

Distance Education Challenges Facing Parents of Students with Reading Difficulties During the Corona Pandemic

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Abstract: Corona pandemic has caused severe disruption and challenges in all systems around the country. To overcome the prevalence of the virus, education systems switching to distance learning, and we were not prepared for that. This study examines the effect of COVID-19 on distance learning in Egypt for students with reading difficulties, parental attitudes towards distance learning, and parental competencies. In this study, 64 parents whose students have reading disabilities were surveyed. The research data was analyzed. According to the results, remote learning is one of the new teaching concepts that has negative perceptions in Egypt. More than 70% of participants think that distance learning isn't an efficient way to teach students with reading difficulties. These were lessons learned from the pandemic that can be applied post-pandemic. In addition, the pandemic has brought to light inequalities in technology access and parental literacy and offers a chance to address these inequalities in the future. It is important to support the operation of remote learning relevant special education contexts as well as provide practical and research recommendation.

Keywords: Corona pandemic, remote learning, students with reading difficulties.

1 Introduction

COVID-19 is a global pandemic that is rapidly spreading and has a high rate of global transmission. The COVID-19 pandemic effects on educational systems worldwide, as it has resulted in almost total school closures which effect more than 90% of students worldwide and limit the number of people congregating in public places (WHO, 2020, Reimers et al., 2020). In the spring of 2020, an effort was made to limit the spread of the virus, education systems around the world shifted to remote learning. This new system has presented challenges for teachers, parents, and students (Hamilton et al., 2020). Students with difficulty reading are more affected due to institutional, behavioral, and environmental barriers that are present in the response to Corona virus. (UNESCO, 2020). But how much of a difference does remote schooling really make to families with students with reading difficulties? In this article, we'll be taking a deeper dive into how parents of students with reading disabilities experienced their children's educational experiences while they were in 4th grade to 6th grade in public schools across Egypt during the pandemic.

Reading achievement, along with reading motivation and behavior, is a fundamental part of reading literacy. According to international achievement studies, "reading achievement" refers to a student's ability to pull "meaning full" information out of the narrative and informational content and to comprehend use and contemplate written texts in areas of life that are relevant to the individual and required by society (Mullis et al., 2015). Several stages of understanding the text are included: situation model; text base; rhetorical structure; pragmatic communication; and surface structure (Kintsch, 1988, McNamara, 2001). To understand text, students must have enough knowledge of words (Coding Skills; Verbal Reasoning; and Verbal Word Knowledge; as well as active self-control, motivation and engagement (Kim 2000).

Read at letter, word and sentence levels, which is an automated reading and reasoning process, until the end of 4th grade. After that, children are expected to read longer and more complex texts until the end of 6th grade, the last grade of elementary (Fitzgerald et al., 2015).

The home literacy model draws on the notion that children from different socio-economic background have different levels of socialization when it comes to reading (Senechal and LeF ever, 2002). This may involve activities such as alphabetizing. Or reading words to your child. These literacy activities help children learn how to read and increase

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their vocabulary (Becker et al., 2010). In addition, social-cultural capital, where higher socio-culture capital is positively correlated with higher reading ability (Mullis et al., 2017).

According to the 2022 update report on global learning poverty, long-term school closures, inadequate mitigation efforts, and shocks to household incomes were the most significant determinants of learning poverty, with an estimated more than 75% of students at the final of primary school now cannot read a basic written text, compared to about fifty percentage prior to the pandemic in Egypt (Ayman Ashour 2021)

Students with learning difficulties are at risk of being excluded from school if they face barriers to remote learning programs or accessibility to assistive devices for their needs and participation.

Research has appeared that students with specific learning difficulties in reading have a lower self-esteem, self-confidence, and motivation to read compared to typically developing students (Glazzard, 2010; Humphrey & Mulline, 2002; Soriano-Ferrer & Morte-Soriano, 2017). Moreover, parents' involvement in their child's school activities increased significantly during the lockdown as – in many cases – they had to transition from working-hours to all week-day care for the needs of child with special education at home (Provenz, et al., 2020). During the crisis, many parents of children with special educational needs worried that their children would drop out of school because they felt unable to meet their needs (Asbury, et al., 2021). In addition, parents' worries about inadequate supervision and specialist treatment in relation to their children's learning disabilities and rehabilitation was the most significant predictor of their anxiety, depression and stress during the lockdown (Grumi, et al., 2020).

