychological, and social strain. The survey highlights a hard problem encountered by parents when it comes to managing financial expenditures and monitoring their children during online education. With online learning, the economic strain has risen as parents now have to acquire internet packages or mobile phones to ensure their children can access educational resources and follow school programs.

The report also emphasizes how some parents have had to compromise their own financial productivity due to the additional burden of raising their children while working from home.

Yet, many parents believe that their involvement in their children's schooling has a beneficial effect on their academic performance. The study makes several recommendations to assist parents and children in making the switch to at-home distance learning, such as offering internet packages, assisting pupils in learning the material, and fostering social interactions between parents and children as well as between parents and teachers.

According to the study, the government should provide Internet packages and place supportive measures for households that cannot afford them. It draws attention to how urgently the government and all interested parties must work together to establish a solid technical infrastructure and reliable communication channel. These initiatives are essential to guaranteeing that all societal strata have equitable access to ICT-based education.

AFA (2022). carried out a comparative study

A comparative study between Egypt, Lebanon, and Tunisia was conducted on the challenges faced by distance education in light of the crisis resulting from the Covid-19 epidemic, and how the current policies can protect the rights of all students and achieve the principle of equality and justice for all learners. The study showed that there are various educational differences among the countries of the study sample indicting that Egypt requires an appropriate infrastructure in the remote areas, and this constitutes an obstacle to the existence of a communication network that provides distant education. While in Lebanon, refugee children face a severe shortage of educational and teaching resources and a deficiency of highly qualified and reliable teachers. Some students in Tunisia also face difficulty in accessing the basic curriculum because the curriculum is incompatible with the challenges that existed in the local environment. Moreover, the research states that the economic crisis resulting from the Covid-19 pandemic has exacerbated many economic problems for low-income families, as they faced great challenges in providing their necessary needs and distance education needs. Thus in Tunisia, financial support was allocated from Tunisian banks to provide aid to the needy. (P. 36)

The results of the research displayed that distant education can cause an increase in social and economic disparities among students, and can increase the occurrence of dropping out of school, especially for students from low-income families and those with special needs. Moreover, distant education can provide new opportunities for students with health or social problems. (P 43-44) The research believes that countries must pay attention for equality in education in general, and governments and civil society must collaborate together to provide sufficient infrastructure and technology for students and schools to provide distant education and to reduce the digital gap, not only during crises, but also to sustain education and improve educational quality. The research recommends working to enhance educational justice by providing adequate funding and trained and qualified human resources that can reduce the gap between students to achieve equal opportunities and educational empowerment.

METHODS

The research employed a quantitative technique to examine the perspectives of parents in Kuwait throughout the COVID-19 pandemic.

Questionnaires are used in the study as a research method to corroborate the data provided in the literature and to clarify the main research question. Utilizing a questionnaire is an effective approach to collecting quantitative and structured data (Cohen et al., 2011) from parents as it provides the researchers with the required research information.

Population

The parent samples were gathered from several private schools in Kuwait, as these institutions integrated Kuwaiti and non-Kuwaiti parents. The objective is to evaluate the resources provided by the Kuwaiti government amid challenging periods to assist in creating an improved future policies if similar circumstances arise. Since e-learning was the sole option available to all families during COVID-19, regardless of their school or sector, the purpose of the surveys was to determine the government's support for the provision of alternate options in addition to e-learning (Kuwait News Agency KUNA, 2020). Considering that the parents of the students attending those schools represented a variety of economic backgrounds. Some may have been non-Kuwaiti families employed in the private sector who lost their jobs during the financial crisis, or entrepreneurs who were unable to afford devices for their homes or pay for their children's internet access.

Sample

The questionnaire was created for families with children enrolled in Kuwaiti private schools between the ages of seven and seventeen. Parents were asked 16 structured questions revolving around the research question.

Purposive sampling was used to choose the private schools in Kuwait, and a collection of parents from various countries was considered. All parents of students enrolled in private schools received the surveys electronically over the Internet, this included parents with children ranging from kindergarten to year 12.

The collected sample consisted of 294 questionnaires. The questionnaires were written in a structured style, to avoid confusion and allow parents to understand and complete the questions. To eliminate any potential bias when answering or misunderstandings, Bryman (2012, p. 250). mentioned the structured questionnaires should include “a possible response category of ‘other’ to allow respondents to indicate what they mean to further elaborate”.

