ZfWT Zeitschrift für die Welt der Türken
Journal of World of Turks

TEACHER VIEWS ON THE EFFECTS OF DISTANCE EDUCATION PRACTICED IN THE PANDEMIC PERIOD ON STUDENTS

PANDEMİ SÜRECİNDE UYGULANAN UZAKTAN ÖĞRETİMİN ÖĞRENCİLER ÜZERİNDEKİ ETKİLERİNE YÖNELİK ÖĞRETMEN GÖRÜŞLERİ

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Abstract

Distance education, which is thought to become more widespread in the near future, has become important with the COVID-19 pandemic. Distance education has been used as an important method for the continuity of education and training in this process where it is not possible to continue face-to-face education. Due to the sudden transition to distance education, it has been a matter of curiosity how this process has been realized and what effects it has had (Karahan at al.,2020, p.1). This study was conducted to determine the effects of the distance education process put into practice during the pandemic process on students based on teachers' opinions. The sample consisted of 70 teachers who were working in different branches and different regions in Turkey in the academic year of 2020-2021. In the study, a questionnaire developed by the researchers was used as a data collection tool. As a result of the research, it was found that distance education had both positive and negative effects on students, students were affected negatively in terms of social and emotional development

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aspects, and screen addiction problems may be encountered because they cannot socialize. Again, it was concluded that distance education negatively affects disadvantaged students and may reduce their academic success, and parent involvement in the process has both positive and negative effects.

Keywords: Pandemic, COVID-19, Distance Education, Student, Teacher

Özet

Covid-19 pandemisi ile birlikte daha da önemli hale gelen uzaktan eğitim, yüz yüze eğitime ara verilmesinin gerekli olduğu bu süreçte eğitim-öğretimin devamlılığı için önemli bir yöntem olarak kullanılmıştır. Uzaktan eğitime ani bir geçiş yapılması nedeniyle bu sürecin nasıl gerçekleştirildiği ve hangi etkileri yarattığı da merak konusu olmuştur (Karahan, Bozan ve Akçay, 2020, s.1). Bu araştırma, pandemi sürecinde uygulamaya koyulan uzaktan öğretim sürecinin öğretmen görüşlerine dayanarak, öğrenciler üzerindeki etkilerini belirlemek amacıyla yapılmıştır. Araştırmanın çalışma grubunu 2020-2021 eğitim öğretim yılında Türkiye'nin farklı bölgelerinde görev yapmakta olan farklı branşlardan 70 öğretmen oluşturmaktadır. Araştırmada veri toplama aracı olarak araştırmacılar tarafından geliştirilen soru formu kullanılmıştır. Araştırma sonucunda uzaktan öğretimin öğrenciler üzerinde hem olumlu hem olumsuz etkilerinin olduğu, sosyal ve duygusal gelişim açısından öğrencilerin olumsuz etkilendikleri ve sosyalleşemedikleri için ekran bağımlılığı sorunuyla karşılaşılabileceği şeklinde bulgulara ulaşılmıştır. Yine uzaktan öğretimin dezavantajlı öğrencileri olumsuz etkilediği ve akademik olarak gerileyebilecekleri, sürece veli katılımının ise hem olumlu hem de olumsuz etkilerinin olduğu şeklinde sonuçlara ulaşılmıştır.

Anahtar Kelimeler: Pandemi, Covid-19, Uzaktan Öğretim, Öğrenci, Öğretmen

INTRODUCTION

Since COVID-19 was declared as a global pandemic by the World Health Organization on 11 March 2020, a period that may lead to significant effects on the entire fabric of the society in almost all countries in the world has started. In this process, in addition to social and physical distancing, countries have had to apply a lockdown strategy such as closing down schools and public locations to reduce

the rate of spread of the infection (Kucirkova at al.,2020). In terms of countries, this situation has deeply affected especially education, in addition to other sectors.

Closure of schools in the scope of COVID-19 pandemic precautions has led to the greatest interruption of education in history that affected approximately 1.6 billion students in all continents and more than 190 countries. The pandemic has had an almost universal effect on students and teachers in the entire world from formal education to non-formal education, from preschool education to higher education and from vocational technical education institutions to universities (Yıldız & Vural, 2020, p.556). In all cases and conditions, closure of schools brings about unprecedented difficulties for governments, students, parents and caretakers in terms of achieving the continuity of learning (Chang & Satako, 2020). For the purpose of mitigating the negative effects brought about by closure of schools especially for more vulnerable and disadvantaged students, UNESCO (2020) announced that they would support countries in their efforts of making the continuity of education easier through distance education and in the precautions they would take.

