

Parents' Opinions on Distance Education in Primary Schools in the Covid-19 Process

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Geliş Tarihi: 01.09.2020 | Kabul Tarihi: 10.10.2020

Abstract: Online teaching for primary education has been implemented for the first time in Northern Cyprus, like many other countries. Support of parents is very important when online teaching is implemented for low-age groups. This study aims to determine the level of participation of the students in distance education, the difficulties they experience in the process, the effectiveness of the process on their learning. The study also aims to develop solutions to the problems experienced by taking the level of benefiting from the distance education provided to their children and the opinions of the parents of the primary school students in the Covid-19 process. Applying surveying method of qualitative analysis, a random sample of 100 parents is collected through semi-structured interview with nine open-ended questions. The results revealed that parents stated that the most effective education for primary school students is in-person education but online education should involve synchronized sessions, assignments, and assessment processes.

Keywords: Covid-19; Distance Education; Northern Cyprus; Primary Education.

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Introduction

The outbreak, which began in December 2019 in Wuhan, China, began to spread first in China and then all over the world and took its place in the literature as the new Coronavirus (Covid-19). After the health field, one of the areas most affected by the Covid-19 process is education. With the measures taken, face-to-face education in schools was stopped. The learning process that emerges with the use of modern communication and internet technologies that enable people to learn anywhere and anytime is called electronic learning, online education, or distance education. Distance education, which was first used in the United States of America (USA), started to become common around the world after 1998 (Zhou et al., 2020). With the development of technology, distance education has been enriched with different applications, and today it can be performed synchronously and asynchronously (Herand & Hatipoğlu, 2014). In synchronous education, students participate in the education process from different places in the same time period. Synchronous lessons are conducted using online video conferencing applications such as Google Meet, Zoom, Blackboard Collaborate, and Jitsi Meet and provide students with the opportunity to be involved in learning with their teacher and classmates in a virtual environment. In asynchronous lessons, teachers and students participate in the process from different places and at different time intervals. It can be done with tools such as the internet, television, video, book, etc. In asynchronous education, students can access the course con-

tent at any time and have the opportunity to repeat as many times as they want.

The distance education is considered an effective approach to ensure that students do not break their educational ties in this process, where schools are closed, and education is discontinued (Morgan, 2020). With the sudden closure of schools due to the Covid-19 epidemic, distance education began to be used as a mandatory stand-alone in the education process. Many countries have been unprepared for this situation and have sought to take advantage of the experience of countries that have previously used these practices effectively while seeking answers to the question of how to conduct distance learning in the most effective way (Zhou et al., 2020). Daniel (2020) stated that countries have very little time to switch to distance education, and in this sudden transition, state bureaucrats, institutional administrators, and teachers seek ways to meet the needs of students, and most importantly, the need to gain student and family trust to get a positive result from the process. On the other hand, Can (2020) mentions that families do not have the required level of digital literacy to support their children's adaptation to distance learning or that they do not have enough time for homeschooling, both of which result in inequality in education. Morgan (2020), on the other hand, suggests the necessity of paying attention to low-income family children and children who need special attention in the distance education process and to seek various methods that can provide equal opportunity in education.

It is of great importance to keep the communication strong by providing school-family communication to minimize many problems encountered in the distance education process (Drane et al., 2020). For example, in a study conducted during the Covid-19 pandemic process in Ireland, the social and relational effects of national school closures were examined. Schools in Ireland have received constant feedback from families about the educational needs and emotional state of their children, many schools have adopted a collaborative approach with families, and families and students were also included in the process in the development of the curriculum. This demonstrates that such communication enables the design of a curriculum that can be managed in the home environment and responds to needs (Burke & Dempsey, 2020). In a study conducted in the USA, Garbe et al. (2020) examined the experiences of the families of students in primary, secondary, and higher education in the USA and the difficulties they encountered in the process, with the closure of schools and transition to distance education due to Covid-19. In Spain, on the other hand, in this process where distance education is implemented, considering the importance of families in the education process, it is seen that through various communication platforms and a mobile application, teachers and families meet and share on common platforms and contribute to the joint construction of the learning process (Drane et al., 2020).

From schools that were forced to close due to the outbreak in Northern Cyprus, those whose infrastructure was ready moved to synchronous lessons with online education,

while in schools where the infrastructure was not ready, education continued asynchronously.

