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Investigation of Parent Views on Distance Synchronic Education Applied to Preschool Children in the Pandemia Process

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Abstract: During the Covid-19 pandemic, the virus epidemic that spread all over the world and affected everyone seriously affected education. This pandemic process has brought about social, emotional, psychological, and cognitive changes in individuals. It is seen that children experience the effects of the process that affects each developmental period more intensely. It is thought that parental views and situation evaluations on how curfews and distance education affect children are important. In this study, the views and expectations of parents regarding the education process of preschool students who receive distance synchronous education during the pandemic process were examined. The study was created in the descriptive research model and the descriptive method was adopted. The research group consists of 163 parents whose children are educated in preschool during the pandemic process in the schools affiliated to the Ministry of Education in the province of Ankara in the 2020-2021 academic year. In order to collect data, 'Parent Opinion Questionnaire for Preschool Distance Education' and semi-structured interview technique were used. Quantitative data obtained from the measurement tool were analyzed through descriptive statistics and qualitative data were analyzed and analyzed by coding technique. According to the research findings, the parents found the pre-school teaching practices useful and stated that the children were motivated by the distance education in the schools during the pandemic process. In addition, they emphasized that keeping the activity durations short makes learning easier. They stated that they experienced problems such as lack of material support in the distance education process, motivation and concentration in children, and expressed the problems experienced in distance education. It is thought that these results will be a preliminary exemplary evaluation for educators in the creation of new education models designed such as remote synchronous or hybrid in the upcoming period.

Keywords: Covid-19, Distance education, Synchronous education, Preschool education, Parent view

Introduction

According to the chaos theory, it is stated that regional events throughout the world will trigger other events. In this period, the coronavirus (covid-19) pandemic, which emerged towards the end of 2019, is becoming a problem that will affect the whole world. Considering the situations it affects, it has influenced the whole world in socioeconomic, political, economic and educational fields (Bozkurt & Sharma, 2020). In the face of these problems, it is seen that the new normal and paradigm in the post-covid-19 world has created a new world order. The Covid-19 pandemic is an epidemic that started in December 2019 and has affected the whole world (Figure 1) since March (WHO, 2020a; 2020b). During the pandemic process, changes are occurring worldwide (WHO, 2020). In order to minimize the effect of the pandemic and reduce the contagion, schools were suspended, alternate working opportunities were provided, flexible and home-based working environments were prepared and implemented.
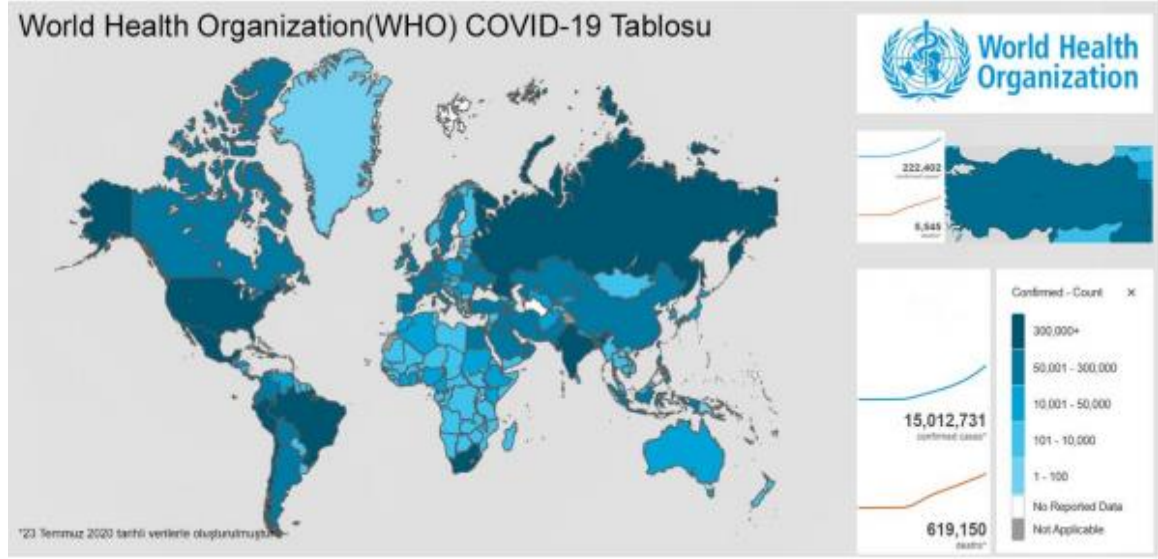
Figure 1. Global impact of the Covid-19 pandemic (WHO, 2020b)

