Investigation of the Views of Primary School Teachers on Distance Education Practices During the Pandemic[1]

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Abstract

The goal of this research is to reveal the problems faced in distance education activities during the pandemic period from the point of view of primary school teachers. A total of 329 primary school teachers from 29 provinces of Turkey participated in this study, which was conducted according to the survey model. In the study, where the data was collected by an online survey, the analyses were done using frequency and percentages. When the answers were analyzed, it has been determined that most of them found EBA contents, EBA TV broadcast, and its duration partially useful and sufficient. Also, it was determined that teachers received support mostly from educational sites in this process, and most of them thought it was right to apply live lessons at all grade levels, directing their students to read the books and do assignments from them. It has also been found that most believe that distance learning would not harm the process of face-to-face education, although most attempt to motivate their students by sending messages in the process. Regarding their students; most of the teachers thought that they used EBA content partially efficiently. In this process, it was stated that teachers thought parents were the most efficient. It has been determined that students who do not have internet, computers, tablets, and smartphones at home, and foreign and special education students are the ones negatively affected to a large extent. At the end of the study and recommendations for improving the identified issues were given.

Introduction

Many issues are being discussed today, such as environmental problems, inadequate natural resources, economic and social problems, population growth, and migration. However, with the global COVID-19 pandemic stated to have happened in Wuhan, China at the end of 2019, which in a short time impacted the whole world, existing issues have changed their aspects and new issues have come to the forefront. The large scale of the pandemic, the speed of its spread, and the threat to human health have caused countries to apply restrictions and sanctions. Lockdowns, social isolation, the closing of institutions such as classrooms, theaters, cinemas, and courses, or the imposition of restrictions forced people to mould their lives in a new framework. Distance education has come to the fore in educational activities.

Despite the efforts of countries to provide uninterrupted and qualified education to their citizens, the education process may be disrupted from time to time due to some natural disasters such as epidemics, earthquakes, floods, and hurricanes (Ivanov & Cvetković, 2014; Onigbinde, 2018; Torani, Majd, Maroufi, Dowlati & Sheikhi, 2019; Çayak, 2021, p.206). Since March 23, 2020, with the active involvement of all stakeholders in Turkey, educational activities have begun in kindergartens to higher education institutions in the form of distance education, and the process has continued until the end of the second term.[1] For the 2020–2021 academic year, kindergarten, primary school first grade, 8th and 12th grades started the fall semester with face-to-face education (MEB, 2020). Later, face-to-face education was started in elementary schools in a diluted manner in other classes, but after the break in November, distance education continued until the end of the first semester.

The Education Information Network (EIN, in Turkish Eğitim Bilişim Ağı - EBA), which was established by the Ministry of National Education (MoNe, in Turkish Milli Eğitim Bakanlığı - MEB) in 2012, was integrated with its infrastructure and content updates into distance learning as quickly as possible. The activities of distance learning in institutions affiliated with the Ministry of National Education were supported by broadcasting on three separate television channels for primary and secondary school curricula. These television broadcasts are supported by course documents, videos, exercises, and tests on the Education Information Network (EBA) website. The EBA live classroom application, which was started on April 13, 2020 for only 8th and 12th-grade students, was carried out on April 27, 2020, at the specified times over the system, starting from the third grade of primary school to the twelfth grade. For the fall semester of the 2020–2021 academic year, the live course application was implemented at all grade levels in primary schools.

The COVID-19 outbreak caused the mandatory closure of educational institutions in more than a hundred countries around the world. United Nations Educational, Scientific and Cultural Organization (UNESCO) estimates that nearly 900 million students were affected by the closure of educational institutions (Nicolaa, Alsafi, Sohrabi, Kerwan, Ahmed Al-Jabird, Iosifidisc, Aghae & Aghaf, 2020, p.186). According to the data of the United Nations (UN), 770 million learners around the world have been affected by the closure of educational institutions (Telli-Yamamoto & Altun, 2020, p.3). Access to extended education is not available to those without access and connectivity to alternative options such as distance learning when school closures become commonplace. This may result in further loss of human wealth. (Azzi Huck & Shmis, 2020; quoted Balcı, 2020, p.77). Distance education, which was previously used in universities, open high schools, or adult education in Turkey, started to be implemented at all levels of education from preschool to graduate programs in the pandemic process.

