

# The Level of Mental Health and its Relationship to Distance Education Among a Sample of Jordanians and Kuwaitis in Light of the Corona Pandemic

Khawla Abdulkareem Alsaideh<sup>1</sup>, Feryal Abdel-Hadi Al-Shenikat<sup>2</sup>, Rafat Shaheer Shahadah<sup>3</sup>

## Abstract

*The current study aimed to identify the level of mental health of students' parents and university students in Jordan and Kuwait before and after the application of distance education and its relationship to some variables. The study sample consisted of (316) individuals, of whom (230) were females and (86) were males, and of them (239) students' parents, (77) university students, (216) were from Jordan, and (100) were from Kuwait. And to achieve the objectives of the study, the Positive Mental Health Scale was used, after confirming its validity and reliability indications, and it was applied to the sample members in the two countries, Jordan and Kuwait. The data were analyzed statistically, where the results indicated that the level of mental health for the study sample before distance education was high, but after distance education, mental health decreased to a medium level, and it was also found that the health level of the Kuwaiti sample was higher than that of the Jordan sample, and that of males was higher than that of females, and statistically significant. Differences in mental health were found due to the number of children in schools, and the current study recommends conducting studies on the effect of simultaneous and asynchronous education on the mental health dimensions of students' parents, and conducting qualitative studies to research the relationship of distance education to mental health in depth, the study also recommends that mental health authorities pay attention to the effects of the pandemic and the effects of distance education on parents, especially mothers.*

**Keywords:** *Mental Health, Distance Education, Students' Parents, Corona Pandemic.*

## Introduction

Education and following up on children is an effort and a burden that casts its shadow and weight on parents before the Corona pandemic, and before using distance education, such as the tasks of completing homework, preparing for exams, tests and private lessons, which used to drain the efforts of parents, their time and money. With the emergence of the Covid-19 pandemic, schools and countries have been forced to use distance education (electronic), this increased the burdens from following lessons to burdens related to technology. As parents differ in their economic, cultural and educational circumstances, this led to an increase in the volume of pressures as e-learning was imposed on parents to provide electronic devices such as laptops and mobile phones so that their children can follow their lessons through Various applications, such as Times and Zoom and other applications, and this is also an obligation for parents to learn the mechanism for downloading and using these applications in addition to the need for the Internet, which was not available to everyone before the outbreak of the pandemic in addition to the burden of following up the duties of the children and trying to understand the lessons to convey information to the children, these circumstances all contributed to affecting the level of mental health on the parents.

Relationships between parents and the school constitute a strong impulse when they are positive and when the efforts of parents and teachers are integrated through regular communication and coordination, and in turn they constitute a real obstacle to adaptation and achievement when they are turbulent and characterized by conflict, contradiction or divergence, hence, we see the importance of parents in the educational process, "it has become known that the interest of parents in preparing their children for study and their follow-up and coordination with the school is one of the biggest factors for achievement success, provided that

---

<sup>1</sup> Head of Test and Evaluation, Jubilee Institute, Jordan.

<sup>2</sup> Associate Professor - University of Islamic Sciences - College of Educational Sciences - Department of Special Education

<sup>3</sup> Teacher at the Ministry of Education, Kuwait

integrated care is provided for the various aspects of the child's life, his psychological balance and development needs (Hegazy, 2004).

UNESCO has developed a set of recommendations to deal with the effects of the Corona pandemic on education, including: giving priority to addressing psychological and social challenges, and the importance of planning for distance learning programs, and support for teachers and parents on the use of digital tools. And avoid requesting extra educational assignments from parents. Form groups of teachers, parents and school administrators to enhance communication, where it is noticed that the focus on caring for the students' families and their influence and influence on the educational process is that distance learning is in real time or in flexible times, first, it included technology (Dickson and Kermes 2020), and most likely this pandemic caused a decline in education related to location and attendance, and the psychological pressures and challenges increased among university students in many countries to contain the epidemic (Al-Qasabi, Al-Khawaja and Al-Dhahli, 2021).

Some universities have used the indirect education system such as the College of Liberal Arts at New York University since 1883, some colleges of the University of Chicago and the University of Wisconsin since 1885 and the University of Pennsylvania since 1892, whereas some middle and high schools have used this type of (indirect) education since 1906 in Baltimore (Picciano2019).