In addition to this, curfew practices are also included in increasing the measures taken. The quarantine process is supported by the reduction of touch points. Face-to-face education was suspended on the condition of increasing social distance rules and continuing from pre-school to higher education level (Bozkurt et al., 2020; Bozkurt & Sharma, 2020; Doghonadze et al., 2020; Gupta & Goplani, 2020). With the interruption of education, it is seen that 1.6 billion students in the world are interrupted in the field of education (see Figure 1) (UNESCO, 2020a; UNICEF, 2020).

Figure 2. Countries where education is suspended due to the Covid-19 pandemic (UNESCO, 2020b)

The number of students affected by the interruption of education in Turkey has reached approximately 25 million (Table 1). In the principle that education is targeted as a fundamental right (UN, 1984), the establishment of distance online learning platforms around the world is accelerating (Bozkurt,2020). Covid-19 has affected life and forced life in many ways, resulting in a new regulation and evaluation of today's view of education (Bozkurt, 2020). The change of society is centered on the rapid change of information and communication (Van Laar, Van Deursen, Van Dijk & De Haan, 2017). In the change in social systems, it is seen that only being technically perfect is not enough, it is seen that adaptation skills within the scope of 21st century skills have become more important in order to keep up with the changes (Ahmad, Karim, Din & Albakri, 2013). Each child may have individual adaptation problems, and in order for the individual to survive, it is necessary to adapt to changing conditions and meet the needs of adaptation (Başar, 1999; Kaya, Genç, Kaya, & Pehlivan, 2007). Here, during the Covid 19 pandemic process, children were forced to adapt to these changing difficult conditions and the concept of "distance education" was faced.

Distance education courses can be conducted synchronously (simultaneously) or asynchronously (asynchronously). In the synchronous lesson, students and the instructor can communicate with each other live in the virtual classroom environment. In this method, students can simultaneously ask questions, convey their requests about incomprehensible issues, and have the opportunity to discuss with each other. In the asynchronous lesson, the student can access the lessons whenever and wherever they want, via the Internet, and follow the lesson with the help of materials such as video and audio recordings previously uploaded to the system. In this method, students are not able to instantly communicate with the instructor when asked about subjects that are not understood. As a requirement of the distance education system, students may have to continue their education on their own, and they may face problems such as loneliness, lack of communication and interaction. Considering these problems, the most appropriate learning styles should be preferred in the distance education system (Ekici, 2003: 48-49). In other words, planning should be done by taking into account many variables such as the most appropriate source and activity for the courses to be conducted with distance education, the correct and effective way of communication, and the appropriate instructor model that will provide the most efficient information transfer to the student.

Achieving balance while applying distance education (Anderson, 2003) and blending technology pedagogically (Anderson, 2009) can provide meaningful learning. Screen time plays an important role in giving preschool education. The length of screen time causes negative effects. It is predicted that social development will be insufficient in this process (Akbaş & Dursun, 2020). Social affective development constitutes important components of early childhood (Pagani et al., 2010). It is considered necessary for students to interact with the teacher and for the realization of a meaningful learning process, student and teacher communication. The role of teachers and parents is as important as face-to-face education in order to ensure communication that increases quality educational planning in distance education (Bozkurt, 2020). From this point of view, it is emphasized that teacher, parent and student communication is very important in the process of distance education. It is argued that educational technology and information given remotely in education will leave effective results as in face-to-face education.