Assistive Technology is a set of devices and software that students can use in part or all to help them with reading difficulties. There are two types of AT: the first is designed for people who have dyslexia. This type of AT enables students to learn and produce learning materials with improved readability. Examples of this type of AT include audiobooks and pen readers; optical character recognition; alternative keyboard; tape recorders with variable-speed; and portable word processors. (Jamaludin et al., 2018; Rauschenberger et al., 2019).

Another type of AT focuses on literacy instruction. This study focuses on this type of AT, it based on the latest investigation and discoveries. In addition, the use of AT has been instrumental in the diagnosis and treatment of students with dyslexia. Augmentally is a multipurpose educational application designed by Gupta et al., (2021).

The goal of Augmentally was to provide a space for reading and learning around the world for kids with dyslexia. It is found that, Augmentally is a great option for short-term reading activities for kids who don't have immediate access to education professionals, it is simple to setup and manage, it is affordable. In addition, Wang and Bi's (2022), developed an upgraded, genotyped BPN model that served as the foundation for the artificial intelligence expert diagnosis system. Based on data from 399 Chinese children, the model was able to predict approximately 94% of cases of dyslexia among Chinese children with or without development of dyslexia and was able to direct more targeted prevention and treatment strategies. Schools all over the world have made adaptations to academic modifications and accommodation related to helping students with reading difficulties to achieve their educational objectives. For example, teachers dedicate additional time to reading difficulties students to help them to complete their assignments and help them take notes and change their duties (Alsswey et al., 2021) That's why many educators find it problematic to support reading difficulties students who were accustomed to receiving unique care in class during Corona virus become learning in home, which makes it difficult for a teacher to know if the teaching style is helping these students achieve their learning goals (Ali et al., 2021).

To address this issue, teachers should utilize AT, either through software or through hardware that can improve a learner's level of autonomy and efficiency, to assist students in improving their spelling, reading and writing abilities (Shaw et al., 2022). Despite the great development in the field of educational technology; However, there is a large percentage of Arabic language teachers who are not qualified to teach remotely. This prompts parents to assume a large part of the teaching responsibility for their children with difficulties learning to read at home, and to follow educational platforms. But many parents were unprepared, particularly those with children with learning difficulties. As a result, many women have quit their jobs or drastically reduced their work hours to provide for childcare and remote schooling (Bell et al., 2020).

In addition, parents, particularly those from less-favored communities, faced various obstacles such as internet access and digital literacy when supporting their children's education. Special education professionals reported that many parents were forced to take on new roles as teachers, such as logging into classrooms and creating lesson plans (long et al., 2021; schuck & lambert, 2020)

There are many issues that parents have to deal with like poor contact between them and teachers about academic and social needs of their children, learning and using multiple online platforms to facilitate remote learning. In addition, the pandemic has caused significant disruptions to children's routines, which affect their daily lives (Averett, 2021)

On the other hand, some parents of students who have a reading disability said that remote learning has many benefits, such as self-paced lessons, flexible learning schedules, fewer interruptions, and reduced risk of bullying and peer pressure (Roitsch et al., 2021; Sellmaier & Kim, 2022)

To sum up, the corona pandemic has presented parents of students with reading difficulties with unprecedented challenges. While some research has begun to emerge, there is still a huge knowledge gap that needs to be bridged. This study seeks to bridge this gap by examining the educational experience of parents whose children attended public 4th grade - 6th grade primary schools in Egypt throughout the pandemic of Corona virus.

Study questions

1. What are the most important challenges (educational challenges – technical challenges – economic challenges) facing parents of students with learning difficulties in reading in using distance education in light of the Corona pandemic from their point of view?
2. Are there differences between the responses of parents of students with learning difficulties in reading regarding the use of remote education in light of the Corona pandemic due to variables (occupation, gender, age, educational qualification)?
3. What are the proposed solutions that can be used to overcome the challenges facing parents of students with learning difficulties in reading in using remote education in light of the Corona pandemic from their point of view?

The aim of the study

This study aimed to identify the challenges of distance education facing parents of students with reading difficulties in light of the Corona pandemic from their point of view, and the following sub-objectives branch from it:

1. Identify the challenges (educational challenges - technical challenges - economic challenges) facing parents of students with learning difficulties in reading in using remote education in light of the Corona pandemic from their point of view.
2. Identify the degree of differences between the responses of parents of students with learning difficulties in reading regarding the use of remote education in light of the Corona pandemic due to variable (occupation, gender, age, educational qualification).
3. Explain the proposed solutions that can be used to overcome the challenges facing parents of students with learning difficulties in reading in using remote education in light of the Corona pandemic from their point of view.

