ARAŞTIRMA MAKALESİ / RESEARCH ARTICLE

The Effect of Online Education on Children's Socialization Processes During the Pandemic Period: A Communication-Based Research on First Grade Primary School Students

Pandemi Döneminde Çevrimiçi Eğitimin Çocukların Sosyalleşme Süreçlerine Etkisi: İlkokul Birinci Sınıf Öğrencileri Üzerine İletişim Temelli Bir Araştırma

Ayşe Müge YAZGAN[*] [ID]
Ebru ÖZGEN[**] [ID]

Abstract

Isolated life emerged at a time when society was not ready during the 2020 pandemic (Covid-19) period. During this period, the structure of society, which has undergone significant social changes, has been transformed. It has been vital to adapt rapidly to the social isolation and distance from outside life within this new social structure. Digital technology is also a factor that changed the lives of students at school. The scope of this research includes 3rd-grade students in primary schools in three major cities of Türkiye: İstanbul, Ankara, and İzmir. This research aims to gather information about the social changes and social anxiety of the students during social isolation by analyzing the responses to scale questions used as a data collection tool, under the observation of parents and classroom teachers. The research design incorporates both quantitative and qualitative methodologies. The data collection tools used in this study are the Social-Emotional and Character Development Scale in the survey research, the Social Anxiety Scale for Children, and a personal information form prepared by the researchers. Results are augmented with semi-structured interviews. Data analysis is conducted using the SPSS 22.0 statistical software package. The results obtained indicate that students experience social anxiety as a result of isolation. It is observed that during the Covid-19 pandemic period, social isolation affected 1st-grade students in the 2020-2021 academic year. The findings suggest that as the level of social anxiety and social change increase, there is a decrease in social, emotional, and moral development.

Keywords: Covid-19, Pandemic, Social Isolation, Anxiety, Social Change, Digital Technology

*   Assoc. Prof., Marmara University, Faculty of Communication, Department of Public Relations and Publicity, İstanbul, Türkiye, E-mail: muge@marmara.edu.tr, ORCID: 0000-0002-5909-5791

**   Prof. Dr., Marmara University, Faculty of Communication, Department of Public Relations and Publicity, İstanbul, Türkiye E-mail: eozgen@marmara.edu.tr, ORCID: 0000-0003-4103-2386

Öz

İzole yaşam, 2020 pandemi (Covid-19) döneminde, toplumun hazır olmadığı bir anda ortaya çıkmıştır. Bu süreçte, toplumsal değişim gösteren toplumun yapısı değişmiştir. Bu yeni toplumsal yapı içerisinde yer alan sosyal izolasyona ve dışardaki yaşamdan uzaklaşmaya hızlı uyum gösterilmesi zorunlu olmuştur. Dijital teknoloji aynı zamanda okuldaki öğrencilerin hayatlarını da değiştirmiştir. Bu araştırmanın evrenini Türkiye'nin üç büyük ili olan İstanbul, Ankara ve İzmir'de bulunan ilkokul 3. sınıf öğrencileri oluşturmaktadır. Bu araştırma, velilerin ve sınıf öğretmenlerinin gözlemi altında veri toplama aracı olarak kullanılan ölçek sorularına verilen cevaplar sonucunda öğrencilerin sosyal izolasyon sırasındaki sosyal değişimleri ve sosyal kaygıları hakkında bilgi toplamayı amaçlamaktadır. Araştırma tasarımı nicel ve nitel araştırmaya dayanmaktadır. Bu çalışmada kullanılan veri toplama araçları, anket araştırmasında yer alan sosyal-duygusal ve karakter gelişimi ölçeği, çocuklara yönelik sosyal kaygı ölçeği ve araştırmacılar tarafından hazırlanan kişisel bilgi formudur. Sonuçlar yarı-derinlemesine görüşmelerle pekiştirilmiştir. Verilerin analizi SPSS 22.0 paket programında yapılmıştır. Elde edilen sonuçlar öğrencilerin izolasyon sonucu sosyal kaygı yaşadıklarını tespit etmektedir. Covid-19 pandemi döneminde sosyal izolasyonun 2020-2021 eğitim-öğretim yılı 1. sınıf öğrencilerini etkilediği görülmektedir. Sonuçlar, sosyal kaygı düzeyi ve sosyal değişim arttıkça sosyal, duygusal ve ahlaki gelişimlerinin azaldığını göstermektedir.

Anahtar Kelimeler: Covid-19, Pandemi, Sosyal İzolasyon, Kaygı, Sosyal Değişim, Dijital Teknoloji

Introduction

Covid-19 pandemic started on December 31, 2019 in Wuhan in China. The Covid-19 pandemic caused a recession by creating stagnation, creating turmoil at the beginning. People have declared war against a virus they have not seen, without knowing what they are dealing with. The struggle of health professionals against the disease has led to social confusion until society realizes the mask, distance, and hygiene rules. At the beginning of the Covid-19 pandemic, individuals insisted on not obeying the rules. With the insistent warning of the World Health Organization, curfews had been declared in countries and people had been confined to their homes (World Health Organization, 2020). Due to the high rate of spread and contagiousness of the virus in the Covid-19 pandemic, the structure of society, which has shown social change, has altered. The isolated life emerged at a time when society was not ready. The resulting digitalization caused the change to gain extreme momentum. The restrictions re-announced in Türkiye in March 2020 have caused significant changes not only in the economic field but also in the field of education. All educational programs have transitioned to distance education and educational materials have been transferred to digital media (Gov.uk, 2021). With the changing communication dimension, there has been an extreme development in the digital world. Digitalization has become quicker during the pandemic which came just after the digitalization period started. The start of online classes has created a major adaptation problem, especially for primary school students who have just started school (Sucu, 2020). Such development of technology has greatly revised social life. Isolation and getting away from the outside are not the ones to be adapted rapidly. Social change is the differentiation of the behaviors of individuals who are in the process of changing their love status and information sources. Social change is the change of state of the social structure over time. The individual, who is to change while learning, makes

changes in his/her behavior in the environment according to his/her personality, expectations, and beliefs.

Social change theory, which describes human behavior in social changes, mentions that mutation in love, status, and information sources are observed in social life. Weber has questioned how people know the world by linking social change to the meaning of culture. With a rationalist perspective, the attitudes of individuals are reflected in their behaviors with the perspective of scientific knowledge (Bhushan, 2016). Power and authority greatly impact society (Tischler, 2011). Social change theory developed by Blau (1964) explains human behavior in social changes. Within social change, changes are observed in love, status, and information sources. He considers that pandemics, migration, and wars cause the demographic structure to change constantly and to exchange cultures. The acceleration of globalization has increased the speed of social change. Kongar (2010) approached the subject, of social change in terms of technological development. According to Kongar, the structure of society changes interpersonal relations on behalf of technological innovations. In other words, social change gives a new meaning to interpersonal relations, social values, and norms (Kongar, 2010, p. 24). Kongar and Diamond (1997) emphasize the importance of technological progress as a social element. These carry social and economic aspects of life further than the previous period. It has been revealed that computers, smartphones, and the internet are essential in digital technology progress. In the age of communication, digitalization has accelerated and the importance of accessing information has been realized. According to Tolan (1983, p. 277), social changes and balances are constantly exchanging. This change prioritizes the change of the infrastructure and superstructures within the social structure. The infrastructure of economy, production, and technology brings changes to the superstructure including family, religion, law, and art.