In addition, the attitudes of the parents play an important role on the children because the attitudes of the parents towards their children affect both the present moment and the future of the children. At this point, it should be noted that one of the skills necessary for healthy communication and social development is empathy. Children's relationships with their parents since birth are effective in learning empathy, so parents have an important place in the acquisition of empathy skills. Empathy is an important factor in the development of social behaviors and also prevents negative behaviors from occurring. People with a lack of empathy may have a more aggressive nature. Every parent has their own style of raising children, and therefore every parent can raise their own children in different ways or show different attitudes towards both of their children. Such inconsistent attitudes cause confusion in the child. Attitudes of the family have an important effect on the psychosocial development of children. The most effective attitude in the characteristic development of children is the democratic parental attitude. Parents are both tolerant and controlling towards their children. Certain behaviors of children are tolerated and contribute to the development of a sense of responsibility in children.

Parents may not be aware of the necessity of family involvement. In this regard, the role of the teacher emerges (Çamlıbel, 2010). There are some skills that teachers need to develop in order to ensure the active participation of the family in the process. These; Respecting the thoughts of families, being able to empathize, providing school-family cooperation, accepting without prejudice, informing the family, trying different methods to communicate, getting help from other communities when necessary (Eliason & Jenkins, 2003). These skills deepen the concept of guidance during the pandemic process. The inclusion of different variables in the system in distance education may create inequalities in access to education. In this process, teachers' emphasis on individual interviews and studies on how students can benefit from education will undoubtedly continue quality education. Enabling pre-school students to benefit from education, even from a distance, will contribute to creating equality of opportunity in education (Akın & Arslan, 2021).

Turkey's; Although it ranks well in advantageous schools in terms of proficiency in using technology, online support programs, schools with technical staff, and digital proficiency in schools, it is both advantageous and advantageous in terms of students' internet connection opportunities, access to computers for school homework and having a quiet place to study. The schools seem to be in good condition. Measures have started in many sectors as a precaution for the increase in case detections in Turkey due to the global epidemic. In this context, changes have also occurred in the field of education. It has been announced that face-to-face training will be suspended and the online training will continue with digital opportunities. (Öztürk & İliş, 2020: 1-7; TÜBA, 2020: 15). It has been evaluated that it is the parents who best observe the quality of the distance education process offered by the Ministry of National Education and Private institutions and how the students benefit from

this process in the home environment. In this context, it was aimed to evaluate the distance education quality offered by the Ministry of National Education during the pandemic period and the activation process of the students in this process in the home environment, according to the opinions of the parents.

The closure of schools during the pandemic process has had an impact in many ways, and the risk of virus prevalence arises when students come together. In this process, face-to-face training was suspended. However, it was deemed appropriate to close the schools to protect the families of the students who left the same environment with the measures taken to prevent contagion. At this point, the formation of social distance, which helps to slow down the infection rate, has been achieved. In this process, the measures taken in education were reduced to the pre-school period, starting with higher education, in order not to adversely affect students and to prevent losses in education. Considering all these issues, in this study, the views of parents on the education process of preschool children of distance education given during the pandemic period were examined. For this purpose, answers to the following questions were sought;

• What are the thoughts of early childhood parents about synchronous education during the pandemic?
• What problems do parents encounter in the synchronous education application that their children receive during the pandemic?
• What kind of support do parents give to their children regarding distance-synchronous education given during the pandemic?
• What are the views of parents on the efficiency of the synchronous education process?

Method

Design and Sample of the Research

The study, it was aimed to examine in detail the views of parents about distance education applied to preschool students during the COVID-19 Pandemic process. For this purpose, the research was planned in accordance with the "descriptive model". This research is descriptive research questioning the current situation. In the descriptive survey model, answers are sought to the research problem or problems by analyzing the data obtained from a large number of subjects and objects in a certain time period (Arseven, 2001; Karasar, 2010). It was carried out using a mixed design, one of the research methods in which qualitative and quantitative data were collected simultaneously. Thus, it is aimed to enrich the data obtained and to deepen the views (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2010, 266). Using qualitative research methods in situations where there are too many unknowns often makes the research more qualified (Patton & Cochran, 2002). Considering that both the preschool parents and the preschool distance education system are very new regarding distance education in preschool education, designing the study as mixed research that includes both qualitative and quantitative dimensions will increase the quality of the study. This study aims to reveal the perceptions of the parents of preschool children about distance education activities, what they understand from distance education, the difficulties or conveniences they experience, and their experiences in this process.

