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Teachers' Encountered Problems in the Distance Learning

Öğretmenlerin Uzaktan Eğitimde Karşılaştıkları Sorunlar

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Abstract

The aim of the research is to determine the problems that teachers in different branches face during the distance education process. The sample of this study, in which the survey research method was used, consists of 393 teachers who work in different branches in the fall semester of the 2020-2021 academic year, use the distance education application and are selected by random sampling method. As a data collection tool, a scale developed by Metin and Korkman (2021) to identify the problems teachers face in the distance education process was used. In this scale, there are 34 items and five factors, "problems faced by students", "problems with content preparation / transfer to the program", "problems with parents", "problems encountered in the use of the program", "problems encountered in the application program". Reliability coefficient of the scale was calculated as 0.892. The data obtained within the scope of the research were analyzed using the SPSS 25.00 package program. Frequency, response percentages and item averages were calculated separately for each of the 34 items in

the scale. As a result of the research, it was determined that teachers have some opinions such as; The lack of technological tools necessary for distance education application in students makes it difficult to participate in the lesson, the student's irrelevant behavior reduces their motivation, distance education limits the preparation of content by using different teaching methods, techniques, the parents have difficulties in providing internet for distance education, the untimely dismissal of the distance education application from the course is a problem and distance education makes it difficult to control the work done by the student, In parallel with the results obtained in the study, research suggestions were made.

Keywords: Distance education; teachers encountered problems, survey research

Öz

Araştırmanın amacı, farklı branşlardaki öğretmenlerin uzaktan eğitim sürecinde karşılaştıkları sorunları belirlemektir. Tarama araştırma yönteminin kullanıldığı bu çalışmanın örneklemini, 2020-2021 eğitim-öğretim yılı güz yarıyılında farklı branşlarda görev yapan, uzaktan eğitim uygulamasını kullanan ve tesadüfi örnekleme yöntemiyle seçilen 393 öğretmen oluşturmaktadır. Veri toplama aracı olarak Metin ve Korkman (2021) tarafından öğretmenlerin uzaktan eğitim sürecinde karşılaştıkları sorunları belirlemeye yönelik olarak geliştirilen ölçek kullanılmıştır. Bu ölçekte "öğrencilerle ilgili karşılaştığı sorunlar", "içerik hazırlama / programa aktarma ile ilgili sorunlar", "velilerle ile ilgili sorunlar", "programın kullanımında karşılaşılan sıkıntılar" ve "uygulama programıyla ilgili karşılaşılan sorunlar" şeklinde beş faktör ve 34 madde yer almaktadır ve güvenirlik kat sayısı 0,892 olarak hesaplanmıştır. Araştırma kapsamında elde edilen veriler SPSS 25.00 paket programı kullanılarak analiz edilmiştir. Ölçekteki 34 maddenin her biri için ayrı ayrı frekans, yanıt yüzdeleri ve madde ortalamaları hesaplanmıştır. Araştırma sonucunda öğretmenlerin; uzaktan eğitime uygulaması için gerekli teknolojik aletlerin öğrencilerde olmamasının derse katılımı güçleştirdiğini, öğrencinin ilgisiz davranışının motivasyonlarını düşürdüğünü, uzaktan eğitimin farklı öğretim yöntem ve teknikleri kullanarak içerik hazırlamayı sınırlandırdığını, velilerin uzaktan eğitim için internet tedarikinde sıkıntı yaşadıklarını, uzaktan eğitim uygulamasının zamansız bir şekilde dersten atmasının sorun oluşturduğunu ve uzaktan eğitimde öğrencinin yapmış olduğu çalışmaların kontrolünü zorlaştırdığını ifade ettikleri görülmektedir. Çalışmada elde edilen sonuçlara paralel olarak araştırma önerilerinde bulunulmuştur.

Anahtar Kelimeler: *Uzaktan eğitim, öğretmenlerin karşılaştığı sorunlar, tarama araştırması*

Introduction

The coronavirus (Covid-19), which first appeared in the world in December 2019 in the city of Wuhan, Hubei Province of China, showed a rapid spread period and started to spread to many countries in a short time. The Covid-19 epidemic, which initially manifested itself in a few countries, spread all over the world in a very short time and managed to influence the whole world. As a result of the diseases caused by the Covid-19 epidemic, which deeply affected the whole world, the World Health Organization declared a global epidemic (pandemic) on March 11, 2020.

After World Health Organization declared Covid-19 outbreak a global pandemic, educational activities in 191 countries were fully or partially closed. Due to these closures, approximately 1.724.657.870 students were affected (UNESCO, 2021a). Educational activities that were applied all over the globe were stopped due to the

rapid spread of Covid-19, and schools were closed by governments in order to control the pandemic. Following the closures, massive numbers of efforts were made to solve the need for education across the world, and these efforts were unprecedently put to work. Within this scope, governments gave importance to the promotion of distance learning applications for sustaining regular and planned education (UNESCO, 2021b). Countries have taken certain measures for the transition to distance education.

Video conference tools such as Google Drive/Microsoft Teams were used in the educational practices of Australia. Likewise, teachers in France conveyed their homework assignments and learning materials through certain communication channels to reach students. Through the CNED education platform, France ensured access to social communications among teachers, students, and peers by creating live virtual classes (Reimers and Schleicher, 2021). In Germany, all educational institutions were closed during a designated time, and exams were postponed. Homework and worksheet papers of students studying in primary school were delivered through e-mails (Arık, 2020). All schools in China were initially locked down on a local base. Then closured were continued till reaching the nationwide phase. It was reported that online learning opportunities with a flexible program were prepared for students in China. Current digital learning materials found on Chinese online learning sites were presented to students (Çelikdemir, 2020). Romania used some programs belonging to Google and Microsoft companies and created distance learning opportunities through national television broadcasts (Reimers and Schleicher, 2021). In Georgia, TV lectures were continued with lessons excluding foreign languages and physical education. With the help of Microsoft Office 365 software, virtual classes were made. Furthermore, voluntary specialists prepared guidelines for students and teachers to use the online system effectively (Basilaia and David, 2020). Finland, which acted differently from all others, maintained educational activities with individualized and reduced education plans rather than distance education (Çelikdemir, 2020). After the schools were opened in Japan, compensatory classes were conducted with additional teaching activities. In addition, a learning portal has been created and made available to students (Reimers and Schleicher, 2021). It can be said that the measures and practices taken in the field of education aimed at preventing the pandemic within the framework of Covid-19 showed similar characteristics around the world.

