

# The Impact of Teachers' Methodologies on Students' Performance in Kuwait Primary Public Schools

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**Abstract:** The research examines the impact of the teachers' methodologies on students' performance in the Kuwaiti primary public schools. The research was conducted towards the beginning of the second semester of the academic year 2023/2024. The population of the study is the English teachers in the primary public schools in the six educational districts in Kuwait: Jahra, Ahmadi, Hawali, Mubarak al-Kabir, Farwaniya and Al-Asima. Currently there are about 262 primary schools in Kuwait spread across the six educational districts. The sample, randomly selected from among these school districts, consisted of 25 female English teachers selected from 18 schools representing the six educational districts of Kuwait. The English teachers in the selected schools were asked to respond to a 17-statement survey consisting of close-and open-ended questions. The responses provided by participants revealed that teachers' methodologies all work towards the same common goal. This means the performance of primary students is largely being evaluated by the same few metrics of success. This reality means that primary teachers' methods should be optimized instead of being completely changed. Part of this optimization is the improvement of teachers' ability to implement emerging and new educational technologies into their classrooms. Doing this will help diversify primary teachers' ability to work with students and prepare for the next major disruption to the traditional classroom environment. It can also be inferred from the results of the study that teaching methods focusing on differentiation often would be more impactful for primary students in Kuwait. Differentiation, at its core, works towards creating the most equitable learning environment for students and could lead to improved performance.

**Keywords:** Teaching methods, primary education, digital learning, Kuwait

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## INTRODUCTION

Methodological research focusing on teachers in Kuwait shows that traditional methods are falling out of favor (Al-Houli et al., 2022; Al-Fadley & Alghasab, 2018; Al-Yaseen, 2021). While multiple factors

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contribute to this trend, the onset of the COVID-19 pandemic drastically changed how teachers had to approach the instruction of primary students (Al-Houli et al., 2022). Distance education's prominence grew during the pandemic out of necessity (Chaaban et al., 2021). This changed how students learned and how primary teachers in Kuwait approached the delivery of knowledge to learners. These changes present the opportunity to research how primary teachers' chosen methodologies impact students' performance in the classroom.

### **Relevance of the Study**

Kuwait's development of primary students' skills has been below average (Al Ahmadieh & Alnabhan, 2019). Kuwait's government has invested in the creation of national plans and other resources to improve its competitiveness across the world and the education of its citizens (Al Ahmadieh & Alnabhan, 2019). Post-COVID-19, primary teachers across Kuwait must adapt to the needs introduced by external factors they cannot control. Theoretically, the only way primary teachers can control their professional performance, and the performance of students, is the implementation of methodologies that are able to proactively prepare for the next major natural disruption.

### **Research Question and Objectives of the Study**

The main research question of this study is:

What is the impact of the various teaching methods used in primary schools in Kuwait in English language classrooms on students' performance?

This research question recognizes that multiple teaching methods are being used in the post-COVID-19 environment. As such, it is important to explore how different methods influence primary students' performance in English language classrooms. At the same time, it is beneficial to understand what the best methods and practices are perceived to be in the post-COVID-19 educational environment.

As such, the objectives of the study are:

1. To identify the various methodologies primary teachers in Kuwait use to educate students.
2. To determine how primary teachers' methods impact students' academic performance.
3. To explore the methodological diversity of Kuwait's English language classrooms.

These three objectives will guide the exploration of the current methodological state of Kuwait's primary education system. The accomplishment of these objectives helped to answer the research question mentioned in the previous question and add to the current body of knowledge that appears to be lacking when it comes to the current topic of focus. To accomplish these objectives, a brief literature review was performed to establish a theoretical framework. After this, a questionnaire was created and distributed to collect primary data from teachers who currently practice in Kuwait's primary elementary schools.

## **LITERATURE REVIEW**

Research covers the methodologies used by English language teachers in Kuwait to a great extent. In many cases, papers covering the types of methods teachers use to educate primary students isolate students' mastery of English and development of autonomous learning skills as signs of success (Al-Houli et al., 2022; Al-Fadley & Alghasab, 2018; Al-Yaseen, 2021). Recently, scholars have examined how teachers' implementation of e-learning has been used to improve primary students' performance in the classroom as

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well. Al-Houli et al. (2022) concluded that teachers implementing distance education during the COVID-19 pandemic found that Kuwaiti educational districts and stages significantly influenced how they perceived the integration of distance education into their methodological practices. Like other countries, Kuwait was forced to implement distance education during the pandemic to keep students safely distanced while also keeping their studies in progress (pp. 87-88). Before the pandemic, Chaudry and Al-Otaibi (2019) studied Kuwait teachers' filing habits and management of educational information. Despite the mainstream presence of digital technologies in education, many Kuwait teachers do not regularly update their information records or effectively use the file keeping technologies available to them (pp. 1913-14). This situation influences teachers' ability to recall information and retrieve it when reviewing their instructional performance in the classroom and the academic progress of students.