The importance of studying:

The importance of the current study can be started from two aspects, which are as follows:

1- The theoretical importance:

The most important topics that emphasize the importance of the study from a theoretical standpoint can be presented as follows:

- The current study may contribute to enriching Arab research in general and Egypt in particular in the area of special education, in order to identify the most prominent challenges that parents of students with reading difficulties may face in using distance education with their students.
- Within the experience of the researchers, there is a scarcity regarding the challenges facing teachers of students with learning difficulties in using remote education in light of the Corona pandemic. Therefore, the current study may provide insights and ideas that call for more educational studies in this field as a scientific basis from which one can start, whether in Study topics or related fields, especially with the growing need for such research and studies to reach the most prominent challenges of distance education for parents of students with reading difficulties and how to address them.

2- Practical importance:

The significance of the study in practices is confined to the following:

- This study elucidates the need for educational professionals and decision-makers to provide assistance to parents of students who have difficulty reading, as well as to provide them with the necessary resources to utilize distance education platforms in times of crisis in schools, as well as the development of applications and websites to facilitate the utilization of this form of education by those with difficulty reading.
- Universities and their colleges can use the findings of this study to help create and enhance e-learning programs for

students with special needs, as well as to identify trends in used educational model and create plans for distance learning as a way to learn without having to go to classroom.

- The study can benefit curriculum developers by providing a number of recommendations that help develop the virtual activities curriculum to suit parents of students with reading difficulties and adapt it to distance education methods for students with reading difficulties.

2 Method

Design

The current research used the descriptive survey researchers, due to its suitability to the nature and objective of the study, and Al-Assaf (2003) defined it, and for this reason “this type of escape through which the entire research community is interrogated or a large discovery is made from them, with the aim of describing the studied phenomenon in terms of its time and degree of existence, without That it corresponds to a study or formulation.

Participants

As the number of the study population is very small, the researchers relied on a comprehensive survey method for all male and female parents of students with reading difficulties for the primary stage in the Giza region. After application, the researchers obtained (64) male and female parents of students with reading difficulties whose answers were valid for statistical analysis, and this represents a percentage of (91%). of the total study population. Students with difficulty in reading can learn the basics of the curriculum through formal, remote learning in Egypt. They use platforms like zoom and Microsoft team, as well as educational channels. Parents get in touch with teachers through social media. This study was done during the school year (2022).

Data collection

Based on data patterns, and on the application followed in the study, the researchers found that (the questionnaire) was the best way to achieve the goals of this study. The study tool was built by referring to literature and previous studies related to the subject of the study, about the difficulties of distance education faced by 4th – 6th grade students with difficulty reading, to create a study tool in journey to combat Corona. The researchers conducted a questionnaire and varied his assignments on archiving data to find out what there is helping to collect, and procedures of honesty are put in place. The reliability of this assistance, and with regard to the details of preparing its requirements, is what the researchers desire for the sincerity and stability of the assistance.

Data analysis

The results were examined in the analysis of the collected data using the (SPSS) program. The data was entry into the computer. In order to identify the cells in the lower and upper limits of the five-dimensional scale used in the study Axes, a range was determined ($5-1=4$) and then divided by a multiple of the scale number to obtain a true vital number, which is ($4/5=0.80$). This value (or the correct scale value) to reduce the vital cell, resulting in the cells become long, as summarized in the table (1):

Table 1: Distribution of the range according to acceptance of the gradient used in the study tool

Category	Range	Approval degree
1 st	1,00 : 1.80	Is not customized as desired
2 nd	1.81 : 2.60	Disagree
3 rd	2.61 : 3.40	Neutral
4 th	3.41 : 4.20	Okay
5 th	4.21 : 5.00	Okay start

The frequencies and percentages of the individuals in the study were calculated and their responses to the main phrases included in the study tools were determined, and then the following statistical measures were calculated.