Distance education is a method that emerged with the integration of communication technologies in education (Arat & Bakan, 2014, p.364). Toker-Gökçe (2008, p.2) defined distance education as a type of education in which technology-based communication is provided without limits in terms of space and time; Bozkurt (2017, p.87) identified distance education as a revolutionary technique that saves the interaction between educators, students, and technology-supported information sources from the need to be in the same location at the same time. Distance education is a discipline that brings a solution to inequality of opportunity, provides lifelong education to anyone who wishes, as well as contributing to the realization of several individual and social goals of education, utilizing educational technologies and mostly based on self-learning (Kaya, 2002, p.9). In

short, distance education is a technology-based form of education that is carried out in compliance with changing world needs; without time, location, and transportation constraints.

There have been many variations of distance education in the form of open high schools, open universities, and open education courses. However, with the provision of social isolation during the pandemic process, the distance education of all education and training institutions has revealed an unusual picture. In primary schools, parents, as well as teachers, had to take responsibility for the efficient execution of the distance education process. Particularly, the continuation of primary school students' education regularly, providing and following the documents related to the lessons, having the necessary skills to create live lessons, directing them to the activities appropriate to the level and interest of the students gave new responsibilities to the teachers. Also, directing and following up the activities with the online system requires the need and ability to use digital tools and strong parent–teacher communication. The difference between face-to-face education and distance education in primary school can be seen in the figure below.
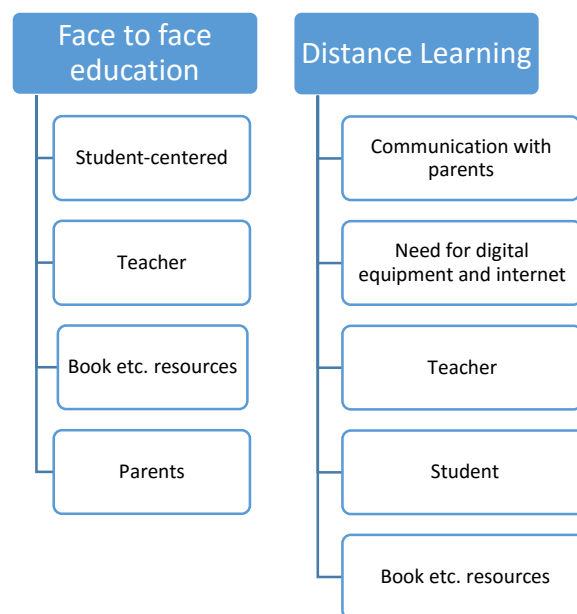

Figure 1: Difference between distance education and face-to-face education in primary schools

When Figure 1 is examined, it is seen that more factors are effective in the distance education process in primary school compared to face-to-face education. During the face-to-face education process in primary schools, a student-centered learning process is carried out in the student's education environment, under the guidance of the teacher, with the course materials and parents in the background. Also, social and academic satisfaction is provided by group work and collaborative learning with a peer environment that meets the socialization needs of this age group. Education and academic achievement in distance education for primary school students, however, were influenced more heavily compared to face-to-face education. For the teacher to reach the student, they must first contact the parent, explain what needs to be done, and, in conjunction with these explanations, the parents must provide the student with educational tools and other services and provide an appropriate setting. Students are required to have a television, computer, smartphone, or tablet, watch EBA TV, participate in live lessons, and have digital tools and internet access, place and time arrangements to participate in distance education activities. Also, it is important for the student to be able to do the reinforcement activities conveyed by the teacher from sources such as textbooks.