Literature also shows that the Kuwaiti government and educational system invests heavily in the development of teachers' skills to enable them to develop methodologies for the classroom. One reason for this is the understanding that English language proficiency is needed to remain competitive across the world (Alshuriaan & Almfleh, 2023, pp.253-55). As Kuwait aims to develop a more competitive citizenry through its educational system, teachers in the country have been focusing on using unique teaching strategies to reach students and keep them more engaged. For example, Alshammari (2022) mentioned that Kuwait teachers have used oral history strategies to teach social studies concepts to students. Oral history-based teaching methods helped students improve their sense of national identity and levels of engagement when participating in the classroom (Alshammari, 2022). At the end of his study, Alshammari saw evidence that oral history-based teaching methods improved elementary students' personal and intellectual development. This finding was important since it gave direct evidence that teachers' methods in the classroom could significantly influence students' development.

As the performance and development of students become a more prominent focus in Kuwait's educational system, the development of student-centered teaching strategies gains popularity as well. Van Braam (2023) studied the prominence of student-centered teaching strategies in Kuwaiti classrooms and found that teachers were encouraged to begin acting as facilitators of learning more often. When elaborating, Van Braam stated that traditional methods of teaching were falling out of favor due to their rigid views on students' role in the classroom (pp.1-2). At the primary level, this is unique, as younger students usually do not possess the skills needed to control their own learning (Jafar, 2023). Jafar (2023) stated that primary students' inability to participate in the educational process has motivated researchers to study the philosophical approaches of teachers at this level more often.

Jafar (2023) highlighted pragmatic educational theories as a modern approach to educating Kuwaiti primary school students. This is because the pragmatic approach focuses on addressing current problems in the most efficient way possible (Jafar, 2023). Returning to an earlier point, Kuwait's innovation in terms of the teaching methodologies has extensively occurred within the English language classrooms. Al Darwish (2017) wrote that mixed methods in classrooms were developed to improve young students' English learning proficiency as soon as the language's importance in the country's daily affairs increased. In the past, methods focused on improving students' communication skills were implemented to hasten students' fluency in English (pp. 34-36). Al Darwish claims that speaking and listening strategies were used often while improving young students' fluency. The strategies highlighted in Al Darwish's work were largely utilized with traditional teacher-led strategies. In many cases, this involved speaking and listening drills that aimed to help Kuwait students become as comfortable as possible with the English language. As

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aforementioned, however, traditional methods have fallen out of favor in Kuwait and reports researching the performance of the country's primary education system have found lackluster results when focusing on the skills and preparedness of primary school graduates (Al Ahmadih & Alnabhan, 2019). Al Ahmadih and Alnabhan (2019) highlighted Kuwait's creation of its National Development Plan in 2017. The National Development Plan aimed to improve the country's economy and global competitiveness by using the educational system to develop its future workforce (Al Ahmadih & Alnabhan, 2019). This objective required the implementation of modern educational technologies and the production of educational innovations that could improve students' performance at all levels.

Chaaban et al. (2021) found that teachers' desire to innovate increased throughout the COVID-19 pandemic. However, a number of governmental decisions prevented many teachers from innovating as much as they would have liked (Chaaban et al., 2021). Teachers' self-efficacy and ability to create strategies themselves are important elements of their identities as professionals (Chaaban et al, 2021; Al-Fadley & Alghasab, 2018). Al-Fadley and Alghasab (2018) claimed that teachers' self-efficacy can impact students' academic performance as well. Al-Fadley and Alghasab found multiple elements that influence a teacher's self-efficacy. These elements were: the availability of professional training, teaching strategies, experience in the profession, and levels of proficiency in a target language (Al-Fadley & Alghasab, 2018, p. 28). These factors can influence how teachers approach the instruction of their classrooms as well. This means that these factors are important to consider when exploring how teachers' methodologies impact the performance of primary students in Kuwait.