Table 1.Distribution of the individuals in the sample according to their socio-demographic characteristics

Variables	Feature	N *f*	Mean %
Gender	F	134	82,2
	M	29	17,8
Age	35 Age and under	81	49,7
	36-45 Age	68	41,7
	46 Age and older	14	8,6
Education Level	High school	5	3,1
	University	119	73
	Graduate	39	23,9
Income rate	Mıddle	123	75,5
	Loud	40	24,5
	Total	163	100

The views and expectations of parents regarding the education process of preschool students who receive distance synchronous education during the pandemic process were examined. For this reason, the descriptive method was adopted in the study and the study group was determined by the purposive sampling method. The

research group consists of 163 parents whose children are educated in preschool during the pandemic process in the schools affiliated to the Ministry of Education in the province of Ankara in the 2020-2021 academic year. The personal characteristics of the parents participating in the study are presented in the Table1 above. Table 1 is examined, it is seen that most of the parents are women, the majority of them are young adults, and the majority of them have a bachelor's degree or higher education. In addition, 75.5% of the participants have a middle income level.

Data Collection Tools

In the study, a structured "Parental Opinion for Preschool Distance Education Questionnaire" form was used to collect quantitative and comprehensive data, and all parents were interviewed to obtain qualitative data. Firstly, the relevant field was scanned in the creation of the form prepared by the researchers; The concepts that will form the basis of distance education and distance education in pre-school education and the themes in which these concepts will take place have been determined. In other words, in the process of creating the form, firstly, the current literature was scanned, the dimensions to be included in the scope were determined, and the opinions of two academicians, a Turkish teacher and a preschool teacher were consulted. In addition, their opinions were taken regarding the content validity of the items. The scale was given its final form by taking the items that the experts found to be applicable at a rate of 70% or more. The questionnaire, which was prepared according to a five-likert-type rating, consists of two parts, including 25 items.

In the first part, there are items about the personal characteristics of the participants, while in the second part, there are questions about the views of preschool parents on distance education practices and the current learning processes carried out in preschool education during the pandemic period. The first 4 questions of the questionnaire are about the demographic information of the parents, and the other 21 questions are about the views of the parents on the synchronous education applied at home. In the study, parent interviews were also conducted to confirm and deepen the views received from parents. In the semi-structured interview, 3 basic questions were included to reveal the views of the parents on the subject. Quantitative data obtained from the measurement tool were analyzed through descriptive statistics. The reliability of the questionnaire was calculated as the Cronbach alpha coefficient of 0.83. In this respect, it is thought that reliable data have been reached.

Researchers such as Maxwell (1992), Hammersley (1998) and Silverman (2001) stated that the value of their research will increase if researchers who collect data with qualitative research methods conduct validity and reliability studies of the subjects they research. The criterion of reliability in qualitative data means that the findings and interpretations of the research are the product of a consistent process. According to Mayring (2000), for reliability, the accuracy of the measurement describes the accuracy of the approach. For this reason, in this study, it has been tried to ensure that the data collection process is clear by giving direct quotations from the views of the participants and by referring to the opinions of the data on the same subject.

Data Collection Process and Data Analysis

The data in the research were collected by online access. For this, the questionnaire form was transferred to the online environment with the help of Google Forms and then the link (URL) required to access the questionnaire was sent to the people who met the criteria determined for the participants. Both at the beginning of the survey and with the survey link, instructions regarding the application process were presented and it was stated that they could contact the researcher for questions or problems they might encounter during the application. The data obtained from the survey were analyzed through descriptive statistics. For analysis, the data obtained were transferred to the IBM SPSS STATISTICS program by the researcher and percentage/frequency values were calculated for each item in the questionnaire. The values obtained in this direction were first tabulated and then interpreted. In the second part, there are questions about the views of preschool parents on distance education practices and the current learning processes carried out in preschool education during the pandemic period. The data collected qualitatively in the semi-structured interview were analyzed with the coding technique. For this reason, the parents participating in the study were numbered (E1, E2, E3, …, E163) respectively in order to protect participant privacy.

