



Reverse Tullip Education

## **Opinions of 1st Grade Teachers on Distance Education Adaptation Process During the Covid 19 Pandemic Period**

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### **Abstract**

The Covid-19 pandemic, which affected the world in 2019, forced countries to make changes in many areas. One of them is education. As in many countries where the pandemic affected, face-to-face education was interrupted and distance education was started in our country. In this study, it was aimed to understand the distance education adaptation processes of 1st grade teachers during the Covid-19 pandemic process by referring to the teachers' experiences. The research was conducted with the phenomenology design, one of the qualitative research methods. 9 primary school 1st grade teachers working in primary schools in Tosya district of Kastamonu participated in the study. The data were collected over "ZOOM" with a semi-structured interview form. The data were analyzed with the method of content analysis. Teachers' opinions are shown in the findings section by quoting from time to time. As a result of the research, primary school 1st grade teachers had information about the pandemic, had problems in technical issues such as internet connection and in the inability of all students to participate, pre-school education was very important in terms of readiness, they were more successful in face-to-face education, their use of technology in the distance education process increased and It was concluded that they had anxiety about not being able to teach.

**Keywords:** Pandemic, Covid-19, distance education, classroom teachers, fenomenoloji.

### **Citation:**

Karabudak, M. G. (2020). Opinions of 1st Grade Teachers on Distance Education Adaptation Process During the Covid 19 Pandemic Period. *Social Scientific Centered Issues*, 2(2), 72-80.

## **Introduction**

Humanity has had to struggle with pandemics many times in the past. Pandemic is defined as the common occurrence of a disease on a continent or several countries at the same time, a major epidemic (Turkish Language Association [TDK], 2020). The Covid-19 outbreak we are in today is one of these pandemics (Yılmaz, 2021). WHO announced the epidemic of Covid-19, which emerged in Wuhan, China's Hubei province, in December 2019 and spread to the world on March 11. (WHO, 2020). Since this date, important changes have occurred in the education, working life, daily life, health and social activities of people living in the world. Many countries affected by the pandemic have interrupted face-to-face education and switched to distance education. In our country, the distance education process has started as of March 23, 2020. (MEB, 2020).

Online resources, digital devices, social media and e-learning have been the catalysts for the continued use of education during the pandemic period. (Mulenga and Marban, 2020). Agnoletto and Queiroz (2020), in their article titled "COVID-19 and Challenges in Education", emphasized that the logic of digitalization in education is not easy and they specifically stated that "learning technologies", which are adopted in emergency situations, are a starting point. Considering the children who will reach the school age and will start their education, it is thought to what extent primary school 1st grade students who are in the period of more concrete operations may have problems in adapting to distance education. Because the physical, mental, emotional, social and environmental factors that affect readiness must be sufficient for learning to take place (Yılmaz, Ayyıldız & Baltacı, 2020). These factors are not independent of each other and it is accepted that the deficiency or insufficiency in one affects the others (Oktay, 2000, 269-270). In our country, with the pandemic, the distance education process has started and teachers have started to provide training through technology. In this process, technological infrastructure, professional anxiety, use of technology, use of materials, changes in teaching methods and uniqueness, etc. (Bakioğlu & Çevik, 2020). In the distance education process, researches have been carried out at various education levels, but no study including the opinions of primary school 1st grade teachers, which is the basic stage of education, regarding adaptation to distance education has been found. It is thought that taking the opinions of primary school 1st grade teachers working in Tosya district of Kastamonu about the adaptation process to distance education will help fill the gap in the literature. The questions whose answers were sought in the study were formed under 4 thematic headings.

1. What are the pre-knowledge levels of primary school 1st grade teachers regarding the pandemic?
2. What are the problems faced by primary school 1st grade teachers in the distance education process?
3. What are the opinions of primary school 1st grade teachers about the teaching process in distance education?
4. What are the opinions of primary school 1st grade teachers regarding the teaching profession during the pandemic process?