## METHODOLOGY

### *Questionnaire*

The methods for this qualitative study aimed to capture the opinions of female teachers educating at primary public schools in Kuwait. The methodology was designed to gain insight into the methods female primary teachers used to educate students in the modern classroom environment. To accomplish the study's objectives, a questionnaire was created and distributed to female teachers who currently practice within Kuwait's primary schools. The questionnaire contained a mix of 17 open- and close-ended statements so teachers could contribute as much insight as possible to the research.

Questionnaires are frequently used in educational research to learn about teachers' current best practices and opinions about the field. Holmes (2023) wrote that questionnaires are beneficial because participants can complete them on their own time and be sampled in one of the cheapest ways possible. Also, close-ended questionnaires can be standardized so the compiled data can be as objective and straightforward as possible (p. 4). In a study like the one performed for this research paper, there was a need for a data collection method that was simple and ensured participants could be informed about the purpose and objectives of the study as thoroughly as possible before they gave their consent to be sampled.

Aliero and Miswar (2023) stated that questionnaires' flexibility is also a reason why they are used often in educational research projects. This study decided to use open- and close-ended questions, but other questionnaires can use Likert scales and common response formats to gain data from participants (pp.59-61). Open- and close-ended questions were the best for this study because they allowed for a variety of analysis methods. Content analysis, thematic analysis, and narrative analysis were all viable options for the exploration of the insights gathered from the questionnaire that was distributed. This is because the

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researchers wanted to evaluate the participants' responses as they were literally written and avoid making interpretations that may not have been aligned with what teachers were attempting to describe.

Other methodologies were not considered because the researchers desired to leverage the benefits of participants' self-reporting. Tombs and Strange (2024) stated that self-reporting is often criticized by methodologists because of its lack of intractability (pp. 282-84). However, this drawback was ignored because actual face-to-face or virtual interviews could not be completed due to time and geographical constraints. Likewise, statistical quantitative methods were not used because the researcher wanted to study the personal, political, and social elements of teachers' methodologies in real time.

### *Participants*

The research examines the impact of the teachers' methodologies on students in the Kuwaiti primary public schools. The research was conducted towards the beginning of the second semester of the academic year 2023/2024. The population of the study is the English teachers in the primary public schools in the six educational districts in Kuwait: Jahra, Ahmadi, Hawali, Mubarak al-Kabir, Farwaniya and Al-Asima. Currently there are about 262 primary schools in Kuwait spread across the six educational districts (Source: Transforming Education in the Gulf Region). The sample of the study was randomly selected from among these school districts. The sample consisted of 25 female English teachers selected from 18 schools representing the six educational districts of Kuwait. The English teachers in the selected schools were asked to respond to a 17-statement survey consisting of close- and open-ended questions.

When recruiting participants, the work email addresses provided by their schools and LinkedIn accounts were used to make initial contact. This prevented the researchers from violating prospective participants' privacy and ensured participants were able to provide their written consent after examining a copy of the instrument they would be asked to fill out. Before sending out requests, the researchers ensured prospective participants worked for primary public schools. This is because the researcher wanted to assume that every teacher sampled for the study had to practice methodologies that accomplished the standards created by Kuwait's Ministry of Education (MOE) and, as a result, worked towards a common set of objectives.

After considering the exclusion criteria, 25 teachers' questionnaires were collected. The teachers that decided to participate in the study provided demographic information that showed a homogeneous population. The 25 teachers graduated with degrees in primary education and have worked in primary public schools for at least 5 years. The teachers were all females as Kuwait MOE allows only females to teach in most of the primary public schools.

### *Method of Analysis*

Thematic analysis was chosen to explore the data provided by participants after returning their questionnaires. Thematic analysis gives researchers the opportunity to codify narrative responses by finding common traits, phrases, and ideas amongst the text provided (Maguire & Delahunt, 2017; Zhang & Hill, 2015, p. 3351). Maguire and Delahunt (2017) touted the benefits of thematic analysis by saying it is a pure method instead of a methodology. This means it possesses a practical line of action that can be replicated repeatedly. This differs from theoretical methodologies that can be debated over and performed in different ways each time. In this study, the thematic analysis focused on basic themes related to teaching methods,

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major objectives, students' performance, and teachers' perceptions. These themes could be applied commonly to every participant. This ensured the data could be analyzed in a way that delivered applicable information that answered the research question and highlighted future paths for new practice and research.