### *The Study Problem*

The Corona pandemic showed disparities in educational systems in many countries, which increased the psychological pressure on parents and learners alike, and education was no longer available to all in a just and equal manner (Hamami and Ibrahim 2020); as the Coronavirus pandemic (COVID-19) has greatly affected the performance of educational institutions. Since the beginning of the new academic year in Jordanian and Kuwaiti universities and schools also in both countries coinciding with the outbreak of the epidemic, since the state of emergency was declared to combat the spread of COVID-19, universities and schools remained closed to their students, and education was shifting to distance education. This had different consequences for students and their families, and necessitated conducting research and studies to assess the positive and negative effects of this new learning situation, which was associated with the emergence of the pandemic. Where it was found that 75% of university students in Jordan do not prefer the distance education method that was used during the pandemic, (Center for Strategic Studies at the University of Jordan, 2020). Hence the interest of researchers in this topic appeared to answer the following questions: -

### *The Study Questions*

1. What is the level of mental health for students' parents and university students in Jordan and Kuwait before and after the application of distance education?
2. Are there statistically significant differences in the average mental health scores after distance education due to the state, gender, age, and number of children in school?
3. What are the most prevalent dimensions of mental health among the study sample?

### **The Study Objectives**

The study aimed to identify:

- Knowing the level of mental health for students' parents and university students in Jordan and Kuwait before and after the application of distance education.
- Examination of differences in mental health after distance education attributable to the state, gender, age, and the number of children in school.

- Identify the most common dimensions of mental health among the study sample.

### *The Importance of the Study*

The importance of the study lies in its content, as it gains importance in the following:

#### *Theoretical Importance:*

- Knowing the level of mental health of students' parents in the Jordanian and Kuwaiti countries.
- Knowing the level of impact of distance education on the level of mental health of students' parents in the Jordanian and Kuwaiti countries.
- Presenting a comprehensive theoretical framework related to distance education and its impact on mental health.
- Provide feedback to education directorates about distance education and its impact on the mental health of students' parents.
- Benefiting from the experiences of the Jordanian and Kuwaiti countries regarding distance education.

#### *Practical Importance:*

- Contributes to directing education directorates to provide training courses for students' parents to be active members of the educational process.
- Providing a scale that has validity and reliability indications for future use by researchers and specialists in the field.
- Contributes to directing public
- and private schools to activate the role of parents in the educational process under the supervision of the school.
- Providing awareness and educational services to parents, which will positively affect students' academic performance.
- It helps schools to learn about distance education programs in the Jordanian and Kuwaiti states, and to take what suits their educational goals with students and parents.

### *Terminology of the Study and its Procedure Definitions*

**Distance education:** It is the process of transferring knowledge to the learner in his place of residence or work instead of the learner moving to the educational institution, and it is based on the delivery of knowledge, skills and educational materials to the learner through different technical means and methods, whereby the learner is far away or separate from the teacher or the person who is based on the educational process (Hamami et al. 2020).

**Procedural definition:** The parents' acknowledgment that the student or the student's acknowledgment that he is receiving school or university education remotely, which is the method used during the Corona pandemic.

**Mental health:** a relatively permanent state in which the individual is compatible "psychologically, emotionally and socially, that is, with himself and his environment, and in which he feels happy with himself and with others, and in which he is able to achieve himself and exploit his capabilities and potentials to the maximum extent possible." And he will be able to face the demands of life and his personality will be perfectly integrated and his behavior will be normal so that he lives in safety and peace (Mansi, Al-Ansari, Mahmoud, and Makawi, 2007, p.12).

Procedural definition: It is the score that the individual gets on the mental health scale used in the study.

### *Theoretical Framework*

The process of using technology in education went through four stages: Distance learning: This is the stage in which education coincided between radio and television discovery, and then using cinema and recordings, then the computer-based learning phase; As it coincided with the discovery of computers and computer was taught as a compulsory subject in schools, to develop into the stage of Web Based Learning. And using Electronic Mail, Internet Relay Chat, Video Conferencing, Assisted Research Computer, and finally the e-learning stage. E-Learning: It is that education that is used in addition to using the technology of the third stage (the net), it adds to it the property of control and professionalism in the use of design and implementation of education and its tools, in addition to the calendar feature of the educational process and the use of programs to manage educational content, which is known as: (Learning Content Management System), including TEMS programs, ZOOM and others (Al-Asiri and Al-Mahaya 2011).

As for the most important sections of e-learning, they are: Synchronous e-learning: which is in which the teacher and the learner meet in a classroom or a virtual room at the same time, virtually non-physical, with synchronization of text, audio and video without interruption in the broadcast, and asynchronous which is via e-mail, electronic links, or forums (Al-Asiri and Al-Mahaya, 2011), and generic education that combines synchronous and asynchronous education, where teaching is carried out through virtual classes (Atman 2016).