Results

Parents' Views on the Quality of Synchronous Education

Below are the results of the analysis to determine the opinions of the parents of the online education given to the preschool students during the distance education process during the Covid-19 pandemic period.

Table 2. Frequency and percentage values of parents in the evaluation of the distance education process

Item / Responses		I strongly disagree	I do not agree	I'm undecided	I agree	I strongly agree
1. Distance education is advantageous because there is no time limit.	f	38	90	20	0	15
	%	23,3	55,2	12,3	0	9,2
2. It is advantageous because there is no space limitation in distance education.	f	28	80	6	44	5
	%	17,2	49,1	3,7	27,0	3,1
3. Distance education appeals to people living in different cultures and geographies.	f	55	50	19	35	4
	%	33,7	30,7	11,7	21,5	2,5
4. With distance education, information is transferred to large masses at low cost.	f	15	30	43	56	19
	%	9,2	18,4	26,4	34,4	11,7
5. With distance education, a large amount of content and material is accumulated.	f	14	48	46	41	14
	%	8,6	29,4	28,2	25,2	8,6
6. Global knowledge transfer is provided by distance education.	f	0	29	20	96	18
	%	0	17,8	12,3	58,9	11
7. Distance education is in parallel with the distant goals of the country.	f	0	43	71	45	4
	%	0	26,4	43,6	27,6	2,5
8. Equality of opportunity in education is provided in the distance education process.	f	84	55	5	19	0
	%	51,5	33,7	3,1	11,7	0
9. Distance education appeals to different age groups.	f	21	25	14	84	19
	%	12,5	15,3	8,6	51,5	11,7
10. The content in distance education programs is suitable for student levels.	f	14	36	35	68	10
	%	8,6	22,1	21,5	41,7	6,1
11. The content in distance education programs responds to student needs.	f	29	46	69	19	0
	%	17,8	28,2	42,3	11,7	0
12. In distance education, students increase their academic success.	f	84	45	10	24	0
	%	51,5	27,6	6,1	14,7	0

As seen in Table 2, preschool parents participating in the research think that distance education is not advantageous in terms of time. It is advantageous because there is no time limit in distance education; While the majority of the group stated that they did not participate (55.2%; f=90) and strongly disagreed (23.3%; f=38), distance education is advantageous because there is no space limitation; 17.2% of the participants (f=28) stated that they strongly disagree. However, 33.7% of parents (f=55) thought that distance education did not appeal to people living in different cultures and geographies; Approximately half of the group stated that distance education appeals to different age groups (51.5%; f=84).

Preschool parents think that distance education will reach large masses with low cost. The majority of the group (34.4%; f=56) state that they agree with the view that the low cost of distance education reaches large masses. However, some parents are of the opinion that a large amount of content and material is accumulated by distance education; (29.4%; f=48) stated that they did not agree. Parents think that distance education transfers global knowledge. With the view that global knowledge transfer is ensured by distance education; While nearly half of the group (58.9%; f=96) stated that they agreed, the majority of the group (43.6%; f=71) thought that they were undecided about the distance education being parallel to the distant goals of the country.

The vast majority of parents think that equal opportunities in education are not provided. In addition, the content in distance education programs is suitable for student levels; It is seen that approximately half of the group (41.7%; f=68) participated. However, parents state that they are undecided about meeting the needs of students in the content of the program offered in distance education. In the view that the content in distance education programs meets the needs of students; again, nearly half of the group (42.3%; f=69) stated that they were undecided, while the majority of the group thought that distance education did not increase academic achievement.

Some of the answers received from the interviews held to get more detailed opinions from parents who have children in pre-school education are given in the table below. In this dimension, "What are your thoughts on synchronous education during the pandemic?" questions were asked.