Structure of Study

- This study focuses on the obstacles faced by parents specifically at private schools during the Corona pandemic.
- The study was conducted during the second semester of the 2020-2021 academic year.
- The research includes private schools in Kuwait that follow various Arabic, English, and bilingual systems.
- The participants of this study are parents, either mothers or fathers, who have children enrolled at these private schools at the primary and middle levels.

Study limitations

When performing the study, the researchers encountered some obstacles. While it was thought that it was applicable to use a range of sources (by using the interview method, focus groups) to collect rich and detailed data, and subsequently gain a comprehensive understanding of the opinions of parents and head teachers, the researchers discovered that it was extremely challenging to meet health and safety requirements because of the lockdown policies that were implemented nationwide during the Covid-19 pandemic.

Also, the researchers thought that it would be interesting to interview the teachers as they are part of the educational process. However, gathering the information required time and health risk, and it was not feasible. Another obvious hindrance was the challenge of getting the expected number of returned questionnaires, because parents who were participating in the study showed less interest in doing so. This required distributing the questionnaires again in a second attempt in order to get a satisfactory number of returned questionnaires. Furthermore, the potential inaccuracy of some parents' responses when questioned about economic circumstances represented another problem.

Questionnaire Validity:

The External validity (Arbitrators validity)

The questionnaire underwent a thorough verification process, which involved presenting it to five arbitrators. They carefully reviewed, revised, and removed any unnecessary additions. Furthermore, each arbitrator provided a statement affirming the accuracy and truthfulness of the questionnaire's content. This meticulous validation ensures the reliability and credibility of the questionnaire.

Prior to distributing the questionnaires for the study, ethical considerations were taken into account. To ensure comprehension, a sample of 10 parents was selected and provided with the questions. Their valuable feedback was incorporated, leading to modifications aimed at obtaining more valid and reliable results.

The Internal consistency and validity

Table No. (1) shows the stability of the study tool according to the correlation coefficients between each item and the total score of the questionnaire

Item	Sig.
q4	0.277**
q5	0.013
q7	0.378**
q8	0.293**
q10	0.489**
q11	0.451**
q12	0.193**
q14	0.108
q15	0.331**
q16	0.162**

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

It is obvious from Table No. (1) that the correlation coefficient between the item and the total score shows the existence of a positive correlation at the level of moral significance ($\alpha \geq 0.05$) for most of the questionnaire items and the educational policies presented by the government of the State of Kuwait during the Covid-19 crisis. At private schools; Except for paragraphs (a5 – a14), there is no correlation between them. Also, there is no correlation between children's schools stopping teaching during the Covid-19 crisis, and also what parents believe that all students at private schools enjoy equal educational opportunities and the educational policies that are presented by the government of the State of Kuwait during the Covid-19 crisis regarding the educational process. The correlation coefficients indicate a high degree of stability and reliability for most of the items of the study tool, with the exception of only two items related to probability and they show fluctuation in response according to changing circumstances and social status. All the arbitrators of the questionnaire decided to keep them because of their necessity to achieve the objectives of the study.

ANALYSIS AND DISCUSSION

Demographic variables:

Table No. (2) shows the distribution of sample individuals according to study variables (type of school - number of children in school - economic level - income level)

	variable	Frequency	Percentage
What type of school your child(ren) are attending?	private American school	76	25.9
	private Bilingual school	96	32.7
	Private British school	52	17.7
	private Indian and Pakistan school	8	2.7
	private Arabic school	27	9.2
	other (please specify).	35	11.9
How many children do you have at school-age? (grade 1 to 12)	One kid	89	30.3
	Two kids	104	35.4
	Three kids	58	19.7
	Four kids	28	9.5
	More than 5 kids	15	5.1
How would you define your income per month?	Below Than 100KD	3	1.0
	Between KD200 to Kd300	34	11.6
	Between KD300 to Kd400	5	1.7
	Between KD400 to Kd500	5	1.7
	Between KD500 to Kd 600	6	2.0
	Between KD600 to Kd 700	3	1.0
	Between KD700 to Kd 800	9	3.1
	Between KD 800 to Kd 900.	10	3.4
	Between KD 900 to Kd 1000	15	5.1
	Between KD 1000 to Kd 1500.	47	16.0
	between KD 1500 to Kd 2000.	50	17.0
	Between KD 2000 to Kd 3000.	71	24.1
Above 3000 KD	36	12.2	
	Total	294	100.0

Table No. (2) indicates the study's demographic variables and the percentages they represent of the total study sample, where (32.7%) of the sample belongs to bilingual schools, (25.9%) belongs to private American schools, and (17.7%) belongs to British private schools, and (11.9%) belong to other private schools, (9.2%) belong to Arab private schools, and (2.7%) belong to Indian and Pakistani private schools, out of the total number of the study sample individuals. This indicates that the study sample represents all types of private schools in the State of Kuwait.