## **Method**

In the research, phenomenology, one of the qualitative research methods, was used. Purpose in phenomenology studies; It is to reach a general judgment by examining the participants' personal experiences about the phenomenon or situation in depth (Yıldırım & Şimşek, 2013; Avan, Gülgün, Yılmaz & Doğanay, 2019; Yılmaz & Yanarateş, 2020). In this study, by choosing the phenomenology method, it is to try to understand the experiences of primary school 1st grade teachers regarding their adaptation to distance education during the pandemic process. The themes and codes for this purpose were created and content analysis was made (Yılmaz & Ertuğrul-Akyol, 2019). Appropriate sampling method was used in this study. Participants constitute primary school 1st grade teachers working in Tosya district of Kastamonu. Information on the descriptive characteristics of the participants is presented in Table-1.

**Table 1.** Information on the descriptive characteristics of the participants

	f	%
<b>Gender</b>		
Woman	6	66,7
Male	3	33,3
<b>Age</b>		
25-30 years old	1	11.1
31-40 years old	4	44.5
41-50 years old	2	22.2
51-60 years old	2	22.2
<b>Service Year</b>		
6-10 years	2	22.2
11-15 years	2	22.2
16-20 years	3	33.4
21-25 years	1	11.1
26-30 years	1	11.1
<b>Have You Received In-Service Training About Distance Education?</b>		
Yes	3	33.3
No	6	66.7
<b>Do You Have Internet Connection At Home?</b>		
Yes	9	100
No	0	
<b>Do You Have a Personal Computer?</b>		
Yes	8	88.9
No	1	11.1
<b>What Is Your Pandemic Fear Level?</b>		
I am so afraid	1	11.1
I am afraid	5	55.6
I'm not afraid	2	22.2
I'm not afraid at all	1	11.1

When Table 1 is examined, 6 (66.7%) of the participants are women and 3 (33.3%) of them are men. Participants' ages vary between 25-60 years. Those with years of service 6-10 years 2 (22.2%), service years 11-15 years 2 (22.2%), service years 16-20 3 (33.4%), 21-25 years of service 1 (11.1%) and 1 (11.1) persons with 26-30 years of service. While 3 (33.3%) received in-service training on distance education, 6 (66.7%) people did not receive in-service training. All participants have an internet connection at their home. While 8 (88.9%) of the participants have a personal computer, 1 (11.1%) of them do not have a personal computer. 1 (11.1%) of the participants replied that I am very afraid of the pandemic, 5 (55.6%) are afraid, 2 (22.2%) are not afraid and 1 (11.1%) have stated their pandemic fear level.

The data in the study were obtained with a semi-structured interview form. The interview form was created by the researcher. As a pilot study, the form prepared before the study was sent to 5 primary school 1st grade teachers and the operability of the interview form was tested. The form was finalized by making changes in some questions. The data of the research were collected through the application called zoom, by interviewing the primary school 1st grade teachers working in Kastamonu Tosya. In addition, the interview form was sent to the participants' @ -mail addresses. Data were collected in December 2020.

The data of the research were analyzed by content analysis method. From time to time, quotations were made from participant views. Before the analysis, each interview form was named (K1, K2, K3...) and the answers were collected under question titles.

## Results

The findings obtained from the questions asked to the primary school 1st grade teachers were analyzed in 4 sections based on the problems of the research.

### 1. Pre-knowledge levels of primary school 1st grade teachers about the pandemic

COVID-19 to primary school 1st grade teachers on what the pandemic is They were asked if they were informed before the pandemic and they were informed about this issue before. if they were, they were asked to write examples of pandemics they knew. The answers given by the teachers were coded and shown in Table 2. presented.

**Table 2.** Preliminary Information Obtained by Primary School First Grade Teachers about the Pandemic

Main theme	Answers	Codes
information about the epidemic	I have information (8)	*Spanish flu (4)
	I have no information (1)	*H1N1 (4) *Avian İnfluenza (2) * Cholera (2) *Ebola (1) *SARS (1) *MERS (1) * Plague (1) *Crimean-Congo hemorrhagic fever (1) *AIDS (1)

When Table 2 is examined, it is determined that 8 primary school 1st grade teachers had prior knowledge about the pandemic before COVID-19, and 1 teacher did not have any prior knowledge about the pandemic before COVID-19. When primary school 1st grade teachers are asked to write examples of pandemics like Covid-19, the answers are as follows. They gave examples of Spanish flu (4), H1N1 (4), Avian İnfluenza (2), Cholera (2), Ebola (1), SARS (1), MERS (1) and Plague (1). Although there is no pandemic with diseases such as Crimean-Congo hemorrhagic fever (1) and AIDS (1), it is given as an example of a pandemic.