Social Change: The Loneliness That Comes with Isolated Living

People who need to develop and maintain relationships exist in society by getting along with others. Communication and human relationships are a need. Otherwise, the person gets lost in his/her own loneliness. As Gadamer (1995) emphasizes, when a person wakes up the next day, each day is different from the previous one, thanks to the experiences he has had, the events he has encountered, and what he has experienced. Humans have been created to be with both the natural world and others (Yazgan, 2020, p. 9). Being with others in the name of friendship and feeling love is important for human beings. Senses are really important to be in healthy communication. During the 2020 pandemic, it was really realized well when people were disconnected from their social relationships (Yazgan, 2022). The lack of relationships experienced during childhood causes deprivation. The lack of an environment to establish a relationship leads to social loneliness. Starting from childhood, interpersonal relationships progress with personality, emotions, culture, self, and attitudes (Asher, 1983, pp. 6-11). Communication skills make people talk about their ideas, thoughts, and pleasures, both verbally and non-verbally. On the other hand, it is obvious that people who are extremely lonely and isolated may be more prone to negative mood states such as sadness and depression (Stravynski & Boyer, 2001, p. 87). Loneliness experienced during the Covid-19 pandemic process becomes an important detail for the child's later life. The deprivation of social relations of

the child in this period causes problems in their social development (Köseoğlu, 2018, p. 38). It is inevitable that individuals who lack interpersonal relationships have academic failures and are in an anxious and stressful mood. Therefore, they experience discord in their interpersonal relationships with a sense of deprivation. As insufficiently experienced individuals, they experience a negative relationship situation in their advanced ages. To move forward and lead a more successful life as a social being, a young person needs to meet his instrumental and relational needs. It is possible to overcome routine tasks in instrumental needs such as; food and shelter. Relational needs, on the other hand, contribute to the establishment of social networks and the development of relations for the proper functioning of communication in interpersonal relations. During the Covid-19 pandemic period, the relationship established only with family members was not sufficient. Schultz (1966, p. 14) mentions that communication makes people meet their basic needs through interpersonal relationships. Interpersonal communication satisfies the needs of each person, not just one person. This situation emphasizes how getting social is essential.

Rapid Digitalization and Its Social Impact

Kids change their behavior as a result of their evaluated thoughts. The enhanced capacity for self-regulation makes self-esteem easier. The environment around, the people they meet, the peers they take as models, their fellows, or gatekeepers in society have an impact on the structure of their personality. These enable them to enter the representation field of what they see in their world by affecting people and accelerating their learning. For example; a mask is the symbol of the pandemic period. People who move forward with what happened in the past make plans for the future. Therefore, the young who live their childhood in the Covid-19 pandemic process will make plans by taking this issue to the agenda in their later years. In this process, they direct their attention to how other people behave by observing. In the future, they will remember the past pandemic days and turn wearing masks into behavior when necessary.

During the hot period of the Covid-19 pandemic crisis, countries turned inward one by one. In this period traveling from one place to another is quit and the world is at a curfew. The Ministry of Health and Coronavirus Science Board (2020) requested that even family relationships be restricted and visits to relatives be stopped. The duty of parents who had children of primary school age was to turn the house into a school. While first-year primary school students couldn't socialize with their new friends at school, it was also very difficult for them to follow lessons in the virtual environment and study and do homework everyday. Due to the social isolation, feeling lonely as a child was terrible. The fact that primary school 1st-grade children could not start the face-to-face lesson, they did not participate in school life, they did not fully understand the school culture, did not learn how to listen to lessons with their peers, how to take responsibility, and how to obey the rules. This situation inevitably reduced their motivation. The fact that paying concentrated attention to the lesson at home, among crowds is difficult. The beginning of school is an important turning point in life. Facing the pandemic crisis at this turning point is a difficult process for not only the school teacher and the parent but also the child. In this context, the research was examined in terms of their concerns about the social society in which according to the social change they have experienced. The

adaptation processes of the students were examined. In the light of the investigations carried out, the findings obtained greatly contribute to the field since the research has not been done before.

Individuals who can evaluate themselves and be proactive in their results are more successful in the field of social learning. It is inevitable to adapt to the social environment, it is in due to social perception. While mask, distance, and hygiene rules were included in the normative or coercive part of the social domain during the pandemic process, the rapid digitalization resulting from isolated life remained in the informational field as an information provider in terms of social impact (İnceoğlu, 2010, p. 95). As Appelbaum (1970, pp. 1-5) mentions, the individual personality is motivated with its rapidness. The change in culture turns into social change. Modern societies resemble each other. The structure which is called "functional equilibrium society" makes the social structure of different parts interdependent (Moore, 1968, pp. 367-368). This situation has impressed education, health care, and economy. These three conditions are to be meticulous in stabilization.

On the other hand, the socially isolated life brought about by the Covid-19 pandemic led to an excessive acceleration of information exchange. From the first point of view, modern societies that had no trouble obtaining academic information before, but preferred face-to-face communication in artistic activities, were able to visit environments such as exhibitions, museums, and fairs opened in the virtual environment when they were isolated. For example; an atmosphere was created in which there was no need to go to Mexico to visit Frida Kahlo's house. Experienced cultural exchange has enriched cultural wealth in terms of social impact in the globalizing world. From the second point of view, it made it possible to meet all needs in the virtual environment during the pandemic period. Although the cargo network formed was difficult at first, it gained great momentum and changed the purchasing habits of people in the social area. After the pandemic, online shopping is more effective than face-to-face shopping. The same procedure is reflected in education. The Ministry of Education (2020) in Türkiye mentioned that students could have the chance to take hybrid lessons. In this way, without moving from one city to another or from one district to another by traveling many kilometers they continued their education from where they were (Ulucan & Sekin, 2023). This helped education to continue without disruption.

Aim

The aim of this article is to examine the issue of socialization processes observed on 1st grade children during the Covid-19 pandemic period, within the scope of communicative perspective, with the help of the theories on which the research is based on the social changes of the students who are in the primary school first grade in the 2020-2021 academic year during the Covid-19 pandemic process and how their parents and classroom teachers observe their social anxiety. The study was approached in terms of social development and social anxiety theories. Due to the understanding of the theoretical foundations of the research reinforced by semi-structured interviews, the contribution of the subject to the field of individual and group studies is undeniable. This study, which investigates the adaptations of the 3rd-grade students in school life in the 2022-2023 academic year and the

success trends in their academic and social activities aims to provide information and contribute to the literature.