While the table also shows that the study sample has children at various educational stages at those private schools from grades 1-12, it was found that (35.4%) of the study sample has two children at the private schools, and (30.3%) of the study sample has one child at those schools, and (19.7%) of the study sample has three children at the private schools, and (9.5%) of the study sample has four children at private schools. The table also indicates that a percentage of (5.1%) of the sample have five children at various educational stages at these schools. This reveals that parents prefer private education for their children even after the Corona pandemic crisis. This can be attributed to their satisfaction with the educational programs as well as their desire to continue studying at those schools characterized by the quality of specialized and qualitative learning.

The table above also displays parents' income rate, where a percentage of (24.1%) had an income ranging between 2,000 to 3,000 KD, a percentage of (17.0) had an average income ranging from 1,500 to 2,000 KD, and a percentage of (16.0%) had an average income ranging from 1000 to 1500 KD. A percentage of (12.2%) had an average income higher than or equal to 3000 KD. A percentage of (11.6%) had an income ranging from 200 to 300 KD , (5.1%) had an income ranging from 900 to 1000 KD, (3.4%) had an average income ranging from 800 to 900 KD, (3.1%) had an average income ranging from 700 to 800 KD, (2.0%) had an average income ranging from 500 to 600 KD, (1.7%) had an average income ranging from 300 to 400 and 400 to 500 KWD, and a percentage of (1.0%) have an average income ranging from 600 to 700 or 100 KD.

Based on the above table, it is notable that the study variables represent all members of the sample and that their distribution is similar, and that all the members of the sample belong to private education schools, most notably bilingual schools, then private American schools, then British private schools, then came the rest of the private schools, and that most of them have children at various educational stages at those private schools. From grades 1-12, most of them have two, one, three, four, or five children at private education schools. This indicates the degree of parents' preference that their children continue their education at private schools even during the Corona pandemic crisis. This can be attributed to their satisfaction with the learning programs that their children have in addition to their desire that their children continue studying at those schools even after the pandemic because those schools are characterized by specialized and qualitative learning. Despite the different rates of parents' incomes which range between high and low income, they are keen that their children continue their education at those private schools at the various educational stages from grades 1-12.

The main question of the study: What is the effect of the educational policies adopted by the government of the State of Kuwait on private education students and their families during and after Corona pandemic?

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In order to answer the study's main question, the seven sub-questions of the study must be analyzed and discussed, the first question: Has the level of family income been affected during the Covid-19 pandemic?

Table No. (3) illustrates an estimation of family's economic level after Covid-19 pandemic

How would you assume your economic situation after COVID-19?	Frequency	Percentage
Worse Than Before	93	31.6
The Same	163	55.4
Better Than Before	38	12.9

Table No. (3) indicates that a percentage (55.4%) of the study sample reported that their economic level was not affected after Corona crisis and remained the same as before the crisis, while a great percentage of the study sample (31.6%) reported that their economic level was severely affected and became worse than before. It is noted, here, that the educational policies presented by the State of Kuwait during and after the crisis did not take measures and procedures to support this group, especially non-Kuwaitis, and did not provide support for them. This finding is consistent with the study conducted by Lase et al (2020), Dashti (2021) which emphasized the economic difficulties and financial costs encountered by low-income families to provide internet or mobile phone subscriptions to ensure an access to the educational resources for their children to follow school programs during the pandemic. The study recommended the need for collective cooperation by the government and all the concerned parties to support families.

On the other hand, some countries in the world took measures and procedures that included this group with the aim of alleviating their suffering, providing them with technical, financial, technical support and computer equipment. As shown in the study by (Quezada, 2022), (Ittaluga, & Deana, 2021), (World Bank, 2021). A response rate of (12.9%) believed that their economic level become better than before the crisis. This indicates that the economic level of the families who have children enrolled in private education was greatly affected by the education policies followed by the State of Kuwait during and after Corona pandemic.

Table No. (4) shows the extent to which the level of family income was affected by the economic condition during Covid-19 pandemic

Does your financial income has been affected during COVID-19 crises?	No		Partly		Yes		Mean	Std. Deviation
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
	125	42.5	79	26.9	90	30.6	1.88	0.848

Table No. (4) shows that a great percentage of the study sample (42.5%) agreed that their financial income was not affected during Covid-19 crisis. Also, a percentage of (30.6%) indicated that their

incomes were affected by the pandemic, while a percentage of (26.9%) illustrated that their income may have been affected, which means that their incomes were not significantly affected. This result confirms what was stated in the study by Nutsunidze & Schmidt (2021) which demonstrated that the State of Kuwait witnessed a significant influence and decline in the number of workers in the state, especially in the private sector.