It is known that all stages of education have different problems in their normal course. However, with the pandemic; primary school teachers, students, and their parents were faced with a crisis that had not been seen before. Educational problems often exist in various dimensions. In this process, primary school teachers establish healthy communication with parents, provide an online learning environment and prepare learning materials that will attract students' attention with their

digital skills. The trauma experienced by children who need to receive distance education at home due to reasons such as the pandemic, major changes in their social life, internet access, and economic conditions may adversely affect their adaptation to the education process and success. In particular, the closeness and interaction of children to the school, their friends, and teachers, together with the expected course success atthe basic education level, creates various problems. On the other hand, one of the biggest disadvantages of distance education is the lack of interaction environments and opportunities in face-to-face learning environments (Ayyıldız, Günlük & Erbey, 2006). However, distance education applied during the pandemic process at the primary school level may have different and more effects. Of course, the most important followers and facilitators of this process are the primary school teachers. For this reason, it is thought that the views of primary school teachers are very important for the literature. Because the educational challenges faced during the pandemic process are new, there are a small number of studies about it (Yüksek-Master & Gökcan, 2020; Gilani, 2020; Burgess & Sievertsen, 2020; Can, 2020, Kırmızıgül, 2020, Telli-Yamamoto & Altun, 2020; Balcı, 2020; Çayak, 2021). This study will be able to guide institutions, authorities, and practitioners to identify the opinions of primary school teachers and the problems experienced during the pandemic process and to eliminate the deficiencies in the concept of distance education. The problem statement of the research based on this need has been determined as follows: "What are the opinions of primary school teachers about distance education practices in the pandemic process?"

Purpose of the Research

The goal of this research is to determine the views of primary school teachers during the pandemic process on distance education practices.

Hypotheses and Limitations of the Study

In the study, it was assumed that the participant primary school teachers gave sincere answers to the questions in the measurement tool, and the tools were capable of measuring what was needed to be measured. The research is limited to 329 primary school teachers working in public primary schools in 29 provinces throughout Turkey and data from the survey form was applied.

Method

In this section, explanations about the research method, study group, data collection tools, and data analysis are given.

Research Model

This study has been designed according to the survey model. This model is the survey arrangements made for the entire universe or a group of samples taken from it to reach a general opinion on the universe (Karasar, 2003, p.79). Since the analysis was intended to assess the current condition, it was arranged in conjunction with the survey model.

Study group

The research was conducted in the spring semester of the 2019–2020 academic year using the sampling method, also known as disproportionate stratified sampling or simple random sampling, from the universe of primary school teachers working in public schools throughout Turkey. This sampling method is the one in which all elements in the universe have equal chances of being selected (Karasar, 2003, p.113). A total of 329 primary school teachers from 29 provinces participated in the online survey. The provinces where primary school teachers who participated in the study work are listed in Table 1.

Table 1: Provinces Where Study Group Worked

Province	f	%	Province	f	%	Province	f	%
İstanbul	269	81.7	Antalya	2	0.6	Zonguldak	2	0.6
Ankara	7	2.12	Düzce	1	0.3	Kahramanmaraş	1	0.3
İzmir	5	1.51	Samsun	1	0.3	Van	1	0.3
Tekirdağ	3	0.91	Bayburt	1	0.3	Kırıkkale	1	0.3
Şanlıurfa	3	0.91	Diyarbakır	1	0.3	Bilecik	1	0.3
Gaziantep	3	0.91	Ağri	1	0.3	Bitlis	1	0.3
Elaziğ	4	1.21	Elazığ	1	0.3	Batman	1	0.3
Adana	3	0.91	Muş	1	0.3	Denizli	1	0.3
Erzurum	2	0.6	Amasya	1	0.3	Mersin	1	0.3
Aydın	2	0.6	Düzce	1	0.3	Not Stated	7	2.12

When Table 1 is examined, it is seen that 329 primary school teachers from 29 provinces across Turkey participated in the study, the most participation was from Istanbul, and 7 teachers did not state the province.The demographic characteristics of the primary school teachers who participated in the study are shown in Table 2.