After the first case of Covid-19 in the Northern Cyprus on March 10, 2020, it was decided to close the schools on the same day, and after the preparations completed by the Ministry of Education and Culture (MoNEC) in a short time, the content and videos of the courses were published on the internet. Similarly, many countries, such as Argentina, Austria, China, Finland, India, and Turkey, have made course content and videos available to students and parents through portals and platforms by means of their ministries of education (World Bank, 2020).

Moreover, it was decided that the course flow should be broadcast with the BRT2 channel and given on television to reach more students outside the internet. For high school students, an agreement was reached with Turkey, allowing students from EBA TV to follow the lessons (MoNEC, 2020). In addition to these studies, courses in some private primary schools associated with MoNEC are usually given as synchronous education by students' teachers during the day, while children studying in public primary schools receive synchronous and asynchronous education depending on internet access and the level of their teacher's use of technology. However, in this process, it can be said that the quality of family support for primary school students, who are younger in age, plays a decisive role in the education of students.

With this study it is aimed to determine the level of participation of the students in distance education, the difficulties

they experience in the process, the effectiveness of the process on their learning, and to develop solutions to the problems experienced by taking the level of benefiting from the distance education provided to their children and the opinions of the parents of the primary school students in the Covid-19 process.

In this context, the following questions were answered;

1- What are the parents' views on students' ability to follow the distance education provided for primary education?

2- What are the parents' views on the efficiency of the training applied?

3- What are the parents' views on the effects of the educational tools used on learning outcome?

4- What are the parents' opinions regarding the issues that are not liked or found negative in the system used?

5- What are the parents' opinions on the evaluation and inspection of the assigned assignments?

Ensuring rapid transition to distance education not only in Northern Cyprus but also worldwide requires the examination of parents' experiences. Considering the importance of primary education in cases of natural disasters where face-to-face education cannot be done, it is thought that the research will contribute to the relevant literature in order to make healthier planning about primary education, to regulate the existing deficiencies in the system by benefiting from the experiences of parents, and to allow distance education to be rearranged according to these issues. During the covid-19 period,

some studies have been conducted in the literature to determine the impact of distance education on students by addressing parents' views. However no study conducted the capture this impact in Northern Cyprus. The present study aims to close this gap in the literature for the case of Northern Cyprus.

2. Methodology

2.1. Population - Sampling

The population of this study consists of parents who were determined by random sampling method in the spring semester of the 2019-2020 academic year. 100 individuals who were determined by purposeful sampling method depending on the purpose of the research and whose children were at primary education level as a criterion constitute the sample of the study.

Table 1. Demographic Characteristics of Parents Who Were Included in the Interview

Gender		
	Frequency (f)	Percentage (%)
Male	11	11
Female	89	89
Total	100	100
Educational Status		
	Frequency (f)	Percentage (%)
Doctorate	1	1
Primary	4	4
Master	18	18
High School	20	20
Secondary	5	5
Undergraduate	52	52
Total	100	100

Age	Frequency (f)	Percentage (%)	When
29 And Less	6	6	table 1 is
30- 39	47	47	examined, it is
40-49	45	45	seen that the
50 And More	2	2	majority of the
Total	100	100	parents consti-

tuting the study

group are female (89%), and the education status is mostly the undergraduate level (52%). When the age variables are examined, it is seen that the parents are between the ages of 30-39 (47%) and 40-49 (45%).

2.2. Research Method

In this study, the survey method, one of the qualitative research methods, was used as it was aimed to examine the parents' opinions about the distance education of primary school students. Qualitative research is a research method in which qualitative data collection methods such as observation, interview, and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a realistic and holistic manner in the natural environment (Yıldırım & Şimşek, 2016). The survey model, on the other hand, is the surveying performed on the whole research population or a group of samples or sampling taken from it to make a general judgment about the population in a population consisting of many elements (Karasar, 2005).

Data Collection Tool

The data of the study were collected through a semi-structured interview form developed by the researchers and containing open-ended questions on the internet. While there are six open-ended questions in the interview form prepared, there is also a sub-problem question for the first and sixth questions. The semi-structured interview technique, which was designed before the study and is one of the frequently used interview techniques, was used to analyze in-depth the opinions of parents who have children in primary education regarding distance education given to their children during the Covid-19 process. The semi-structured interview technique is a method used to reveal individuals' personal opinions, perspectives, experiences, feelings, and perceptions (Yıldırım & Şimşek, 2016). The semi-structured interview form is divided into sub-dimensions.