The Kuwaiti experience relied on the application of simultaneous remote electronic learning. For example, it prohibits the use of the camera by learners and makes it optional by teachers, and the separation and division of education into morning special for middle school, afternoon for high school, and evening special for fourth and fifth grades, while it made education for kindergartens and the primary stage from the first to the third grades an asynchronous education, as a private channel broadcasted by television programs for those stages, while in Jordan the experience varied between classes taught remotely in an interactive way or recorded and classes that were organized for a period in schools and then returned to study remotely. (Shehadeh, 2020).

Therefore, the suffering of parents differs from one experience to another, for example the complaint of some parents in Jordan, for example, that they bear the burden of explaining the study materials and solving the duties, because of the nature of asynchronous education, while the experience of parents in Kuwait and their suffering in public schools lies in the excessive explanation of teachers, synchronization and staying next to their children most of the time due to the necessity of interaction and participation in every class, especially if there was more than one son with different stages of study; As this means the guardian is busy almost all day long, in addition to the other roles of the parents, which increases the level of psychological stress and the consequent impact on mental health; Stress can cause depression, frustration, anxiety (Al-Rashidi 1999), insomnia, forgetfulness, difficulty concentrating, helplessness and low self-esteem (Hegazy, 2004). Many researchers indicate that stress may make people prey to psychosomatic diseases (Carlson 2018).

The researchers have noticed that parents at the present time with distance education are suffering from some issues such as economic burdens, and the time spent by parents with their children, and parents' expectations about the future and the burden of teaching placed on students in one way or another in light of distance education, the presence of more than one student in several study periods per day or a meeting

of more than one student, which causes a need for several devices and personal follow-up, which causes exhaustion, especially in simultaneous education - to other matters (Al-Qaryouti, 2009).

Interest in mental health spread after the Second World War, and the World Health Organization played an important role in defining the concepts of mental health and its care, and that interest was established in the establishment of the mental health unit in 1949, which formed a committee of experts headed by John Bowlby (Higazy, 2004).

Mental health is a relatively permanent state in which the individual is compatible "psychologically or emotionally and socially, that is, with himself and his environment. Therefore mental health has approaches, including: The humanistic approach, which aims to help the individual to grow properly and achieve harmony in the various situations and circumstances he is going through, and the preventive approach that aims to help normal individuals achieve normalcy in all its aspects, and the therapeutic approach that aims to help individuals who suffer from mental illnesses and uses appropriate psychological treatment methods (Mansi, Al-Ansari, Mahmoud, and Makawi 2007).

The stress of distance education may cause: depression, frustration, anxiety (Al-Rashidi 1999), insomnia, forgetfulness, difficulty concentrating, helplessness and low self-esteem (Hegazy 2015). Many researchers indicate that pressures make people prey to anxiety, psychosomatic illness, loss of control, distraction and other psychological matters that may ultimately cause death (Carlson, 2018).

Also, distance education requires modern devices that may not be available in every home and every child, in addition to the problem of high prices currently in the market, which constitutes an additional burden on parents, as well as the problems of internet networks, especially in crowded areas, and with the entry of a large number on the network at the same time, it may cause it to be disconnected from time to time, so the student is registered absent without guilt. Everyone is undergoing social, psychological and professional pressures, but mothers suffer more, as they have the burden of educating children, taking care of their affairs and providing them with comfort. Psychological stress causes tension and anxiety, and the individual must face all kinds of pressures and get rid of them in the right way, as children deserve attention and cooperation between the mother and father must be done in all life matters. (Al Hammadi, 2020).

The most important problems arising from distance education in light of the Corona pandemic, which may affect students, parents and teachers, can be summarized as follows: The length of time that parents spend with their children while following their children's lessons, parents' expectations about the future, the need to provide several electronic devices, the need for personal follow-up, the weakness of parents's ability to follow up their children by collecting study materials, and the problem of internet networks.

### *Previous Studies*

The previous studies will be presented in chronological order from newest to oldest

In a study conducted in Japan to find out the effects of the Coronavirus (COVID-19) pandemic on the mental health of first-year students at Japanese universities. The results revealed that the number of students "at risk" and depression was lower among first-year students in one year, and first-year students in 2020 also suffered from high academic distress as they had to adapt to an unfamiliar e-learning environment (Ryo, Akihiro & Mayumi, 2021).

(Wenjun, Ziwei, Guoqiang, Mei, Xinrong, Jiabin & Jianzhong, 2020) also conducted a study on medical students, in which the generalized anxiety disorder scale was used. The results indicated that 0.9% of the respondents had severe anxiety, 2.7% had moderate anxiety, and 21.3% had mild anxiety. The results also indicated that the delay in academic activities was associated with symptoms of anxiety, which necessitated monitoring the mental health of university students during epidemics.

