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PROBLEMS ENCOUNTERED BY SCHOOL ADMINISTRATORS DURING THE COVID-19 OUTBREAK: A CASE STUDY

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Abstract

The aim of this research is to analyze the problems faced by school administrators in performing educational activities during the Covid-19 pandemic. A qualitative research method was adopted in this research and the study was conducted with embedded multiple-case design. The study group of this research consists of 8 school principals and 8 deputy principals working in 2 kindergartens, 2 primary schools, 2 secondary schools and 2 Anatolian high schools affiliated to the Manavgat District Directorate of National Education in the 2021-2022 academic year. The data were obtained by interview technique using a semi-structured interview form. Five important conclusions were reached as a result of this research. Firstly, the decrease in the number and duration of the lessons affected the planning and implementation of face-to-face education negatively. Secondly, assessment and evaluation studies in face-to-face education could not be carried out in a healthy way. Thirdly, technological obstacles related to use of the Internet, tablet, computer and Education Information Network (EIN) have been effective in distance education. Fourthly, schools have not been able to establish the necessary relationship with their stakeholders, institutions and non-governmental organizations (NGOs). Finally, the studies carried out with the parent-teacher associations (PTAs), which are the stakeholder of the schools, have not reached the desired level. As a requirement of being a social state, schools and citizens should be prepared for possible crisis situations in order to ensure equality of opportunity and possibility.

Anahtar Kelimeler: Covid-19, distance education, face to face education, school administrator education.

Covid-19 Salgını Sürecinde Okul Yöneticilerinin Karşılaştığı Sorunlar: Bir Durum Çalışması

Öz

Bu araştırmanın amacı Covid-19 salgını sürecinde okul yöneticilerinin eğitim-öğretim faaliyetlerini gerçekleştirme konusunda karşılaştığı sorunları analiz etmektir. Bu araştırma nitel bir araştırma olup iç içe geçmiş çoklu durum deseni ile yürütülmüştür. Bu araştırmanın çalışma grubunu 2021-2022 eğitim öğretim yılında Manavgat İlçe Milli Eğitim Müdürlüğüne bağlı 2 anaokulu, 2 ilkokul, 2 ortaokul ve 2 Anadolu lisesinde görev yapan 8 okul müdürü ve 8 müdür yardımcısı oluşturmaktadır. Veriler yarı yapılandırılmış görüşme formu kullanılarak görüşme tekniği ile elde edilmiştir. Bu araştırmanın sonucunda beş önemli sonuca ulaşılmıştır. Birincisi, ders sayısı ve süresinin azalması yüz yüze eğitime yönelik planlamayı ve uygulamayı olumsuz etkilemiştir. İkincisi, yüz yüze eğitimde ölçme değerlendirme çalışmaları sağlıklı bir şekilde yapılamamıştır. Üçüncüsü, uzaktan eğitimde internet, tablet, bilgisayar ve Eğitim Bilişim Ağı (EBA) kullanımı ile ilgili teknolojik engeller etkili olmuştur. Dördüncüsü, okullar, paydaşları olan kurumlar ve Sivil toplum kuruluşları (STK) ile gerekli olan ilişkiyi kuramamıştır. Son olarak okulların paydaşı olan okul aile birlikleriyle yapılan çalışmalar istenilen düzeye

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ulaşmamıştır. Sosyal devlet olmanın gereği olarak fırsat ve imkân eşitliğini sağlamak üzere okulların ve vatandaşların olası kriz durumlarına karşı hazırlıklı olması sağlanmalıdır.

Keywords: Covid-19, uzaktan eğitim, yüz yüze eğitim, okul yöneticisi.