### Problems faced by primary school 1st grade teachers in the distance education process

Primary school 1st grade teachers in the distance education process computer (software-hardware), internet connection, students, groups, school management and They were asked whether they had any problems with the national education directorate / officials they were affiliated with. The codes were created by theming the answers given by the teachers and presented in Table 3.

**Table 3.** Problems faced by primary school 1st grade teachers in the distance education process

Main theme	Answers	Codes
By computer (software / hardware) problems experienced	I had no problem (6)	* Computer accent (2)
	I had a problem (3)	* Computer program (2)
With internet connection problems experienced	I had a problem (2)	* Internet disconnected (2)
	I had no problem (7)	* slow internet connection (2)
Experienced with students problems	I had no problem (0)	* No computer (8)
	I had a problem (9)	* no Internet connection(7)
		* absentee student (6)
		*student housing not available(5)
		* parental intervention (5)
		* parental indifference (5)
		* student supervision (4)
* be bored quickly (4)		
	* distractibility (3)	
	* inability to use material (1)	
With the school board problems experienced	I had no problem (9)	
	I had a problem (0)	
with the authorities problems experienced	I had no problem (9)	
	I had a problem (0)	

When Table 3 is examined, it is seen that the problems experienced by primary school 1st grade teachers with computers (software / hardware); It is observed that they have problems with computer programs (2) and computer accents (2). K1 teacher said, "Yes, I have difficulties in formatting the computer and using complex programs." gave the answer. Primary school 1st grade teachers' problems with internet connection; They expressed it as disconnection (2) and connection slowness (1). K6 teacher said, "Yes, we experienced internet disconnection and slowdown from time to time." gave the answer. Primary school 1st grade teachers' problems with students in the distance education process; The student does not have a computer (8), does not have an internet connection (7), student absenteeism (6), the student's home is not suitable (5), parent intervention (5), parent indifference (5), student supervision (4), student boredom 4), distraction (3) and inability to use materials (1). The K3 teacher said, "Yes. It is very difficult to get their attention and attention in front of the screen. They get bored quickly. After a while, they want to get up and travel. " gave the answer. The K1 teacher said, "Yes, parents' participation in the lesson is a separate problem on its own. Answering, intervening, etc. to every question asked to children (as if children had no right to do wrong). negatively affects the lessons. " gave the answer. Primary school 1st grade teachers stated that they did not have any problems with the school administration and other authorities during the distance education process.

## 2. Primary school 1st grade teachers' opinions about the teaching process in distance education

Primary school in the distance education process Materials and method used by 1st grade teachers and what are the techniques, time, and what are the students' views on the transition questions were asked that it was The answers were themed and the codes were created and shown in table-4.