The second question of the study: Have the policies of education during Covid-19 affected children's level of education at the private schools?

Table No. (5) shows the impact of education policies during Covid-19 on children's level of education at the private schools

Does your child(ren) education has been affected during COVID-19?							
No		Maybe		Yes		Mean	Std. Deviation
Frequency	Percent	Frequency	Percent	Frequency	Percent		
44	15.0	48	16.3	202	68.7	2.54	0.741

Table No. (5) indicates the extent to which children's education has been affected during Corona pandemic. The table points out that the majority of the study sample (68.7%) confirms that children's education has been affected during COVID-19, that a percentage of (15.0%) declared that their children's education was not affected by the pandemic, and that the rest of the sample (16.3) indicated that their children's education may have been affected by Corona pandemic. This displayed that children's education was greatly affected during the Corona crisis.

Table No. (6): Private schools closed for children of the study sample during the pandemic

Do your child(ren) schools stopped teaching during COVID-19 crises?							
No		Yes		Mean	Std. Deviation		
Frequency	Percent	Frequency	Percent				
176	59.9	118	40.1	1.40	0.491		

Table No. (6) illustrates that the study sample agreed that education was not suspended at the schools of their children during the Covid-19 crisis, with a percentage of (59.9), compared to a percentage of (40.1) that mentioned that education was suspended at their children's schools during corona crisis. This indicates that the greatest percentage agreed that children continued studying during Covid-19 crisis, while in some families, children's education has been affected and interrupted as a result of the pandemic. This is considered a gap in their children's education and the fluctuation of the educational policies followed by private schools during Covid-19 pandemic.

Table No. (7) shows the extent to which the course of education changed to e-learning during Covid-19 at the schools of the study sample.

Do your child (ren) school(s) offered E-learning during COVID-19?							
No		some of them		Yes		Mean	Std. Deviation
Frequency	Percent	Frequency	Percent	Frequency	Percent		
41	13.9	23	7.8	230	78.2	2.64	0.714

Table No. (7) indicates that a large percentage (78.2) of parents indicated that their children's schools provided e-learning during the pandemic, while a percentage (13.9) of the study sample reported that their children's schools did not provide e-learning during Covid-19 period, while some Private schools provided it at a lower rate of (7.8). This indicates that their children's education was affected by the lack of providing e-learning at schools during and after Corona pandemic, which exposed them to the risks of low academic standards and thus resorting to in-person education, which may expose them to health risks or non-attendance and absence from school. This reflects the lack of monitoring and firmness regarding the pattern of education followed at the private schools and the fluctuation and multiplicity of education policies during crises such as the crisis of Corona pandemic.

Table No. (8) shows the impact of education policies during Covid-19 on parents' decision to continue educating their children at the private schools in which they are enrolled.

Do you think your child(ren) will continue in the same private school after the COVID-19 pandemic?	No		Maybe		Yes		Mean	Std. Deviation
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
	48	16.3	76	25.9	170	57.8	2.41	0.756

Table No. (8) shows that a percentage of (57.8%) of the study sample believes that their children will continue at the same private school after the Covid-19 pandemic, while a percentage of (25.9%) of the study sample supported the possibility of their children continuing there, and the percentage of (16.3%) believe that their children will not continue at the same private school after the pandemic. This confirms that education policies adopted as a result of Corona pandemic have an effect on families and the continuation of their level of education at those private schools.

This inclination implies a level of satisfaction with private education, even regardless of the crisis-related challenges. However, the hesitation expressed by 25.9% respondents indicates an effect educational decision-making. The preference to continue at the private schools suggests that, despite challenges, families find value in the private educational system. It is crucial for policymakers to understanding this, as it reflects not only satisfaction but also areas that may

require to be improved. Balancing private school satisfaction with uncertainties reveals the complexity of the educational decision-making during crises.

Table No. (9) shows parents' concerns about their children's educational future based on education policies during Covid-19

Are you worried about your child(ren) future education?	No		Yes		Mean	Std. Deviation
	Frequency	Percent	Frequency	Percent		
	37	12.6	257	87.4	1.87	0.332

Table No. (9) shows that parents have concerns about the future level of their children's education, as most of the study sample (87.4%) agreed that they are worried about their children's education in the future, while only (12.6%) are not worried about that. This indicates that parents have been affected by the educational policies applied on private education by the government of the State of Kuwait and which resulted in parents' increasing concern about their children's education in the future, especially in light of what they have experienced during and after Corona pandemic.

