Social Sciences Teachers 'Views About Distance Education During The Covid-19 Pandemic Process

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Abstract

COVID-19, which emerged in China in the first months of 2020 and affected the whole world and which is the biggest epidemic of recent years, shows its negative effects in all areas. This effect has had negative consequences in the field of education in our country as in every field. The importance of education makes it not be postponed. Therefore, the Ministry of National Education has tried to eliminate this negativity with distance education in this process. This study aimed to reveal how the distance education process is implemented in secondary schools in the field of Social Studies in the field of Social Studies during the COVID-19 Pandemic and the problems encountered in the process. Therefore, one of the qualitative research methods was carried out with phenomenology design. 22 social studies teachers working in various districts and centers of Kastamonu participated in the study. The data were collected over "google drive" with a semi-structured interview form. Content analysis method was used in the analysis of the data. As a result of the analysis, it was determined that Social Studies teachers had problems such as problems in the distance education process, especially at the beginning of distance education, many of the students had internet or computer problems, were not informed about distance education, and they had health problems from sitting in front of too many computers. Apart from this, social studies teachers stated that distance education positively affected itself technologically.

Keywords: Pandemic, Distance Education, Social Sciences Teachers

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Introduction

Since mankind entered the stage of history, it has been in a constant struggle with this mother nature and herself. From time to time he faced disasters that brought people to the brink of extinction. One of these is epidemic diseases. Its widespread occurrence is defined as a major epidemic (TDK 2020). Epidemic or Pandemic, a disease on a continent or several countries at the same time Recently, the world is struggling with the COVID-19 Pandemic. The World Health Organization (WHO) COVİD- 19 name "Korona" to "COM", "virus" to "VI", while for the disease "D" as defined (Turkey Academy of Sciences, 2020) .Aralık 2020 the whole world China 's WHO declared the outbreak of COVID-19, spreading from the city of Wuhan, as a pandemic in March. COVID-19, which affects almost every area in the world and spreads rapidly, has caused deaths, shutdowns and traumas all over the world. The negative effects of the pandemic affecting the world in every field are seen especially in the field of education. When the epidemic spread around the world, most of the countries temporarily closed schools. It has been reported that the pandemic, affecting more than 91 percent of the world's schools, affects almost 1.6 billion school-age children and youth (Miks & McIlwaine, 2020). All countries such as Turkey 'adversely affected from this process, approximately 18 million students and 950 thousand teachers having Turkey was also attempted in various ways in the remote education. Distance education activities were started with computers and tablet mobile phones at home, 18 million students and approximately 950 thousand teachers were much more engaged in technology during this process, both advantages and disadvantages of distance education emerged. Issues such as the fact that not every student has internet and computers, teachers are not subjected to any in-service training on this subject, and the weakness of the infrastructure are the handicaps of distance education. This disrupts a very important issue such as equality of opportunity, which is most important in education (Dilmaç, 2020). Despite all these negativities, the use of distance education has become inevitable.

Although studies on pandemics have been carried out in the literature, we do not find much work in this field, since it is very new that the pandemic affects the educational field. It is thought that this study will be useful in revealing the problems faced by Social Studies teachers during the pandemic process and will fill this gap in the literature. The questions whose answers were sought in the study were grouped under 3 main headings.

1. What are the social studies teachers' status of conducting distance education?
1.2.What are the technical problems that Social Studies teachers encounter in the beginning of distance education?
1.3. What are the problems faced by social studies teachers in the distance education process?

2. What are the social studies teachers' opinions about the teaching process in the distance education process?
2.1. What are the methods Social Studies teachers use in the distance education process?
2.2. What are the materials Social Studies teachers use in the distance education process?

3. What are the opinions of Social Studies teachers on the teaching profession in the distance education process?

Methods

This research was carried out with phenomenology (phenomenology) design, one of the quantitative research methods. Phenomenology is a method that focuses on evaluating lived experience (Jasper, 1994). The aim of the phenomenology study is to reveal the general understanding of the participants about a situation (Yıldırım & Şimşek, 2013). The reason why phenomenology method was chosen in this study is to try to understand the Social Studies teachers' experiences of the problems experienced in distance education during the COVID-19 pandemic. In this context, content analysis has been made.