For all countries where the COVID-19 pandemic has been encountered, one of the priority goals has been to achieve the continuity of education without interruption. It is seen that, in this process, countries are trying to use their existing distance education capacities that consist of different technological infrastructures (Can, 2020, p.13). In almost all countries, teachers, school administrators, students and parents are encouraged to use live class applications and online education programs in addition to TV and other media tools to support communication (Chang & Satako, 2020).

The COVID-19 pandemic has had worldwide effects on education, and in relation to this, significant changes have taken place. With the effects of the pandemic, the need for open and distance learning has emerged, and the distance learning approach became prominent. The pandemic has led people to understand that education-instruction processes should continue without interruption, and it has revealed that more investment should be made in distance education, and importance should be paid to alternative approaches in addition to conventional approaches (Can, 2020, p.17).

Distance learning is a modern and effective form of learning that may be offered independently of location and time and has opportunities for individuals to be able to structure educational materials in the electronic environment in a suitable and flexible manner, update these materials, include different technologies in the learning process and use these 24/7 (Yamamoto & Altun, 2020, p.30).

Distance education reveals the efforts of the world's countries to be able to adapt to what is required by the era. Importance is paid to lifelong learning processes in developed countries. Considering this perspective, distance education is the best way that could be used for countries to be able to ensure the continuation of their learning activities. Countries are having difficulties in investing in distance education practices due to the insufficiency of financial and physical opportunities. The greatest advantage of distance education is that it can gather individuals and educators in different environments together (Kırık, 2014, p.75).

It is thought that distance education, or in newer terms, digital learning may turn into the main ground of education in the near future rather than being a second alternative or a support function for in-person learning processes. The experiences gained from early-stage digital learning practices that people have transitioned to quickly due to the pandemic and aimed to adapt will serve the worldwide development and prevalence of this method, and in the near future, digital learning will turn into a main learning process by increasing its functionality with the additional help of new technologies (Yamamoto & Altun, 2020, p.32).

Schools are facing a difficult choice. If they do not provide distance education, students will miss out on the curriculum that they need to learn; however, if they transfer education into distance education, many students experiencing inequality of opportunities will be further pushed out of education. The rift between students is not only limited to internet/device access. It is stated that the case that families are not on a level of digital literacy where they could help their children's distance education processes or that they are not able to fund enough time for their children also leads to inequality of opportunities (Anderson, 2020).

As many countries had not experienced an epidemic that would cause a social crisis and lockdown of schools, they have limited

knowledge on how to cope with difficulties originating from the existing situation, and in this context, from digital learning (Huber & Helm, p.238). In this sense, continuation of education-instruction through distance education in a pandemic process that is threatening all countries of the world as a global problem has brought some difficulties in education processes in Turkey, as in the case in other countries. National and international studies also reveal this situation (Başaran, Doğan, Karaoğlu ve Şahin'in 2020; Bayburtlu,2020;Çoban,2020; Delcker ve Ifenthaler,2020; Eken, Tosun ve Tuzcu Eken'in 2020; Kruszeska, Nazaruk ve Szeczyk,2020).

Purpose of The Study

This study was conducted to determine the effects of distance education practiced in the COVID-19 pandemic process on students based on teachers' views.

Based on the objective of the study, answers were sought for the following questions:

1. How are the effects of the distance education process on students according to teachers?
2. How are the effects of the pandemic process on the social and emotional development of students according to teachers?
3. How are the effects of the distance education process on disadvantaged students and their education processes according to teachers?
4. What are the views of teachers on parent participation in the distance education process?

1. METHOD

This study was carried out with a phenomenological design as a qualitative research method. A phenomenology design focuses on phenomena that we are aware of but do not have an in-depth and detailed understanding (Yıldırım & Şimşek, 2012, p.72). In phenomenological studies, what the participants feel about the experience they have, their thoughts on it, perceptions on it and how they create a state of consciousness in themselves by structuring these are investigated (Patton, 2002 cited in: Günbatar, 2019, p.294).