Problem Status

How much did the loneliness in the isolated lives of the first-year primary school students in the 2020-2021 academic year affect their adaptation to school life?

Sub-Problems of the Research

1. Did the loneliness experienced by the 1st-grade students in their isolated lives in the 2020-2021 academic year reflect on them as social anxiety?

2. Did the loneliness experienced by the 1st-grade students in the 2020-2021 academic year in their isolated lives make it difficult to listen to lessons with their peers in their social changes?

3. Did the loneliness of the 1st-grade students in their isolated lives in the 2020-2021 academic year cause difficulties in complying with the school rules in the next academic year?

4. Did the loneliness experienced by the 1st-grade students in the 2020-2021 academic year in their isolated lives force the students to learn their responsibilities in the next academic year?

Method

The universe of this research consists of primary school 3rd grade students in the three big cities of Türkiye, İstanbul, Ankara and İzmir. This research aims to gather information about social changes and social anxiety of the students as a result of the answers given to the scale questions used as a data collection tool under the view of the social change theory and the social impact theory. In the study, while examining the sub-problems, research will be conducted on whether the child can provide academic and social connections at school and in the classroom, whether s/he can create meaning with this connection, and whether s/he can enter the working order. The research started after the permission of the ethics committee of Marmara University Institute of Social Sciences. Permission was received with number 2411 dated 6.12.2022 and protocol number 2022 7/1 from the Institute. Following the ethics committee approval report, permission was also taken from the Ministry of Education with an official letter. Permission was obtained from the General Directorate of Basic Education of the Ministry of National Education with the Research Application Permits Circular No. 2020/2 dated 21.01.2020 and numbered 1563890 and numbered 70297673-605.01-70889046.

The data collection tools used in this study are the Social-Emotional and Character Development scale on the survey research, the social anxiety scale for children, and the personal information form prepared by the researcher. Results are reinforced with semi-deep interviews. Statistical analyses were made in the IBM SPSS Statistics 22.0 program.

Research Model

The research has been conducted with the stratified sampling method, which is one of the probabilistic sampling types to examine the social change of the universe studied on the Research Model. The sample population consists of total 384 parents and classroom teachers of primary school 3rd grade students, continuing their education in three state schools from three big cities. The fact that half of the students who had pre-school education provided a better comparison of the sample population. The universe of the study is asked to answer the scale voluntarily. Afterward, the results of the scale are reinforced with a semi-structured interview.

In the analysis of the data, firstly, the mean, standard deviation, median, minimum, and maximum values were given to examine the social anxiety and social, sensory, and moral development levels of the first-grade primary school students. Shapiro Wilk test was used to examine the normality assumption of scale scores. According to the Shapiro-Wilk test results, it was seen that the scale scores did not come from a population with a normal distribution. For this reason, nonparametric tests were used to analyze the data. The Mann-Whitney U test was used to examine the scale scores according to variables with two categories, and the Kruskal Wallis H test was used to examine the scores according to variables with three or more categories. Bonferronni correction was made for pairwise comparisons after the Kruskal Wallis H Test. Spearman Correlation Analysis was used to examine the relationship between students' social anxiety levels and their social, sensory, and moral development levels. The analysis of the data was made in the IBM SPSS Statistics program and the significance level was taken as 0.05.

Data Collection Tool

The research is scanned in three parts. Afterwards, the results are reinforced with a semi-structured interview. In the first part, the form that specifies the demographic structures of the individuals on the family structure, the number of children in the house, the education level of the siblings, the education level of the parents, and the working status of the parents are used. In the second part, the Social – Emotional and Character Development scale developed by Ji et al. (2021, pp. 145-147) is used to determine the social changes of primary school students. It was adapted into Turkish by Bozgün and Baytemir (2019, pp. 139-142), and validity-reliability studies were carried out. The scale was prepared according to a 4-point Likert scale of strongly disagree (1) disagree (2) agree (3) and completely agree (4). The scale consists of six dimensions and 28 items. There are 6 items in the "positive social behavior" sub-dimension of the scale; 5 items in the "honesty" sub-dimension, 4 items in the "self-development" sub-dimension, 4 items in the "self-control" sub-dimension, 5 items in the "respect at school" sub-dimension, and 4 items in the "respect at home" sub-dimension. The total score to be obtained from the scale varies between 28 and 112. There is no reverse-coded item in the scale. Cronbach's alpha reliability coefficient in the original study of the scale; .84 for the prosocial behavior sub-dimension, .78 for the honesty sub-dimension, .81 for the self-development sub-dimension, .75 for self-control sub-dimension, .88 for respect at school and .81 for respect at home, the overall reliability of the scale was calculated as .89.

In the third part, the social anxiety scale for children is applied. The scale was developed by La Grace and Stone (2010). It was adapted to Turkish by Türkay et al. (2000, pp. 46-48) in 1998. In the new scale consisting of 18 questions, there are three components: fear of negative evaluation, discomfort in new environments, and avoidance of social environment.

Restrictions

The research is limited to schools in three major cities within the borders of Türkiye from January to June 2023. Within the scope of the study, international scales were applied to a total of 384 student parents and 3rd grade teachers on a voluntary basis, with permission from the Ministry of National Education. Semi-structured interviews were conducted with 70 people from the same group. The research results are limited to the quality measured by the survey form applied to a total of 384 volunteers and the discourse analysis of the interviews conducted with 70 people. There is no generalization outside of the provinces of Ankara, İstanbul, and İzmir in Türkiye.

Quantitative Data Collection and Analysis

The internal consistency coefficient of the social anxiety scale in children used for this study group was calculated as Crα = 0.921. The internal consistency coefficient of the social, sensory and moral development scale is Crα =0.950, the internal consistency coefficient of the prosocial behavior sub-dimension is Crα =0.841, the internal consistency coefficient of the honesty sub-dimension is Crα =0.830, the internal consistency coefficient of the self-development sub-dimension is Crα =0.786, the self-control sub-dimension is The internal consistency coefficient of the sub-dimension was calculated as Crα =0.539, the internal consistency coefficient of the respect sub-dimension at school was calculated as Crα =0.824, and the internal consistency coefficient of the respect sub-dimension at home was calculated as Crα =0.864.

Reliability coefficient; If 0.40α ≤ 0.60, the scale is low reliability, if 0.60α ≤ 0.80, the scale is reliable, and if 0.80α ≤ 1.00, the scale is highly reliable. The obtained Crα Coefficients show that the scales used are reliable.