### *Strengths*

This methodology benefits from the ability to sample teachers who are currently working within primary public schools in Kuwait. This means the researchers were able to gather data and learn about the current trends of the educational environment of these schools in somewhat real time. Also, the use of the questionnaire to collect data allowed the researcher to compare the contributions of participants to the findings of other authors before generating final conclusions. Finally, the use of thematic analysis gave the methodology a chance to use a practical and easily replicable type of analysis. This ensured the accuracy of the researchers' interpretations and conclusions.

### *Limitations of the Study*

The methodology employed in this study was limited by the inability to clarify answers with participants as they were delivered. With traditional face to face interviews, the researchers would have been able to speak with participants directly after they provided unclear responses and ask them to elaborate as needed. This would prevent human errors on the researchers' part during the analysis phase of the study. This limitation was mitigated by emailing participants about responses that were confusing or incomplete after their questionnaires were submitted. This allowed the researchers to maintain an open line of dialogue with participants and give them the opportunity to enrich the data they provided with additional insights.

Another limitation of the study was the small sample size of the population. In many cases, schools can employ more than 25 teachers. This makes it difficult to assume that the findings of this study can be generalized to the broader population of primary teachers in Kuwait. While the small sample size cannot be improved at this point, information from preliminary literature was included in the study to provide more data about the current body of knowledge surrounding the topic of focus. Also, this study only sampled female teachers who worked at primary public schools, for reasons related to the regulations of Kuwait MOE, which stipulate that only female teachers should teach in primary public schools. This limited the scope of the perspectives provided by the participants involved. Male teachers and teachers who worked in private schools may have provided different answers than the primary female teachers who participated in this study.

## **RESULTS**

This section presents the results of the questionnaire and the responses of the participants. Clarifications were made with participants before the thematic analysis of their responses began. This ensured no errors were made while interpreting their results and placing them into the context established by prior literature and the researchers' assumptions about Kuwait's current primary public education environment. Follow-up emails with participants also mitigated the risks of the limitations highlighted in the section above.

### *General Information*

25 teachers returned a questionnaire. All the participants were women, and all self-reported that they have been practicing as primary teachers for at least 5 years. Likewise, all participants reported that primary education, primary education, or early childhood education, as their majors while they were studying in

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university. 15 (60%) of the participants reported that parents complained about their methods. The reasons for these complaints were a lack of familiarity with non-traditional teaching methods, dissatisfaction with their child's performance, philosophical disagreements, and a preference for their children to be taught like they were at other schools. Only 9 participants (36%) claimed the school administrators at their school complained about their teaching styles. When explaining why, the 9 participants listed as the reasons why their administrators wanted them to change their teaching styles:

philosophical disagreements, a lack of familiarity with non-traditional methods, and lack of compliance with the rules and regulations set by Kuwait MOE.

*Thematic Information*

The thematic information found in participants' answers was sorted based on the teaching methods described by participants, the major objectives of their styles and practice, their students' performance, and their personal perceptions. These themes were chosen because they highlighted teachers' current methodologies, how these methodologies influenced primary students' performance, the objectives of teachers' implementation of style, and the rationales teachers used to justify their styles.

*Teaching Methods*

16 teachers (64%) reported that they use traditional teaching methods. However, all of these teachers also claimed they use digital technologies in their classrooms as well. The digital technologies included educational games, e-books and digital readers, and digital videos and audio files. The implementation of digital technologies in traditional classrooms occurred at the same rate (100%) as the rate of implementation in non-traditional classrooms. Of the 9 participants (26%) who said they did not use traditional teaching methods, the methods they reported were mixed methods (hybrid and remote settings), highly differentiated instruction, individualized instruction, play-based learning, and project-based learning. Each of these 9 teachers used digital technologies. They also reported complaints from parents and the school administrators.

*Major Objectives*

All 25 participants believed their methods prepared primary students for middle school and comply with Kuwait MEO general objectives for the primary public education. 21 participants (84%) claimed they referenced peer-reviewed literature when refining their methodologies. All 25 participants claimed they discussed their teaching styles with their colleagues. These results pointed to the idea that the objectives of the participants' teaching methods were all guided by the same core principles. When elaborating on administrators' complaints, participants highlighted that all concerns were related to the compliance of methodologies with the standards of the curricula within the same timeframe and margin of error as previously established in traditional methods.