1.1. Sample

The sample of the study consisted of 70 branch teachers working in different regions of Turkey in the academic year of 2020-2021. The sample was determined by the method of convenience sampling, which is a purposive sampling technique. This sampling method provides the research with speed and practicality (Yıldırım & Şimşek, 2012, p.113).

Table 1: *Distribution of the Participants Based on Gender*

Gender	f	%
Female	54	77
Male	16	23
Total	70	100

To determine the effects of distance education that started to be practiced in the pandemic period on students, interviews were held with 70 branch teachers including 54 female and 16 male teachers (Table 1).

Table 2: *Distribution of the Participants Based on Age*

Age	f	%
21-30 Years	33	47
31-40 Years	22	31
41-50 Years	13	19
51 Years or older	2	3
Total	70	100

It is seen in Table 2 that 33 of the participants were 21-30 years old, 22 were 31-40 years old, 13 were 41-50 years old, and 2 were 51 years old or older.

Table 3: *Distribution of the Participants Based on Professional Seniority*

Professional Seniority	f	%
1-5 Year(s)	13	19
6-10 Years	30	43
11-15 Years	11	16
16-20 Years	9	13
20 Years or longer	7	10
Total	70	100

As seen in Table 3, there were 13 participants with a professional experience of 1 year to 5 years, 30 with an experience of 6-10 years, 11 with an experience of 11-15 years, 9 with an experience of 16-20 years and 7 with an experience of 20 years or longer.

Table 4: *Distribution of the Participants Based on Their Branches*

Branch	f	%
Form Teacher	29	41
Mathematics Teacher	7	10
Turkish Teacher	7	10
English Teacher	6	9
Social Studies Teacher	6	9
Science Teacher	4	6
Visual Arts Teacher	2	3
Technology and Design Teacher	2	3
Physical Education Teacher	1	1
Communication Technologies Teacher	1	1
Religious Culture and Morality Teacher	1	1
Literature Teacher	1	1
Philosophy Teacher	1	1
Special Education Form Teacher	1	1
Guidance Counselor	1	1

Table 4 demonstrates that, among the participants, 29 were form teachers, 7 were mathematics teachers, 7 were Turkish teachers, 6 were English teachers, 6 were social studies teachers, 4 were science teachers, 2 were visual arts teachers, 2 were technology and design teachers, and the rest were physical education, communication technologies, religious culture and morality, literature, philosophy and special education form teachers, 1 in each of these branches.

1.2. Data Collection Instrument and Process

The data of the study were collected by using the question form prepared by the researchers. The interview questions prepared by the researchers were given their final form after receiving the opinions of

two experts in the field. The data collection tool consisted of 4 questions. The participants consisting of form and branch teachers were asked to express their views on the effects of distance education practiced in the pandemic process on students in writing in the digital environment.

1.3. Data Analysis

The data of the study were analyzed by using the method of content analysis. In content analysis, the main purpose is to reach concepts and relationships that could explain the collected data. For this purpose, it is needed to first conceptualize the collected data, then organize these in a logical way based on the concepts that arise, and accordingly, determine themes that explain the data (Yıldırım & Şimşek, 2011, p.227). The analyses were conducted using the NVivo 11 statistical program. The views collected from the participants were read in detail and divided into codes on the content of the responses of the participants to each question. The views that were expressed in a similar and meaningful way were gathered under common codes. The data obtained as a result of the analyses are presented in the form of descriptive statistic tables alongside the codes and frequencies of the codes. To support the results that were reached, direct quotes are taken from the responses of the participants, and the names of the participants are coded (as T1, T2, T3) while presenting these quotes. As a general rule, the similarity rate of a dataset coded by different coders is important (Fidan & Öztürk, 2015a cited in: Baltacı, 2017, p.8). This similarity that is named internal consistency in the model of Miles and Huberman and refers to the rate of consensus between the coders may be calculated by using the formula: Reliability coefficient = Agreement / (Agreement + Disagreement) x 100. According to inspection of the codes providing the internal consistency, it is desired to have at least an 80% agreement between the coders (Miles & Huberman, 1994; Patton, 2002 cited in: Baltacı, 2017, p.8). The coders calculated the reliability coefficient, and the agreement rate was found as 97% in this study.

2. Results

The views of the participants on the effects of the distance education process on students were divided into two categories as positive effects and negative effects, and the findings on this categorization are given in Tables 5 and 6.