Data Analysis

Content analysis was used to analyze the data collected in the study. The main purpose of content analysis is to reach the concepts and relationships that can explain the collected data. It is a type of analysis conducted to indicate how often the opinions categorized by the quantification of the data obtained through content analysis are expressed. The data should first be conceptualized, then organized in a logical manner according to the emerging concepts, and the themes explaining the data should be determined accordingly (Yıldırım & Şimşek, 2016). Besides, a descriptive analysis technique with direct quotations was used to draw attention to the opinions of parents participating in the study. With the descriptive analysis technique, direct

quotations are occasionally made to convey the opinions of the parents effectively (Türnüklü, 2000). Quotations of parents' opinions are shown by coding P1, P2., P100.

2.3. Validity and Reliability

While developing the semi-structured interview form used in the study, the literature was scanned, and the question pool determined to test the understandability of the items in the form was applied to a pre-determined pilot group of 10 people. As a result of the pilot study conducted by consulting the expert opinion, it was decided to rearrange some items, remove the incomprehensible items, and add new items in line with the recommendations made by the experts, and then the interview form was finalized. While the individuals who contributed to the research participated in the research on a voluntary basis, the frequency of the views on the subjects was determined, and the data obtained for each opinion were digitized since it increased the validity and reliability of the study.

3. Findings

In this part of the study, the answers given to the questions in the interview form by the parents whose children received distance education in the Covid-19 process in the 2019-2020 academic year were presented and discussed.

The answers of the parents to the question "Could your child follow the distance education provided for primary education in Northern Cyprus during the Covid-19 process?" asked to reach the findings of the first question of the research are given in table 2

Table 2. Students’ Status Of Following The Distance Education

Category	Theme	Frequency (f)	Percentage (%)
Status of following	1- Followed	42	42
	2- Partially followed	52	52
	3- Not Followed	6	6
Total		100	100

When table 2 is examined, the highest following status in line with the parents’ opinions was seen in the theme “Partially followed” with a frequency of 52%. It was observed that the next highest following status with a frequency of 42%, was related to the theme of “Followed.” As a result, it is seen that 94% of the students could follow the distance education partially or completely, and 6% could not follow it. Similarly, the Wheeler Report (2020) revealed that countries could not provide the necessary infrastructure sufficiently in the first place and that students had difficulties in following distance education with their parents.

The findings regarding the sub-problem of the first question of the research regarding the sources (tools) from which the children who follow partially or completely receive education are reported in table 3.

Table 3. The Resources (Tools) that Children Who Followed Partially or Completely Receive Education

Category	Theme	Frequency (f)	Percentage (%)
Resource of Education	Monec Website	8	8
	TV	1	1
	Resources Sent By The Teacher	52	52
	Monec Website And Resources Sent By The Teacher	25	25
	Resources Sent By The Teacher And TV	7	7

Monec, TV, And Resources Sent By The Teacher	2	2
No Source Was Used (Not Followed)	6	6
Total	100	100

As indicated in table 3, it was seen that the most used resource in distance education in the Covid-19 process, in line with the parents’ opinions, was “resources sent by the teacher” with a frequency of 52%. Following this, with a frequency of 25%, it is seen that both “MoNEC website” and “resources sent by the teacher” were used, and the least used source was TV.

The answers of the parents to the question “What are your opinions about the efficiency of the distance education provided in this process?” asked to reach the findings of the second question of the research are given in Table 4.

Table 4. Parents’ Opinions about the Efficiency of the Education Provided in This Process

Category	Theme	Frequency (f)	Percentage (%)
Efficiency Level of Distance Education	Efficient Enough	36	36
	Not reached every student	3	3
	Not efficient	61	61
	Total	100	100

When table 4 is analyzed, it is seen that the most common opinion with a frequency of 61% is that distance education is not found sufficient. Among these parents, P12 says: “It was insufficient because there was no specific requirement, the teachers sent many resources of course, but the children were too comfortable because they knew that these lessons would not have an exam.” Moreover, P93 expressed an opinion saying, “Because of the first time of such an application, I think that

both teachers and students are inexperienced in communication and distance education. Consequently, learning is not fully realized." On the other hand, P74: "It was not sufficient, because the children got used to the education given in the classroom, there was no complete learning. They have always sought help from us parents. When our teacher was doing online lessons, the disconnection often occurred, causing the subjects to be incomplete. When the child could not do the tests sent after class alone, he asked for help." In addition, considering the parents' opinions, who found the efficiency level of distance education at a rate of 36% good, one of the parents' opinions on the subject is as follows: P39 "I think that the ministry manages this process as well as possible despite our sudden and unprepared caught in distance education. I believe that our teachers will complete our shortcomings next year under the leadership of the ministry in the new academic year."