Table 1. Features of Participants

		N	%
Place of Residence	İzmir	128	33,3
	İstanbul	128	33,3
	Ankara	128	33,3
Child's age	8	2	0,5
	9	315	82,0
	10	67	17,4
Family Structure	Parents together	327	85,2
	Single Parent	27	7,0
	Extended Family	30	7,8

Number of Siblings	None	34	8,9
	1	152	39,6
	2	140	36,5
	3 +	58	15,1
Sibling's School/ Employment Status	No sibling	34	8,9
	Training contiues	292	76,0
	Working	10	2,6
	Education not continuing/Not working	48	12,5
Parent's Education Status	Primary School	62	16,1
	Secondary School	48	12,5
	High School	112	29,2
	University	162	42,2
Parent's Employment Status	Working	223	58,1
	Not working	4	1,0
	Retired	157	40,9
Spouse's Educational Status	Eşi Yok	7	1,8
	Pirmary	51	13,3
	Secondary	52	13,5
	High School	133	34,6
	University	141	36,7
Spouse's Employment Status	No Spouse	7	1,8
	Working	325	84,6
	Not working	32	8,3
	Retired	20	5,2
Family Income	15.000 TL and under	179	46,6
	Between 15.000 TL – 25.000 TL	141	36,7
	Between 25.000 TL – 50.000 TL	59	15,4
	50.000 TL and over	5	1,3
Student's separate bedroom	Yes	299	77,9
	No	85	22,1
Student's own desk	Yes	334	87,0
	No	50	13,0
Student's own PC	Yes	161	41,9
	No	223	58,1

In table 1, the scope of the research includes 384 parents, 33.3% from İzmir, 33.3% from İstanbul and 33.3% from Ankara. 0.5 of the students are 8 years old, 82% are 9 years old, and 17.4% are 10 years old. 85.2% of the students have a family structure with both parents, 7% have a single-parent

family structure, and 7.8% have a large family structure. 39.6% of the students have one sibling, 36.5% have two siblings, and 15.1% have three or more siblings. 8.9% of the students do not have siblings. 76% of the siblings continue their education and 2.6% work. The siblings of 12.5% are neither educated nor working. 16.1% of the parents have primary school education, 12.5% have secondary school education, 29.2% have high school education, and 42.2% have university education. 58.1% of the parents are working, 1% are not working, and 40.9% are retired. The spouses of 13.3% of the parents have a primary school education, the spouses of 13.5% have a secondary school education, the spouses of 34.6% have a high school education, and the spouses of 36.7% have a university education. The spouses of 84.6% of the parents are working, the spouses of 8.3% are not working, and the spouses of 5.2% are retired. 46.6% of the parents have a family income of 15,000 TL or less, 36.7% have a family income of 15,000 TL to 25,000 TL, 15.4% have a family income of 25,000 TL to 50,000 TL, and 1.3% have a family income of 50,000 TL or more. It has the level. 77.9% of the parents have a separate room for their children, and 22.1% of the parents do not have a separate room. 87% of parents' children have a study desk, and 13% of their children do not have a study desk. 41.9% of the parents have a child with a computer, while 58.1% of the parents do not have a computer.

Table 2. Examination of Social Anxiety and Social, Sensory, and Moral Development Levels of 3rd Grade Primary School Students Included in the Scope of the Research

	N	Average	SS	Median	Min	Max.
Social Anxiety Scale for Children	384	38,28	12,75	37	18	84
Positive Social Behavior	384	20,59	2,89	21	12	24
Honesty	384	16,80	2,56	17	8	20
Self Development	384	13,30	2,15	13	5	16
Self-control	384	11,42	2,05	11	6	16
Respect at school	384	17,38	2,35	18	9	20
Respect at home	384	12,80	2,40	13	4	16
Social, Sensory and Character Development Scale	384	92,28	12,45	94	46	112

In table 2, social anxiety levels of the first-grade primary school students included in the research are 37 (18-84), positive social behavior levels are 21 (12-24), honesty levels are 17 (8-20), self-development levels are 13 (5-16), self-control levels are 13 (5-16). Their level of respect is 11 (6-16), their level of respect at school is 18 (9-20), their level of respect at home is 13 (4-16) and their social, sensory, and moral development level is 94 (46-112).

Table 3. Examination of the Relationship Between Social Anxiety Levels and Social, Sensory, and Moral Development Levels of Primary School 3rd-Grade Students Included in the Scope of the Research

		Social Anxiety Scale for Children
Positive Social Behaviour	r	-,129[*]
	p	,012
Honesty	r	-,085
	p	,095

Self Development	r	-,147**
	p	,004
Self-control	r	-,168**
	p	,001
Respect at school	r	-,053
	p	,301
Respect at home	r	-,093
	p	,070
Social, Sensory and Character Development Scale	r	-,132**
	p	,009

*0,05, **0,01 level of significance. Spearman Correlation Analysis*

In table 3, there is a negative linear relationship between the social anxiety levels of the 3rd-grade primary school students included in the research and their levels of positive social behavior, self-development, self-control, and social, sensory, and moral development. (p<0.05) As the social anxiety levels of 3rd grade primary school students increase, their levels of positive social behavior, self-development, self-control, and social, sensory, and moral development decrease. No statistically significant relationship was detected between other variables.

Table 4. Examination of Social Anxiety and Social, Sensory, and Moral Development Levels of 3rd Grade Primary School Students Included in the Scope of Research, According to Place of Living

Scales	Place of Residence	N	Rank Ave.	chi square	sd	p value	Difference
Social Anxiety for Children	İzmir	128	213,39				
	İstanbul	128	169,80	9,931	2	0,007	1>2
	Ankara	128	194,30				
Positive Social Behaviour	İzmir	128	191,90				
	İstanbul	128	176,18	5,843	2	0,054	
	Ankara	128	209,43				
Honesty	İzmir	128	194,12				
	İstanbul	128	179,57	3,149	2	0,207	
	Ankara	128	203,82				
Self Development	İzmir	128	188,85				
	İstanbul	128	189,42	0,726	2	0,696	
	Ankara	128	199,23				
Self-control	İzmir	128	195,75				
	İstanbul	128	173,00	6,971	2	0,031	3>2
	Ankara	128	208,74				

Scale	City	N	Rank Average	Chi-Square	sd	p value	Difference
	İzmir	128	197,82				
Respect at school	İstanbul	128	166,53	12,079	2	0,002	3>2
	Ankara	128	213,15				
	İzmir	128	198,00				
Respect at home	İstanbul	128	185,54	0,861	2	0,650	
	Ankara	128	193,97				
	İzmir	128	194,40				
Social, Sensory and Character Development Scale	İstanbul	128	176,41	4,827	2	0,090	
	Ankara	128	206,70				

In table 4, the social anxiety, self-control and respect levels of the 3rd grade primary school students included in the research show statistically significant differences depending on where they live. (p<0.05) The social anxiety levels of students living in İzmir are higher than the social anxiety levels of students living in İstanbul. The self-control and respect levels of students living in Ankara are higher than students living in İstanbul. Other scale scores do not show statistically significant differences depending on the place of residence. (p>0.05)