Table 2: Demographic Characteristics of the Study Group

Gender	f	%
Female	212	65.8
Male	110	34.2
Not stated	7	
Age	**f**	**%**
22–30	46	14.3
31–35	75	23.3
36–40	77	23.9
41–45	42	13
46–50	52	16.1
51 and over	30	9.3
Not stated	7	
Professional Experience	**f**	**%**
0–5	40	12.5
5–10	64	19.9
11–15	76	23.7
16–20	60	18.7
21–25	55	17.1
26 and over	26	8.1
Not stated	8	

When Table 2 is examined, it is seen that 65.8% of the participants are female and 34.2% are male. 14.3% of the participants were between the ages of 22–30, 23.3% between 31–35, 23.9% between 36–40, 13% between 41–45, 16.1% between the ages of 46–50. and 9.3% of them are 51 and

above. The professional seniority of 12.5% of the participants was 0–5, 19.9% was 5–10, 23.7% was 11–15, 18.7% was 16–20, 17.1% was 21 –25 and 8.1% of them have had 26 years or more professional experience.

Data Collection Process and Tool

To collect data, an online questionnaire consisting of short-answer or multiple-choice questions was used to determine the personal information of teachers and their opinions about the distance education process, prepared by the researchers. During the form preparation process, firstly the literature was scanned and the questions that could be experienced during this process were evaluated and question items were created. The prepared question items were presented to the opinions of three primary schoool teachers, one psychological counseling and guidance specialist, and two Turkish language teachers. In the expert opinion form, each question item was asked to be evaluated as "necessary", "necessary but should be corrected" and "unnecessary". The items evaluated as "necessary" were taken as they are, and the items evaluated as "necessary but should be corrected" were arranged according to the suggestions. The form of the questionnaire was finalized following the opinions received. Some of the questions in the survey were as follows: Do you think you are using EBA actively and efficiently in the distance education process? Do you think EBA contents are useful and sufficient for your students in the distance education process? Who or which institution do you think is the most effective person or institution in making the distance education process more efficient?

Data analysis

Percentage and frequency analyses were carried out in the data analysis. Responses to the online questionnaire were evaluated by the researchers and the frequency and percentage tables were generated from the answers provided.

Findings

The data obtained were analyzed in three categories: primary school teachers' views on EBA in distance education practices during the pandemic process, their direct educational practices, and their students' views.

Findings Regarding Teachers' Opinions about EBA in Distance Education Practices During Pandemic Process

The answers to the questions about the views of the participating primary school teachers on the use, duration, and quality of the EBA are shown in Table 3.

Table 3. Findings Regarding Primary School Teachers' Opinions on use, duration, and quality of the EBA

Have you participated in an in-service training activity related to the use or contents of EBA?	f	%
Yes	142	44.4
No	178	55.6
Not responded	9	
How often were you using EBA before the distance education application?	f	**%**
Everyday	43	13.4
Once a week	64	19.9
Once in a month	87	27.1
Once a year	57	17.8
None	70	21.8
Not responded	8	

Table 3. Findings Regarding Primary School Teachers' Opinions on use, duration, and quality of the EBA (Continued)

Do you think you are using EBA actively and efficiently in the distance education process?	f	%
Yes	128	39.8
Partially	144	44.7
No	50	15.5
Not responded	7	
Do you think EBA contents are useful and sufficient for you and your students in the distance education process?	**f**	**%**
Yes	95	29.5
Partially	170	52.8
No	57	17.7
Not responded	7	
What is your opinion about the EBA TV broadcast and its duration?	**f**	**%**
Enough	118	36.6
Partially sufficient	160	49.7
Insufficient	44	13.7
Not responded	7	

When Table 3 is reviewed, it is noticed that some of the participating primary school teachers have not answered the questions. It is observed that 55.6% of the participating primary school teachers who answered the questions did not receive in-service training on EBA, and 44.4% received in-service training. 13.4% of the participating primary school teachers use EBA every day, 19.9% once a week, 27.1% once a month, 17.8% once a year, and 21.8% have never used it. It is seen that 39.8% of the participant primary school teachers use EBA actively and efficiently, while 44.7% use it partially actively and efficiently, and 15.5% think that they do not use it actively and efficiently. It is seen that 29.5% of the participating primary school teachers find EBA contents useful and sufficient, while 52.8% find it partially useful and sufficient, and 17.7% find it useful and sufficient. It is seen that 36.6% of the participating primary school teachers think that EBA TV broadcasting and time is sufficient, while 49.7% think that it is partially sufficient and 13.7% think that the broadcast is insufficient.