Similarly, after detecting the first Covid-19 case in Turkey on March 11, 2020, necessary evaluations were conducted, and face-to-face education was suspended for 15 days on March 13, 2020. This decision aims to protect social distance and break the chain of transmission by ensuring that the young population stays home. In order to meet the educational needs arising from the suspension of face-to-face education, the Ministry of National Education (MoNE) has started distance education activities by broadcasting on TV channels to the attention of primary, secondary, and high school students as of March 23, 2020. On December March 13, 2020, interim arrangements in response to face-to-face training were continued until the end of the 2019-2020 academic year by taking into account the course of the Covid-19 pandemic. In this

process, distance education has been continued with TRT EBA channels (MoNE, 2020). The planned courses were determined and announced to the students by the school administrations during the hours allowed by the MoNE in the system. Students were allowed to participate in the Live Course application via the EBA site. In this context, educational activities are carried out on two platforms in Turkey during this process. These platforms are TV channels and the Educational Information Network (EBA) website (Çelikdemir, 2020). Considering the practices in the world and in Turkey, it is seen that distance education programs and applications where teachers can teach and interact interactively are often preferred, even if they are not in the same physical environment as students.

Distance education generally does not require being physically in the same environment. It is a type of education that can be applied with tools such as computers etc (Kaya, 2002). Distance education programs and applications currently popular worldwide during the Covid-19 pandemic are still far from being an alternative to face-to-face education (Tuncer and Bahadır, 2017). The reason for this is that students do not pay enough attention to distance education activities in distance education applications, and students are not at the desired level in terms of interaction and motivation (Panchabakesan, 2011). The reason for the incuriousness of students in distance education can be considered as the lack of students using and possessing technological tools. It can also be thought that these deficiencies are in the inventory of teachers too. In addition, in distance education applications, the teacher's knowledge, skills, and technological infrastructure should be convenient for using the distance education program.

In this respect, it is extremely important to portray the situation of teachers who have an important role in distance education practices in this process. Looking at the studies conducted on distance education in the literature, it can be seen that studies have been conducted that determine the thoughts and opinions about distance education (Bakioğlu and Çevik, 2020; Ekiz, 2020; Erfidan, 2019; Gürer andTekinarslan, 2016; Hamutoğlu et al., 2019; Karakuş et al., 2020; Kaya, Çitil, Öztaş and Kılıç, 2017; Kırali and Alcı, 2016; Metin et al., 2021a; Metin et al., 2021b; Paydar and Doğan, 2019; Şirin and Tekdal, 2015; Tekin, 2020), attitudes towards distance education (Aktaş, et al., 2020; Arslan and Korkmaz, 2019; Barış, 2015; Bayram et al., 2019; Kocayiğit and Uşun, 2019; Yenilmez et al., 2017; Yıldız, 2016) and perceptions about distance education (Başar, et al., 2019; Bozkurt, 2020; Yılmaz and Güven, 2015). Additionally, due to the COVID-19 pandemic, studies have also been conducted for primary school students (Bozkurt, 2020; Sirem and Baş, 2020; Oğuztekin et al., 2022), university students (Aktaş et al., 2020; Altuntaş Yılmaz, 2020; Bozgün, Özaşkın Aslan and Uluçınar Sağır, 2023; Çetin, 2020; Eroğlu and Kalaycı, 2020; Genç and Gümrükçüoğlu, 2020; Karadağ and Yücel, 2020; Karakuş and Yanpar Yelken, 2020; Karakuş et al., 2020; Karatepe et al., 2020; Keskin and Özer Kaya, 2020; Yolcu, 2020) and teachers (Bakioğlu and Çevik, 2020; Doğan and Koçak, 2020; Kocayiğit and Uşun, 2020; Özdoğan and Berkant 2020; Tekin, 2020; Yapar, Uluçınar Sağır and Bozgün, 2022).

It is seen that the studies conducted on teachers have a small number of samples, and qualitative research methods have been used. In addition, in these studies, it is seen that the general views of a limited number of teachers on distance education are focused on determining the level and attitude of knowledge, their views on EBA, and the difficulties they experience in the distance education process (Bakioğlu and Çevik, 2020; Doğan and Koçak, 2020; Kocayiğit and Uşun, 2020; Özdoğan and Berkant, 2020; Uluçınar Sağır and Dal, 2021).

The fact that there is a mandatory and fast transition to distance education in Turkey is the revealing point that the number of teachers who do not have any knowledge and experience in this field or who have very little knowledge and experience is too great to be underestimated. In this respect, the lack of experience in teachers makes it inevitable to encounter some problems in the distance education process. Although studies in the literature have identified a limited number of teachers and the problems teachers encounter during the distance education process, these studies need to be considered insufficient to demonstrate the problems teachers face. In this respect, it is thought that there is a need for studies conducted with a large group of teachers with different demographic profiles in terms of gender, branch, age, professional experience, etc.

In this regard, the study aims to determine the problems faced by teachers with different demographic characteristics in distance education. This study aims to identify the problems teachers face during the distance education process. This study is also significant as it is one of the few studies conducted to reveal the current situation in the pandemic. Nevertheless, it is believed that this study will set the stage for determining the problems faced by teachers and provide a basis for future studies to solve these problems. In addition, the country's current situation is projected to reflect the diverse demographic characteristics of its teachers, albeit in part with the findings made by a large group of teachers.

Within the scope of the study, answers were sought to the following five questions:

- What are the problems teachers encounter with students in distance education?
- What are the problems that teachers encounter in terms of preparing content and transferring it to the distance education program?
- What are the problems teachers encounter with parents in the distance education process?
- What are the difficulties faced by teachers in the use of the distance education program?
- What are the problems faced by teachers regarding the distance education application program?

Method

Research Design

This study uses the survey method as one of the quantitative research methods. The survey method is the method by which an opinion or interest, skills, skills, attitudes, or actions of the participant in relation to a topic in the past or still in the present were determined. Such a method determines properties and is usually preferred in working with large sampling groups (Metin, 2014).

Research Sample

The research's sample group is composed of 393 teachers from various branches who used distance education in Turkey during the education-school year of 2020-2021. The people in the sample group were set by the random sampling method. The fundamental characteristic of this method is that the selected sample has a high power to represent the universe (Büyüköztürk, et al., 2015). Demographics of the sample group are presented in Table 1.