Table 5. Examination of Social Anxiety and Social, Sensory, and Moral Development Levels of Primary School 3rd Grade Students Included in the Scope of Research According to Their Ages

Scales	Age	N	Rank Average.	Chi-Square	sd	p value	Difference
	8	2	170,75				
Social Anxiety for Children	9	315	189,43	1,559	2	0,459	
	10	67	207,60				
	8	2	289,25				
Positive Social Behaviour	9	315	196,58	4,675	2	0,097	
	10	67	170,41				
	8	2	241,50				
Honesty	9	315	198,81	6,789	2	0,034	2>3
	10	67	161,38				
	8	2	168,00				
Self Development	9	315	198,98	6,128	2	0,047	2>3
	10	67	162,75				
	8	2	268,50				
Self-control	9	315	197,92	6,032	2	0,051	
	10	67	164,73				
	8	2	255,00				
Respect at school	9	315	197,77	5,355	2	0,069	
	10	67	165,87				

Scales		N	Rank Ave.	Chi-Square	sd	p value	Difference
Respect at home	8	2	211,50				
	9	315	196,54	2,625	2	0,269	
	10	67	172,93				
Social, Sensory and Character Development Scale	8	2	250,75				
	9	315	198,59	6,528	2	0,038	2>3
	10	67	162,11				

In table 5, honesty, self-development, and social, sensory, and moral development levels of the 3rd-grade primary school students included in the research show statistically significant differences according to their ages. (p<0.05) The honesty, self-development, and social, sensory, and moral development levels of nine-year-old students are higher than ten-year-old students. Other scale scores do not show statistically significant differences according to the ages of the students. (p>0.05)

Table 6. Examination of Social Anxiety and Social, Sensory, and Moral Development Levels of Primary School 3rd Grade Students Included in the Scope of Research, According to Parent's Education Level

Scales	Parent's Education Status	N	Rank Ave.	Chi-Square	sd	p value	Difference
Social Anxiety for Children	Primary School	62	198,27				
	Secondary School	48	233,28	10,832	3	0,013	2>4
	High School	112	197,02				
	University	162	175,08				
Positive Social Behaviour	Primary School	62	198,76				
	Secondary School	48	209,95	1,958	3	0,581	
	High School	112	185,50				
	University	162	189,77				
Honesty	Primary School	62	189,38				
	Secondary School	48	201,89	0,497	3	0,920	
	High School	112	193,79				
	University	162	190,02				
Self – Development	Primary School	62	187,54				
	Secondary School	48	198,90	1,482	3	0,687	
	High School	112	201,20				
	University	162	186,49				
Self-control	Primary School	62	189,93				
	Secondary School	48	205,51	0,778	3	0,855	
	High School	112	190,44				
	University	162	191,06				

Respect at school	Primary School	62	195,27	1,2	3	0,753
	Secondary School	48	202,93			
	High School	112	196,13			
	University	162	185,84			
Respect at home	Primary School	62	199,66	2,28	3	0,516
	Secondary School	48	208,39			
	High School	112	194,08			
	University	162	183,96			
Social, Sensory, and Character Development Scale	Primary School	62	193,22	1,414	3	0,702
	Secondary School	48	208,21			
	High School	112	193,70			
	University	162	186,74			

In table 6, the social anxiety levels of the 3rd-grade primary school students included in the research show a statistically significant difference according to the education level of their parents. (p<0.05) Social anxiety levels of students whose parents have a secondary school education are higher than those whose parents have a university education. Other scale scores do not show statistically significant differences according to the education level of the parents. (p>0.05)

Table 7. Examination of Social Anxiety and Social, Sensory, and Moral Development Levels of 3rd Grade Primary School Students Included in the Scope of Research, According to Parent's Working Status

Scales	Parent's Employment Status	N	Rank Ave..	Chi-Square	sd	p value
Social Anxiety for Children	Working	223	195,60	0,612	2	0,736
	Not working	4	163,88			
	Retired	157	188,83			
Positive Social Behaviour	Working	223	191,82	0,037	2	0,981
	Not working	4	200,50			
	Retired	157	193,27			
Honesty	Working	223	191,12	0,611	2	0,737
	Not working	4	233,88			
	Retired	157	193,40			
Self – Development	Working	223	188,23	0,832	2	0,660
	Not working	4	207,13			
	Retired	157	198,19			
Self-control	Working	223	193,22	1,811	2	0,404
	Not working	4	263,88			
	Retired	157	189,65			

	Working	223	191,35			
Respect at school	Not working	4	217,75	0,251	2	0,882
	Retired	157	193,50			
	Working	223	189,94			
Respect at home	Not working	4	243,75	1,066	2	0,587
	Retired	157	194,82			
	Working	223	190,98			
Social, Sensory, and Character Development Scale	Not working	4	228,25	0,477	2	0,788
	Retired	157	193,75			

In table 7, social anxiety, positive social behavior, honesty, self-development, self-control, respect at school, respect at home, and social, sensory, and moral development levels of the 3rd-grade primary school students included in the research do not show a statistically significant difference according to the working status of their parents. (p>0.05)

Table 8. Examination of Social Anxiety and Social, Sensory, and Moral Development Levels of 3rd Grade Primary School Students Included in the Scope of Research, according to the Education Level of the Spouse

Scales	Spouse's Educational Status	N	Rank Ave.	Chi-Square	sd	p value
	No spouse	7	224,71			
	Primary school	51	203,20			
Social Anxiety Scale	Secondary school	52	198,18	5,199	4	0,267
	High school	133	201,81			
	University	141	176,15			
	No spouse	7	170,29			
	Primary school	51	194,95			
Positive Social Behaviour	Secondary school	52	186,19	2,812	4	0,590
	High school	133	183,44			
	University	141	203,59			
	No spouse	7	161,21			
	Primary school	51	182,87			
Honesty	Secondary school	52	205,07	1,658	4	0,798
	High school	133	191,67			
	University	141	193,68			
	No spouse	7	191,71			
	Primary school	51	187,66			
Self – Development	Secondary school	52	205,65	1,098	4	0,895
	High school	133	187,92			
	University	141	193,76			

Self-control	No spouse	7	186,00			
	Primary school	51	206,09			
	Secondary school	52	186,91	3,384	4	0,496
	High school	133	180,63			
	University	141	201,17			
Respect at school	No spouse	7	191,36			
	Primary school	51	202,08			
	Secondary school	52	194,09	0,637	4	0,959
	High school	133	187,92			
	University	141	192,83			
Respect at home	No spouse	7	203,57			
	Primary school	51	196,99			
	Secondary school	52	221,95	5,046	4	0,283
	High school	133	183,53			
	University	141	187,93			
Social, Sensory, and Character Development Scale	No spouse	7	179,79			
	Primary school	51	195,56			
	Secondary school	52	200,63	1,113	4	0,892
	High school	133	185,23			
	University	141	195,89			