Findings on Teacher's Instructional Activities in Distance Learning Practices during the Pandemic Process

Findings on teachers' instructional activities in distance learning practices during the pandemic process are given below.

Table 4: Findings on teachers' instructional activities in distance learning practices during the pandemic process

From whom or where did you get the most support during the distance education process?	f	%
Educational sites	129	42.2
From my colleagues	86	26.8
From social networks	72	22.4
From parents	34	10.6
Not responded	8	
Do you think the live lesson application conducted at specific grade levels should be done for all classes?	**f**	**%**
Yes	187	58.3
No	134	41.7
Not responded	8	

Table 4: Findings on teachers' instructional activities in distance learning practices during the pandemic process (Continued)

In this process, what kind of activities do you mostly direct your students to so that they spend their time efficiently?	f	%
Reading	90	28
Assignment from books	79	24.5
In-house activities	76	23.6
Topic repetition	30	9.3
Solving test	29	9
Intelligence games	8	2,5
Other	10	3.1
Not responded	7	
Do you think distance education will affect the face-to-face education process negatively?	**f**	**%**
Yes	61	18.9
Partially	93	28.9
No	168	52.2
Not responded	7	
How did you motivate your students in this process?	**f**	**%**
By sending a message	115	35.8
By video call	106	32.9
By phone	88	27.3
Other	13	4
Not responded	7	

When Table 4 is examined, it is seen that among the teachers who answered the questions, 42.2% stated that they received support from educational sites, 26.8% from their colleagues, 22.4% from social networks, and 10.6% from parents. Also, it is seen that 58.3% want live lessons to be adopted at all grade levels, while 41.7% do not want it to be applied to all classes. 28% of the participants direct their students to read books, 24.5% give homework from books, 23.6% to encourage in-house activities, 9.3% do a topic repetition, 9% ask them to solve tests, 2.5% directed the students to play intelligence games, and 3.1% provided other activities. It is seen that 52.2% of the participating primary school teachers think that distance education will not affect the face-to-face education process negatively, while 28.9% of them think that it will partially affect the process negatively, and 18.9% of them think it will not affect the process negatively. Also, it is seen that 35.8% of the participating primary school teachers try to motivate their students by sending messages, 32.9% by video calls, 88% by calling via telephone, and 4% by other means.

Findings Regarding Participating Primary School Teachers' Views about Their Students in Distance Education Practices during the Pandemic Process

Findings regarding the opinions of participating primary school teachers about their students in distance education practices during the pandemic process are given below.

Table 5: Findings Regarding the Views of Primary School Teachers about Their Students in Distance Education Practices During the Pandemic Process

Do you think your students use EBA content efficiently in the distance education process?	f	%
Yes	45	14
Partially	169	52.6
No	107	33.3
Not responded	8	
Who or which institution do you think is the most effective in making the distance education process more efficient?	**f**	**%**
Student	54	16.8
Teacher	101	31.5
Parents	134	41.7
Ministry of Education	32	10
Not responded	8	
Do you think that your students who do not have internet, computers, tablets, or phones at home are negatively affected by this process?	**f**	**%**
Yes	259	80.4
Partially	57	17.7
No	6	1.9
Not responded	7	
Do you think foreign students were negatively affected by this process?	**f**	**%**
Yes	231	72
Partially	60	18.7
No	30	9.3
Not responded	8	
Do you think that special education students are negatively affected by this process?	**f**	**%**
Yes	243	75.7
Partially	56	19.9
No	14	4.4
Not responded	8	

When Table 5 is examined, it is seen that the participant teachers have not answered some questions. 14% of the primary school teachers who answered the questions think that their students use EBA contents efficiently, while 52.6% think that students use them partially efficiently, and 33.3% think that their students do not use them efficiently. It is observed that 41.7% of the participant teachers think that parents are effective in the process, while 31.5% of them respond as teachers, 16.8% respondas students and 10% say that MEB is effective in the process, 80.4% of the participant primary school teachers think that students who do not have internet, computers, tablets, and smartphones at home during the distance education process are negatively affected by the distance education process, 17.7% think that they are partially affected and 1.9% think that they are not negatively affected. It is observed that 72% of the participating primary school teachers think that foreign students are affected negatively during the distance education process, 18.7% think that they are partially affected negatively and 9.3% think that they are not negatively affected. It is observed that 75.7% of the participating primary school teachers think that special education students are negatively affected by this process, while 19.9% think that they are partially affected negatively and 4.4% think that they are not affected negatively.