- (average): by learning the high range or responses of study members to the study questions.
- (average of the phrases): knowing that it is beneficial to rank study phrases according to the highest weighted arithmetic average.
- (standard deviation) was used: in order to determine the degree of deviation or correlation of the members' responses to each of the study's variations, of the study's phrases, the main axis of which is different from its scientific mean. It is noted that the deviation shows the correlation in the study participants' responses to each of the study's variations of the main axes. The more all the responses agree from zero, the lower their correlation

between the scales.

- Pearson correlation interaction "Personal correlation": Learn the connection between each study question.
- The researchers used (Cronbach’s Alpha): the reliability of the study instrument.
- T-test analysis for two independent samples to reveal differences between the responses of sample members due to gender differences.
- Variability analysis (ANOVA): to reveal differences between the responses of sample members that are due to variations (Gender - age – academic qualification – occupation – Total number of children).
- The researchers used the least significance difference test (LSD) in the direction of differences in visual acuity for statistically significant variables.

3 Results

Each parent described their new role as a new teacher at home for their children with reading difficulties, which presented both challenges and opportunities. The challenges included the school's over-reliance on remote learning, juggling multiple responsibilities, re-learning academic content and new technologies, and the clash between the roles of teacher and mom, school and home, and the strain on mother-child relationship. This, in turn, has a detrimental effect on the parent’s mental health. At the same time, each parent's new identity as a new teacher presented new opportunities. We asked questions like, What challenges do you face as a parent during COVID-19? How has your kid’s learning been affected by the pandemic? and What obstacles have your kids had to overcome in school? and used questions like, "Tell me more about this?" and "Give us an example."

Challenges

In light of analyzing the study data, we can obtain several results, according to study questions, as follows:

I The first question: What are the most important challenges (educational challenges - technical challenges - economic challenges) facing parents of students with reading difficulties in using distance education in light of the Corona pandemic from their point of view?

To figure out how to answer this, we calculated the arithmetic mean, standard deviation, and rank for the study participants’ answers to the questions about the biggest issues faced by parents of students who have difficulty reading in the early stages of using distance education due to the Corona virus, from their perspective the table below show the results:

Table 2: Responding to the biggest issues faced by parents of students who struggle with reading in the early stages of distance learning in the wake of Corona virus:

S	Dimension	Arithmetic Mean	Standard Deviation	Rating
1	First Dimension: Education challenges	3.88	0.66	3
2	Second Dimension: Technical challenges	4.05	.073	1
3	Third Dimension: Economic challenges	3.95	0.75	2
Parents of students with difficulty reading in the early grades are facing the biggest obstacles when it comes using distance education due to the Corona virus		3.96	0.71

It is clear from the results shown above that the response of parents and teachers of students with difficulties in learning to read for the primary stage was in agreement with the challenges they face in using distance education due to the Corona virus, with an average of (3.96), and it became clear from the results that the most prominent of these challenges are technical challenges, with an average of (3.96). Arithmetic (4.05) with agreement grade, while economic challenges came in second place with an arithmetical average of (3.95) with agreement grade, and finally educational challenges with an arithmetical average of (3.88) with a grade of agree.

- The first dimension: educational challenges:

The results of this dimension can be explained by the difficulty of accessing educational practices based on distance learning, for people with learning difficulties and their reliance on direct teaching methods, and the scarcity of supplies that support the distance education process, such as smart classrooms within the programs and the Internet services they contain and the smart board that supports educational platforms. Educational programs require quality to achieve their goal, such as sensory connectivity, which is difficult to implement from behind screens. It was also noted that there is no role for the school principal in providing support services to confront technical errors in the educational platform.

The Corona pandemic also occurred suddenly, with parents having little or no experience in virtual environments.

- The second dimension: technical challenges:

By examining the detailed results, it becomes clear that there is a difference in the study members' agreement on the dimension of technical challenges. This result can be explained by the lack of a practical plan for training parents by officials in order to keep pace with technological developments, as well as the need for parents of students with learning difficulties to train and qualify for training programs to deal with technological innovations, as well as the lack of virtual activities that support the academic skills of people with learning difficulties, and the scarcity of The software that supports their education also contributed to these results. The lack of awareness of support officials about the educational level of parents, and their lack of skills in distance education applications.

- The third dimension: economic challenges:

These results may be explained by the fact that one of the most economic challenges facing parents is that the Internet slows down at the required speed or is interrupted in some areas. Also, some families have an inability to provide and maintain electronic devices used in distance education, and the high costs of educating students with learning disabilities, along with increasing the financial burden of distance education requirements, such as electronic devices, smart devices, and Internet services. This could be because there weren't enough courses available, or television programs related to training and guidance to parents about distance education applications.