As for the study (Matt O'Connor, 2020), it showed a decrease in the number of students participating in psychological sessions, including a decreased focus on mental health and an increased focus on personal

issues. And that was during the pandemic, which means that it affected students in terms of being distracted from seeking help, which could later surpass their need for psychological care services.

A study (Asanov, Flores, McKenzie, Mensmann & Schulte, 2020) found that school closures and social isolation are the two main problems students say they face, and while the majority are happy, 16 percent had a mental health score that indicated depression. The study was conducted by telephone for more than (1500) high school students between the ages of (14-18) years in Ecuador to measure their mental health status.

Al-Muqrin (2019) conducted a study aimed at identifying the effect of e-learning by using the Learning Management System (Admodo) on the achievement of the computer course at the cognitive levels (remembering, understanding) of first-grade secondary school students in Riyadh and the direction towards it, the study sample consisted of (32) students in the experimental group who studied through the Edmodo Learning Management System (30) students for the control group who studied using the traditional method. And the trend scale towards the e-learning management system was used, the results of the study showed that there are statistically significant differences between the experimental and control groups in the distance achievement of the level of memory. In favour of the control group and the absence of statistically significant differences between the mean of the experimental and control groups regarding the level of understanding, and the existence of statistically significant differences between the mean of the measure of the pre- and post-trend direction of the experimental group.

Al-Muzaini and Al-Mahmadi (2019) conducted a study aimed at identifying the attitudes of high school students in Medina towards the use of the e-learning system in education. The study sample consisted of (390), who were chosen by the random stratified method. In order to achieve the objectives of the study, a scale was developed to reveal students' attitudes towards using the e-learning system in education, consisting of (27) items, its validity and reliability have been confirmed. After conducting the necessary statistical treatments, the results of the study indicated that there are positive trends among secondary school students in Madinah towards the use of the e-learning system in education, where the overall arithmetic average for estimating students' attitudes towards using the e-learning system in education was (82.3). The results of the study also indicated that the students' attitudes towards using the e-learning system in education did not differ according to their gender (males and females). In addition, the results of the study indicated that there are differences in students' attitudes towards using the e-learning system in the Madinah region according to the student's academic grade variable.

The study of Hamburg and Kurtz (Kurtz, 2018 & Hamburg) on (121) students found a relationship between high self-esteem and positive attitudes towards e-learning in general and towards online interaction with the trainer in particular. And that there is no correlation between loneliness and students' attitudes towards e-learning.

The study (Elnakeeb & Khalifa, 2016) revealed students' readiness to learn online, and also found a correlation of internet use with social anxiety among the study sample of (404) nursing students, where the online learning readiness scale (OLRS) and the reactive anxiety scale (SIAS) were used.

Al-Mahmadi (2018) also conducted a study aimed at identifying the degree to which students benefit in King Abdulaziz University in Jeddah from using the e-learning system (EMES), and the challenges facing students at King Abdulaziz University in Jeddah from using the electronic learning system (EMES) and improving the experience of King Abdulaziz University in using the e-learning system from the student's point of view. And to achieve the objectives of the study, the descriptive approach was followed, and the sample to which the study was applied consisted of (570) students, and (115) faculty members. The study found the following results: The general average for the degree of student benefit from using the e-learning system (EMES) was a medium score (86.3). The general average for the degree of challenges faced by the student from using the e-learning system was (04.1) was reasonably possible.

Majzoub's study (2015), which aimed to find out the relationship between mental health and emotional intelligence, in addition to the influence of some variables (academic type, specialization, academic level)

on the students of the Merowe College of Technology. The method used in this study is the descriptive one. The study sample consisted of (110) male and female students, the sample was chosen by means of a stratified random sample, and to achieve the objectives of the study, the researcher used the mental health scale and the emotional intelligence scale. The study found that the level of mental health and emotional intelligence was high, and there was a statistically significant relationship between mental health and emotional intelligence, as well as no significant differences in emotional intelligence due to the study variables.

By reviewing previous studies, it was noted that most of the studies were concerned with the effect of e-learning on university students' performance, and the effect of e-learning on the social interaction aspect of students, such as the Al-Mahmadi study (2018) and the Al-Muqrin study (2019).

As for the current study, it examines the impact of e-learning on the mental health of students' parents in Jordan and Kuwait in light of the spread of a virus.

## Methodology and Procedures of the Study

**Methodology:** The descriptive correlational approach was used for the purposes of answering the study questions.

**Community and Sample:** The first study population consists of students' parents for all grades in Jordan and Kuwait, and the second study population consists of university students from all majors and colleges in both Jordan and Kuwait.