Discussion, Conclusion and Suggestions

When the results are examined, i) primary school teachers mostly used EBA once a month before the distance education process or they did not use EBA at all, they did not receive in-service

training on the use and content of EBA, and most of them actively use EBA during the distance education process. they found the content and EBA TV broadcast time to be partially useful and sufficient, iii) they thought that live lessons should be given at every grade level (at the time of the study, online lessons were only given in the 3rd and 4th grades in primary school on certain days), they mostly direct their students to read books and do homework, v) they send the most messages to motivate the students, vi) they think that the distance education process will not negatively affect face-to-face education, vii) they think the most influential person in the distance education process is the parent, viii) foreign students, It has been determined that special education students think that students who do not have facilities such as computers, tablets and internet are negatively affected by the distance education process.

It is observed that teachers who are the executives of the system in distance education practices in primary schools do not receive in-service training regarding the use and contents of EBA, their knowledge about distance education is not enough, and they cannot use the system sufficiently actively. In the study where he analyzes the process that started with the pandemic, Kırmızıgül (2020) stated that the pandemic had to differentiate the functioning of the education and training process and that these differences affect all stakeholders in the process and lead them to adapt. Uğur (2020) pointed out that the computer-based life, which futurists predicted to take place near the middle of the century, started in the first quarter of the century with the pandemic, and also stated that the countries that will have a say in the new order will be countries that master knowledge, can develop and adapt it, and can integrate and use technology. In this context, the ability of teachers and students to have and use digital tools in the pandemic process, and the provision of these tools and opportunities to students, can be considered among the factors that can affect quality and success in education. In the current research, the low rate of teachers obtaining in-service training related to the use of EBA suggests the need for training in this direction.

In this process, teachers received the most support from educational sites, and then from colleagues, social networks, and parents. Definitely, during the pandemic process, educators, administrators, parents, and students have acquired new skills, particularly in digital terms. If this process continues, it will be inevitable that alternative educational approaches will be developed, such as online training that follows the curriculum step by step and provides feedback at every step, as well as online training where students can prepare content, evaluate, and manage. Web-based applications or training models that are in the background of face-to-face education can be used more effectively in the pandemic process. Even if the pandemic process comes to an end, the practices and opportunities in this process will reshape the understanding of education and perhaps make distance education permanent in primary school education for reasons such as health and transportation. Teachers' thinking that this process should take place at all grade levels, that they do not negatively affect face-to-face education and therefore use it with other activities integrated with face-to-face education support this.

The COVID-19 pandemic has led countries to quarantine and close their borders, and shaped a new education system all over the world. In China, the country most affected by the pandemic, the Ministry of Education has developed a new cloud-based, online learning and publishing platform to enable students to log in from anywhere. In Hong Kong, 60 educational institutions have teamed up with a group of experts to provide 900 educational services for students staying at home, including free videos, book chapters, assessment tools, and consulting services. Most schools in regions affected by the pandemic find solutions to continue teaching, but the quality of learning largely depends on the level and quality of digital access (Gilani, 2020). The pandemic process has caused the students' learning motivation to decrease, their teachers and friends to stay away from their schools, which is a social structure, and their teachers to be content with distance education without the lecture they are used to. The distance education system prevented students from falling behind in their lessons and contributed to the development of their sense of responsibility as they are at the center of their learning; However, the distance education system also had some disadvantages such as the system not being interactive, insufficient content, and not being suitable enough for each student's home environment to follow distance education courses (Çayak, 2021). Efforts to improve the process continue in countries where the pandemic occurred. In Turkey, it can also be evaluated that teachers

find EBA content partially useful and adequate and believe that the content should be constantly improved. In addition to these contents, it is seen in this research findings that teachers are trying to support their students with different materials and activities and are trying to make them benefit from educational sites to make the process efficient.