In the remaining 3%, it is seen that education applied cannot reach every child.

In a similar study on the subject, it was stated that parents are worried about their children falling behind due to the inequality of opportunity in distance education and the rapid progress of education (Garbe et al., 2020).

The answers of the parents to the question "Which tools do you think are effective in your child's learning in distance education?" asked to reach the findings of the third question of the research are given in table 5.

Table 5. Parents' Opinions on the Effectiveness of the Tools Used in the Distance Education Process on Learning

Category	Theme	Frequency (f)	Percentage (%)
Effectiveness of the Tools	1- Teaching with pre-prepared video presentations over the Internet + Teaching with lecture notes and assignments prepared by the teacher(s)	10	10
	2- Pre-prepared video lecturing on the internet	2	2
	3- Teaching with lecture notes and homework prepared by teachers	28	28
	4- Teaching on TV + Teaching with lecture notes and assignments prepared by the teacher(s)	6	6
	5- Live course teaching on the Internet (Zoom, Google Classroom, etc.) + Teaching with pre-prepared video presentations over the Internet + Teaching with lecture notes and assignments prepared by the teacher(s).	15	15
	6- Live course teaching on the Internet (Zoom, Google Classroom, etc.) + Teaching with lecture notes and assignments prepared by the teacher(s).	20	20
	7- Live course teaching on the Internet (Zoom, Google Classroom, etc.) + Teaching with pre-prepared video presentations over the Internet + Teaching with lecture notes and assignments prepared by the teacher(s) + Teaching on TV	3	3
	8- Live course teaching on the Internet (Zoom, Google Classroom, etc.)	8	8
	9- Live course teaching on the Internet (Zoom, Google Classroom, etc.) + Teaching with pre-prepared video presentations over the Internet.	7	7
	10- Family support	2	2
	Total	100	100

When table 5 is examined, the most common parents' opinion regarding the effectiveness of the educational tools is respectively "Teaching with lecture notes and homework prepared by teachers" with a frequency of 28%, "Live course teaching with pre-prepared video presentations over the Internet" with a frequency of 15%.

hing on the Internet (Zoom, Google Classroom, etc.) + Teaching with lecture notes and assignments prepared by the teacher(s)" with a frequency of 20%, and "Live course teaching on the Internet (Zoom, Google Classroom, etc.) + Teaching with pre-prepared video presentations over the Internet + Teaching with lecture notes and assignments prepared by the teacher(s)" with a frequency of 15%.

At this point, Garbe et al. (2020) stated that children at primary education level should focus not only on homework but also on play-based learning methods, taking into account the readiness level of children.

The answers of the parents to the question "What are your suggestions for solutions regarding the features you dislike or find negative about distance education?" asked to reach the findings of the fifth question of the research are given in table 6.

Table 6. Solutions Regarding the Features Parents Dislike or Find Negative about Distance Education

Category	Theme	Frequency (f)	Percentage (%)
Solution Suggestions for Disliked and Negative Features	1- I have no solution suggestions	72	72
	2- Questions sections can be added under the lecture videos.	1	1
	3- The lectures should be given by their teachers to the whole class with online synchronous lessons.	14	14
	4- Getting feedback from students	1	1
	5- Videos should be put on the TV and the internet on the same day	1	1
	6- The questions to be asked should be given to the students in written form on the paper.	1	1
	7- Broadcasting the questions posted on the Ministry's website on television	1	1

8- Videos should be recorded in front of the board as if they were in a classroom.	1	1
9- Subject tests should be increased	2	2
10- Schools should be opened earlier, and education should continue where it left off to eliminate the education deficit.	1	1
11- Since the age is young, more interesting videos should be prepared	2	2
12- Internet infrastructure should be strengthened, and free internet service should be provided to students on the web address where education is provided by the state.	2	2
13- If the distance education is continued in the next term, synchronous evaluation lessons should be held at least once a week.	1	1
Total	100	100

When looking at the findings in table 6, 72% of the parents stated that there was no solution suggestion, while the most common solution suggestion was “The lectures should be given by their teachers to the whole class with online synchronous lessons.” with a frequency of 14%. P93, from the parents who suggested a solution in this direction, said, “I think that the lack of participation of the students and the lack of feedback from the students negatively affect their learning. My suggestion is that students in the same class should not be too crowded, for example, they should separate them into groups of 10 and do online synchronous education by creating a mutual classroom environment together by their own classroom teachers.” In addition, many other less common solution suggestions were made, and these can be seen in table 7.