In table 8, social anxiety, positive social behavior, honesty, self-development, self-control, respect at school, respect at home, and social, sensory, and moral development levels of the 3rd grade primary school students included in the research do not show a statistically significant difference according to the education level of the spouse. (p>0.05)

Table 9. Examination of Social Anxiety and Social, Sensory, and Moral Development Levels of Primary School 3rd Grade Students Included in the Scope of Research, According to Family Income Level

Scale	Family Income	N	Rank Ave.	Chi-Square	sd	p value	Difference
Social Anxiety Scale	15.000 TL ve altı	179	208,55				
	15.000 TL – 25.000 TL arası	141	184,72	9,477	3	0,024	1>3
	25.000 TL – 50.000 TL arası	59	160,64				
	50.000 TL ve üzeri	5	213,20				
Positive Social Behaviour	15.000 TL ve altı	179	180,67				
	15.000 TL – 25.000 TL arası	141	202,08	7,738	3	0,052	
	25.000 TL – 50.000 TL arası	59	212,35				
	50.000 TL ve üzeri	5	111,80				

Honesty	15.000 TL ve altı	179	180,86	4,027	3	0,259
	15.000 TL – 25.000 TL arası	141	200,47			
	25.000 TL – 50.000 TL arası	59	208,74			
	50.000 TL ve üzeri	5	192,80			
Self – Development	15.000 TL ve altı	179	180,09	4,378	3	0,223
	15.000 TL – 25.000 TL arası	141	202,76			
	25.000 TL – 50.000 TL arası	59	205,67			
	50.000 TL ve üzeri	5	192,10			
Self-control	15.000 TL ve altı	179	191,38	0,945	3	0,815
	15.000 TL – 25.000 TL arası	141	193,05			
	25.000 TL – 50.000 TL arası	59	198,22			
	50.000 TL ve üzeri	5	149,70			
Respect at school	15.000 TL ve altı	179	184,13	3,673	3	0,299
	15.000 TL – 25.000 TL arası	141	197,16			
	25.000 TL – 50.000 TL arası	59	210,42			
	50.000 TL ve üzeri	5	149,10			
Respect at home	15.000 TL ve altı	179	184,97	1,94	3	0,585
	15.000 TL – 25.000 TL arası	141	201,29			
	25.000 TL – 50.000 TL arası	59	195,85			
	50.000 TL ve üzeri	5	174,50			
Social, Sensory, and Character Development Scale	15.000 TL ve altı	179	182,04	3,993	3	0,262
	15.000 TL – 25.000 TL arası	141	200,61			
	25.000 TL – 50.000 TL arası	59	207,87			
	50.000 TL ve üzeri	5	156,80			

In table 9, the social anxiety levels of the 3rd-grade primary school students included in the research show statistically significant differences according to their family income levels. (p<0.05) Social anxiety levels of students whose family income level is 15,000 TL and below are higher than those of students whose family income level is between 25,000 TL and 50,000 TL. Other scale scores do not show statistically significant differences according to family income level. (p>0.05)

Table 10. Examination of Social Anxiety and Social, Sensory, and Moral Development Levels of 3rd Grade Primary School Students Included in the Scope of Research, According to Their Status of Having a Separate Room

Scales	Student's separate bedroom	N	Rank Ave..	Rank Total	U	p value
Social Anxiety Scale	Yes	299	186,24	55684,50	10834,5	0,038
	No	85	214,54	18235,50		
Positive Social Behaviour	Yes	299	187,31	56005,50	11155,5	0,083
	No	85	210,76	17914,50		

Scale		Yes/No	N	Rank Ave.	Tank Total	U	p value
Honesty		Yes	299	192,38	57522,50	12672,5	0,969
		No	85	192,91	16397,50		
Self Development		Yes	299	191,32	57205,50	12355,5	0,693
		No	85	196,64	16714,50		
Self-control		Yes	299	189,95	56795,50	11945,5	0,393
		No	85	201,46	17124,50		
Respect at school		Yes	299	189,74	56731,50	11881,5	0,353
		No	85	202,22	17188,50		
Respect at home		Yes	299	192,27	57487,50	12637,5	0,937
		No	85	193,32	16432,50		
Social, Sensory, and Character Development Scale		Yes	299	190,12	56847,00	11997	0,431
		No	85	200,86	17073,00		

In table 10, the social anxiety levels of the 3rd-grade primary school students included in the research show a statistically significant difference depending on whether they have a separate room. ($p<0.05$) Social anxiety levels of students who do not have a separate room are higher than those who have a separate room. Other scale scores do not show statistically significant differences depending on having a separate room. ($p>0.05$)

Table 11. Examination of Social Anxiety and Social, Sensory, and Moral Development Levels of 3rd Grade Primary School Students Included in the Scope of Research, according to Their Computer Ownership Status

Scale	Student's Own PC	N	Rank Ave..	Tank Total.	U	p value
Social Anxiety Scale	Yes	161	174,75	28134,50	15093,5	0,008
	No	223	205,32	45785,50		
Positive Social Behaviour	Yes	161	195,85	31532,50	17411,5	0,612
	No	223	190,08	42387,50		
Honesty	Yes	161	195,14	31418,00	17526	0,689
	No	223	190,59	42502,00		
Self Development	Yes	161	198,12	31897,50	17046,5	0,393
	No	223	188,44	42022,50		
Self-control	Yes	161	189,33	30482,00	17441	0,630
	No	223	194,79	43438,00		
Respect at school	Yes	161	196,43	31625,50	17318,5	0,550
	No	223	189,66	42294,50		
Respect at home	Yes	161	195,86	31533,00	17411	0,610
	No	223	190,08	42387,00		
Social, Sensory, and Character Development Scale	Yes	161	195,27	31438,50	17505,5	0,678
	No	223	190,50	42481,50		

In table 11, the social anxiety levels of the 3rd-grade primary school students included in the research show a statistically significant difference according to their computer ownership. ($p<0.05$) Social anxiety levels of students who do not own a computer are higher than those who have a computer. Other scale scores do not show statistically significant differences according to computer ownership. ($p>0.05$)

On the other hand, social anxiety, positive social behavior, honesty, self-development, self-control, respect at school, respect at home, and social, sensory, and moral development levels of the 3rd-grade primary school students included in the research do not show statistically significant differences according to their family structure, the number of siblings they have, according to the siblings' education or profession status.

Qualitative Research Data Study and Analysis

In the study, semi-structured interviews were held with a total of 120 volunteer people, including 90 parents and 30 teachers, voluntarily in schools in three major cities in Türkiye. In the phenomenological research, information was obtained from parents and teachers about social behavior, respect and compliance with school rules, and student self-control levels as they adapted to school life after the pandemic which caused an isolated life. Interviews about how the social process progressed are obtained from the observations of parents and teachers. Comments were transcribed into text through notes taken through one-on-one consultations.