Although students can easily benefit from the educational opportunities in distance education without going to school, they stay away from face-to-face interaction, group work, classroom activities, and responsibilities, and undergo an education process away from social development. At the same time, problems experienced in technological developments cause students and institutions to confront each other. Since such problems affect student learning and technologies negatively, they also make learning difficult (Çığlık & Bayrak, 2015, p.91). Çimşir, Akın & Akiz-Yıldırım (2020) found that the majority of participating primary school parents thought that the lectures, tests, and contents on the EBA website were partially useful and sufficient. In the current research, these results are supported by teachers' finding that the contents of EBA TV broadcast and the EBA website are partially adequate and useful and they benefit from educational sites. Also, the finding that teachers try to motivate their students by sending messages, making video calls, talking on the phone during the pandemic process can be evaluated to reduce the negativity of the process.

Teachers believe that the parents, then the teachers, students, and finally the MEB are the most effective in making this process efficient. It also supports the finding that teachers believe that students who do not have the internet, laptops, tablets, and smartphones at home are largely negatively affected during this process. It can be assumed that there will be certain educational differences depending on the distribution of income in the distance learning process. It can be said, however, that children of families who participate in quality educational activities and have teaching activities at home will suffer less in this process. The harms of this process are completely unpredictable, but given the dimensions of distance education for teachers, parents, and students, it can be assumed that the extension of the process will negatively affect the acquisition of the achievements required by the curriculum.

As distance education is directly linked to technology, everyone is affected by structural failures. In distance education, which is a system connected to the internet, there might be problems in loading the course materials into the system due to the slow internet speed, the ability to load the materials into the system according to a certain format, and the slow processing of the systems due to various errors (Çığlık & Bayrak, 2015, p.93). Goh and Sandars (2020) stated that the destructive effect of the pandemic was related to the duration and caused significant changes in many issues. They have emphasized the number and availability of educators, economic constraints, and the need to rapidly expand the workforce. Çayak (2021), in his study, stated that the parents described the coronavirus as catastrophic, extraordinary, disease-causing, anxiety and fearful situations; in this context, it has been determined that since the schools are on holiday, the parents are worried that this situation affects them negatively and that they cannot provide enough educational support to their children at home. Yılmaz, Güner, Mutlu, Doğanay, and Yılmaz (2020) found that almost all parents at primary, middle, and high school levels found face-to-face education more valuable than distance education. The majority of parents stated that students participated in the distance education process, about half of the students participate in the process using computers, and the vast majority participates in distance education using home internet and/or mobile phone packages. It was determined that the parents who participated in the study were not satisfied with the distance education process carried out by the Ministry of Education and that the EBA live course hours given at a certain time were not suitable for some of the parents. These results coincide with the findings that primary school teachers think that the most effective persons in the process are parents and that students who do not have internet, computers, tablets, and smartphones at home are negatively affected to a large extent.

The pandemic has had devastating effects on education, particularly in countries with low shock resilience, such as school closures, low learning outcomes, and high dropout rates. While school closures offer a logical solution to foster social distancing within communities, prolonged closures tend to have a disproportionately negative impact on the most vulnerable students. Because students in disadvantaged families have fewer opportunities to learn at home. The fact that both parents have to work, have younger siblings in need of care, have a caregiver for them, and the economic inadequacy

to meet them at a certain level can cause inadequacies in the learning of the children in these families (Azzi-Huck & Shmis, 2020; quoted Balcı, 2020). Sintema (2020) conducted a study on COVID-19's impact on the overall performance of students in their fieldsand revealed that secondary school students may have decreased success in the national examinationsand their success may decrease due to the closure of schools and problems in the academic calendar. According to this research, with the pandemic, a transformation started at all levels of education and it was determined that distance education, which is a new concept for basic education, led teachers, students, and parents to experience various problems in this process. Burgess and Sievertsen (2020) stated that it is not possible for homeschooling to replace learning from school in general during the pandemic. They state that families create great differences among children in terms of their contribution to their children's learning and these effects are greatest on disadvantaged children. This situation overlaps with the findings of the current study where teachers think that students with limited technological tools, special education students, and foreign students experience problems during the distance education process. It also supports the finding that students do not use EBA and that the most effective persons in the process are parents.