Introduction

The impact of epidemic diseases has affected societies at different periods in history and the impact of them on all segments of society has not been at the same level. There is a strong possibility that epidemics will also have effects in the future (Türk et al., 2020). The education systems of the countries have not encountered such a challenge as Covid-19 until today (Daniel, 2020). Covid-19 has affected education all over the world, and countries have gone to different practices in education. Different countries have applied different practices for students receiving education, teachers who will provide education, and parents of students (Eken et al., 2020). Face-to-face education (Kılınç, 2015), which is traditionally practiced education in which students and teachers are mutual and in the same physical environment, has left its place to distance education with the instruction of the Ministry of National Education (MEB) dated 13.03.2020 and numbered 28892082-869-E.5497866 (MEB, 2020a). Distance education, which is defined as the education carried out through written lecture notes, digital recordings, television broadcasts or the internet, without face-to-face communication without the students and teachers coming to school (Kılınç, 2015), has been started.

With its article dated 19.11.2020 and numbered 83203306-10.03-E.16964289, the Ministry of National Education (MEB) has decided to conduct education activities via EIN TV through distance education (MEB, 2020b). In addition to the education provided via EIN TV, an arrangement has been made where teachers can define synchronous online lessons via the EIN platform (MEB, 2020c). Educators and parties providing resources for education were caught unprepared for the decision to start distance education. Unlike the face-to-face education practice that teachers have been applying for years, they have encountered the distance education practice on which they do not have any qualifications (Adıgüzel, 2020).

Education, on the one hand, is a component of individual and social life (Turan, 2021). From a national policy perspective, education is the best tool for developing skills (Olaganwatte, 2020). Given these characteristics of education, the school, as a subsystem of the general education system, must take its own goals from the general goals of Turkish national education. The school should serve to raise individuals who love their country and nation and who feel responsibility towards the state, who are democratic and embrace human rights and who are developed in all aspects. In summary, the principles of generality and equality, the right to education, equality of opportunity, continuity, scientificity, and planning (MEB, 1973) come to the forefront in terms of their importance during the pandemic period in fulfilling the general objectives of national education.

A school is an organization that provides its students with the necessary behaviors (knowledge, skills and attitudes) to achieve pre-designed educational goals in a planned process within a certain period of time (Başaran, 2008). When we take its importance as a basis, it turns out that the school administration arises from the duty of the administration. The task of management is to ensure that the organization lives in accordance with its objectives (Bursalıoğlu, 2010). In schools, learning and teaching form the technical basis of the school. Compared to other school activities, teaching and learning activities take first place. Because of this characteristic, learning and teaching activities guide the managerial decisions to be taken in schools (Hoy & Miskel, 2010). Ensuring the success of organizations is the main purpose of human resource management (Armstrong, 2006). Considering its importance and function, it is a prerequisite for the school principal to fulfill his/her duties and responsibilities effectively in order for the school to achieve its goals.

Playing the role of principal helps the school principal to fulfill his/her duties and responsibilities (Özdemir, 2010). In the Regulation on Preschool and Primary Education Institutions, the duties of the school principal are stated as carrying out educational activities, students, personnel, management, accounting, security, etc. (MEB, 2014). The administrators of the schools undertake the task of leading the teachers, students and their surroundings. They create team spirit to increase efficiency. They carry out studies for the integration of the school with its environment and the development of corporate culture. The school principal carries out tasks such as research, planning, organizing, guidance, supervision and monitoring, evaluation, communication and governance (MEB, 2013). The school principal, as the education leader, should fulfill these responsibilities in cooperation with the vice principals and teachers and should be prepared for the changes in the environment.