**Table 4.** Primary school 1st grade teachers' opinions about the teaching process in distance education

Main theme	Codes
The difference in the literacy start time of first grade primary school students in distance education compared to face-to-face education	*literacy started late (6) *poor writing quality (5) *poor reading quality (3) *no difference (2)
Primary school in the distance education process I. Level of adaptation of class students to the classroom environment according to face-to-face education	*they had a hard time adjusting (6) *had trouble following the classroom rules(4) *They had no trouble adapting (3)
The level of adaptation of primary school first grade students to the school environment according to face-to-face education during the distance education process.	*they had a hard time adjusting (9) *had difficulty adjusting to lesson start and end times (3)
Difficulties you experience in preparing primary school 1st grade students for education (holding a pencil, drawing lines, etc.)	*I had no problems with pre-school students (6) * I had a problem drawing lines (4) * I had a problem with dictation (4) * I had a problem controlling student work (4) *Solving this problem with part-time face-to-face training (2) * I had no problem (2)
Distance Learning in the process of lessons method of processing	* expression (6) * question answer (5) * show (5) * game (3) * problem solving (2) *drama (2) * computer assisted learning (2) * research (1) * brainstorming (1)
Suggestions for the distance education process to be more efficient for first grade students	*students must have a personal computer (6) *students must have an internet connection (6) * EBA etc. The content of educational portals is enriched (5) * students should attend the lesson (4) *the teacher should decide on the starting hours of the lesson (2) * lesson hours should be reduced (2) * the curriculum should be simplified (1) *physical education, free activity, visual arts and so on. the content of the courses should be made suitable for distance education (1)
Distance Learning during the lessons materials used	* worksheet (8) * textbook (5) *video(5) *digital writing board (3) *photo (3) *EBA (3) *Web.2.0 (1) *Web site (1) *reading wheel (1)
1 lesson in the process when completed (minute) (15)	* 30 minutes (9)

When Table-4 is examined, teachers' responses to the change in the duration of primary school 1st grade students' literacy started late (6), poor writing quality (5), poor reading quality (3) and no difference (2) in the distance education process compared to face-to-face education. ) have answered in the form. In the distance education process, the teachers answered the primary school 1st grade students' level of adaptation to the classroom environment according to face-to-face education as they had a hard time adjusting (6), had trouble following the classroom rules (4), and They had no trouble adapting (3). Regarding the level of primary school 1st grade students' adaptation to the school environment according to face-to-face education in the distance education process, the teachers answered as they had a hard time adjusting (9) and had difficulty adjusting to lesson start and end times (3), respectively. The K2 teacher, on the other hand, said, "Since they do not feel by living the school environment in distance education, their ability to adapt a little more and their duration is low." gave the answer. Teachers about the difficulties you experienced in preparing primary school 1st grade students for education (holding a pencil, drawing lines, etc.) in the distance education process, respectively, I had no problems with pre-school students (6), I had a problem drawing lines (4), I had He answered as a problem with dictation (4), I had a problem controlling student work (4), Solving this problem with part-time face-to-face training (2) and I had no problem (2). K3 teacher said, "I did not have any difficulties with my students who attended the kindergarten class. My students who did not go to kindergarten also collaborated with families for small muscle development" gave the answer.

The methods and techniques used by primary school 1st grade students in the distance education process were determined by the teachers, respectively expression (6), question answer (5), show (5), game (3), problem solving (2), drama (2), computer assisted learning ( 2), research (1), and brainstorming (1).

In order to make the distance education process more efficient for primary school 1st grade students, teachers respectively, students must have a personal computer (6), students must have an internet connection (6), EBA etc. The content of educational portals is enriched (5), students should attend the lesson (4), the teacher should decide on the starting hours of the lesson (2), lesson hours should be reduced (2), the curriculum should be simplified ( 1) and physical education, free activity, visual arts and so on. The content of the courses should be made suitable for distance education (1). In the distance education process, the teachers used in primary school 1st grade students, respectively, worksheet (8), textbook (5), video (5), digital writing board (3), photo (3), EBA (3), Web. , Web site (1) and reading wheel (1) gave the answers. In the distance education process, all of the teachers answered 30 minutes for the completion of one lesson.

### 3. Primary school 1st grade teachers' opinions on the teaching profession during the pandemic process

The effects of the pandemic process of primary school 1st grade teachers on the anxiety, satisfaction and use of educational technologies for the teaching profession were investigated. In this direction, themes were created and coded and shown in table-5.