The third question of the study: What are the challenges encountered by families at private education schools during Covid-19 pandemic and which are related to the policy of changing the style of education.

Table No. (10) shows the challenges faced by family community at private education schools during Covid-19 pandemic and children's continuation of e-learning

Did you agreed for your child(ren) to continue E-learning during COVID-19 pandemic?	No		Yes		Mean	Std. Deviation
	Frequency	Percent	Frequency	Percent		
	49	16.7	245	83.3	1.83	0.373

Table No. (10) indicates that a great percentage of the study sample agreed to support their children's continuation of e-learning during Covid-19 pandemic, with a high percentage of (83.3%), compared to a percentage of (16.7%) that did not support children's continuation of the e-learning approach. This is a challenge according to the educational policies followed during Corona pandemic. This result is consistent with the study by Algaraady and Alrahaili. (2022) which showed the extent of parents' satisfaction at the primary schools in Saudi Arabia with the educational policies implemented during Covid-19 pandemic, the most prominent of which was converting education to e-learning. The majority of the study sample showed dissatisfaction pointing to the negative effects on their children's privacy, social and emotional relationships.

Table No. (11) shows parents' point of view that e-learning is the ideal solution during Covid-19 pandemic

Do you think E-learning is the best solution for your child(ren) education in the current situation?	No		Maybe		Yes		Mean	Std. Deviation
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
	91	31.0	10	3.4	193	65.6	2.35	0.921

Table No. (11) shows that a percentage of (65.6%) of the study sample believed that e-learning is the best solution for educating children in the current situation, while a percentage of (31.0%) did not support this, and that only a percentage of (3.4) supported this with some conservation among the responses of the study sample. Thus, most of the study sample, with a high percentage, supported e-learning for their children. This is a challenge in changing the quality of education for families during Corona pandemic, and this contradicts what was stated in Dashti's (2021) study on parents of Kuwaiti children enrolled at private primary schools and who showed a neutral opinion about whether distance e-learning is acceptable or not.

The importance of adaptability and resilience was an important and positive factor that arose from the pandemic. For example, the sudden transition to e-learning highlights the dominant need for educational institutions and families to embrace adaptability and flexibility. Future policies should not only recognize these qualities but also actively promote a culture that stimulates flexibility, enabling institutions to switch between in-person and online learning seamlessly.

Table No. (12) shows the extent to which children enjoy equal educational opportunities at the private schools

Do you think all students at your child(ren) private schools have an equal educational opportunity?	No		Yes		Mean	Std. Deviation
	Frequency	Percent	Frequency	Percent		
	181	61.6	113	38.4	1.38	0.487

Table No. (12) indicates that most of the study sample (61.6%) believes that all students at the same private schools do not enjoy equal educational opportunities, while a percentage of (38.4%) is satisfied with equality in this regard and support unequal educational opportunities among all students. This illustrates that there is inequality and unfairness in the application of the governmental educational policies to private education related to children at private schools during and after Corona pandemic. This result is consistent with AFA's (2022) study which confirmed the policy of inequality in the governmental educational approach in a number of Arab countries.

Table No. (13) shows what parents believe regarding the fairness and justice of the education policies provided for their children during and after Corona pandemic.

Do you think education policies during Corona virus pandemic are an injustice for your child(ren) education?	No		Maybe		Yes		Mean	Std. Deviation
	Frequency	Percent	Frequency	Percent	Frequency	Percent		
	62	21.1	3	1.0	229	77.9	2.57	0.818

Table No. (13) also indicates that a percentage of (77.9%) of the study sample believes that the educational policies during Coronavirus pandemic are unjust to their children, while a percentage of (1.0%) believes that they may be unfair to their children, while a percentage of (21.1%) of the study sample rejects this and supports the absence of injustice of the educational policies directed to their children enrolled in private schools during Corona pandemic. This confirms that the largest percentage of the study sample supports the existence of injustice regarding the education of their children at the private schools and which resulted from the national educational policies implemented during Coronavirus pandemic.

The fourth question of the study: Are there statistically significant differences in the policies applied by the government of the State of Kuwait during Covid-19 pandemic according to the type of the private school?

Table No. (14) shows the level of variation and difference in the policies applied by the government of the State of Kuwait during Covid-19 pandemic, according to the type of the private school.