With the Covid -19 epidemic, a new situation has emerged that the school principal, students, teachers, parents and all other stakeholders of education have to struggle with. In this process, both the school principal and the other stakeholders of the school faced some new problems. The problems emerged in education during Covid-19 process have been the subject of many researches in Turkey and abroad. Different results were obtained in these studies. Participants in the research of Yılmaz et al. (2021) stated that there are problems such as the short duration of the lesson. In the same study, it was concluded that dividing the students into groups for face-to-face training caused confusion and there were problems in cleaning the classrooms. Participants in the study of Southall, et al. (2021) stated that absenteeism increased every time the schools began face-to-face education during the Covid-19 process. Participants in Özdoğan & Berkant's (2020) research stated that technical problems and lack of computers and internet are disadvantages of distance education. Participants in the research of Arslan & Şumuer (2020) stated that both teachers and students have connection problems and the internet connection speeds and internet packages do not meet the needs. In the study of Pressley & Ha (2021), it was concluded that there was no difference in teachers' self-efficacy in terms of regional differences. Participants in the study of Chakraborty et al. (2021) stated that students would better communicate with their teachers in a face-to-face classroom. Participants in Al Darayseh's (2020) research stated that teachers have difficulties in communication and using emotional expression during the distance education process. Participants in the research of Özdoğan & Berkant (2020) stated that they experienced a lack of socialization. Participants in the research of Almazova et al. (2020) stated that communication with students is limited.

School principals, who lead teachers, students and the school environment, have many important duties such as research, planning, organization, guidance, supervision-monitoring, evaluation, communication and governance. Considering the diversity and complexity of the duties of school principals and vice principals, this research is important in terms of analyzing the views of school administrators on the problems they face during the Covid-19 pandemic and providing feedback to all stakeholders. The purpose of this study is to analyze the problems faced by school administrators in carrying out educational activities during the Covid-19 pandemic. In order to achieve this aim, answers to the following questions were sought.

1)	What are the problems faced by school administrators in planning face-to-face education studies during the Covid-19 pandemic?

2)	What are the problems faced by school administrators in implementing face-to-face education studies during the Covid-19 pandemic?

3)	What are the problems faced by school administrators in evaluating face-to-face training studies during the Covid-19 pandemic?

4)   What are the problems faced by school administrators in planning distance education studies during the Covid-19 pandemic?

5)   What are the problems faced by school administrators in implementing distance education studies during the Covid-19 pandemic?

6)   What are the problems faced by school administrators in evaluating distance education studies during the Covid-19 pandemic?

7)   During the Covid-19 pandemic, what are the problems faced by school administrators in carrying out the studies with the stakeholders of schools?

Method

The Philosophy of Research

This research was designed from an interpretive research philosophical perspective. The interpretive research perspective is based on the assumption that reality is socially constructed. In other words, it is not the interpretation of a single observable fact, but instead the interpretation of a larger number of facts or single events in different ways (Merriam, 2018). The focus of interpretive social science is on how people interact and get along with each other. In general, they aim to arrive at explanations and interpretations of the way in which people create and maintain their social world. It is a systematic analysis that meticulously observes socially meaningful action in their own environment (Neuman, 2020).

Research Design

Qualitative method was used in this study. The case study, which is one of the qualitative research methods, was carried out using an embedded multiple case design, which is one of the case study sub-types. Qualitative methods are first and foremost concerned with what is going on and with evidence to help us understand them. In other words, it focuses on what people do and say (Gillham, 2000). The aim of qualitative research is to create a perspective on how people make sense of life, to determine the framework for the process of making sense, and to express how people interpret their experiences about their lives (Merriam, 2018). Qualitative research can be defined as a type of research in which a process is followed to reveal perceptions and events in a realistic and holistic way in a natural environment by using data collection methods such as observation, interview and document analysis (Yıldırım & Şimşek, 2011). Case studies can be expressed as a limited system that is described and analyzed in detail (Merriam, 2018; Yin, 2017). It can be regarded as an empirical inquiry into a contemporary phenomenon, as the boundaries between phenomenon and context are not clearly defined (Yin, 2009). The Covid-19 epidemic process has created various problems that deeply affect education. For this reason, the case study design was preferred in this research in order to analyze the problems faced by school administrators in depth.

Research Participants

The study group consists of 84 school principals and 161 vice principals working in Manavgat district of Antalya province in the 2021-2022 academic year. In this study, the convenience sampling method was preferred, taking into account the negative circumstances during the Covid-19 process. Convenience sampling involves selecting participants from the most accessible participants (Cohen et al., 2007). The participants consist of 8 school principals and 8 vice principals working in 2 kindergartens, 2 primary schools, 2 secondary schools and 2 Anatolian high schools working in the Manavgat District Directorate of National Education.