Table 5: *Positive Effects Of The Distance Education Process On Students*

Positive Effects	f
They learned to take responsibility	10
Having communication with their teachers and friends positively affected students	6
They learned that education would continue in any condition	6
They were prevented from missing out on education	6
They learned to use technology in education	5
They understood the importance-value of school	2
Their self-expression skills improved	1

When the views of the participants were analyzed, it was understood that the participants thought the process had positive effects on students. The participants stated that students gained a consciousness of responsibility, connections between teachers and students through online classes affected them positively, they learned that education would continue in any condition, and they were prevented from missing out on education. The statements of the participants like "they learned to take responsibility", "having communication with their teachers and friends affected students positively", "they learned that education would continue in any condition" and "they were prevented from missing out on education" supported the findings. Examples of the views of the participants on the issue may be given as the statements by T12 as *"Students learned how to manage themselves. They learned to follow the class hours and join the class even from afar by knowing their responsibility"*, by T28 as *"I think it prevented them from missing the education-instruction process. I am of the opinion that it raised awareness on that there are alternative ways to reach the goal, and against a difficulty, alternative routes and methods may be found instead of giving up"* and by T43 as "*It this process, thanks to distance education, they have reached the instruction they had been deprived of for a long time. It should have felt good to hear their teacher's voice and see them even if from afar. They may have overcome their longing for their friends even though a little bit.*

Table 6: *Negative Effects Of The Distance Education Process On*

Negative Effects	f
Their academic success dropped-it was not productive-it did not provide a benefit	18
They could not focus, could not get motivated	16
Inequality of means and opportunities affected students negatively	13
They were exposed to screens too much	12
They did not want to accept-embrace distance education	7
The indifference of families affected students negatively	5
Class discipline could not be achieved	5
They could not show the necessary interest and care for the classes	5
They did not take the classes seriously	5
They got further from education and instruction	5
Physical disorders may occur	5
They could not embrace Eba TV	1
Mostly first-year students were affected negatively	1
They had to take too much responsibility …………………	1
Negative effects will emerge in the long run ……………	1

Students

When the views of the participants were analyzed, it was found that they thought the process also had negative effects. The participants with negative views stated that the academic success of students decreased, productivity and benefit could not be provided by the process, students could not get motivated or concentrate, students with inequality of means and opportunities were negatively affected, and students were exposed to too much screen time. The statements of the participants like "Their academic success dropped-it was not productive-it did not provide a benefit", "they could not focus, could not get motivated", "inequality of means and opportunities affected students negatively" and "they were exposed to screens too much" may be shown as sources of the findings. Examples of the views of the

participants on the issue may be given as the statements by T9 *"It is a practice that took much work and effort, but it did not become productive for students. They spend long times in front of the computer and phones, but they cannot listen to the classes enough"*, by T21 as *"They became dependent on tablets, phones, computers. They find it difficult to concentrate"*, by T41 as *"I observed that there was lack of motivation in students in comparison to in-person education. As it was not possible to have classes with students without a technological means, missing topics have accumulated"* and by T45 as *"I think, with the distance education process, students experienced a regression in the academic sense by getting further from the school environment."*

Views on the effects of the pandemic process on the social and emotional development of students are presented in Table 7.

Table 7: *Effects Of The Pandemic Process On The Social And Emotional Development Of Students*

Effects on Social and Emotional Development of Students	f
They were negatively affected in the social and emotional sense	40
Screen-internet addiction occurred	21
Feelings of stress, anxiety, fear and loneliness became prominent	17
Communication problems occurred-will occur	10
With aggressive attitudes, domestic conflicts emerged	5
They reached an introverted mental state	4
Feelings of love, trust and solidarity were pushed back	4
It affected their emotional development positively	2
Children living in villages were not affected much	2
It may lead to the emergence of psychological problems	1
It did not have a contribution to their social and emotional development	1
It affected their creativity positively	1
I do not think it had any effect	1