ANOVA according to school type

Total									
	N	Mean	Std. Deviation		Sum of Squares	Df	Mean Square	F	Sig.
private American school	76	2.10	0.194	Between Groups	0.798	5	0.160	4.462	0.00
private Bilingual School	96	2.10	0.159	Within Groups	10.303	288	0.036		
Private British school	52	2.12	0.203	Total	11.101	293			

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private Indian and Pakistan school	8	2.28	0.219						
private Arabic school	27	2.04	0.221						
other (please specify).	35	1.98	0.201						
Total	294	2.09	0.195						
LSD									
		Mean Difference (I-J)	Sig.						
private American school	other (please specify).	.11583*	0.00						
private Bilingual school	other (please specify).	.11402*	0.00						
Private British school	other (please specify).	.14022*	0.00						
private Indian and Pakistan school	private American school	.17632*	0.01						
	private Bilingual school	.17813*	0.01						
	Private British school	.15192*	0.04						
	private Arabic school	.23056*	0.00						
	other (please specify).	.29214*	0.00						
* The mean difference is significant at the 0.05 level.									

Table No. (14) indicates that there is a statistical significance of the differences between the averages depending on the type of schools in which the child studies and the averages of the educational policies applied by the government in Kuwait regarding the principles of equality and

fairness in education at all schools during Covid-19 pandemic. By conducting the LSD post-test to find out the source of the variance, the table showed that there are differences between American, bilateral, and Pakistani private schools and other schools that represent the source of the variance. This reflects the extent to which the educational policy fluctuates among private schools in times of crisis.

The fifth question of the study: Are there statistically significant differences in the policies applied by the government of the State of Kuwait during Covid-19 pandemic, according to the number of children at the private schools?

Table No. (15) shows the level of variation and difference at the level of the policies applied by the government of the State of Kuwait during and after Covid-19 pandemic according to the number of children at the private school.

ANOVA according to the number of children in school-age

	N	Mean	Std. Deviation		Sum of Squares	df	Mean Square	F	Sig.
One kid	89	2.08	0.162	Between Groups	0.173	4	0.043	1.141	0.34
Two kids	104	2.11	0.240	Within Groups	10.928	289	0.038		
Three kids	58	2.10	0.173	Total	11.101	293			
Four kids	28	2.05	0.160						
More than 5 kids	15	2.03	0.144						
Total	294	2.09	0.195						

Table No. (15) indicates that there is no statistical significance according to the number of children of the study sample who are enrolled at private schools and the educational policies applied based on the financial support provided by the government for specific periods in order to achieve the principles of equality and fairness in education during Covid-19 pandemic.

The sixth question of the study: Are there statistically significant differences in the policies applied by the government of the State of Kuwait during Covid-19 pandemic according to the level of family income?

Table No. (16) shows the level of variation and difference at level of the policies applied by the government of the State of Kuwait during Covid-19 pandemic according to family's level of income.

ANOVA according to income

	N	Mean	Std. Deviation		Sum of Squares	Df	Mean Square	F	Sig.
Below Than 100KD	3	2.37	0.252	Between Groups	0.936	12	0.078	2.157	0.01
Between KD200 to Kd300	34	2.17	0.164	Within Groups	10.165	281	0.036		
Between KD300 to Kd400	5	2.16	0.241	Total	11.101	293			
Between KD400 to Kd500	5	1.92	0.311						
Between KD500 to Kd 600	6	2.08	0.223						
Between KD600 to Kd 700	3	2.13	0.058						
Between KD700 to Kd 800	9	2.06	0.188						
Between KD 800 to Kd 900.	10	2.15	0.212						
Between KD 900 to Kd 1000	15	1.99	0.249						
Between KD 1000 to Kd 1500.	47	2.10	0.188						
between KD 1500 to Kd 2000.	50	2.06	0.205						
Between KD 2000 to Kd 3000.	71	2.07	0.166						
Above 3000 KD	36	2.11	0.179						
Total	294	2.09	0.195						

LSD

		Mean Difference (I-J)	Sig.
Below Than 100KD	Between KD400 to Kd500	.44667*	0.00
	Between KD500 to Kd 600	.28333*	0.04

	Between KD700 to Kd 800	.31111*	0.01
	Between KD 900 to Kd 1000	.37333*	0.00
	Between KD 1000 to Kd 1500.	.27092*	0.02
	between KD 1500 to Kd 2000.	.31067*	0.01
	Between KD 2000 to Kd 3000.	.30047*	0.01
	Above 3000 KD	.26111*	0.02
Between KD200 to Kd300	Between KD400 to Kd 500	.25353*	0.01
	Between KD 900 to Kd 1000	.18020*	0.00
	between KD 1500 to Kd 2000.	.11753*	0.01
	Between KD 2000 to Kd 3000.	.10733*	0.01
Between KD300 to Kd400	Between KD400 to Kd 500	.24000*	0.05
Between KD 800 to Kd 900.	Between KD400 to Kd 500	.23000*	0.03
	Between KD 900 to Kd 1000	.15667*	0.04

*The mean difference is significant at the 0.05 level.