As for the study sample, it was an available sample consisting of (316) individuals, and Table No. (1) indicates the characteristics of the samples.

**Table 1: Characteristics of the Study Sample**

Property		Jordan	Kuwait	Total
Gender	Females	167	63	230
	Males	49	37	86
	Total	216	100	316
Sample type	Parents	162	77	239
	University student	54	23	77
	Total	216	100	316
Age group	24 or less	45	18	63
	From 25-34	68	25	93
	From 35-44	74	40	114
	44 and over	29	17	46
	Total	216	100	316

### *The Study Tool*

**Positive Mental Health Scale (PMH-scale):** Prepared by (Lukat, Margraf, Lutz, Van der Veld & Becker, 2016). The scale consists of 9 items of Likert type. The psychometric properties of the scale were tested in a series of six studies using samples from students ( $n = 5406$ ), patients ( $n = 1547$ ) and the general population ( $n = 3204$ ). The PMH scale measures a single concept and allows us to compare results across groups over time. Thus, the PMH meter is a brief and easy tool.

## *The Validity of the Tool*

### *Content Validity*

In order to verify the validity of the content in the current study, the researchers presented the test to (10) arbitrators specialized in the fields of special education, educational psychology, psychological and educational counseling, and the Arabic language, from the faculty members in Jordanian universities. Where the referees were asked to express their opinions and observations about the suitability of the questions for the test, the soundness of the wording of the paragraphs that follow, and the clarity of their meaning from a linguistic point of view. The amendments, observations and proposals were taken into account, and the paragraphs that had obtained an agreement of (80%) or more were retained by the arbitrators on the required amendment, whether negative or positive.

### *Construct Validity*

In the current study, the study tool was applied to an exploratory sample of (30) students from the Jordanian and Kuwaiti countries, then the Correlation coefficient of the paragraphs with the final score of the scale was calculated, and it ranged between (0.39 - 0.71), all of which are of statistical significance.

### *The Reliability of the Tool*

In order to verify the reliability of the scale, the reliability was calculated through the Cronbach Alpha equation on a survey sample of (30) from the Jordanian and Kuwaiti states, and it was (0.877) with the Cronbach Alpha equation.

### *The Study Procedures*

- Positive Mental Health Scale (PMH-scale) was obtained.
- The scale was applied to a pilot sample to extract connotations of validity and reliability.
- Signs of validity and reliability were reached through statistical treatments.
- The study population was determined in Jordan and Kuwait.
- The study tool was applied by researchers.
- Statistical treatments were performed.
- The results were written and discussed.
- In light of the results, recommendations were written.

### *Statistical Treatment*

To answer the first question, arithmetic average and standard deviations were calculated

To answer the second question: A single analysis of variance (ANOVA) test was performed, and a single-contrast analysis test was performed to find out if there were differences in mental health attributable to the number of children in schools.

Also, an LSD test was performed for the dimensional comparisons.

To answer the third question: The mean and standard deviations were calculated

## Findings and Discussion

To answer the first question, which is "What is the level of mental health for students' parents and university students in Jordan and Kuwait before and after the application of distance education? The arithmetic averages, standard deviations and levels were calculated, and the results were as shown in Table (2).

**Table 2: The Level of Mental Health Before and After Distance Education for the Study Sample**

	Country	Mean	N	Std. Deviation	Level
Mental health before	Jordan	22.73	216	3.2699	High
	Kuwait	22.15	100	3.4563	High
Mental health after	Jordan	16.30	216	4.9972	Average
	Kuwait	18.99	100	5.5786	Average

It is noted from the table that the mental health level of the study sample before distance education was high in both Jordan and Kuwait, but after it became remote education, mental health decreased to an average level in both countries.

To compare the differences between the two samples, the arithmetic averages, standard deviations and levels were calculated, and the results were as shown in Table (3).

**Table 3: The Level of Mental Health Before and After Distance Education for the Study Sample By type of Sample**

	Sample type	Mean	N	Std. Deviation	Level
Mental health before	Parents	22.36	239	3.23655	High
	University students	23.13	77	3.58120	High
Mental health after	Parents	16.98	239	5.10061	Average
	University students	17.69	77	5.98740	Average

It is noted from the table that the level of mental health among the study sample before distance education was high, for both parents and university students, but after it became remote education, mental health decreased to an average level among parents and university students. The result can be attributed to the state the world is suffering from due to the Corona pandemic, where distance education may be another source of pressure for individuals added to the pressures that coincided with the pandemic and with the application of this type of education, and the consequences of decisions that affected the process of well-being and psychological adjustment, such as closing complexes and preventing weddings and matches, which reflected on the mental health of families and the subsequent publication Panic and the number of deaths during the application of distance learning and other phenomena that followed this pandemic, the current result is consistent with the study (Al-Qasabi, Al-Khawaja, and Al-Dhahli, 2021) (Al-Khawaja, Al-Hasani, Al-Sawai, 2020) and (Zahang2020) and (Li at all2020) study, which indicated a decrease in the level of mental health with the emergence of the Corona pandemic and with the transformation of education to Distance Education.