When the views of the participants were analyzed, it was seen that they thought students were affected negatively in the social and emotional sense, internet and screen addiction occurred in students, feelings like stress, anxiety and fear were found in students due to the process, and communication-related problems could be seen in the long term. The statements of the participants like "they were negatively

affected in the social and emotional sense", "screen-internet addiction occurred", "feelings of stress, anxiety, fear and loneliness became prominent" and "communication problems occurred-will occur" may be shown as a reference to these findings. Examples of the views of the participants on the issue may be given as the statements by T12 as *"As they were unable to receive education in the school environment with their friends, their social and emotional development should also have been affected negatively"* and by T20, who emphasized that students started to spend more time in front of screens, as *"I think it had negative effects on the social and emotional development of students. Students who are supposed to socialize with their peers in parks, gardens and at school are stuck at home, and naturally, they have concentrated on tablets and computers."*

Again, T23 who said, *"Feelings of fear, hopelessness and helplessness emerged in students against an unprecedented situation. They have been away from their friends, the school and all people they are used to. This gave rise to communication problems. Some showed introverted attitudes, while some showed angry and aggressive attitudes"* and T34 who said, *"The school is one of the best environments where the student can achieve their social development, but unfortunately, our students have been far from the school environment for a very long time. I observe introversion and high-level anxiety in the children"* expressed that students were negatively affected in the social and emotional sense in the distance education process. Finally, by saying *"I do not think the pandemic process had any effect on the social and emotional development of students,"* T37 expressed that they thought students were not affected at all, positively or negatively, by this process.

The views of the participants on the effects of the distance education process on disadvantaged students in terms of health status and living standards and their education processes are presented in Table 8.

Table 8*: Effects Of The Distance Education Process On Disadvantaged Students in terms of Health Status And Living Standards and Their Education Processes*

Effects on Disadvantaged Students and Their Education Processes	f
They were negatively affected	43
They were academically held back a lot	13
Inequality of opportunities also showed its effect here	10
It is an inadequate-unsuccessful process	10
There are students who do not-cannot participate at all	7
They could not get family support	5
No special effort was spent for them	5
It did not have a negative effect	4
Adaptation problems occurred-will occur	2
Anxiety status became prominent	1
They were affected negatively in the social and emotional sense	1

When the views of the participants were analyzed, it was observed that they believed disadvantaged students were negatively affected by the distance education process, they were academically held back, disadvantaged students were also affected by the existing inequality of opportunities, and the process that was carried out turned out to be inadequate and unsuccessful. The statements of the participants as "They were negatively affected", "They were academically held back a lot", "Inequality of opportunities also showed its effect here" and "It is an inadequate-unsuccessful process" may be shown as a source of these results. Examples of the views of the participants on the issue may be given as the statements by T20 as *"It is more difficult for disadvantaged students to participate in distance education in comparison to other students, and in this context, it may be argued that they are the most affected group from the pandemic process",* by T28 as *"In the distance education process, disadvantaged students have been neglected. As an individual education-instruction opportunity specific to their situation was not provided, their development has been little to none",* by T39 as "*This process had negative effects on all children. The highest share was born by special needs students. The school was the place where that clang to life. I think*

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being separated from the school affected them negatively in all aspects" and by T70 as *"Considering that children in the disadvantaged group are a student group that requires special attention in the in-person education process, I do not think distance education was much productive for them."*

The views of the participants on parent participation in the distance instruction process were examined under two categories as positive effects and negative effects, and the findings are presented in Tables 9 and 10.

Table 9: *Positive Effects Of Parent Participation In Distance Instruction*

Positive Effects	f
The support of parents contributed positively	23
Parent support is absolutely necessary	13
They got to know about our students	9
They provided the necessary infrastructure and devices	7
Parents understood the importance of the school and the teacher	6
They acted as a bridge between the teacher and the student	2
Parents were responsible people	2
Parents adapted to the process fast	1

When the views of the participants were examined, it was found that they thought parent participation in the distance instruction process had positive effects. The participants believed that parent support provided a positive contribution and was necessary, and parents also had the opportunity to know their students in this process where students received instruction at home. The statements by the participants as "The support of parents contributed positively", "Parent support is absolutely necessary" and "They got to know about our students" supported these findings. Examples of the views of the participants on the issue may be given as the statements by T13 as *"Parents found the opportunity to closely know their children. They discovered their aspects that they had not known",* by T55 as *"Parent participation definitely provided a positive contribution. Distance education has no success without parent support, especially in primary school"* and by T56 as *"Parent support in distance education was the greatest support for teachers. By parent participation, a bridge was*

formed between the student and the teacher. With the parent-teacher collaboration, the disadvantages of distance education were minimized."