Participants

Appropriate sampling method was used in this study. Participants are Social Studies teachers working in public schools in Kastamonu province. Descriptive characteristics of the participants are given in Table 1. Social Studies Teachers' Views on Distance Education During the Covid-19 Pandemic Process

Table 1. Information on the descriptive characteristics of the participants

	f	%
Gender		
Woman	10	41,6
Male	14	58,3
Age		
Between 25-30	2	8,3
Between 31-40	18	75
Between 41-50	4	16,7
Between 51-60	-	-
Service Year		
1-5 years	3	12,5
6-10 years	9	37,5
11-15 years	10	14,7
16-20 years	2	8,3
21 years and over	-	-
Have you received training on Distance Education?		
Yes	2	8,3
No	22	91,7
With which devices do you do Distance Education?		
Computer	15	62,5
Tablet	8	33,3
Cell Phone	1	4,2
Which application do you use in Distance Education?		
Zoom	24	100
Skype	-	-
Google Meet	-	-

When Table 1 is examined, 10 (41.6%) of the participants are female and 14 (58.3%) are male. 2 (8.3%) of the participants are in the age range of 25-30, 18 (75%) are in the age range of 31-40, and 4 (16.7%) are in the age range of 51-60. Service years 1-5 are 3 (12.5%), 6-10 (9 (37.5%)), 11-15 (41.7%), and 16-20 are 2 (8.3%). (8.3%), the rate of those who did not receive any education during the distance education process is 22 (91.7%). In the last question of the interview, all of the teachers who participated in the survey during the distance education process use the Zoom program.

Data Collection Tools

Generally, the way to obtain data in phenomenological studies is interview. Interview forms were sent to Social Studies teachers in Kastamonu online. Social Studies teachers, who filled out the interview forms, delivered them to the researcher in the same way. In the interview form, Social Studies teachers were asked questions about both distance education and their professions.

Data Collection Process

The questions asked by Social Studies Teachers who voluntarily participated in the study from Kastamonu were answered. The data were collected in the month of December in 2020.

Data Analysis

Content analysis method was used in analyzing the data and quotations were made from the expressions given by the participants from time to time. Before the analysis, the responses given to the interview form were downloaded via "Whatsapp" and each form was named.

Then, the answers given by the participants were grouped according to their similarities and differences, and positive and negative answers were separated from each other. The analysis was completed by generating codes from the answers given by the participants.

Validity and Reliability

Social Studies teachers (4) and field experts (3) examined the questions in the interview form and concluded that the form has content (content) validity. The consistency between the comparisons made by the researchers and the comparisons made by the field expert was checked. The number of consensus and disagreement was determined by making comparisons, and the reliability of the study was calculated using Miles and Huberman's (1994) Reliability = consensus / (consensus + disagreement) * 100 formula. According to Miles and Huberman (1994), the consensus between coders is expected to be at least 80%. The research is reliable because there is 85% consensus among the coders (Yılmaz, 2021).

Results

The findings obtained from the questions directed to the Social Studies teachers were examined in 3 sections based on the problems of the research.

Social Studies teachers' status of conducting distance education

Social Studies Teachers were asked if they had any technical problems at the beginning of distance education, problems they encountered in the distance education process, students, groups, school administration, and the National Education Directorates they were affiliated with. The answers given by the teachers are shown in Table 2.

Table 2. Problems experienced by Social Studies Teachers in the Distance Education Process

Main Theme	Answers	Codes
At the beginning Internet and Computer Problems	I had problems (19) * I did not have Problems (5) Experienced with No Response (0)	* Computer (3) * Internet (15) * Computer Programs (6)
Problems with the internet and computers currently	I am currently having Problems (7) * I do not have Internet and Computer Problems (17) No Response (0)	* Computer (1) * Internet (6
I had other Social Teacher Problems	Information I had no problems (22) Inability to share information No Response (1)*	* Communication disruption (1) * Inability to share information
School management with Problems	I had a problem (2) * I did not have any problems (22) No Response	* Not knowing the process * Requesting Unnecessary documents (2) * High Expectation
Problems with students	I had a problem (15) I had no problem (9) No Response	*Students' Computer absence(3) * Internet of Students Absence (8) * Low participation (10) * Student motivation Low / miscommunication (3) *Student does not know the program * Student's lesson Sabotaging
Problems with the National	I had a problem (15) I had no problem (9) No Response	* Not knowing the process * Problems with asking for unnecessary documents * High Expectation * Printing
From expert in distance education Did you get help	Yes (1) * No (23) No answer	* Computer teacher