Demographic characteristics of the teachers participating in the study when Table 1 was examined, 199 of the teachers in my sample were women and 164 were men. Among the participants, 39 are between the ages of 20 and 25; 72 are between the ages of 26 and 30; 96 between the ages of 31 and 35; 56 between the ages of 36 and 40; 62 between the ages of 41 and 45; 22 between the ages of 46 and 50; 12 between the ages of 51 and 55; and 2 between the ages of 56 and 60. When compared to the distribution of subjects, 37 of the teachers were Turkish teachers. 31 of them were teachers in mathematics; 64 of them are science teachers. 35 of them are social sciences teachers. 28 of them are English teachers. 73 were classroom teachers and 95 were in other branches. However, 110 teachers in my sample have five years and six years of service. Moreover, 94 teachers have 6 to 10 years, 54 teachers 11 to 15 years; 51 teachers 16 to 20 years and 31 teachers have service years between 21 and 25 years. Fourteen teachers have between 26 and 30 years, and nine teachers have 30 years or more of a service year. Additionally, 175 of the teachers served in the city center, 129 served in the county town and 59 in the village-town.

Table 1. *Demographic characteristics of the teachers participating in the study*

Gender	Frequency	Percentage
Male	164	45, 18
Female	199	54, 82
Gender	Frequency	Percentage
20-25	39	10,74
26-30	72	19,83
31-35	96	26,45
36-40	56	15,43
41-45	62	17,08
46-50	22	6,06
51-55	12	3,31
56-60	2	0,55
Place of duty	Frequency	Percentage
Town Center	175	48,21
District	129	35,54
Village-town	59	16,25

Branch	Frequency	Percentage
Turkish	37	10,19
Math	31	8,54
Science	64	17,63
Social studies	35	9,64
The English	28	7,71
Classroom teacher	73	20,11
Other branches	95	26,17
Professional Experience	Frequency	Percentage
5 years and down	110	30,30
6-10 years	94	25,90
11-15 years	54	14,88
16-20 years	51	14,05
21-25 years	31	8,54
26-30 years	14	3,86
30 years and above	9	2,48

Data Collection Tool

In order to collect the data from the research, a researcher developed "The Scale for Determining the Teachers encountered Problems in the Distance Learning Process" was used (Metin and Korkman, 2021). The 34-item scale was gathered under five factors, such as "Problems Encountered with Students in Distance Education", "Problems with Content Preparation / Programming", "Problems with Parents", "Problems Encountered in Program Use", and "Problems Encountered in Application Program". The reliability coefficient of the scale applied to teachers under the study was calculated as 0.87.

Data Analysis

In analyzing data of the 363-teacher scale positive items were scored as "Strongly Disagree=1", "Disagree =2", "Undecided = 3", "Agree= 4", "Strongly Agree= 5". On negative statements, the scores of these statements have been reverse coded from 5 to 1. The formula (n-1) /n (5/4=0.8) was used to determine the assessment categories of the scale. If the scores in these categories are between 1.00 and 1.80, then that article is "Disagreed"; 1.81-2.60 and "Somewhat Agree"; and "Moderately Agree" between 2.61-3.40; The values range from 3.41 to 4.20: "Agree", and from 4.21 to 5.00: "Agree Completely". Analysis of the data was performed using the SPSS 25.00 package program. The frequency, answer percentages (%), and averages of each clause (X) were calculated for each of the 34 items on the scale.

Research Ethical Consent

In this study, all rules stated to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. None of the actions stated under the title "Actions Against Scientific Research and Publication Ethics", which is the second part of the directive, have not been carried out.

The research was approved by the decision of Erciyes University Ethics Committee with the number of 2021/227

Findings

The findings of this study, aimed at identifying teacher views for distance education, were presented in five categories considering the sub-problems of research.

First sub-problem

The findings regarding the Problems with Students in Distance Education (PSDE) sub- scale are given in Table 2.

Table 2. *Descriptive statistics of the teachers' responses in PSDE sub-scale.*

Problems with Students in Distance Education (PSDE)	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Means (X)
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	
In the distance education application, the student's not attending the lessons on time affects the flow of the lesson.	5	1,38	10	2,75	9	2,48	130	35,81	209	57,58	**4,45**
If the student cannot participate in the practice during the lesson, there are difficulties in repetition of lesson.	5	1,38	11	3,03	20	5,51	175	48,21	152	41,87	**4,26**
The lack of technological tools required for the application of distance education makes it difficult for students to participate in the lesson.	4	1,10	3	0,83	9	2,48	123	33,88	224	61,71	**4,54**
In the distance education application, in-class communication with the student remains limited.	9	2,48	18	4,96	24	6,61	180	49,59	132	36,36	4,12
The irrelevant behavior of the student in the distance education application decreases the motivation of the teacher.	6	1,65	10	2,75	10	2,75	127	34,99	210	57,85	**4,45**
In distance education practice, there is a problem in giving feedback to students	9	2,48	46	12,67	39	10,74	185	50,96	84	23,14	3,80

regarding their learning levels.											
Group work with students in distance education practice would be troublesome	9	2,48	24	6,61	21	5,79	164	45,18	145	39,94	4,13
In distance education practice, the teacher has problems in providing classroom discipline.	18	4,96	92	25,34	51	14,05	135	37,19	67	18,46	3,39
In the distance education application, it is difficult to control the behavior of the student during the lesson.	8	2,20	18	4,96	23	6,34	168	46,28	146	40,22	4,17

As seen in Table 2, teachers have obtained a means score of 4.54 to 3.39 in items that correspond to the difficulties encountered in distance education. Accordingly, four items on this sub-scale were classified as "Agree" and four items as "Strongly Agree". A single item is also in the "Moderate level of agreement" category. Teachers mentioned that they agree statements such as "Lack of the technological tools for applying distance learning makes classroom participation difficult." (X =4.54), "Student indifferent behaviour reduces teacher motivation in distance education" (X=4.45), "Lack of participation to class on time affects course flow in distance education" (X =4.45) and "Student inability to implement the application during course can result failure in compensation" (X=4.26). The teachers' items for the "I agree" category are; "In distance education, it is difficult to control student's behaviours while they are in class" (X=4.17), "In distance education, it is not easy to study group work with students" (X=4.13), "In-class communication with students is limited in distance education practice" (X=4.12) and "In distance learning, feedback on students' learning levels can't occur" (X=3.80).