Despite the above-mentioned solution suggestions, Dong et al. (2020) stated that children who lack social interactions

with their peers do not consider online learning as an official class and do not have any responsibilities that require them to do homework.

The answers of the parents to the question “Is there a continuous flow of exercises for your child to reinforce the subject and what are your opinions on their assessment and supervision?” asked to reach the findings of the sixth question of the research are given in table 7.

Table 7. Parents' Opinions on the Provision of Exercises and Their Assessment and Supervision

Category	Theme	Frequency (f)	Percentage (%)
Reinforcement Questions, Assessment, and Supervision	1- The reinforcement exercises provided were sufficient, but the supervision and assessment part was insufficient.	29	29
	2- With the reinforcement exercises provided, the supervision and assessment part was done at an appropriate level.	36	36
	3- The reinforcement exercises provided were adequate; supervision and assessment were the responsibility of the families.	14	14
	4- Sufficient reinforcement exercise was not provided; no supervision and assessment were made.	15	15
	5- The reinforcement exercises provided were not followed.	6	6
	Total		100

When looking at the parents' opinions in Table 7, it is seen that the highest opinion is that “With the reinforcement exercises provided, the supervision and assessment part was done at an appropriate level” with a frequency of 36%. P6's opinion on the subject from the parents was, “A regular exercise was sent by our teacher. The control was also made by our teacher.” When looking at the second most common frequency rate on the subject, it is seen that “The reinforcement exercises

provided were sufficient, but the supervision and assessment part was insufficient." with a frequency of 29%.

In the study conducted by Supena et al. (2020), students' being at home caused them to stay away from teacher guidance, on the other hand, they stated that the issues could not be understood during semi-online lessons were made wrong and supervision was effective in preventing such problems.

4. Discussion and Conclusion

In this section, the findings obtained from the questions asked to the parents through semi-structured interview forms were examined, discussed respectively, and the results were included.

When the research findings are examined, it can be said that 94% of students in primary education can follow distance education partially or completely in the process of providing distance education for approximately 3 months with the closure of schools with the Covid-19 epidemic as of March 10, 2020, in Northern Cyprus. While it was observed that parents and students mostly used the resources sent by the teacher in the distance education process, the findings revealed that the teachers regularly provided resources for their students in the relevant process and parents and students preferred to use this resource most, as well as both of the MoNEC website and the resources sent by the teacher. The result has been demonstrated. When the resources used in the process are considered, it is seen that television was used less than other sources. A similar result to the results obtained in this study about the case of students

following distance education was found by Zhou et al. (2020). Zhou et al. (2020) stated that 96% of secondary education students in the Zhejiang state followed distance education. While online education was provided in some schools in the USA, in many schools with children from low-income families, agreements have been made with local TV channels, and lessons have been broadcast on TV (Morgan, 2020).

When the effects of lecture videos and questions posted on the website of the Ministry of National Education and Culture on the learning of the student were evaluated by the parents, it was indicated that the videos and questions were liked and beneficial, but insufficient for distance education. It was also stated that the videos prepared for this age group should be designed in a more interesting way and supported by more examples of questions, especially due to the small age group.

According to parents' opinions, the opinion that distance education provided in the relevant process is not sufficient was stated as the highest common opinion. In particular, the fact that students, teachers, and parents experienced the distance education suddenly and for the first time, lack of experience in this matter, the comfort of students because they know that there will be no exams or supervision at the end of distance education, the need for continuous parent support while receiving an education can be considered as reasons for the distance education given in this process being insufficient by the parents. It can be said that parents who found distance education sufficient in this process stated that this process was sufficient, considering that we were caught unprepared for distance edu-

cation and that the deficiencies could be eliminated by MoNEC and teachers in the future. Similarly, Supena et al. (2020) stated in their studies that families who come tired from work cannot spare enough time for their children and this situation negatively affects the learning atmosphere at home and leads the students to be lazy.