When Table 2 is examined, it was determined that the number of those who had problems in distance education at the beginning was 19. Of the 19 people who had problems, 3 people had problems with computers, 15 people with the internet and 6 people with computer programs. Currently, there is a decrease in the rate of those who have problems in distance education. Currently, the number of people who have problems in distance education has decreased to 7, decreasing 12 people compared to those who have problems in the beginning. While the number of people having problems with computers decreased to 1, the number of those who had problems with the internet decreased to 6, and there were no social studies teachers who had problems with the computer program. One person answered yes (lack of communication) to the question of whether you had a problem with other social studies teachers, 22 people answered no, I did not have any problems, and 1 person did not answer the question. To the question of whether you had a problem with the school administration, 2 social studies teachers answered yes (unnecessary documents), and 22 social studies teachers answered no. While 15 of the teachers said yes to the problems experienced with the students, 9 people answered no. Teachers who answered yes mostly have problems with students in areas such as lack of participation (10), students 'inability to access the internet (8), low motivation in students, inability to make eye contact, lack of communication (3), and students' lack of computers (3). Social studies teachers did not experience any problems with the National Education Directorates they were affiliated with. During the distance education process, teachers were asked whether they received help from a specialist, 1 person answered that the school received help from a computer teacher, and 23 people did not receive help from anyone.

Social Studies teachers' views on the teaching process in the distance education process

In the process of distance education, Social Social Studies teachers were asked whether the materials they use, the methods and techniques they use, their acquisitions were produced during the lesson hours, whether they used the contents in EBA, and the differences between face-to-face education and distance education. The answers given by the teachers were made into a table. (Table 3)

Table 3. Social Studies Teachers' Views on the Distance Education Process

Main Theme	Answers	Codes
* Documents Used		* Documents (Slide, Materials essay, book) (20) * Eba course content (12) * Video (9) * Map (7) * I do not use anything (5)
Methods-Techniques		* Lectures used (21) * Question and answer (20) * Presentation / Slide (20) * Case Study (2) * Brainstorm (3) * Demonstration (3)
By distance education In between face to face training Is there a difference?	Yes (23) No (1)	* Inability to control student behavior.(21) * Student Indifference (21) * Communication Problem (18) * Inability to use all of the Methods and Techniques (9)
Course duration Is it enough	Yes (16) No (7) * No Response (1)	* Additional course (4) * Homework (1) * I'm extending the time (2)
Eba contents Use	Yes (23) * No (1) No Response	* Exercises, tests (23) * Videos (15) * Graphics, images (8)

When Table 3 is examined, when the materials used in the distance education process are asked to social studies teachers, 20 teachers benefited from Documents (Slide, test, book, etc.), 12 teachers benefited from Eba contents, 9 teachers benefited from videos, 7 teachers from maps, while 7 social studies teachers did not have any material in the distance education process. did not use.

To the question of methods and techniques used, 21 people replied that they used direct lectures, 20 people question and answer, 20 people use Presentation / Slide, 2 people case study, 3 people use brainstorming, 3 people show and do it. When social studies teachers compared distance education with face-to-face education, 24 teachers who participated in the interview stated that face-to-face education was more beneficial, while 1 person stated that there was no difference. Of the teachers who stated that there was a difference, 21 teachers stated that there was a difference in student indifference, 12 in the inability to control student behavior, 18 teachers in face-to-face education, inability to establish eye contact with the student, and 9 teachers in face-to-face education, not being able to apply many teaching methods and techniques in distance education. . While the duration of the lesson was 30 minutes was not enough for 7 teachers, 16 teachers stated that the time was sufficient, and 1 teacher did not answer this question. Four of the teachers whose 30-minute lesson time was not enough answered that while they were doing additional lessons with students, 2 teachers extended the lesson time, 1 teacher gave homework to the students and they tried to train their subjects. While 23 of the teachers who participated in the interview stated that they used Eba, 1 teacher stated that they did not use Eba. 23 of the teachers who used Eba stated that they used Eba for testing and practice, 15 for videos, and 8 for videos and images.

Social Studies teachers' opinions on the teaching profession and distance education in the distance education process

In this section, teachers in the distance education process were asked whether the distance education process was efficient, whether they developed themselves technologically in the distance education process, what their suggestions were for the social studies lesson to be more efficient in the distance education process, What were the positive and negative aspects of the distance education process. . Answers from Social Studies teachers are shown in the table.