Second sub-problem

The findings regarding the problems with content preparation and transferring in distance education (PCTDE) sub- scale are given in Table 3

Table 3. *Descriptive statistics of the teachers' responses in PCTDE sub-scale.*

Problems with content preparation and transferring in distance education (PCTDE)	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Means (X)
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	
Difficulty in using video in distance education application	22	6,06	122	33,61	61	16,80	115	31,68	43	11,85	3,10

There is a problem in using the content we want in the distance education application.	10	2,75	100	27,55	66	18,18	151	41,60	36	9,92	3,28
Distance education application limits content preparation using different teaching methods and techniques.	23	6,34	79	21,76	50	13,77	154	42,42	57	15,70	**3,39**
There are difficulties in assigning courses in distance education application.	27	7,44	121	33,33	55	15,15	103	28,37	57	15,70	3,12
It takes a long time to determine the content for the distance education application	14	3,86	130	35,81	79	21,76	112	30,85	28	7,71	3,03
It is difficult to find content that we can make changes to the distance education application.	14	3,86	86	23,69	58	15,98	165	45,45	40	11,02	**3,36**
The content to be used in the distance education application is limited.	19	5,23	90	24,79	52	14,33	150	41,32	52	14,33	**3,35**
It is costly to prepare content for distance education applications	19	5,23	94	25,90	62	17,08	123	33,88	65	17,91	**3,33**

Table 3 shows that the score averages obtained from the items prepared to identify the issues related to content preparation/scheduling were rated between 3.39 and 3.03. Accordingly, eight items of this sub-scale were classified as "Moderately Agree". Teachers were ranked as follows: "Distance learning practice limits content preparation using different teaching methods and techniques" (X=3.39), "It is hard to find content that we can modify on distance learning practice" (X=3.36), "Contents to use in distance education practice remain limited" (X =3.35) and " It is costly to prepare content for distance education applications" (X=3.33).

Third sub-problem

The findings regarding the Problems with parents in distance education (PPDE) sub- scale are given in Table 4

Table 4. *Descriptive statistics of the teachers' responses in PPDE sub-scale.*

Problems with parents in distance education (PPDE)	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Means (X)
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	
Parents are insufficient to direction of students to the live lesson.	6	1,65	21	5,79	31	8,54	156	42,98	149	41,05	**4,16**
Parents' requests from students during distance education are a problem	9	2,48	31	8,54	16	4,41	152	41,87	155	42,70	4,14
Parents' intervention to lessons with distance education has increased.	10	2,75	84	23,14	59	16,25	115	31,68	95	26,17	3,55
Parents' behavior in distance education process in a way that affects the teaching of the lesson creates difficulties.	6	1,65	30	8,26	23	6,34	178	49,04	126	34,71	4,07
When the lesson is teaching in distance education, the noise of the parents affects the teaching of the lesson.	8	2,20	13	3,58	11	3,03	147	40,50	184	50,69	**4,34**
Parents experience difficulties in Internet procurement for distance education application.	2	0,55	3	0,83	7	1,93	157	43,25	194	53,44	**4,48**
In distance education, it would be a problem, parents to answer the questions asked in the lesson instead of the student.	13	3,58	30	8,26	24	6,61	165	45,45	131	36,09	4,02
In distance education, it is a problem for parents to communicate unnecessarily with the teacher, while lecturing.	8	2,20	22	6,06	17	4,68	167	46,01	149	41,05	**4,18**
Parents communicating more than expected with the distance education process overwhelms us.	8	2,20	55	15,15	34	9,37	140	38,57	126	34,71	3,88

Table 4 shows that the means scores obtained from items prepared to determine problems related to parents were worth between 4.48 and 3.55. Accordingly, two items on this sub-scale were classified as "Strongly Agree" and seven items as "Agree".

Teachers stated that they fully agree with the following items: "Parents have difficulty supplying the internet for distance education practice" (X=4.48) and "Parents making noise during distance education affects the way the lesson is conducted" (X=4.34). "I agree category" include items such as "Contact of parents with the teacher inappropriately create problems during distance learning" (X =4.18), "Parents are not adequate to direct students to a live class" (X=4.16), "Parents' requests during distance education from students cause problems" (X =4.14), "Parents' behaviour in the way the class is affected by the process of instruction causes a problem" (X =4.07), "Parents' response to questions in class instead of students become problematic" (X=4.02), "Parents over communication in the distance education process bore us" (X=3.88) and "Parents intervention to class is increased during distance education" (X =3.55)

Fourth sub-problem

The findings regarding the problems encountered in the use of the application program (PEUP) sub- scale are given in Table 5

Table 5. *Descriptive statistics of the teachers' responses in PEUP sub-scale.*

Problems Encountered in the Use of the Application Program (PEUP)	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Means (X)
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	
Screen freezing is a problem when making changes on the contents of the distance education application.	4	1,10	15	4,13	18	4,96	182	50,14	144	39,67	**4,23**
In the distance education application, the fact that sound and image come at different times creates a problem in the lessons.	8	2,20	28	7,71	21	5,79	183	50,41	123	33,88	4,06
It would be a problem for the distance education application to kick out student from the lesson untimely.	9	2,48	30	8,26	9	2,48	148	40,77	167	46,01	**4,20**

Table 5 shows that the means scores obtained from the items prepared to identify the problems encountered in program use have a value between 4.23 and 4.06. Accordingly, two items on this sub-scale were classified as "Strongly Agree" and one item as "Agree". Teachers strongly agreed with the following subjects: " Screen freezing is a problem when making changes on the contents of the distance education application " (X=4.23) and " It would be a problem for the distance education

application to kick out student from the lesson untimely" (X=4.20). The "I agree" clause reads "nonparallel accord of audio and video during distance education creates difficulties in lessons" (X=4.06).