*Students' Performance*

3 participants (12%) elaborated on parents' complaints about their students' performance in their non-traditional classrooms. 1 participant wrote that parents believed their children did not have the language and content knowledge necessary to participate in the non-traditional ways. Similarly, parents who complained about children in a play-based learning classroom felt their students needed more structure and direct instruction from their teacher. Of the 6 traditional teachers who reported complaints from parents, all of them claimed that parents believed traditional methods were too rigid for their students' needs. This

showed that students' performance in any type of classroom can decline if teachers are unable to create tailored methodologies for students in need.

## DISCUSSION

The results of the questionnaire showed that traditional teaching methods are still popular among primary public teachers in Kuwait. However, traditionalists are not working towards making their classrooms obsolete. All of the participants who use traditional methods implement digital technologies in their classrooms. This means they are modernists who recognize the trends around them and simply want to optimize their personal styles and classrooms. The desire to improve one's practice and make it more modern is generally praised in pedagogical literature (Chaaban et al., 2021; van Braam, 2023; Al Darwish, 2017). However, there is little literature available that both positively covers the use of traditional methods and highlights how traditional methods can be optimized in the modern educational environment. This contradicts the findings of the questionnaire completely, as there appeared to be a strong amount of harmony between traditionalists and those who opted to use non-traditional methods.

### *Key Findings*

The most glaring finding from the questionnaire's results was that teachers received complaints from parents whether they led traditional classrooms or not. This was a notable finding since the majority of the complaints stemmed from children's performances in classrooms that did not suit their individual learning styles. There is a lack of research supporting the use of differentiation by Kuwaiti teachers to serve students who are falling behind their peers. This does not mean the practice is not favorable, as there are numerous papers touting the need to differentiate for students who need help (Aldaihani, 2010; Lue, 2017). Also, schools operating in Kuwait tout how they use differentiated instruction to provide the best experience for students who enroll (Dasman Bilingual School, n.d.). This means there is a disconnect between parents' expectations for the classrooms they want their children to learn in and the methodologies traditional and non-traditional teachers want to use to accomplish their primary objectives.

In every case, teachers' primary objectives were to prepare primary students for the next schooling stage and adhere to the general objectives set by Kuwait MOE created over time. Participants who described their methodologies in more detail stated that they wanted their students to be overly prepared for the social elements of the modern educational environment. This objective could be because of the consequences of the COVID-19 pandemic and the mainstreaming of hybrid and remote learning arrangements at the primary level (Al-Houli et al., 2022). Teachers who used traditional methodologies implemented digital technologies whether they had to lead remote classrooms or not. This showed signs that the digitization of the classroom is gradually becoming the new norm whether teachers view themselves as methodological progressives or not. It is possible that this reality contributed to parents' and administrators' discomfort when complaining about the lack of familiarity they had with teachers' styles and strategies.

Parents' high frequency of complaints forced the participants to constantly consider the performance of their students and how the progress of learners could be perceived by external entities. One participant elaborated that a student's parent complained though the student was progressing through the class at a satisfactory rate. This parent had high standards for their child, and they believed the participant should have been more interested in helping the child perform at the highest level possible. This piece of narrative data highlighted the possibility of primary students having the potential to perform better if their teachers

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were able to focus more exclusively on them and their needs. Some of the non-traditional teachers expressed a desire to do this when explaining the reasons for their methodologies. However, the use of strategies that make room for more exclusive instruction does not always guarantee every student will benefit immensely.

Despite the differences the participants showed throughout their questionnaires, they all had the same general perception. Each participant wanted their students to have the skills needed to excel at higher levels of learning. Also, every participant believed that their methodology of choice could be used to accomplish the standards and objectives set by Kuwait MOE. Based on the results of the questionnaire, it seems that teachers would rather talk to each other than consult peer-reviewed literature for immediate feedback and guidance. All the participants claimed they spoke with their colleagues about their methodologies. It is quite possible that these discussions impact teachers' decision to continue using their methodologies despite the criticisms they receive from parents and administrators.

#### *Inferred Findings*

It can be inferred that teaching methods focusing on differentiation more often would be more impactful for primary students in Kuwait. Differentiation, at its core, works towards creating the most equitable learning environment for students (Lue, 2017, p. 33). In some cases, differentiated instruction could lead to some primary students' improved performance. Theoretically, this would have a positive impact on primary students and would lead to teachers fielding less complaints from parents and senior administrators. However, the participants appeared to be realistic about the prospects of all students being elite performers in the classroom. They did not ignore the complaints they fielded, but they recognized the low likelihood of making parents, students, and administrators happy at the same time. This showed that the teachers' experience helped them cope with the drawbacks of their chosen methodologies and the challenges of being a teacher in general.