Table 3. Sample parent statements about the quality of synchronous education carried out during the pandemic process

	Parent expression
The nature of synchronous education	E2: "It was successful"
	E7: "Despite all these negative thoughts, they were successful. But I think face-to-face education is always the best."
	E11: "The school managed this process well, but it is not enough for the age group
	We didn't have any problems"
	E47: "Partially insufficient"
	E75: "Successful, but there should be 15 minutes between lessons"
	E86: "I think it is not very sufficient, the student group was not addressed very much, the course times were too fast for this age group"
	E93: "They did their best. However, I think that preschool students are not suitable for distance education.
	E162: "I think it was the first time that most of us have experienced it, my opinion is that distance education is not very useful, but the difference was immediately apparent when he started school again, face-to-face education is much better for both teachers and students"

Parents' Views on the Problems Experienced in the Synchronous Education Process

The percentage and frequency distributions of parental opinions regarding the problems experienced in the distance education process are given in Table 4.

Table 4. Descriptive statistics of parents' views on the problems experienced in the distance education process

Item / Responses		I strongly disagree	I do not agree	I'm undecided	I agree	I strongly agree
1. Distance education increases motivation.	f	98	45	15	0	5
	%	60,1	27,6	9,2	0	3,1
2. In the distance education process, activity material support is sufficient at my home.	f	45	31	15	62	10
	%	27,6	19	9,2	38	6,1
3. Distance synchronous education increases the attention span of students.	f	69	64	10	20	0
	%	42,3	39,3	6,1	12,3	0
4. There is no connection problem during remote synchronous training.	f	46	54	15	29	19
	%	28,2	33,1	9,2	17,8	11,7

As seen in Table 4, the majority of parents think that distance education does not increase motivation. In addition, parents think that children's attention spans do not increase during distance education activities. Distance synchronous education increases the attention span of students; The majority of the group (42.3%; f=69) stated that they did not agree.

Nearly half of the parents participating in the research state that the material needs for the activities offered during the distance education process given to preschool students are sufficient, while the other half state that they are insufficient. Finally, the disruptions experienced after the start of distance education all over the world create. With the formation of density, connection problems were encountered in the synchronous education process. While 41.3% of the families in this study stated that they experienced connection problems during remote synchronous education, 29.5% stated that they did not experience any connection problems. Therefore, the proportion of families with connection problems is substantial.

Looking at Table 4, it is seen that synchronous education in the synchronous education given during the Covid 19 process negatively affects the motivation process. Among the problems experienced at a lower rate is the inability to provide material support. It is presented below (Figure 3) by making a graphic containing information about the problems experienced by parents during the distance education process.
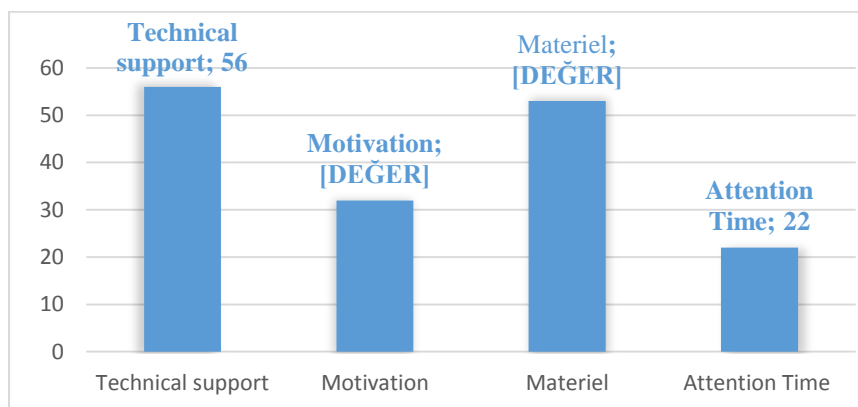
Figure 3. Problems mostly experienced in the implementation of synchronous education during the pandemic process

When the findings are examined, as seen in Figure 3, the answers to the problems experienced during the synchronous training were grouped. Considering the problems stated to be experienced in the process, the highest rate of parents' response was technical support, followed by material shortage, lack of motivation and the least amount of attention span. In addition to these, the question "What problems did you encounter in the synchronous education application given during the Covid-19 pandemic?" Sample participant statements for the question are given in Table 5.