Parents who found the process inefficient stated that the efficiency could be increased with online synchronous lessons and that not every child could reach the education given in the relevant process under equal conditions. Contrary to the 36% frequency that distance education is sufficient in this study, Garbe et al. (2020) stated in their study that 82.8% of the families of students who have primary, secondary, and higher education in the USA are satisfied with the distance education support provided by their schools during the Covid-19 process.

Looking at the findings, regarding the effectiveness of the educational tools used, the highest common parents' opinion is "Teaching with lecture notes and homework prepared by teachers" and "Live course teaching on the Internet (Zoom, Google Classroom, etc.) and teaching with lecture notes and assignments prepared by the teacher(s)." Based on both the highest opinions, it was concluded that the most effective of the distance education tools of the parents was the education and online synchronous education with the resources provided by their own teachers. Basilaia et al. (2020) supported the use of various Google products to enable online lessons in face-to-face education overnight in a changing educational structure. Similarly, Abidah et al. (2020) stated in their study that platforms such as

WhatsApp, Google Form and Zoom have a significant effect for providing online education..

When the findings are evaluated, it is seen that the highest frequency of suggestions of the parents is to teach the lessons by their teachers to the whole class with online synchronous lessons. Additionally, the parents made suggestions to strengthen the internet infrastructure and to provide free internet service to students to the internet address where education is provided by the state, to prepare more interesting videos because of the younger age of primary school students, and to increase the subject tests.

When the findings regarding the regular supervision of the exercise flow and the findings regarding the assessment and supervision situations were examined, 79% of the parents (Table 11) stated that the exercise flow was provided regularly and adequately. Similarly, Garbe et al. (2020) stated that 60.7% of the parents found educational resources sufficient. Although there were parents who thought that the assessment and supervision were done at an adequate level and expressed satisfaction, when the findings were examined, it was seen that the majority stated that the supervision and controls were insufficient or not carried out and that the parents had difficulty in providing motivation and doing homework because the supervision was not done properly. In this regard, Gökçe (1994) stated in their study that supervision has a great role in the realization of organizational goals. Therefore, it can be concluded that the fact that the supervision in distance education is not done pro-

perly may have prevented the achievement of the targeted educational objectives at the desired level.

Suggestions

The results obtained from the study are considered to be important in the case of a long-term pandemic or a natural disaster where face-to-face education cannot be conducted, since the learning process of students is not interrupted, effective distance education can be provided and it will provide an important resource for government officials, educational institutions and teachers in planning the distance education process.

It is recommended that 42% of primary education students in the distance education process be in constant communication with the ministry, school principals, classroom teachers, and parents during the process to increase the regular follow-up and to provide more effective and efficient distance education. Based on the fact that students receive an education using the resources provided by their teachers in the relevant process, it is thought that students will be most interested in the homework and resources are given by their teachers, and in this sense, the interest and teaching effort of the classroom teacher will be of great importance in this period.

It was determined that the videos and exercises posted on the website of the MoNEC are found useful and appreciated, but they are not sufficient for distance education. To increase practice questions, to prepare interesting videos supported with appropriate visuals, to support the process with live (synchronous) lessons by creating a virtual classroom for classroom

teachers on platforms such as Google Meet, Zoom, Blackboard Collaborate, Jitsi Meet, to answer students' questions and to help students better benefit from the resources prepared by the ministry, and providing guidance can make this process more effective and efficient. On the other hand, considering the teachers who provide education, it is thought that it would be beneficial to prepare additional courses for teachers who do not have sufficient digital literacy in the distance education process.

Given that parents have difficulty providing their children's motivation in the process, student motivation can be increased by regular checks and supervision to ensure that the given assignments are shorter and more interesting, by easing the curriculum and reorganizing the students so that they will not feel bored.

By ensuring the cooperation of parents, teachers, students, parents and students should be clearly explained what their responsibilities are in the process, suggestions for fun educational activities that can be done at home should be presented, and guidance should be provided in the process. However, it should be taken into account that many of the parents are working parents or may not have the necessary level of knowledge. A good adjustment of the daily course load and level is thought to prevent students from experiencing difficulties in the relevant process and parents from coming into conflict with their children about lessons. In particular, it can be useful for families to raise awareness about distance education practices. Also, brochures or informative videos can be prepared in this direction.

Consequently, it is recommended that the ministry avoid inequalities of opportunity in education by focusing on students who have financial difficulties or challenges in achieving distance education, providing these students with the necessary equipment and internet. Since it is important to create the necessary infrastructure to ensure smooth access to the internet, proposals for solutions on this issue can be kept even broader.

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