To answer the second question: Are there statistically significant differences in the average mental health scores for distance education due to the state, gender, age, and the number of children in school?

First, a test was conducted to examine the differences in the mental health averages between the Jordanian sample and the Kuwait sample, and to examine the differences in the mental health averages between males and females. Table (4) indicates the results.

**Table 4: T-Test Results for Differences in Mental Health Between the Sample in Jordan and Kuwait and Between Males and Females**

Variable		Mean	N	Std. Deviation	t	Sig.
Country	Jordan	16.30	216	4.99723	4.293	**.000
	Kuwait	18.99	100	5.57863		
Gender	Female	16.40	230	5.12166	4.216	**.000
	male	19.16	86	5.37940		

\*\* There are statistically significant differences at the level of 0.001

It is noted from Table 4 that there are statistically significant differences between the Jordan sample and the Kuwait sample, in favor of the Kuwait sample. That is, the level of mental health after distance education was higher among the Kuwaiti sample than the Jordan sample, and statistically significant.

It is also noted that there are statistically significant differences between males and females in favor of males. That is, the level of mental health after distance education was higher for males than for females, and statistically significant.

To examine the differences in the mental health averages between different age groups, a single analysis of variance (ANOVA) test was performed, and a mono-analysis of variance test was performed to see if there were differences in mental health attributable to the number of children in schools, and Table (5) indicates the results.

**Table 5: One-Way Analysis of Variance (ANOVA) According to Age and Number of Children in School**

Variable		Sum Squares	df	Mean Square	F	Sig.
age	Between Groups	174.022	3	58.007	2.063	.105
	Within Groups	8771.988	312	28.115		
	Total	8946.009	315			
No. of child in school	Between Groups	367.042	6	61.174	2.376	.030
	Within Groups	5844.723	227	25.748		
	Total	6211.765	233	61.174		

It is noted from Table 5 that there are no statistically significant differences between the different age groups. However, there are differences in mental health due to the number of children in schools. Therefore, the LSD test was performed for the dimensional comparisons, and Table 6 indicates the results.

**Table 6: LSD Test Results for Distant Comparisons of Mental Health by Number of Children in School**

Number of children	Mean	N	Std. Deviation	Number of children		
				3	4	5
1	18.81	31	5.61201	*.018		*.017
3	16.12	69	4.45327			
4	16.97	32	6.10386			
5	15.30	20	5.43962			
7	21.67	6	6.05530	*.012	*.039	*.008

\* The mean difference is significant at the 0.05 level.

It is noticed from Table 6 that there are no statistically significant differences in mental health due to the number of children in school between families with a child with an average of (19) and those who have three children with an average of (16) in favor of families with one child. And differences between families

with a child with an average of (19) and those with five children, with an average of (15) in favor of families with one child. Also, differences were found between families with seven children, with an average of (22). Each of the families with five children with an average of (15) and those with four children with an average of (17) and those who have three children with an average of (16) in favor of families with seven children.

The disparity in the level of mental health from one country to another due to conditions, material capabilities, and state of psychological and economic well-being is normal. Although the nature of distance education in the State of Kuwait is simultaneous distance education, in which the student and his parents are forced to follow lessons, unlike the method of education in Jordan that relies on asynchronous education, but it may be attributed to the size of services and the service system in Kuwait that relieve psychological pressure, raise the level of adaptation, and reduce future anxiety in favor of Kuwait. As for the fact that the level of mental health was higher for males than for females. This result may be attributed to the fact that the mother bears the social burdens towards educating her children more. In addition, in the sample of university students, their extreme eagerness to perform duties and academic achievement may be more than males, which is the same as (Al-Qasabi, Al-Khawaja, and Al-Dhahli, 2021) found. Regarding the association of the number of children with mental health, this is related to an increase in the burdens imposed on them by the increase in the number of children, whether devices or Internet networks or time to follow up on their achievement, but when the number of children increases dramatically, the children may help each other, and thus the burden on the parents will be lessened, since cooperation between brothers is part of our Arab culture.