Table 5. Sample parent statements about the problems encountered in synchronous education carried out during the pandemic process

	Parent Expressions
Problems encountered	E1: "My child has problems focusing. We are bored and have problems concentrating" E 22: "Internet connection problem, small screen self-expression problem etc. The student does not want to attend the lesson, wants to leave the lesson when he attends the lesson, does not do what the teacher says, gets bored with the lesson. E 30: "My child was distracted, there was no Internet and we could not hear the teacher, sometimes he did not hear us" E41: "We experienced technical problems due to internet and computer"

Parent Views on the Efficiency of Synchronous Education

In the last sub-problem of the research, what parents think about the efficiency of distance synchronous education is discussed. The information obtained from the answers given by the participants is presented in Table 6.

Table 6. Descriptive statistics on the items regarding the efficiency of synchronous education given in the distance education process

Item / Responses		L strongly disagree	I do not agree	I'm undecided	I agree	I strongly agree
1. Distance education provides convenience to parents.	f	99	40	19	0	5
	%	60,7	24,5	11,7	0	3,1
2. Distance education provides an advantage in terms of course repetitions.	f	30	55	19	54	5
	%	18,4	33,7	11,7	33,1	3,1
3. After distance education, students fulfill their activity obligations.	f	10	60	50	38	5
	%	6,1	36,8	30,7	23,3	3,1
4. The activities offered in distance education are sufficient.	f	41	39	70	9	4
	%	25,2	23,9	42,9	5,5	2,5
5. Distance education has been carried out efficiently.	f	35	59	44	25	0
	%	21,5	36,2	27	15,3	0

Looking at Table 6, the majority of the group (85.3%) think that synchronous education does not provide convenience to parents. According to some parents, while students fulfill their activity obligations after distance education, according to others, they do not. The same percentage of parents reported that they were undecided on this issue. In addition, while most of the families stated that the activities offered in distance education were insufficient, almost half of the group (42.9%; f=70) were undecided on this issue. Finally, the majority of the group expressed a negative opinion about the efficiency of the synchronous application process given to preschool students during the pandemic process. Distance education has been realized efficiently; approximately one third of the participants (36.2%; f=59) state that they do not agree. Regarding the efficiency of the synchronous education given in the distance education process, the question "What kind of support did you provide to your children during the distance synchronous education process?" Some sample participant opinions among the answers given to the question are as follows;

Table 7. Sample participant statements about parental support during the synchronous education process carried out during the pandemic process

	Parent Expressions
Family support in the synchronous education process	E3: "Material, connection, motivation" E6: "I helped him to participate in the lesson and find the necessary materials during the lesson hours. E9: "I made the preparations for the event on time" E17: "Information transfer" E54: "I tried to explain the parts that he did not understand" E62: "I also attended the lesson, prepared the materials, played a large role in guiding the activity" E71: "Material support and assistance" E89: "I tried to sit next to him and help him keep his concentration." E100: "We were ready to help when needed" E118: "We participated with them at home" E143: "Opening a computer, connecting to the course, book and notebook needs, etc." E154: "We tried to accompany him during the lesson and support him when he needed it." E155: "I was interested in the lectures as much as I could on the subjects that I realized were missing. I allowed her to spend time outside so that she could have a pleasant time during her lunch breaks and attend her afternoon classes more motivated." E161: "We just gave small directions and tried to make it a happy environment."

When the statements obtained from the parents are examined, it is seen that during the distance synchronous education given during the pandemic process, the families provided support for explaining the material and activity during the activity. Many parents stated that they stood by and accompanied their children during the lesson. Again, many parents also stated that they provide technical support to their children during the lesson.

Conclusion and Discussion

In line with the decisions taken by our country during the pandemic process, face-to-face education was interrupted and the online distance education process, which was not used before, started. Contribution of parents to the education process constitutes important steps to avoid problems in education given at home. In this context, in this study, parents' views on synchronous education given to pre-school students were taken, and the findings of the parents' opinions were reflected in order to evaluate the functioning of the process and student status, and the results and suggestions were determined.

For the first time, students and parents are taking a break from formal education and participating in the distance education process throughout the country. During this period, importance is given to the continuation of education by communicating with parents, teachers and students in order to make sense of education and to ensure the adaptation process (Yılmaz et al. 2020, p.79). According to the findings of this research, parents connected with their children online through the zoom program during the distance education process and provided a connection for each activity. In the process, parents' views on synchronous education were analyzed and evaluated.