Deciphering was done during the data processing section. The coding process was carried out by repeatedly reading the data on verbatim notes. In this way, the integrity of the meaning between the parts is preserved. As words are used more frequently in terms of social behavior, respect and harmony at school, and self-control, codes that define the phenomenon and develop categories have become clear.

The coding and categories of the texts are given in the table below. For each city common, interesting points are mentioned. According to the literature review, the common determinants among students after the pandemic are the desire to run wild, shout, not be able to play games, the desire to be alone, and extreme sensitivity to hygiene. These codes were classified under the "lack of social cohesion" category. Distraction, inability to make eye contact, reluctance to start homework, and excessive effort to play technological games are all included in the category of "concentration disorder."

Table 12. Coding and Categorizing

Text	Coding	Categories
Teachers' common thoughts: Distraction is too much. Concentration is difficult. They always need commands. They have difficulty setting up games. They are not patient. They are irritable, and quarrelsome. They prefer to be alone. They are not afraid of getting alone. Respect is low. Parents are not open to criticism. Teachers feel themselves under pressure due to the parents. They want to be involved in everything. The training method using the voice system is insufficient. They read by swallowing. There is a behavioral difference. They are like 2nd grade. Assignments are not completed. They are reluctant to attend school. Forgetfulness is common. They are used to conditional acceptance. E.g. "If I work this much, how much will I play?" Playing games is their priority. They like running even in the school corridors. Screaming is their hobby. They are looking for excitement. High adrenaline racing and competition are required. There is peer bullying. The powerful are oppressive. Finger muscles are underdeveloped, difficulty in writing, Pencil grip is wrong. Manual skills are inadequate.	Sense of responsibility is weak. Difficulty adjusting to classes, Difficulty complying with rules. Domination by power	Lack of social cohesion Concentration disorder Difficulty complying with rules
Parents' common thoughts: 3rd grade passed like the first term of the 2nd grade. There is a distraction. Concentration is difficult. Starting to do homework is hard. Their weak points are technological tools. In common areas, they do not feel relaxed. Visiting the restroom is a problem at school. They are difficulty in adapting to school and in time management. They are not getting friends with each other quickly. They act hesitantly towards teachers and friends they do not know. They are worried that they will be talked about behind their back and made fun of. They do not like closed areas. They have anxiety about being trapped indoors after the pandemic.	Feeling oppression There is introversion Difficulty complying with rules Self-control is at a high level Extreme sensitivity to hygiene rules	Lack of social cohesion / Social anxiety Concentration disorder

It is difficult for teachers and students to adapt to school and comply with the rules after the pandemic on 3rd-grade students. Teachers observe distraction and lack of concentration. They emphasize that students are hesitant in the community. This situation reveals the importance of social interaction. Social interactions lead to good friendship relationships. On the other hand, an extremely isolated life during the pandemic has led students to become introverted and experience anxiety about socializing. (Stravynski & Boyer, 2001). Teachers and parents stated that compliance with school rules, feeling responsible, and time management are students' weak points. Adjustment and emotional recovery will vary depending on the nature of interaction with students.

Discussion, Result, and Suggestions

This study aims to conceptually examine the social changes and social concerns of first-grade students during the pandemic period and to reveal the theoretical basis. At the end of the research, individual and group outcome connections of social change and social anxiety were established.

The answer to the hypothesis was received both quantitatively and qualitatively. It is observed that students experience social anxiety as a result of spending the first grade of primary school isolated at home. After returning to school, concentration in classes is highly bad. They have difficulty complying with school rules. They have not developed a sense of responsibility. It is observed that as the level of social anxiety increases, their social, emotional, and moral development decreases. It appears that younger students within the same class are less affected than the elders by the pandemic. It has been determined that the educational status of the mother is more effective in social, emotional, and moral development within the family. It has been understood that low-income families lived in a more stressful environment and survived with more anxiety during the Covid-19 pandemic period. The results show that students' high comfort at home provides superiority in their social, emotional, and moral development.

This study provides a conceptual framework for how social anxiety can be reduced in groups. It is important to address social concerns in school life, which is in the process of social change. In this context, the disappearance of social anxiety, on behalf of the interaction of social change between teachers, parents, and students will enable future generations to have a healthy cognitive structure. As recommendations, social cohesion should be ensured. Students should be encouraged to socialize with their friends and other peers. Contact should be further intensified in consultation with parents. The best life coaches are mothers and fathers (Yurtbakan, 2023). It is observed that students are open to competition. National and international competitions, committee studies, seminars, and panels to be held on science on this subject will raise a sense of responsibility for students and education with a win-win model. Having students from older classes act as mediators to solve problems between students will increase the sense of responsibility of the entire school. Activities that increase manual dexterity should be done even more. After-school, study classes will be especially useful for the students who are Feb 6, 2023 earthquake victims. After the Covid-19 pandemic, the earthquake they experienced was rather hard for them.

Many studies have shown that students experienced behavioral problems in schools during the pandemic. The behavioral problems students faced during the pandemic include a lack of motivation in class and deviating from school discipline (Garbe et al., 2020). Additionally, during remote learning, it has been observed that parents intervened excessively in class during the initial stages of reading and writing instruction (Özdemir & Gündoğan-Önderöz, 2022). Furthermore, remote learning has negatively affected equal opportunities due to reasons such as internet connectivity issues and students lacking access to technological devices during the initial stages of reading and writing instruction (Atik & Avcı, 2021). Talking about the importance of the support received from parents, Kırmızı and Büyükdağ (2022, pp. 385-413) talk positively about the cooperation of primary school 1st-grade students, parents and teachers during the Covid-19 pandemic period, especially in terms of adaptation to classes.

Future research could build upon these findings by exploring several avenues: Long-term Effects: Investigate the long-term impact of the pandemic on social, emotional, and moral development by following up with the same cohort of students over several years. This longitudinal study could provide insights into how these challenges manifest and evolve. Comparative Analysis: Conduct comparative analyses across different age groups and grade levels to understand how the pandemic has affected social development differently at various stages of childhood and adolescence. This could illuminate whether certain developmental milestones are more susceptible to crisis disruption. Intervention Strategies: Explore effective intervention strategies to support students in coping with social anxiety and adapting to changing social environments. This could involve implementing targeted interventions within educational settings or developing community-based programs to enhance resilience and social skills. Family Dynamics: Further investigate the role of family dynamics, including parental education levels, socioeconomic status, and home environment, in mitigating or exacerbating the impact of the pandemic on children's social development. Understanding how family factors interact with external stressors can inform targeted support for vulnerable populations. Educational Policies: Assess the effectiveness of educational policies implemented during the pandemic in addressing the social and emotional needs of students. This could involve evaluating the impact of remote learning strategies, school reopening protocols, and mental health support services on students' overall well-being and academic performance. Cross-cultural Perspectives: Explore cross-cultural differences in students' experiences during the pandemic to identify culturally specific factors that influence social development. Comparing findings across diverse cultural contexts can provide a more comprehensive understanding of the global impact of the pandemic on children's social experiences. Technology Use: Investigate the role of technology in mediating social interactions and its impact on social anxiety and development during periods of isolation. This could include examining both the positive and negative effects of increased screen time on social skills and emotional well-being.