Table 10: *Negative Effects Of Parent Participation In Distance Instruction*

Negative Effects	f
Parents intervened too much during live classes	9
Parents put pressure on the teacher-student	9
They did not want to take responsibility	7
Parents did not support the process	7
The parent-student relationship was negatively affected	7
What needed to be done by students (homework, assignment, etc.) was done by parents	6
They affected the privacy of the classroom negatively	4
They were not aware of the situation	3
Parents being too anxious negatively affected the process	3
The parent-teacher relationship was negatively affected	3
Parents did not follow up on homework-classes	2

When the views of the participants were examined, it was determined that they thought parent participation in the distance instruction process also had negative effects. The participants stated that parents were too interventionist during the live classes, they put pressure on teachers and students, some parents did not want to take responsibility and were not involved in the process. The statements of the participants as "Parents intervened too much during live classes", "Parents put pressure on the teacher-student" and "They did not want to take responsibility" may be given as sources of these findings. Examples of the views of the participants on the issue may be given as the statements by T5 as *"Sometimes, parents might take on the responsibility that needs to be taken on by the student. This is more harmful to the student than it is beneficial. Some of the negative behaviors of parents are behaviors like intervening with the student during the class. This may not only challenge the authority of the teacher but also prevent the student from learning productively"*, by T16 as *"As parents were involved in the process, they prevented*

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students from taking responsibility, and parents were interested rather than students", by T18 as *"They might intervene with the children a lot during the class. ...and this becomes a process that weakens the student-teacher relationship"* and T34 as *"Many parents may put pressure on students and teachers as they think the curriculum will not be completed on time."*

4. DISCUSSION and CONCLUSION

In this study, where the effects of distance education practices applied in the COVID-19 pandemic process on students were investigated based on teachers' views, it was observed that the teachers who participated in the study had views that this process had both positive and negative effects on students. Positive views included that students learned to take responsibility, the activities allowed them to communicate with their teachers and friends, and it was understood that education would continue under any condition. There were also negative views such as that the academic success of students dropped, the process was not productive, students found it difficult to get motivated and focus, and the effects of inequality of means and opportunities were felt excessively. In parallel with the results obtained in relation to the positive effects of the process on students, in the study by Bozkurt (2020), who examined the views of primary-secondary school students on distance education by metaphor analysis, according to the responses of the students, it was observed that themes as facilitation, sense of community, independence of time and space, accessibility and lifelong learning were formed. The results obtained on the negative effects of the process on students in this study were similar to those reported by Başaran at al., (2020). Accordingly, it was found that, in the pandemic process, students experienced problems in their effective participation in classes due to technical difficulties, inequality of opportunities and financial difficulties, and they were negatively affected. Likewise, in the study by Bayburtlu (2020) conducted to investigate Turkish teaching in distance education, it was concluded that some students could not participate in classes due to their lack of access to an internet connection, a tablet or a computer, and the authors also thought that the process may lead to screen addiction in students. Eken at al., (2020) also reported that teachers thought a large gap is formed between children with insufficient opportunities and low economic levels and other children in relation to their education opportunities during the distance education process, students are not

able to plan their own learning, they experience problems in managing time, and they do not have the necessary motivation, whereas the study by Erol and Erol (2020) conducted to reveal the opinions of parents concluded that students used digital tools excessively, there was a reduction in academic success, and they were unable to sufficiently communicate with teachers. In addition to these studies, when teacher views on application of online learning in terms of early childhood education were examined, it was stated that children in this age group have a short attention span, they are not able to self-manage, their kinesthetic and tactile needs cannot be met, and computer and tablet screens will limit the motor skill and bodily development of children (Coban,2020). A study conducted in Germany revealed according to teachers' views that some students did not participate or did not want to participate in distance instruction practices, and thus, they experienced communication problems. The teachers also stated that lack of adequate internet access is a problem for the distance instruction process for socially disadvantaged students and some other students (Delcker & Ifenthaler, 2020). A study conducted on Polish teachers reported that distance education in the pandemic process negatively affected not only students who did not have information technology equipment at home but also those who had communication problems with their families and lack of motivation (Kruszeska at al., 2020).