Fifth sub-problem

The findings regarding the Problems with the distance education application program (PDEAP) sub- scale are given in Table 6

Table 6. *Descriptive statistics of the teachers' responses in PDEAP sub-scale.*

Problems with the distance education application program (PDEAP)	Strongly disagree		Disagree		Undecided		Agree		Strongly agree		Means (X)
	f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**	
The fact that the menus of the distance education application are in English makes it difficult to use the program.	23	6,34	50	13,77	23	6,34	140	38,57	127	34,99	**3,82**
The use of distance education application in old technological devices (computer, tablet, phone) becomes difficult.	10	2,75	60	16,53	17	4,68	151	41,60	125	34,44	**3,88**
New technological tools should be purchased to use distance education applications.	1	0,28	26	7,16	37	10,19	195	53,72	104	28,65	**4,03**
Difficulty of menu access in the distance education program prevents immediate intervention in unwanted situations.	5	1,38	30	8,26	71	19,56	190	52,34	67	18,46	3,78
It becomes difficult to control the study done by the student in the distance education application.	6	1,65	19	5,23	15	4,13	175	48,21	148	40,77	**4,21**

In Table 6, means scores from five items prepared to determine teachers' views related to problems encountered in application program were found to be evaluated between 3.78 and 4.21. Accordingly, four of the items of this scale were categorized as "Strongly Agree", while other items were in the "Agree" category. Items with the highest average score in this category were listed as below: "Controlling students work in distance education becomes difficult" (X=4,21), "New technology tools are required to use distance learning applications" (X=4.03), "Distance learning can be difficult in

the use of older technology (PC, tablet, phone) tools" (X=3.88) and "Having the distance learning app's menus in English makes the program harder to use" (X=3.82).

Discussion and Conclusion

The results and discussion content of this study, which was carried out to determine the opinions of teachers about distance education, were presented in five categories by considering the sub-problems of the research.

Problems with Students in Distance Education: When the frequency, percentage and means values of the answers given by the teachers in the sample group about the nine items under the sub-scale of "Problems with distance education," it was seen that teachers give the answer to a large proportion of the items that they strongly agree or agree with. It was found that teachers contributed moderately to only one item out of nine. In this case, it is possible to say that teachers have contributed a high level of attendance to the statements indicated at the questionnaire items. Teachers stated that they strongly agree with "Lack of the technological tools for applying to distance learning makes classroom participation difficult." It may be said that the technological equipment for distance learning practices has proven the necessity for students to be fully involved. It is also a fact that the sufficiency of technological equipment will have a positive impact on students' participation in distance learning courses and their ability to benefit from them. In their study, Andoh, et al., 2020; De Paepe L, et al., 2018; Gençoğlu and Çiftçi (2020) and Yılmaz-İnce, et al., (2020) stated that a sufficient technological infrastructure was a requirement for distance education efforts. The results obtained with this item in our study coincide with these studies.

Teachers strongly agree with the statement, "Student's uninterested behaviour reduces the motivation of the teacher in distance education." As a result, students were reportedly failing to participate in distance education lessons, and even if they contribute to the course, the lack of interest reveals a negative effect on the motivation of teachers. The study by Gewin (2020) stated that active student participation in distance education had positive implications in the process (Gewin, 2020). Also, a study by Attri (2012) found that student feedback in the process had positive effects on teachers. Results obtained from studies conducted by Attri (2012) and Gewin (2020) were similar to the results of the "Uninterested behaviour of the student in distance learning application reduces the teacher's motivation". In the study, teachers opted that "If a student fails to take part in the practice during the distance education course, it will be difficult for them to compensate later," As a result, teachers believe that students didn't have the opportunity to revise their subjects, because they couldn't participate or missed classes for a variety of reasons. The results of this item suggest that distance education in the literature is an oxymoron to the viewpoint that distance education allows unlimited replay and monitoring (Deneui and Dodge, 2006; Özdoğan and Berkant, 2020). But this divergence seems normal, given that distance learning in the process has been synced (concurrent) and the result of classes not being recorded.

The teachers who participated in the study stated that they strongly agree the item, "In distance learning, students' absence to attend classes on time affects the course flow." This leads to the conclusion that students do not show due diligence in distance learning. While it is known that in regular class sessions, students are late for classes, the average response from teachers suggests that the latency is much higher than usual. It was therefore found that teachers' course flows were adversely affected in distance education as students' participated courses in timeless. Studies conducted by Attri (2012) and Gewin (2020) concluded that in distance education, students' active involvement and dedication to the process increased the efficiency of the course. These conclusions reached in the literature support the results obtained in this item of the study.

Problems with content preparation and transferring in distance education: It appears that the answers to the eight items given by teachers on the "Problems Related to Preparation of Content / Scheduling of Programs", one item were fully participated in, and seven items were moderately participated when frequency, percentage and means values were analysed. Teachers showed a moderate level of agreement in the following subjects: "Distance learning practice limits the preparation of content using different teaching methods and techniques," "It is difficult to find content that could modify the practice of distance learning," and "Contents that are used in distance learning application remains limited." This demonstrated that teachers have started to use different teaching methods more easily in distance learning. Moreover, teachers are thought to make a difference in the methods and techniques they use in distance education by contributing to their professional development during the distance learning process. Moreover, it can be said that teachers have improved themselves and have more opportunities in preparing and finding content during the distance education process. Literature highlights that despite the fact that there are not many studies indicating the usage of different methods and techniques in distance education, Attri (2012) suggested that distance education efficiency can be improved with content that is suitable for distance education. Based on the conclusion that teachers demonstrated a moderate skill in content preparation with the items determined in this sub-problem of the study, it is considered that the studies in the literature and the results of these sub-problems support each other.

Problems with parents in distance education: When the study was examined based on the frequency, percentage and means value of the answers given to the nine items prepared to identify the problems with parents in this sub-problem situation, it was revealed that teachers strongly agreed with the two items and the seven items were agreed. Teachers stated that they strongly agree with the item titled "Parents have difficulties in procuring the Internet for distance education application." It was believed that high participation rates in this item may have adverse effects due to lower socioeconomic status of parents and lack of Internet services in the settlement area where parents live. The conclusions reached by this item are in line with the study results of Kaden (2020) and Yılmaz İnce et al., (2020) emphasizing significance in socio-

economic conditions for distance education. In this context, the socioeconomic status in distance education and the opportunities to reach network providers can also be said to play a decisive role in the learning process (Kaden, 2020).

Teachers showed high agreement in the item titled, "Noise caused by parents affects the course's maintenance during distance education." This led to the conclusion that students who participated in the distance learning process from home had interventions of parents. It could also be said that parents do not pay much attention to a quiet learning environment for students. No evidence of parents' findings regarding this item can be found in the literature. The results obtained in this context will also provide resources for the literature. Yapar, et al (2022) reported that parents' irrelevant and lack of support for the distance education process were problems in their study.