**Table 5.** Primary school 1st grade teachers' opinions on the teaching profession during the pandemic process

Main theme	Answers	Codes
Education technologies use of (16)	Impressed (7) Did not affect (2)	*Increasing use of technology (6) *spending too much time at the computer(5) *spending too much time on the internet (5) * using different platforms (1)
Anxiety (17)	I'm worried (8) I am not worried (1)	*Lack of information that may occur in the student (8) * inefficiency (7) * failure to learn (5)
Professional satisfaction	adversely affected (6) positively affected (3)	adversely affected * unhappiness (5) * uselessness (2) *inability to communicate with students (2) positively affected self-improvement (3) To be successful (2)

When Table-5 is examined, it is seen that the pandemic process of primary school 1st grade teachers has a positive effect on the use of educational technologies. Primary school 1st grade teachers on technology use, respectively; They answered: Increasing use of technology (6), spending too much time at the computer (5), spending too much time on the internet (5) and using different platforms (1). I use.” gave the answer. It is observed that primary school 1st grade teachers are anxious (8) in the distance education process. The teachers mentioned these concerns respectively; Lack of information that may occur in the student (8), inefficiency (7) and failure to learn (5). The K9 teacher said, “Since I have never encountered such a situation before, I worry about my students being productive.” gave the answer. In the distance education process, 6 primary school 1st grade teachers stated that they were negatively affected by professional satisfaction, and 3 teachers stated that they were positively affected. K1 teacher replied, “Distance education never makes me happy enough professionally”. K5 teacher said, “The distance education process has been a very different and tremendous experience for me. It made a great contribution to my professional satisfaction”.

## Discussions, Conclusions and Recommendations

When the first problem of the study was evaluated in the light of the findings, it was determined that 9 primary school 1st grade teachers who participated in the study had prior knowledge about pandemic. However, they confused diseases such as Crimean-Congo hemorrhagic fever (1) and AIDS (1) with pandemics. Similarly, Bakioğlu and Çevik (2020). In their study titled “Opinions of Science Teachers on Distance Education in the Process of COVID-19 Pandemic”, they concluded that Science teachers confused some diseases with pandemics (Karataş, 2020).

When the second problem of the study was evaluated, it was determined that primary school 1st grade teachers had problems with computer (software, hardware, etc.) and internet connection during the distance education period. This result was determined by Karakuş, Ucuşatar, Karacaoğlu, Esendemir, and Bayraktar (2020). “ In their study titled “Views of Turkish teacher candidates on distance education”, they concluded that Turkish teacher candidates had problems with computer and internet connection during the distance education process. Another problem experienced by the primary school 1st grade teachers participating in the study was identified as the problem caused by the student. These problems are caused by teachers not having a computer (8), lack of internet connection (7), student absenteeism (6), unsuitable home of the student (5), parent intervention (5), parent indifference (5), student supervision (4), They expressed it as being bored quickly (4), distraction (3) and inability to use materials (1). Primary school 1st grade teachers who participated in the study stated that they did not have any problems with the school administration and other authorities (Aslan, 2020).

When the third problem of the study was evaluated, it was concluded that primary school 1st grade students had trouble adapting to the school and classroom environment and started reading and writing later than face-to-face education. Primary school 1st grade teachers participating in the study, students must have a personal computer (6), students must have an internet connection (6), EBA etc. in order to make distance education more efficient. The content of educational portals is enriched (5), students should attend the lesson (4), the teacher should decide on the starting hours of the lesson (2), lesson hours should be reduced (2), the curriculum should be simplified ( 1) and physical education, free activity, visual arts and so on. The results of the literature reached the conclusion that they made recommendations for the content of the courses should be made suitable for distance education (1). It has been revealed with the findings that pre-school education is very important in preparing primary school 1st grade students for education (holding a pencil, drawing lines, etc.) in the distance education process. In the process of distance education, primary school 1st grade teachers have respectively expressed expression (6), question answer (5), show (5), game (3), problem solving (2), drama (2), computer assisted learning (2), research ( 1) and brainstorming (1) were found to use learning methods and techniques. As materials, worksheet (8), textbook (5), video (5), digital writing board (3), photo (3), EBA (3), Web.2.0 (1), Web site (1) and reading wheel (1) it was concluded that they used it. When the third problem of the study was evaluated, it was found that the use of technology of primary school 1st grade teachers increased during the distance education period, they were anxious and this process negatively affected their professional satisfaction. Bakioğlu and Çevik (2020). They achieved similar results in their studies.



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