Table No. (16) indicates that there is a variation and difference between the level of income among the sample members whose children are enrolled at private education. By conducting the LSD post-test to find out the source of the discrepancy, the table shows that the differences between the rates of small income versus the rates of greater income represent the source of the variation. The level of income affects the type of the private school that parents choose to enroll their children in.

Table No. (17) shows the level of variation and difference at level of the policies applied by the government of the State of Kuwait during Covid-19 pandemic according to the change in family's income level.

ANOVA according to economic situation after COVID-19

	N	Mean	Std. Deviation		Sum of Squares	df	Mean Square	F	Sig.
Worse Than before	93	2.18	0.183	Between Groups	1.572	2	0.786	23.997	0.000
The Same	163	2.06	0.167	Within Groups	9.529	291	0.033		
Better Than before	38	1.96	0.228	Total	11.101	293			
Total	294	2.09	0.195						
LSD									
(I) q13		Mean Difference (I-J)	Sig.						
Worse Than before	The Same	.12237*	0.00						
	Better Than before	.22179*	0.00						
The Same	Better Than before	.09942*	0.00						
*. The mean difference is significant at the 0.05 level.									

Table No. (17) indicates the existence of statistical significance of the differences between the extent of impact of Covid-19 pandemic on the economic level of the study sample members whose children are enrolled in the private schools after Corona pandemic. By conducting the LSD post-test, the differences between the categories: "Worse Than Before, The Same, and the Better Than Before" represent the source of variance.

This emphasizes the urgent need for policy reforms to mitigate inequality and provide fair access to education for all students, irrespective of their socio-economic background. Addressing

educational inequality requires a purposeful policy approach. More Prominently the government in Kuwait should treat all students equally and provide a good education plan for everyone, whether they attend government or private schools and are Kuwaiti or non-Kuwaiti, especially during times of crisis like COVID-19 pandemic. Policymakers should view this as a foundational element in creating an education system that is inclusive and provides equal opportunities for all. **The seventh question of the study: Is there a correlation between the educational policies adopted by the Kuwaiti government at the private schools during Corona pandemic according to the following variables: the level of family income, and the impact of Corona pandemic on family's economic level?**

Table No. (18) shows the correlation between the educational policies adopted by the Kuwaiti government at the private schools during Corona pandemic according to the variable level of family income affected.

Correlations		
	Has your financial income been affected during COVID-19 crises?	
q4	Has your child(ren) education been affected during COVID-19?	.140*
q5	Do your child(ren) schools stop teaching during COVID-19 crises?	0.09
q7	Does your child (ren) school(s) offer E-learning during COVID-19?	0.04
q8	Do you agree that your child(ren) continues E-learning during COVID-19 pandemic?	0.02
q10	Do you think that E-learning is the best solution for your child(ren) education in the current situation?	0.01
q12	Do you think that your child(ren) will continue at the same private school after COVID-19 pandemic?	-.199**
q14	Do you think that all students at your child(ren) private schools have an equal educational opportunity?	-.203**
q15	Do you think that the education policies during Corona viruses pandemic are unjust to your child(ren) education?	0.05
q16	Are you worried about your child(ren) future education?	.128*
Total		.451**

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table No. (18) indicates that there is a significant positive correlation between the effect of corona pandemic on level of parents' income and on the education of their children during COVID-19 as well as on parents' concern about their education in the future and the total score of all items in the questionnaire. This indicates that the level of income affects the level of education provided for children, and that the economic factor affects the parents' choice of the quality of education, and

that the pandemic has an economic and psychological effect. This is reflected in the correlation between the positive impact of family income and parents' concern for the future of their children and their feeling of the instability of the future. This is confirmed by the reverse negative correlation between the impact of parents' income levels during the Corona pandemic and what they believe regarding whether their children will continue at the same private school after the Covid-19 pandemic or not. This reveals that the greater the economic impact, the less the idea that children will continue at the same school. This led to the possibility that parents may feel that the educational opportunities provided for their children are not equal. This is demonstrated by the positive correlation (0.05) between the impact of parents' level of income during Corona pandemic and what they believe about the equal educational opportunities that all students have at the private schools.