It has been established that teachers have a high level of participation in the item titled "It is problematic for parents to communicate with the teacher when teaching during distance education." This shows that parents are communicating with teachers about non-educational topics by sabotaging the course time of students during distance education. Ramos Morcillo, et al., (2020) say that motivation is easily dispersed during the distance learning process and it is difficult to maintain motivation. Accordingly, it is possible to disrupt course action and communicate about the subjects outside the lesson during the distance education process (Ramos-Morcillo et al. 2020). Although there is a lack of direct information in the literature on parents' extra-curricular issues, the results of Ramos-Morcillo et al. (2020) seemed to support the results in this study item.

The teachers agreed with the statement "Parents are not able to direct students to a live course" within the study. Data obtained with this article showed that parents of students did not take the distance education process seriously as much as they do the regular education process. Consequently, students' insufficient participation in classes or their low interest in the course was clear in the study. Similarly; Yapar et al. (2022) also stated that some teachers stated that parents gave up entering the system by claiming that it was too difficult to log in to EBA. In this study, the findings demonstrate that "Inappropriate behaviour of the student in distance education reduces the motivation of the teacher" and "Lack of on-time attendance of students in distance learning practice affects the course flow."

Problems Encountered in the Use of the Program: When this sub-problem was analysed based on the frequency, percentage and means values of the responses they provide to the three items prepared to identify the problems encountered in program use, it was revealed that the teachers completely agree with one of the two items. Teachers strongly agree with the statement, "Experiencing frostbite while making changes over content displayed in distance learning application is a problem," and the statement, "Premature ejection of distance education is a problem." Teachers also agreed with the item titled "Entering audio and video at different times during

distance education is a problem in lessons." These may be caused by teachers or students' internet providers or distance learning platforms. In both cases, these problems can be said to occur due to insufficient network access required for distance education. It has been established that the importance of a sufficient technological infrastructure in distance education studies has once again emerged. The results we derived from this article in the study are in line with the study results that emphasize the technology requirements in distance education carried out by Andoh et al. (2020), De Paepe et al. (2018), Gençoğlu and Çiftçi (2020) and Yılmaz İnce et al., (2020).

Problems with the distance education application program: When the study was examined based on the frequency, percentage and means of five items prepared to identify the problems with parents in this sub-problem, it was revealed that teachers strongly agree with four items and agree with only one item. Teachers strongly agreed with the item titled, "It becomes difficult to control the endeavoring of student in distance education", which has the highest average score among the items under this problem status. As a result, students may experience setbacks when they submit study results via the program. In addition, there is a lack of students' level of use of distance learning technologies. Furthermore, teachers lack the necessary skills to use distance education programs, and this is thought to be the reasons for failing to carry out homework checks or perform them with difficulty. Based on these results, it is safe to say that ability to use technology is as important as having the technological infrastructure in distance education.

Teachers stated that they strongly agree with the following items: "New technology tools are required to use distance learning applications" and "Distance learning can be difficult to use on old technology devices (PC, tablet, phone)". The responses to these items indicate that distance learning applications can be carried out more efficiently with adequate technological infrastructure and equipment. Subsequently, problems will inevitably arise in the distance education process with inadequate technological infrastructure and equipment. The answers of the teachers in these articles were similar to those given in the following items: "Experiencing frostbite while modifying the content in the distance education application creates a problem," "Continuous dismissal of distance learning creates problems," and "Streaming audio and video at different times during distance education is problematic for lectures". In addition, the results of the study pointing to the technologies needed in the distance learning process in the literature overlap with the data provided in the study (Andoh, et al., 2020; De Paepe L. et al., 2018; Gençoğlu and Çiftçi, 2020; Yapar, et al., 2022).

Suggestions

In this study, following recommendations were made in line with the data obtained from sub-problem cases and the studies carried out to determine teachers' opinions regarding distance education.

- Social responsibility projects can be developed both locally and nationally to facilitate access to appropriate technology infrastructure equipment that can be used in distance education applications.
- Teachers may receive training in preparing content and in preparing free content programs and practices.
- Donation campaigns could be organized locally and nationally to help parents improve their economic opportunities and eliminate barriers to reaching technological and internet providers.
- Problems associated with internet access can be addressed by expanding the server services used by distance education programs and increasing server traffic.
- Teachers may be arranged with vocational training to solve problems related to the use of technology. Furthermore, training programs aiming to aid students and parents can be procured to make distance learning courses efficient.

Uzun Özet

Öğretmenlerin Uzaktan Eğitimde Karşılaştıkları Sorunlar

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Giriş

Türkiye'de de ilk Covid-19 vakasının tespiti olan 11 Mart 2020 tarihinden sonra gerekli değerlendirmeler yapılmış ve 13 Mart 2020 tarihinde 15 gün süreyle yüz yüze eğitime ara verilmiştir. Bu karar ile genç nüfusun evde kalması sağlanarak sosyal mesafenin korunası ve bulaş zincirinin kırılması amaçlanmıştır. Yüz yüze eğitime ara verilmesi ile ortaya çıkan eğitim ihtiyacının karşılanması için 23 Mart 2020 tarihinden itibaren Millî Eğitim Bakanlığı ilkokul, ortaokul ve lise öğrencilerine TV kanallarından yayın yaparak uzaktan eğitim faaliyetlerini başlatmıştır (TRT Haber, 2021). 13 Mart 2020 tarihinde yüz yüze eğitime verilen ara Covid-19 salgınının seyri göz önünde bulundurularak 2019-2020 eğitim öğretim yılının sonuna kadar devam ettirilmiştir. Bu süreç içerisinde TRT EBA kanalları ile uzaktan eğitimler devam ettirilmiştir (T.C. Milli Eğitim Bakanlığı, 2020). Planlanan dersler milli eğitim bakanlığının sistemde izin verdikleri saatlerde okul idarelerince belirlenip öğrencilere duyurulmuş ve öğrencilerin EBA sitesi üzerinden Canlı Ders uygulamasına katılması sağlanmıştır.