In the results obtained in relation to the effects of the pandemic process on the social and emotional development of students, it was observed that, according to the teacher's views, students were negatively affected in the social and emotional sense, screen and internet addiction could develop, feelings of stress, anxiety, fear and loneliness became prominent, and communication problems could be experienced. In the study by Bozkurt (2020), who examined the views of primary-secondary school students on distance education, according to the students' responses, themes as feeling of loneliness, isolation, lack of communication and psychological distance were revealed. Sarı and Nayır (2020) argued that the psychological effect created by closure of schools on students is an important issue that needs to be focused on. Again, in similarity to the results of this study, Çiçek at al.,(2020) concluded that the aggression levels of students increased in the distance education process, they experienced negative emotions due to the pandemic, changes occurred in their social lives, and they

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experienced negativities like insomnia, depression, intense stress, fear and easy irritability.

Regarding the effects of the distance instruction process on disadvantaged students and their education processes, it was found according to the views of the teachers who participated in this study that students were negatively affected, they were held back a lot academically, inequality of opportunities also showed its effects here, and it was an inadequate and unsuccessful process for disadvantaged students. In parallel with the results obtained in this study, Yıldız and Vural (2020) also stated that students requiring special education or those who had been receiving education at home before the pandemic were not able to sufficiently access education opportunities in the pandemic period. Again, in this process, it was concluded that there may be dropouts from the education system and reduction in the housing rates among student groups who may be considered disadvantaged. Mengi and Alpdoğan (2020) determined that students receiving special education experienced problems in the planning and implementation of their education, materials and assistive technologies could not be used in this process, difficulties were experienced in achieving motivation and controlling negative behaviors, students were separated from the school, and they were not able to sustain many skills they had learned in in-person education in this process. Moreover, Şenol and Yaşar (2020) concluded based on the statements of parents and teachers that, in the distance education process, the education processes of students receiving special education were affected negatively.

According to the views of the teachers who participated in this study, it was learned that parent participation in the distance instruction process had both positive and negative effects. While there were positive views that the support of parents provided a positive contribution, it was absolutely necessary, and this process helped them know about their students, there were also negative views that parents acted with too much interventionism during online classes, they put pressure on teachers and students, and they did not want to take responsibility. In parallel with these results, Sarı and Nayır (2020) concluded that families considered the education process to be limited to the school, they were not adequately informed about the learning processes of their children, and they did not support the process. Other

results were as that families did not include technological devices at home to protect their children from them, and problems were experienced due to lack of access to technological devices and an internet connection. Bayburtlu (2020) also found that some parents were very indifferent in this process, and they did not follow-up on students while they were on the computer. Kruszeska at al.,(2020) similarly determined failure to completely achieve parent support to be a problem.

5. RECOMMENDATIONS

Considering the findings obtained from the results of the study in general, the distance education process that was put into practice urgently due to the COVID-19 pandemic has been useful in terms of avoiding interruptions in education-instruction activities. However, one should also keep in mind the facts that there were infrastructure-related problems of students in the distance education process, some did not have adequate or any internet access, not all students could be completely reached, and disadvantaged students were highly negatively affected by this process. In addition to the EBA support points and EBA mobile support vehicles created by the Turkish Ministry of National Education in this context, the Ministry also distributed 500 thousand tablets to students in need in the academic year of 2020-2021 with the purpose of eliminating the negative issues experienced by students with insufficient financial capacities. Increasing such efforts will provide positive contributions to the process. Furthermore, in light of the other results of the study, it may be stated that it is needed to eliminate problems in the infrastructures required for distance instruction activities, take the necessary precautions for achieving the access of more students to the internet, facilitate active participation of disadvantaged students in the process and minimize negativities that are experienced by preparing special contents and resources for such students. Support education systems can be developed for disadvantaged students. Guidance services should be increased to support the social and emotional development of students. More activities that support social and emotional development should be included in schools. In addition to the fact that parents are an important stakeholder of the education process, the importance of the parent-teacher collaboration has become more prominent in this process. Regarding provision of the support expected of parents, it is needed to more clearly explain the distance instruction process to them and state

what is expected from them in this process. In addition to this, it should be ensured that parents are involved in the process in different ways.

It can be suggested that education politicians should consider the necessary measures in terms of both education programs and learning-teaching processes in a multidimensional manner regarding such global problems. In addition, if schools switch to face-to-face education, studies can be conducted to deal with the problems experienced by students in terms of academic, social and emotional development and behavior and their adaptation processes.

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