**To answer the third question:** What are the most common dimensions of mental health among the study sample? The arithmetic means and standard deviations were calculated for the paragraphs of the mental health scale, and Table 6 indicates the results.

**Table 7: Means And Standard Deviations of the Mental Health Scale Items**

Items	Mean	Std. Deviation
In general, I am self-confident	2.18	.757
I manage my affairs well to meet my needs	1.99	.728
I am a calm and balanced person	1.95	.773
Overall, I am satisfied with my life.	1.94	.741
Much of what I do brings me happiness.	1.91	.706
I actually feel well equipped to deal with life and its difficulties	1.86	.733
I am in good physical and emotional state	1.79	.744
I enjoy my life	1.77	.755
I am often relaxed and in good spirits	1.76	.674

The table indicates that the highest arithmetic average was for paragraphs (I manage my affairs well to meet my needs in general, then I am self-confident, then I am a calm and balanced person) while the lowest average was for paragraphs (I am in a good physical and emotional state, then enjoy my life, Then I am often relaxed and in good spirits).

It is noticed that the paragraphs expressing discomfort were the least widespread, while the paragraphs expressing ideas and beliefs, such as confidence in his abilities and belief in his ability to manage affairs, were the most prevalent, which means that the effect of distance education was on the emotional state more than on the mental state, and it is known that psychological pressure affects the emotional state of the individual and sometimes reaches a state of exhaustion and psychological burnout, but the effect of distance learning was less on self-confidence and self-affirmation, which helped them to perform their teaching tasks in distance education despite feelings of tension and anxiety.

## Recommendations

The studies were divided into two parts, namely:

### *Research Recommendations*

1. Conducting detailed studies that include all dimensions of mental health, including the gender dimension, and especially for the parents who follows the educational process of the student.
2. Conducting studies on distance education before, during and after the Covid 19 pandemic to demonstrate the reality of the impact of distance education on mental health dimensions.
3. Conducting studies on the impact of simultaneous and asynchronous education on the mental health dimensions of students' parents.
4. Study social dimensions such as gender, work, financial status and educational level, along with distance education and their impact on the high or low level of mental health of students' parents.

### *Educational Recommendations*

- Holding training courses for students' parents with the aim of increasing psychological resilience and their ability to adapt psychologically in light of distance education.
- Holding training courses for students' parents related to distance education methods.
- Provide preventive programs for parents and teachers to improve the level of mental health.

## References

- Al Hammadi, H. (2020). Mothers collapsed due to distance education, Al-Qabas Newspaper, Issue 14 - September —<https://alqabas.com/article/5800630->.
- Al-Asiri, M. & Al-Mahya, M. (2011) E-learning, concept and application for school administration, teachers and students. Arab Bureau of Education for the Gulf States, Riyadh.
- Al-Khawaja, A., Al-Hasani, I. & Al-Sawai, F. (2020). Coronavirus anxiety level (Covid 19) among a sample of twelfth grade students in the South Sharqiyah Governorate in the Sultanate of Oman, The Arab Journal of Science and Research Publishing.
- Al-Mahmadi, Ghadeer (2018). Evaluating the reality of using the electronic learning system (EMES) in the distance education program at King Abdul Aziz University from the student's point of view, Journal of the College of Basic Education for Educational and Human Sciences, University of Babylon, No. 3.
- Al-Muqrin, N. (2019). The Impact of E-Learning Using Edmodo Learning Management System on First Grade Secondary Students' Achievement in the Computer and Information Technology Course and their Attitudes Toward Technology, The International Journal of Specialized Education, Volume 8., 135 - 118 p. 1 Issue1.
- Al-Qaryouti, I. (2009) Supporting the family of a psychologically and socially disabled person. Conference on the Role of Parents Association of Disabled Persons in Supporting the Family of a Disabled Person, Sharjah: Parents Association of Disabled Persons in the Emirates.
- Al-Qasabi, K., Al-Khawaja, A. & Al-Dhahli, R. (2021). The predictive power of the effects of the Corona virus on the psychological adjustment of university students in the Sultanate of Oman, Journal of Educational and Psychological Research, University of Nizwa, Issue 68, volumes 18: 312-336.
- Al-Rashidi, H. (1999): Psychological stress, its nature, its theories, a program of self-help in its treatment. Cairo: The Anglo-Egyptian Library.
- Al-Rihani, S., Zureikat, I. & Watanous, A. (2018). Counseling people with special needs and their families. Amman: House of Arab Thought.
- Al-Shahat, A. (2016) The effect of the different types of simultaneous and asynchronous interaction in learning via the web on the achievement of students of the Faculty of Education in Damietta and their motivation towards academic achievement and their orientation towards the course. Arab research in the fields of specific education. Issue (3), 200-252.
- Asanov, I., Flores, F., McKenzie, D., Mensmann, M., & Schulte, M. (2021). Remote-learning, time-use, and mental health of Ecuadorian high-school students during the COVID-19 quarantine. World development, 138, 105225. <https://doi.org/10.1016/j.worlddev.2020.105225>
- Carlson, N. (2018). Behavior Physiology. Translated by Faisal Al-Zarad. Amman: House of Arab Thought.