Homeschooling has caused a huge shock not only to parents' productivity but also to children's social life and learning. Teaching has evolved into an online, untested, and unprecedented dimension. Student evaluations have also been limited to the online process, with uncertainty. In this process, many evaluations were canceled (Burgess & Sievertsen, 2020). Distance education may cause problems in the long term, as the primary school teacher must reach the parent before reaching the student, the student's need for education under the supervision of the parents, the knowledge and experience of the parent, and the approach to the student.

Çayak (2021) determined that because the schools are closed for a long time, parents worry about not being able to provide adequate educational support to their children at home, and they experience many more negativities such as communication problems with their children. Provided that parents are qualified and interactive, they may prefer distance education in the future; it has been determined that the reasons for not finding distance education effective, the expensiveness of the system and the concerns about the virtual environment are the reasons why the parents do not prefer distance education. Yüksek-Usta and Gökcan (2020) investigated the perspective of mothers and their children on COVID-19 and found that that almost all of the children know what to do to prevent infection, have obtained most of the information they have about the process from communication tools, or by asking their parents. Some of the mothers who participated in the study stated that their children spend too much time with technological devices, and they observed anxiety, and eating, and sleeping problems. In Özyürek, Bedge, Yavuz, and Özkan's (2016) study with students who continue their university with distance education, it is found that nearly half of the students follow online courses, the most important reason for preventing their participation in the courses is the disconnection of the internet, the most important factor affecting course success is the teaching method of the instructor and some problems encountered during the examination. It was also determined that students find online course teaching partially sufficient and that necessary measures should be taken to ensure participation. All these results are similar to the results of the current study in terms of the negative reflections of the process.

The pandemic has created a new paradigm in looking at education as a gain. This paradigm demonstrates that children's well-being and success depend on much more than school. It is necessary to look at the life of children holistically. Children need various supports and opportunities outside of school so that they can come to school ready to learn. The provision of these educational prerequisites goes beyond the conception of school systems; it is the responsibility of society in general. To learn, children need equal access to health, food, clean water, shelter and out-of-school enrichment opportunities. Therefore, the requirements of child development and education should be reconsidered (Balcı, 2020, p.83). The pandemic shows that the concept and scope of education should be considered broadly, education practices should be organized in accordance with the age, and a new system should be designed that will ensure that the student is not deprived of education and learning loss under any circumstances. Adaptation to this process can be facilitated by accepting and trying to improve existing conditions, solving identified problems, and acquiring different skills required by distance

education. Also, the distance education process mighthelp students, teachers, and parents to improve their technological literacy level in a short time. By adapting them later to the formal education structure, the positive aspects of the process may lead to the emergence of different, flexible, individualizable educational models. Perhaps in different parts of the world, distance education may become permanent due to reasons such as transportation and health. However, eliminating the problems experienced in the distance education process, which was put into practice due to the pandemic, according to the opinions of teachers, will be important for the application to be efficient. As part of the results of this study, recommendations for relevant institutions and researchers are presented below:

- Online educational activities can be planned for teachers for distance learning.
- In-service training on using digital teaching tools for teachers can be planned.
- Improvement and support training activities can be carried out for problems experienced in the distance education process.
- Research can be conducted with middle school, high school, and university students.
- Opinions of parents and students who are foreign citizens need special education about the problems and solutions they experience in the distance education process at different grade levels can be examined in detail.
- Teacher training institutions can focus on courses that include methods and techniques appropriate to distance education.
- Authorities can develop websites and materials for distance education together with education professionals.
- Support courses can be given weight to overcome the learning losses of students.
- One-to-one tutoring support can be provided for students in disadvantaged groups.

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