References

Appelbaum, R. P. (1970). *Theories of social change* (R. W. Hodge, Ed.). Markham Publishing Company.

Asher, S. R. (1983). Social competence and peer status: Recent advances and future directions. *Child Development, 54*(6), 1427-1434. https://doi.org/10.2307/1129805

Atik, H., & Avcı, F. (2021). Uzaktan eğitim sürecinde ilk okuma-yazma öğretiminde eğitim teknolojilerini kullanan 1. sınıf öğretmenlerinin karşılaştıkları zorluklar ve çözüm önerileri. *Uluslararası Güncel Eğitim Araştırmaları Dergisi, 7*(2), 687-708.

Bhushan, V. D. (2016). *Fundamentals of sociology.* Pearson Education.

Blau, P. (1964). *Exchange and power in social life.* Wiley.

Bozgün, K., & Baytemir, K. B. (2019). Sosyal-duygusal ve ahlaki gelişim ölçeğinin (SDAGO) Türkçeye uyarlanması: Geçerlik ve güvenirlik çalışması. *Turkish Studies, 14*(1), 139-156. http://dx.doi.org/10.7827/TurkishStudies.14754

Gadamer, H. (1995). *Hermeneutik: Hermeneutik yorumbilgisi üzerine yazılar* (D. Özlem, Trans.). Ark Yayınları.

Garbe, A., Ogurlu, U., Logan, N., & Cook, P. (2020). Covid 19 and remote learning: Experiences of parents with children during the pandemic. *American Journal of Qualitative Research, 4*(3), 45-65. https://doi.org/10.29333/ajqr/8471

Gov.uk. (2021). *Remote education research*. Retrieved September 18, 2023 from https://www.gov.uk/government/publications/remote-education-research/remote-education-research

İnceoğlu, M. (2010). *Tutum, algı, iletişim.* Beykent Üniversitesi Yayınları.

Kırmızı, F., & Büyükdağ, G. (2022). Literacy problems in distance education during the Covid-19 epidemic according to teachers' opinions. *Inonu University Journal of the Faculty of Education, 23*(1), 385-413. https://doi.org/10.17679/inuefd.958090

Kongar, E., & Diamond, J. (1997). *Guns, germs, and steel.* Vintage Books.

Kongar, E. (2010). *Toplumsal değişme kuramları ve Türkiye gerçeği* (14th ed.). Remzi Kitabevi.

Köseoğlu, M. (2018). Kadına yönelik şiddette sosyalleşme süreci ve toplumsal cinsiyet rolleri çerçevesinde değerlendirilmesi. *Sosyal ve Beşeri Bilimler Araştırmaları Dergisi, 19*(42), 77-96.

La Grace, A. M., & Stone, W.L. (2010). Social anxiety scale for children – Revised: Factor structure and concurrent validity. *Journal of Clinical Child Psychology, 22*(1), 17-27. http://dx.doi.org/10.1207/s15374424jccp2201_2

Moore, W. E. (1968). Social change. In D. L. Skill (Ed.), *International encylopedia of the social sciences* (pp. 367-368). Mac Millan Co.

Özdemir, S., & Gündoğan-Önderöz, F. (2022). Teachers' opinions on teaching primary reading and writing through distance education during the Covid-19 pandemic period. *Journal of Children and Youth Services Review, 4*(1), 34-50. https://doi.org/10.51535/tell.1123629

Ji, P., DuBois, D. L., & Flay, B. R. (2021). Social emotional and character development scale: Validation of urban middle-school students. *Children and Youth Services Review, 217* (1), 121-147. http://dx.doi.org/10.1016/j.childyouth.2021.106124

Schultz, W. (1966). *The interpersonal underworld.* Science and Behavior Books.

Stravynski, A., & Boyer, R. (2001). Loneliness in relation to suicide ideation and parasuicide: A population wide study. *Suicide and Life-Threatening Behaviour, 31*(1), 32-40. https://doi.org/10.1521/suli.31.1.32.21312

Sucu, İ. (2020). Yeni dünya düzeninde dönüşümün iletişim ve medyadaki ilk adımları: Covid-19 sonun başlangıcında yeni bir dijital çağ. *İnsan ve Sosyal Bilimler Dergisi, 3*(2), 556-566.

The Ministry of Education. (2020). *Güvenli okullaşma ve uzaktan eğitim projesi tanıtım ve istişare toplantısı.* Retrieved March 31, 2023 from https://www.meb.gov.tr/meb-dunya-bankasi-guvenli-okullasma-ve-uzaktan-egitim-projesi/haber/21536/tr

The Ministry of Health. (2020). *Koronovirüs bilim kurulu toplantısı.* Retrieved March 30, 2022 from https://www.saglik.gov.tr/TR,64693/iki-bakan-koronavirus-bilim-kurulu-toplantisinin-ardindan-aciklama-yapti.html

Tischler, H. (2011). *Introduction to sociology.* Wadsworth Cengage Learning.

Tolan, B. (1983). *Toplum bilimlerine giriş.* Savaş Yayınları.

Türkay, D., Demir, D. E., Türksoy, N., & Uysal, E. Ö. (2000). Çocuklar için sosyal anksiyete ölçeğinin geçerlilik ve güvenirliği. *Düşünen Adam, 13*(1), 42-48.

Ulucan, M., & Sekin, V. (2023). Covid-19 pandemi sürecinde sınıf öğretmenlerinin hibrit eğitime ilişkin görüşlerinin belirlenmesi. *Akademik Matbuat*, *7*(1), 75-103.

World Health Organization. (2020). *WHO director-general's opening remarks at the media briefing on Covid 19.* Retrieved March 20, 2022 from https://www.who.int/director-general/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19—-11-march-2020

Yazgan, A. (2020). *Kapitalizmin gölgesinde tükenen insan.* Der Yayınları.

Yazgan, A. (2022). Covid-19 pandemi dönemi yeni normalleşme sürecinde izole yaşam ve ev hanımlarının sosyal medya bağımlılığı: Popüler kültür üzerinden bir analiz. *Kadın ve Toplumsal Cinsiyet Araştırmaları Dergisi, 6*(2), 1-16. https://doi.org/10.29228/mukatcad.19

Yurtbakan, E. (2023). Pandemide yüzyüze eğitime başlayan 1. sınıf öğrencilerine ilk okuma yazma öğretimi sürecine ilişkin sınıf öğretmenlerinin görüşleri. *Nevşehir Hacı Bektaş Veli Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 13*(1), 144-159. http://doi.10.30783-nevsosbilen.1151173