- Center for Strategic Studies at the University of Jordan (2020). Jordanian Index Surveys Series.
- Elnakeeb, M. & Khalifa, S. (2016). The Relationship Between Online Learning Readiness and Social Interaction Anxiety among Nursing Students in Alexandria University World. *Journal of Nursing Sciences*, 2 (3), 140-152.
- Hamami, H. & Hegazy, I. (2020). Distance education, its concept, tools and strategies guide for policy makers in academic, vocational and technical education, King Salman Center for Relief and Humanitarian Action, Riyadh.
- Hegazy M. (2004) Mental health, an integrative perspective on growth at home and school, Beirut, Casablanca, Casablanca Cultural Center.
- Hegazy, M. (2004) Mental health, an integrative perspective on development at home and school, Beirut Casablanca, Casablanca Cultural Center.
- Jordanian Street Pulse (19), 4/23/2020, Distance education in Jordanian universities: a survey of students and faculty opinions.
- KurtzG,Y.& Hamburger,A.(2018). Psychosocial Well-Being and Attitudes toward E-Learning, Psychosocial Well-Being and Attitudes toward E-Learning.
- Li, S., Wang, Y., Xue, J., Zhao, N., & Zhu, T. (2020). The Impact of COVID-19 Epidemic Declaration on Psychological Consequences: A Study on Active Weibo Users. *International Journal of Environmental Research and Public Health*, 17(6), 2032. doi:10.3390/ijerph17062032
- Lukat,J., Becker, E., Lavallee, L., van der, W. & Margraf, J. (2016). Predictors of Incidence, Remission and Relapse of Axis I Mental Disorders in Young Women:A Transdiagnostic Approach. *clinical Psychology and Psychotherapy*, DOI:10.1002/cpp.2026.
- Majzoub, A. (2016). Mental health and emotional intelligence, and their relationship to some variables (a study of a sample of Marwa College of Technology students), *Journal of Psychological and Educational Sciences*, Volume (1), Issue (2), 161-183.
- Mansi, M., Al-Ansari, S., Mahmoud, A. & Makawi, N. (2007). School and psychological health of the child, Alexandria Book Center.
- Matt O'Connor. (2020). School counseling during COVID-19: an initial examination of school counseling use during a 5-week remote learning period, *Pastoral Care in Education*, DOI: 10.1080/02643944.2020.1855674
- Muzaini, M. & Mahmadi, M. (2019). High school students 'attitudes towards the e-learning administration "Cal Serra" in the Medina, a paper presented to the scientific conference led by the thirteenth students at the Sabya Education Department.
- Picciano, A. (2019). BLENDED LEARNING: IMPLICATIONS FOR GROWTH AND ACCESS. *Online Learning*, 10(3). doi:http://dx.doi.org/10.24059/olj.v10i3.1758
- Ryo, H., Akihiro, N. & Mayumi, Y. (2021). The effect of remote learning on the mental health of first year university students in Japan. *Psychiatry Research*, 295,
- Shehadeh, R. (2020): Critical readings on the pros and cons of distance education. Raafat Shahir Shehadeh, an unpublished paper submitted to the Kuwait Ministry of Education, 10-2020.
- United Nations (2020). Policy Brief: Education During the COVID-19 Pandemic and Beyond. August -2020. United Nations [https://www.un.org/sites/un2.un.org/files/policy\\_brief\\_education\\_during\\_covid-19\\_and\\_beyond\\_arabic.pdf](https://www.un.org/sites/un2.un.org/files/policy_brief_education_during_covid-19_and_beyond_arabic.pdf).
- Wenjun, C., Ziwei, F., Guoqiang, H., Mei H., Xinrong, X., Jiaxin, D. & Jianzhong,Z. (2020). The psychological impact of the COVID-19 epidemic on college students in China. *Psychiatry Research*, Volume 287, 112934, <https://doi.org/10.1016/j.psychres>.
- Zahang Y. (2020). Impact of the COVID-19 Pandemic on mental health and quality of life among local residents in Liaoning province, China: A Cross –sectional study. *International Journal Environmental and Public Health*,17 (7), 2381-2388.