It is likely that the integration of digital technologies into the primary classroom will become less unfamiliar as time passes. Each teacher sampled the use of digital technology to some extent during the instruction of their students. As Kuwait continues to modernize itself and seek global competitiveness, it is likely the country's government will encourage teachers to develop their technological knowledge and skills and utilize digital educational technologies whenever possible. Teachers' frequent conversations with their peers could lead to the occurrence of informal workshops where technically inclined teachers help those who need help learning how to integrate technology into their instructional styles. The need for professional development was mentioned in literature discussing teachers' self-efficacy (Al-Fadley & Alghasab, 2018). However, the ways this professional development can and will occur were rarely discussed in recent literature if at all (Alhouti, 2018). This is a notable omission from the current body of knowledge since many elementary teachers were forced to learn how to lead remote classrooms during the pandemic.

#### **CONCLUSION**

This study administered a questionnaire to explore the impact of the methodologies employed by teachers of Kuwait primary public schools on students' performance. The responses provided by participants revealed that teachers' methodologies all work towards the same common goal. This means the performance of primary students is largely being evaluated by the same few metrics of success. This reality means that primary teachers' methods should be optimized instead of changing completely. Part of this optimization is the improvement of teachers' ability to implement emerging and new educational

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technologies into their classrooms. Doing this will help diversify primary teachers' ability to work with students and prepare for the next major disruption to the traditional classroom environment.

The data provided between the questionnaire and the literature review served to gather background shows that students' performance is improved when certain methodologies are used. Traditional methodologies are gradually falling out of favor, but the questionnaire showed that most primary teachers are still using traditional methodologies to instruct students. However, the teachers who are identified as traditionalists worked to implement educational technologies as much as possible. This shows signs that the benchmark for a traditional classroom is changing post-COVID-19.

### Recommendations for Future Practice

If they have not already, primary teachers in Kuwait must undergo training to improve their technological knowledge and abilities. This is because the growth of education's digitalization is becoming more apparent. This growth was exacerbated by the COVID-19 pandemic, but evidence of educational technologies' benefits was apparent before the pandemic occurred. As primary teachers become more familiar with how to integrate technology into their methodologies, it is possible that they will be able to serve students who need tailored content and delivery methods more efficiently.

Along with this, primary teachers should review how well their chosen teaching styles implement differentiation when needed. Every methodology has benefits and drawbacks, which means there is no perfect solution for the education of diverse populations. This also means primary teachers must be willing to be adaptable as they teach students post-pandemic. Like the improvement of their technological knowledge, teachers who need to improve their ability to design differentiated lessons should undergo training and attend workshops that allow them to exchange knowledge with colleagues.

Finally, the use of formative assessments more often could help primary teachers monitor their students' progress and performance. Parents' complaints can alert educators to their students' declines in performance. However, other sources of data should be used so teachers can have the most robust body of knowledge possible when making decisions. Formative assessments can also give students the opportunity to practice their skills in low pressure scenarios that do not discourage them. This can help teachers and students communicate about the latter's mistakes and lack of understanding in a constructive context.

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**Appendix**

**Questionnaire Asking Kuwait Primary Teachers about their Methodologies**

Question	Yes	No	Elaboration or Short Answer, if necessary
What was your major while studying at university?			
Do you currently teach at a government elementary school in Kuwait?			
If yes, how long have you been teaching at the elementary level in Kuwait?			
Do you implement traditional teaching methods when instructing your students?			
If not, how would you describe your teaching style/methodology?			
Do you implement digital technologies when instructing your students?			
If yes, which digital technologies do you implement?			
What influences your teaching style/methodology?			
Do you believe your methods will prepare elementary students for			

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secondary school?			
Are you confident your teaching style/methods align with the Government of Kuwait's long-term goals for the education sector?			
How often do you and your colleagues discuss your personal methods and styles?			
Do you reference peer-reviewed literature when refining your personal teaching style/methodology?			
Have students' parents complained to you about your methodology?			
If yes, what were the parents' complaints?			
Has your school's senior administrator complained to you about your methodology?			
If yes, what were the administrator's complaints?			