The table also shows that there is no correlation between the existence of unjust educational policies during Corona pandemic and parents' level of income, and also between schools stopping teaching during Covid-19 crisis and e-learning provided by schools for their children during the crisis of COVID-19 pandemic and between their agreement that their children would continue e-learning during Covid-19 pandemic, and their belief that e-learning is the best solution for educating their children in the current situation.

Table No. (19) shows the correlation between the educational policies implemented by the Kuwaiti government at private schools during Corona pandemic according to the variable of family's level of monthly income.

Correlations

	How would you define your income per month?	
q4	Has your child(ren) education been affected during COVID-19?	0.02
q12	Do you think that your child(ren) will continue at the same private school after COVID-19 pandemic?	-0.07
q14	Do you think that all students at your child(ren) private schools have an equal educational opportunity?	-0.09
q16	Are you worried about your child(ren) future education?	0.00

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table No. (19) shows that there is no correlation between the level of parents' monthly income and the following variables: children's education being affected during the pandemic, continuing

children's education at the same school after the pandemic, the equal educational opportunities at school, and parents' concern about their children's future education and what they believe about e-learning as a better solution for educating their children during Covid-19 pandemic. Furthermore, there is no correlation between the types of schools their children go to.

CONCLUSION

In conclusion, we conclude from the previous discussion the most prominent political effects that influenced the educational process during Corona pandemic crisis. Thus we form the answer to the basic research question which is about the impact of the educational policies applied by the government of the State of Kuwait on private education students and their families during and after Corona pandemic.

The study showed that the educational policies followed by the government of the State of Kuwait during Covid-19 regarding private education students and their families, whether Kuwaitis or non-Kuwaitis, had an impact on many matters related to children's education. A number of parents were affected by the fluctuation of educational policies and the failure of a number of private education schools to commit to providing electronic education at the beginning of the crisis due to the absence of clarity of the laws applied on private schools by the government. The instability of policies has increased parents' concerns about their children's education and their educational future, especially after the absence of an economic support plan and the financial damage they suffered with the crisis.

The study sample confirmed that their children were exposed to educational policies that are not equal or fair, and that a great number of the study samples felt the injustice that their children were exposed to during Corona pandemic. This is because they did not enjoy equal educational opportunities with their peers. The study found that there are statistically significant differences in government policies during Covid-19 pandemic, according to the type of private school and also found a correlation of the educational policies followed by the Kuwaiti government in private education schools during Corona pandemic according to the variable of income level and the economic level of the family. The family community at private education schools encountered challenges during Corona-19 pandemic due to the education policies followed by the government of the State of Kuwait towards private education and to confront the crisis. These challenges were:

- 1- Their children's continuity in e-learning, even though they believe that it is the best solution in light of crises.
- 2- Children's education has been affected during COVID-19 virus.
- 3- Some private schools suspended their studies as a result of the pandemic.
- 4- Some private schools did not provide e-learning during Covid-19 period, which led to a gap in students' completion of their learning.

- 5- During the crisis, many families experienced financial difficulties, and the government lacked a clear plan for providing them with support.

STUDY RECOMMENDATIONS

This research is a significant contribution to the ongoing discussion on educational policy, providing a comprehensive roadmap for transforming education in Kuwait's education system.

Preparing for potential future crises necessitates a multifaceted approach. To effectively manage potential future emergencies, the Kuwaiti Ministry of Education must commence a comprehensive assessment and renewal of educational policies. This requires the establishment of precise protocols for crisis management, fostering adaptability to uncertain circumstances, and engaging stakeholders in the policy-making process. Through this wide-ranging approach, education policies can become more versatile and robust, capable of responding to the ever-changing challenges presented by unpredictable circumstances.

The study on navigating the complexities of educational equity during the COVID-19 crisis in Kuwait, through the use of the survey, provided useful results, which will help serve as a guide for policymakers. The extensive interplay between economic factors, educational policies, and adaptive strategies employed by families and schools emphasizes the need for a robust and fair education system., government initiatives to guarantee that the right to an education is maintained in emergencies should continue to be based on equity principles. Its implementation is essential in forming a more equal and prosperous future since it is a critical component of fostering inclusive and equitable education for everyone. Therefore, especially in times of crisis, governments must give laws and programmes that support educational equality top priority and funding. As the Ministry of Education sets the agenda for the forthcoming policies, the key to success lies in finding a harmonious balance between technological readiness, financial considerations, and an unvarying commitment to equity despite it being Government or Private schools.

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