II The second question: Are there differences between the responses of parents of students with learning difficulties in reading regarding the use of distance education in light of the Corona pandemic due to variables (Gender, Age, Educational Qualification, The job)?

- First: gender

In order to identify gender differences in the statistical significance of the average responses among study sample members to the challenges of distance learning in the context of the Corona virus pandemic, the researchers performed an independent sample test. The following table attributes the gender difference.

Table 3: The results of the "Independent Samples Test" for differences between the responses of study individuals depending on the gender variable

Axis	Gender	Number	Average	Standard deviation	T-value	Statistical significance level
The most important challenges facing parents of students with learning difficulties of reading in the primary stage during using distance education in light of the Corona pandemic	Male	39	3.92	0.64	0.570	0.571
	Female	25	4.01	0.58		

No statistically significant differences are observed at (0.05) level for the average responses of the study sample about the challenges of using distance education in light of the Corona pandemic, according to the gender variable, where the T-value was (-0.570), which are non-statistically significant values at the level of (0.05), and explain this result is that the views of the study sample on the challenges of using distance education in light of the Corona pandemic did not differ according to gender, and this result may be due to the fact that the gender difference in the educational field may not constitute a fundamental difference because all the educational requirements that males have are the same as females.

- Second: age

To determine whether there are statistically significant differences between the averages of the responses of the study sample members regarding the challenges of using distance education in light of the Corona pandemic, according to age groups, the researchers used the (one way ANOVA) test to clarify the statistical significant differences between the average responses of sample individuals. The study is attributed to the age variable, as shown in the following table:

Table 4: The results of the "one way ANOVA" test for differences between the responses of study individuals according to the age variable

Axis	Sources of variation	Sum of squares	Degree of freedom	Mean sum of squares	Value (F)	Statistical significance level
The most important challenges facing parents of students with learning difficulties of reading	between groups	0.306	2	0.153	0.392	0.678
	Within	23.814	61	0.390		

in the primary stage during using distance education in light of Corona pandemic	groups					
	Total	24.120	63			

It is evident from the results in the table above that there are non-statistically significant values at the level of (0.05) in the average responses of the study sample about the challenges of using distance education in light of the Corona pandemic according to the age variable, where the P value was (0.392).

- Third: Academic qualification

In order to determine whether there is a statistically significant difference between the average response rates of the study sample on the challenges of using distance education in light of the Corona pandemic, depending on the educational qualification, the researchers used (one way ANOVA) test to clarify the differences of statistical significance between the average response of the sample. The study is attributed to the educational qualification variable, as shown in the following table:

Table 5: The results of the (one way ANOVA) test for differences between the responses of study individuals according to the academic qualification, variable

Axis	Sources of variation	Sum of squares	Degree of freedom	Mean of sum squares	Value (F)	Statistical significance level
The most important challenges facing parents of students with learning difficulties of reading in the primary stage during using distance education in light of Corona pandemic	Between groups	0.833	2	0.416	1.091	0.342
	Within groups	23.287	61	0.382		
	Total	24.120	63			

It is evident from the results in the table above that there are non-statistically significant values at the level of (0.05) in the average responses of the study sample about the challenges of using distance education in light of the Corona pandemic according to the age variable, where the P value was (1.091).

III The third question: What are the suggested solutions that can be used to overcome the challenges facing parents of students with learning difficulties of reading during using remote education in light of the Corona pandemic from their point of view?

To identify the proposed solutions that can be used to overcome the challenges facing parents of students with learning difficulties of reading during using remote education in light of the Corona pandemic from their point of view, frequencies, percentages, arithmetic means, standard deviations, and ranks were calculated for individuals' responses. The study examined the phrases of the proposed solutions that can be used to overcome challenges, and the results showed that the study members strongly agreed with the proposed solutions that could be used to overcome the challenges they face in using distance education, with a degree of strong agreement and an arithmetic average of (4.23). Referring to the detailed statistical results, we find that there is an inconsistency in the consensus of the study participants about the proposed solutions that can be used to overcome these challenges. Where the averages of their agreement with the statements ranged between (4.50 to 3.73), and this result may explain the need for students with learning difficulties to read for e-books to keep up with their peers and keep up with the learning process, and to provide educational electronic courses, and to employ these courses in how to use technology applications in distance education, With the need to consider the school curricula to meet the educational requirements of students with special educational needs, and to train students with learning difficulties to use digital applications that aim to develop their educational capabilities, as well as to develop a strict monitoring system for the educational process of distance education and to take care of security and privacy.