Uzaktan eğitim program ve uygulamaları henüz yüz yüze eğitimin alternatifi olmaktan oldukça uzaktır (Tuncer ve Bahadır, 2017). Bunun nedeni olarak uzaktan eğitim uygulamalarında öğrencilerin uzaktan eğitim faaliyetlerine yeteri kadar önem göstermemesi, öğrencilerin etkileşim ve motivasyon olarak istenilen düzeyde

olmadıkları görülmektedir (Panchabakesan, 2011). Uzaktan eğitimde öğrencilerin ilgisinin az olmasının sebebi öğrencilerin teknolojiyi kullanmada veya teknolojik araçlara sahip olmadaki eksikliği olarak düşünülebilir. Bu eksikliklerin öğretmenlerde olduğu da düşünülebilir. Ayrıca uzaktan eğitim uygulamalarında öğretmenin uzaktan eğitim programını kullanmasına yönelik bilgi, beceri ve teknolojik alt yapısında uygun olması gerekmektedir. Bu bakımdan uzaktan eğitimi uygulamalarında önemli role sahip öğretmenlerin bu süreçteki ne durumda olduklarının ve hangi sorunlarla karşılaştıklarının resmedilmesi son derece önem arz etmektedir.

Bu bakımdan yapılan çalışmada farklı demografik özelliklere sahip öğretmenlerin uzaktan eğitim sürecinde karşılaştığı sorunları belirlemek amaçlanmıştır.

Yöntem

Bu çalışmada araştırma yöntemi olarak tarama yöntemi kullanılmıştır. Tarama yöntemi bir konuya ilişkin katılımcı bireylerin geçmişte var olan veya halen devam eden görüşlerinin ya da ilgi, beceri, yetenek, tutum vb. özelliklerinin belirlendiği ve genellikle büyük örneklem grupları ile gerçekleştirilen çalışmalarda tercih edilen bir yöntemdir (Metin, 2014; Durualp, 2021). Araştırmanın çalışma grubunu 2020-2021 eğitim-öğretim yılı güz döneminde Türkiye'de farklı branşlarda görev yapan ve uzaktan eğitim uygulamasını kullanan 393 öğretmen oluşturmaktadır. Çalışma grubundaki kişiler seçkisiz (random) örnekleme yöntemi ile belirlenmiştir. Bu yöntemin temel özelliği seçilen örneklemin evreni temsil etme gücünün yüksek olmasıdır (Büyüköztürk vd.,2015).

Araştırmanın verilerini toplamak amacıyla araştırmacılar tarafından geliştirilen "Öğretmenlerin Uzaktan Eğitim Sürecinde Karşılaştığı Sorunları Belirleme Ölçeği" kullanılmıştır (Metin ve Korkman, 2021). 34 maddeden oluşan ölçeğin "Uzaktan Eğitimde Öğrencilerle İlgili Karşılaştığı Sorunlar", "İçerik Hazırlama / Programa Aktarma ile İlgili Sorunlar", "Velilerle ile İlgili Sorunlar", "Programın Kullanımında Karşılaşılan sıkıntılar" ve "Uygulama Programıyla İlgili Karşılaşılan Sorunlar" gibi beş faktör altında toplanmıştır. Çalışma kapsamında öğretmenlere uygulanan ölçeğin güvenirlik katsayısı 0,87 olarak hesaplanmıştır.

Araştırmada verileri analiz edilirken 34 maddeden oluşan ve 363 öğretmene uygulanan ölçekte yer alan olumlu maddeler; "Kesinlikle Katılmıyorum=1", "Katılmıyorum =2", "Kararsızım= 3 "3", "Katılıyorum= 4", "Kesinlikle Katılıyorum= 5" şeklinde puanlanmıştır. Olumsuz maddelerde bu ifadelerin puanlamaları 5'ten 1' e doğru ters kodlama yapılmıştır. Ölçekteki değerlendirme kategorilerini belirlemek için (n-1)/1) /n (5/4=0,8) formülü kullanılmıştır. Bu kategoriler ölçek maddelerinden alınan puan 1,00-1,80 arasında ise o madde "Katılmıyorum"; 1,81-2,60 arasında ise "Kısmen Katılıyorum"; 2,61-3,40 arasında ise "Orta Düzeyde Katılıyorum"; 3,41-4,20 arasında ise "Katılıyorum" ve 4,21-5,00 arasında ise "Tamamen Katılıyorum"

şeklindedir. Araştırma kapsamında elde edilen verilerin analizi SPSS 25.00 paket programı kullanılarak yapılmıştır. Ölçekte yer alan 34 maddenin her biri için ayrı ayrı frekans, cevaplanma yüzdeleri (%) ve her bir maddenin ortalamaları (X)hesaplanmıştır.

Çalışma grubundaki öğretmenlerin "Uzaktan eğitimde yaşanan sıkıntılar" alt ölçeğinde yer alan "Uzaktan eğitime uygulaması için gerekli teknolojik aletlerin öğrencilerde olmaması derse katılımı güçleştirir." maddesine tamamen katıldıklarını belirtmişlerdir. Bu durum uzaktan eğitim uygulamaları için teknolojik donanımın öğrencilerde tam olması gerekliliğini ortaya çıkardığı söylenebilir. Çalışmamızda bu madde ile elde ettiğimiz sonuçlar Gençoğlu ve Çiftçi (2020), Andoh ve diğerleri (2020), Yılmaz İnce, Kabul, and Diler (2020) ve De Paepe ve diğerleri (2018) tarafından yapılan çalışma sonuçları ile örtüşmektedir.

Tartışma ve Sonuçlar

Öğretmenler *"Uzaktan eğitim uygulamasında öğrencinin ilgisiz davranışı öğretmenin motivasyonunu düşürür"* maddesine büyük bir ortalama ile tamamen katılıyorum cevabını vermişlerdir. Bunun sonucu olarak öğrencilerin uzaktan eğitim derslerine katılmamaları, katılım sağlasalar da derse gereken ilgiyi göstermemeleri öğretmenlerin motivasyonlarında olumuz bir etki ortaya çıkardığı söylenebilir. Nitekim Gewin (2020) ve Attri (2012) çalışmaları da bu sonuçları desteklemektedir.

Çalışmada "*Öğrenci ders süresince uygulamaya katılamazsa dersi telafi etmede sıkıntı yaşanır"* maddesine öğretmenlerin büyük bir çoğunluğu tamamen katılıyorum seçeneğini seçmişlerdir. Buna bağlı olarak öğretmenler öğrencilerinin derslere katılmaması veya dersleri çeşitli sebeplerden dolayı kaçırmaları sonucunda öğrencilerin o konuları tekrar etme olanağına sahip olamadıklarını düşünmektedirler. Ayrıca çalışmaya katılan öğretmenler *"Uzaktan eğitim uygulamasında öğrencinin derslere zamanında katılmaması dersin akışını etkiler"* ifadesine tamamen katıldıklarını belirtmişlerdir. Bu durum öğrencilerin uzaktan eğitim derslerine gereken özeni göstermediği sonucunu ortaya çıkarmaktadır. Gewin (2020) ve Attri (2012) tarafından gerçekleştirilen çalışmalarda uzaktan eğitimde öğrencilerin sürece aktif katılmaları ve gereken önemi vermelerinin dersin verimliliğini artırdığı sonucuna ulaşılmıştır.