In the distance education evaluations of the parents; more than the group found the education useful, but they thought that the distance synchronous education conditions were not the same for each student. In addition, it is seen that the view that peers see each other during synchronous education socially supports emotionally, but it is not suitable for preschool students. Çakın and Akyavuz (2020,177) reported that children's awareness and

interaction with each other increases their motivation. Therefore, although it is known that children's interaction increases motivation, families think that this is not appropriate before school. According to the parents who participated in the study, problems related to turning the computer on and off, connecting to the application and having problems with internet connections occurred during the activity due to the insufficient support given to the students during the activity and their use of technology. Most of the families found the duration of the activities to be long and stated that it was difficult for the students to concentrate.

From another perspective, it can be said that the continuity of teacher and family communication in distance education in the preschool period has supported the active participation of the student in the process (Akın & Arslan, 2021). Preschool parents expressed their positive views on distance education in favor of teachers' good conduct of the process. Parents did not interfere with the teachers during the activity, they helped the student when he needed help. As Akkaş-Baysal et al. (2020) reported in their study, parents tried to attract teachers' attention by turning the crisis into an opportunity and to maintain student control during the activity. Garg and Panda (2005) explained that they observed in the distance education process that the role of the teacher is quite different from the traditional structure. In this process where distance education is carried out during the Covid 19 pandemic, it was observed that the teachers did not only act as experts in their own fields, but also acted professionally with a supportive approach appropriate to the level of the students in cooperation with the parents.

Technology-assisted distance education is not a basic education method, it is only supportive of education. One of the main disadvantages of distance education is that the relationship between the student and the teacher cannot be fully established and the interest and love cannot be fully conveyed as in face-to-face education. According to the opinions of the parents, the results of the research are in this direction, and the opinion that a synchronous education can be used to support children is emphasized. In this study, which was carried out to examine the views of parents on distance synchronous education applied to preschool children during the pandemic process, the participants think that distance education is advantageous because there is no time limit. However, according to Yılmaz et al. (2020, p.79), technological impossibilities, restrictions, and connection problems in communication reduce the efficiency of internet-based distance education services. Similarly, Kuzu (2020) reported in his research that attention spans also decrease due to the excessive duration of the lessons, and the system orientation and connecting to the Internet cause disruptions due to technical issues.

A great majority of parents see face-to-face education at school more valuable after the start of the distance education process. It is an important structure in the family education system. As a result of the interviews with parents, it is seen that preschool students have to manage the distance education process together with their parents. It is seen that the parental attitudes and behaviors affect the perspective of the distance education of the students as well. In this context, parents have helped their children in the distance education process, not by putting pressure on the process, but by providing the environment they want. Again, according to the results of the research, parents have a positive attitude towards technical problems and the materials to be requested during the activity. It has been observed that families mostly support their children in the form of preparation before the lesson, material and technical support during the lesson, and accompanying the child in the lesson against possible problems.

Recommendations

The inclusion of distance education in the digital information age, which has developed with the difficulties in the pandemic process we live in, and the first experiences with the synchronous education offered to the students in the pre-school period have led to technical problems and disruptions. Synchronous education was realized with the platforms preferred by both public and private institutions, but technical connection problems caused disconnections during the lesson. At this point, it is recommended that education providers create an environment that will provide families with a strong technical infrastructure.

If the distance education process continues, parents should provide the environment and environment in face-to-face education at home. In order to increase the attention span of children, resting hours should be spent in a relaxing way. Therefore, it is recommended to consider the age groups and developmental periods of pre-school students while creating synchronous lesson programs.

 It is thought that students who have completed the pre-school distance education process will be able to carry out the process with activities that can benefit from recycling in order to provide material support. Families stated that they had to accompany their children during the lesson and they had great difficulty in this regard. In particular, it is recommended that online education applications be carried out in early childhood years and that

even if improvements are made in infrastructure and conditions, it should be implemented in a way that supports face-to-face education without providing continuity.

Scientific Ethics Declaration

The authors declare that the scientific ethical and legal responsibility of this article published in EPESS journal belongs to the authors.

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