4 Discussion

I The first question:

- The first dimension, educational challenges:

this result was in line with what was found in the study (Bubb & Jones 2020) and the study (Khasawneh 2022), which recommended the necessity of enriching and designing rich and diverse digital content that suits the characteristics of students and is motivating for them while they take distance learning.

The previous result matched the result of the study (Gillett-Swan 2017), which demonstrated the existence of some barriers that restrict the use of modern technology in educating people with disabilities, the most important of which

was the inability of schools to bear its high cost and the inability to provide it in all schools.

This was confirmed by the (Ribeiro et al., 2021) regarding the difficulty of technical supervision of parents with learning difficulties through the Madrasati platform and the Microsoft Teams program.

This result agreed with the results of the study (Sevinc & Senkal 2021), which denoted that the parental experience with distance education was not particularly strong.

This outcome concurs with the findings of a study conducted by Novianti (2014) and Gariza (2020) to determine the difficulties faced by students with hearing disability in distance education and to identify strategies to address them in the context of the current humanitarian pandemic (as exemplified by the Corona virus). The study identified a set of difficulties that were faced by students with disabilities in distance education due to the pandemic, including those associated with parents of hearing disabled students, integration schools, and special education. The most significant issue was the lack of technological infrastructure in both integration and special education.

- The second dimension, technical challenges:

This result agreed with many previous studies, such as the study (Sellmaier & Kim 2022), and the study (Shaw & Shaw 2021) regarding the necessity of guiding and training parents to use modern technology and benefit from it in educating people with learning difficulties, and people with disabilities in general.

This result is consistent with (Spinelli et al., 2020), in which some parents of students who have learning disabilities lack skills in using programs related to the distance education process (Zoom, Microsoft Teams, virtual classes), and others.

This finding confirms the results of the research by Aguilar (2020), which showed the poor quality of electronic content postulated to students with learning disabilities, its scarcity, and the ineffectiveness of the activities provided in it to suit the characteristics and needs of students with disabilities during their remote learning.

This result was in line with what was found in the study of (Garbe et al., 2020) and the research of (Kerr et al., 2021), which emphasized the necessity of educational institutions taking the initiative to design applications for distance education that enhance the work of parents and serve the needs of their students.

This result agreed with finding of research of (Sapungan & Sapungan 2018), which confirmed the existence of technical challenges represented by the lack of technical support for programs for people with disabilities during distance education, and the study of (Zhao et al., 2021), which showed the necessity of qualifying parents of people with disabilities in employing technology in their teaching and providing technical support. for them.

This finding is line with study results (Owusu-Fordjour et al., 2020), in which the results showed that the degree of availability of technical requirements for implementing distance education among school principals was low, and the study of (Averett 2021) confirmed the weak motivation of parents of students with learning disabilities to use education platforms.

- The third dimension, Economic challenges:

This was confirmed by (Murphy et al., 2021), which confirmed the existence of challenges in the distance education process for people with learning disabilities, such as weak communication networks (the Internet) and pressure on them in some areas.

The previous result agreed with the study result of (Öze et al., 2020) study, which highlighted on the effect of class, the difference in the standard of living of students, the inability of parents to provide the necessary tools for distance education for all their children, and the difficulty of sharing the same tools among children due to the synchronization of their lesson times at the same time. This result agreed with the study finding of (Relyea et al., 2023), which indicated the necessity of providing training programs related to distance education for parents of students with learning difficulties.

II The second question:

- Gender variable

This outcome can be explained by the fact that all parents, regardless of gender, were approaching educational programs provided to them with learning difficulties in the wake of the crisis in Corona. Due to social educational conditions, and the fact that they are all from one region and therefore share many profits between them. This result is consistent with the study of Alharbi & Abaoud (2020) and the study of (Donga et al., 2020) in that, the gender variable did not result in statistically significant differences.

- Age variable

According to the age the P value was (0.392), which are non-statistically significant Academic qualification variable, this result was agreed with (Donga et al., 2020) in that, no statistically significant differences were observed due to the inclusion of the age variable.