Öğretmenler "*Uzaktan eğitim uygulaması farklı öğretim yöntem ve teknikleri kullanarak içerik hazırlamayı sınırlandırır", "Uzaktan eğitim uygulamasına üzerinde değişiklik yapabileceğimiz içerikleri bulmada zorlanılır" ve "Uzaktan eğitim uygulamasında kullanılacak içerikler sınırlı kalmaktadır"* maddelerine orta düzeyde katılım sağlamışlardır. Bu durum öğretmenlerin süreç içerisinde uzaktan eğitimde farklı öğretim yöntem tekniklerini daha rahat uygulamaya başladıklarını göstermektedir.

Öğretmenler *"Veliler Uzaktan eğitim uygulaması için internet tedarikinde sıkıntı yaşarlar"* maddesine tamamen katıldıklarını belirtmişlerdir. Bu maddeye katılım

oranının yüksek olmasında velilerin sosyo-ekonomik durumlarının düşük olması ve velilerin yaşadığı yerleşim merkezlerinde internet hizmetlerinin olmamasının etkilerinin olabileceği düşünülmektedir. Ayrıca öğretmenler *"Uzaktan eğitimde velilerin ders anlatırken öğretmenle dersle ilgisiz iletişim kurması sıkıntı oluşturur"* maddesine yüksek bir katılım gösterdikleri belirlenmiştir. Bu durum velilerin uzaktan eğitim sırasında öğrencilerin ders sürelerini sabote ederek öğretmenler ile eğitim dışı konularda iletişim kurduklarını göstermektedir. Bununla birlikte öğretmenler *"Uzaktan eğitim uygulamasında içerikler üzerinde değişiklik yaparken donmaların yaşanması sıkıntı oluşturur"* maddesine ve *"Uzaktan eğitim uygulamasının zamansız bir şekilde dersten atması sorun oluşturur"* maddelerine tamamen katıldıklarını belirtmişlerdir. Ayrıca öğretmenler *"Uzaktan eğitim uygulamasında ses ve görüntü farklı zamanda gelmesi derslerde sıkıntı oluşturur"* maddesine katıldıklarını ifade etmişlerdir. Bu durumlar öğretmenlerin ve öğrencilerin internet sağlayıcılarından veya uzaktan eğitim platformlarından kaynaklı olabilir. Her iki durumda da uzaktan eğitim için gerekli olan ağ erişiminin yeterli düzeyde olmadığı için bu problemlerin yaşandığı söylenebilir.

Öğretmenler *"Uzaktan eğitim uygulamalarını kullanabilmek için yeni teknolojik araçların alınması gerekir" ve "Uzaktan eğitim uygulamasının eski teknolojik (Bilgisayar, tablet, telefon) aletlerde kullanımı zor olur"* maddelerine tamamen katıldıklarını belirtmişlerdir. Bu maddelere verilen yanıtlar neticesinde uzaktan eğitim uygulamalarının yeterli düzeyde teknolojik alt yapı ve donanım ile daha verimli gerçekleştirileceği sonucunu ortaya çıkarmaktadır. Buna bağlı olarak yetersiz teknolojik alt yapı ve donatım ile uzaktan eğitim sürecinde sıkıntılar yaşanması kaçınılmazdır. Bu maddelerde öğretmenlerin vermiş olduğu yanıtlar *"Uzaktan eğitim uygulamasında içerikler üzerinde değişiklik yaparken donmaların yaşanması sıkıntı oluşturur", "Uzaktan eğitim uygulamasının zamansız bir şekilde dersten atması sorun oluşturur" ve "Uzaktan eğitim uygulamasında ses ve görüntü farklı zamanda gelmesi derslerde sıkıntı oluşturur"* maddelerine verdikleri yanıtlar ile birbirini destekler niteliktedir. Ayrıca literatürde uzaktan eğitim sürecinde gerekli olan teknolojilere dikkat çeken çalışmalarda ulaşılan sonuçlar da bu maddelerde elde edilen veriler ile örtüşmektedir (Gençoğlu ve Çiftçi, 2020; Andoh vd., 2020; De Paepe vd., 2018).

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Yazar beyanları/Statements of the authors

Etik ✓ "*Öğretmenlerin Uzaktan Eğitimde Karşılaştıkları Sorunlar*" başlıklı çalışmanın yazım sürecinde bilimsel, etik ve alıntı kurallarına uyulmuş olup, toplanan veriler üzerinde herhangi bir tahrifat yapılmamış ve bu çalışma herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiştir. ✓ Çalışmanın etiğe uygun olduğuna dair Erciyes Üniversitesi Sosyal ve Beşerî Bilimler Etik Kurulundan etik kurul raporu (Etik Kurul Toplantı No: 227/Tarih: 27.04.2021) alınmıştır.	**Ethic** ✓ Scientific, ethical and citation rules were followed during the writing process of the study titled "*Teachers' Encountered Problems in the Distance Learning"*, no falsification was made on the collected data and this study was not sent to any other academic publication medium for evaluation. ✓ An ethics committee report (Ethics Committee Meeting No: 2022.01/Date: 27.04.2021) was received from Erciyes University Social and Human Sciences Ethics Committee, indicating that the study was ethical.
Yazar Katkıları ✓ Bu çalışmaya yazarların katkı oranları eşit şekildedir;	**Contribution of Authors** ✓ The contributions of the authors to this study are equivalent.
Çatışma Beyanı ✓ Makalemiz ile ilgili herhangi bir kurum, kuruluş, kişi ile mali çıkar çatışması yoktur ve yazarlar arasında çıkar çatışması bulunmamaktadır.	**Conflict Statement** ✓ There is no financial conflict of interest with any institution, organization, person related to our study and there is no conflict of interest between the authors.
Araştırma Desteği ✓ Bu çalışma herhangi bir kurum ya da kuruluş tarafından desteklenmemiştir.	**Research Support** ✓ This work was not supported by any institution or organization.