Table 4. Social Studies Teachers' Views on the Teaching Profession and Distance Education in the Distance Education Process

Main Theme	Answers	Codes
Distance Education Process Is it the efficiency you expect	Yes No (24) * No Answer	* Communication disorder (20) * Lack of excavation (21) * Parent indifference (14) * Inequality of opportunity (13)
Have you improved in the field of technology	Yes (14) * No (10)	* In the field of computer (11) * In the program area (9)
Distance education is positive What are the aspects	No Answer (16)	* Students Technology learn to use (4) * Who likes technology Students' attention (4)
Disadvantage of distance education - What are the directions	No Answer (16)	* Low efficiency (16) * Low participation (23) * Disciplinary problems due to the inability to open the camera (12) * Inequality of opportunity (19) * Connection Problems (13) * Parent indifference (5)

When Table 4 is examined, Social Studies teachers were asked whether the distance education process is at the desired efficiency. All of the teachers answered no to this question. Of the 24 teachers who answered no, 20 answered that the communication with the students was not the same as in the classroom environment, 21 of them said that the participation of the students was low, 14 of the parents were indifferent in this process, 13 of them each student had inequality of opportunity because there was no computer or internet. To the question of whether the teachers had the opportunity to develop themselves technologically in the distance education process, 10 of the teachers answered No, and 14 of them answered Yes. While 11 of those who answered yes stated that they improved themselves in the field of computers, 9 answered that they improved themselves in the field of computer programs. While 16 Social Studies teachers did not respond to the positive aspects of distance education, 4 out of 8 teachers who stated that it was positive found it positive for students to learn technology, while 4 stated that students who liked technology were interested in teaching lessons from the computer environment.

While 2 teachers did not give an answer to the question of what are the negative aspects of distance education, 16 out of 22 teachers stated that the efficiency was low, 23 of them the participation was low, 12 of them stated that the students had a discipline problem due to the fact that they did not open a camera, 19 of them said that distance education had a computer, internet etc. . 13 of them have connection problems, 5 of them stated that they have parents' indifference.

Discussions, Conclusions and Recommendations

In the last part of the study, the results obtained in line with the problems of the research were discussed in line with the findings. In the first part of the study, 24 social studies teachers working in Kastamonu province who participated in the semi-structured interview voluntarily stated that while they had problems with internet, computer and program at the beginning of distance education, only internet related problems continued during the process. They stated that social studies teachers did not receive any support from an expert during the distance education process. Social Studies teachers who participated in the interviews stated that they did not have any problems with their class, school administration, and the National Education Directorates they were affiliated with, and stated that students mostly faced with the problems of participation in classes, lack of good communication with students, and lack of parents' interest (Yılmaz & Ertuğrul Akyol, 2019).

In the second part of the study, Social Studies teachers' opinions about the teaching process in the distance education process were investigated, questions were asked about the materials and teaching methods and techniques used by social studies teachers, and the teachers stated that they could not apply some of the materials they used face-to-face and some of the teaching methods and techniques they applied in the distance education process. Social Studies teachers have accepted that there is a difference in many aspects between face-to-face education and distance education (Yılmaz, Ayyıldız & Baltacı, 2020). In general, it was stated that 30 minutes of lesson time was sufficient for teachers. Almost all teachers stated that they use Eba effectively. In the third and last part of the study, the opinions of Social Studies teachers regarding the teaching profession and distance education in the distance education process were investigated, teachers were asked whether the distance education process was efficient, and all teachers who participated in the interview stated that this process was inefficient. All of the female teachers who participated in the interview stated that they improved themselves technologically. It is noteworthy that most of the Social Studies teachers who participated in the interviews did not answer the question about the positive aspects of the distance education process. According to the study, most of the Social Studies teachers find distance education negative in many areas (Yılmaz & Yanarateş, 2020). Social Studies teachers working in Kastamonu province constitute the participants of this study. Similar studies are expected to be conducted for teachers in other branches. In order to ensure equality of opportunity in education in the distance education process, every student and teacher must provide internet, computers, etc. technical support should be provided. During or during the pandemic, teachers should be given various trainings in order to use information technology and get more efficiency from distance education. This research is limited to Social Studies Teachers working in Kastamonu province. Due to the epidemic, interviews were conducted digitally.

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