- Educational variable

The difference in educational level among parents had an impact on the level of problems faced by parents in the educational programs provided to their children for students with learning difficulties during the Corona pandemic.

This result can be attributed to the proficiency of those involved in the educational process for individuals with learning disabilities in the utilization of electronic devices, according to what was learned at the university level through the common materials in the computer.

This result is disagreed with the finding of the study of (Ihmeideh et al., 2018), which revealed that there was no statistically significant difference in terms of academic qualification variable.

This result is agreed with the result of Mantey (2020), which demonstrated that there is a statistically significant difference in the proportion of parents of children with learning disabilities who participate in their children's educational programs due to the inclusion of an educational level variable.

III The third question:

This result concurs with (Ren et al., 2020). The purpose of this study was to find out what patents think about the challenges that students with learning difficulties face in the secondary level of e-learning during the Corona pandemic, as teachers presented suggestions to activate education in light of this pandemic, the most prominent of which was adopting blended education for this category and qualifying them as guardians. How to deal with crises. The study concluded with advice, it is essential to have educational content, as this the most fundamental element alternative to textbooks and electronic educational means for students with learning difficulties, the importance of having an emergency plan accepted by the Ministry of education in times of crises and adopting a program to monitor the requirements of students with learning difficulties and work to give them skills. Distance learning and adopting a psychological support program for these students so that it becomes part of the educational system.

This result also agreed with the finding of (Willner et al., 2020) study and (Tomaino et al., 2021) study, which recommended the necessity of enriching and designing rich and diverse digital content that suits the characteristics of the students and is motivating for them while they take distance education.

The findings of the study have been confirmed (Roitsch et al., 2021) and the research (Lee et al. 2021), which is the necessity of qualifying the educational staff, to use modern technology and benefit from it in educating people with learning difficulties, and people with disabilities in general.

This is inveterate by the study of (Long et al., 2021), which indicated the necessity of providing training programs related to distance education for parents of students with learning difficulties.

It also agreed with the study of (Jeste et al., 2020), which emphasized the necessity of designing interactive sensory activities and games to develop some aspects of motor difficulties among students with learning difficulties.

This result also agreed with the result of (Lipkin & Crepeau-Hobson 2023), which confirmed that students with disabilities share challenges and problems in their distance education, depending on the type of these disabilities. It has a majority of frequently disabled people, regardless of the type of Disability, or through the use of electronic tools and devices necessary for taking distance education, which may need direct supervision by parents or families during training students with disabilities to use them effectively.

These results are consistent with the study of (Neece et al., 2020), which demonstrated that the distance education system does not provide complete protection for the examination system, which leads to easy cheating of students, or leakage of responses among students.

5 Conclusion

This study documented the finding of the pandemic, which can be applied to the post-covid landscape. The pandemic has highlighted inequalities in technology access and parental knowledge, which serves as a motivation to address such disparities in the future. The study found that remote learning is a novel educational approach for students with learning difficulties, yet it is met with negative opinions from a majority of parents. Remote learning is not an effective method of teaching students with reading difficulties. There are numerous barriers to successful online learning, which must be

addressed by decision-makers by collaborating with donating parties.

6 Recommendations

In light of forgoing findings, the study proposes the following recommendations:

1. Conducting seminars and meetings with parents to support them to contribute in educational programs provided to their children with learning difficulties.
2. The need to educate parents by distributing awareness brochures to parents of students with reading difficulties about the importance of participating in the educational programs were offered to kids who had difficulty learning during the Corona pandemic.
3. 3- facilitation of in-person or online meetings between school leaders, resource room staff and student parents in order to encourage them about the importance and how to participate in the educational programs provided to students with learning difficulties.
4. 4- Supervisors of the Directorate of education give training courses to teachers and parents of students to ensure successful participation in the educational programs provided to students with learning difficulties during the Corona pandemic.
5. 5- further research is being conducted to evaluate parental involvement in educational programs offered to students with learning disabilities during Corona outbreak in other contexts.

7 Limitations

This study is really important because it helps bridge the gap on this topic. However, there are a few limitations that limit what we can say about the findings. One is that not all parents of students with reading difficulties in Egypt were included in the sample. Another is that the study only used a questionnaire technique, which relies on how accurately and honestly people answer the questions. Future studies should look at this topic in different ways and stakeholders should use different methods to understand remote learning for students with reading difficulties as a new trend in education.

Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

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