Table 1. *Demographic information about the participants*

Participant Code	Gender	School Type	Task
SP1	Male	Secondary school	School Principal
SP2	Male	Primary School	School Principal
SP3	Male	Primary School	School Principal
SP4	Male	Secondary school	School Principal
SP5	Male	Kindergarten	School Principal
SP6	Male	Anatolian High School	School Principal
SP7	Male	Anatolian High School	School Principal
SP8	Male	Kindergarten	School Principal
VP1	Male	Anatolian High School	Vice Principal
VP2	Male	Anatolian High School	Vice Principal
VP3	Male	Primary School	Vice Principal
VP4	Male	Secondary school	Vice Principal
VP5	Male	Secondary school	Vice Principal
VP6	Female	Primary School	Vice Principal
VP7	Female	Kindergarten	Vice Principal
VP8	Male	Kindergarten	Vice Principal

Collecting Data

In order to carry out the research, first of all, an application was made to Akdeniz University Social and Human Sciences Scientific Research and Publication Ethics Commission for ethics committee permission, and the necessary permission was obtained with the letter dated 02.03.2021 and numbered 41293. After this permission, the data collection process started. In the study, interview was used as a qualitative data collection method and a semi-structured interview form was used. Qualitative interviewing allows us to learn about the perspective that others have. Interviews are used to find out what is on their minds (Patton, 2002). Researchers who conduct qualitative interviews start their work by asking general open-ended questions to the participants, recording the answers they receive, and transferring the records to the computer environment for analysis by writing them down (Creswell, 2019). In a semi-structured interview, topics are formed from the literature or the field of practice before the research begins. The same topic is discussed with all interviewees, and after the determined questions have been asked, participants can add other things about the topic if they wish. If the researcher needs to examine certain points in more detail, he/she can ask additional questions (Corbin & Strauss, 2015). Semi-structured interview questions including open-ended questions were prepared to determine the views of the participants on the problems faced by school administrators in carrying out educational activities during the Covid-19 pandemic. The interview questions were organized in a clear and understandable way, away from any kind of guidance. Interviews were carried out with volunteer participants. Each interview lasted approximately 25-30 minutes. Seven participants agreed to have the interviews done by audio recording, and the other nine participants did not allow audio recording, so their opinions were gathered by taking notes.

Analysis of Data

In order to process the research data systematically, the data were entered into Microsoft Office programs. Taking Günbayı's (2018, 2019) studies as a guide, themes were identified through theme analysis from the transcripts of the records and a tally table showing the themes was created. After the theme analysis, the participant views on the themes were analyzed descriptively in the

participant's own words. Descriptive analysis of the data was followed by content analysis. In order to keep the identities of the managers participating in the research confidential, their real names were not used in the research. Code names were given to the real names of the participants. Code names given in Table 1 were used in all processes of the research.

Validity and Reliability of the Research

In order to increase the internal validity of the research, the preparation and implementation processes of the individual interview form, which is the data source, were carried out meticulously. In order to create the interview form, the literature was reviewed and expert opinion was obtained. After the interviews with the participants, the texts of the interview recordings were presented to the participants and participant confirmation was obtained. In order to increase the external validity of the research, all the studies carried out during the research process were tried to be given in detail. Information about the philosophy on which the research is based, the model, the working group, the tool used in data collection, the data collection process, and the analysis of the data are given. The theory has been generalized through comparisons with the researches on the research subject and then interpreted. In order to increase the internal reliability of the research, all of the findings of the research were given without comment and the opinions of the participants were taken directly. Also, the researcher and an experienced qualitative research expert coded the data obtained from the interviews separately. The coding made by the researcher and the expert were compared and consistency ratio was calculated with Kappa Statistic. The consistency ratio (Kappa value) was 0.83. The study concluded that there was excellent agreement between the evaluators and that the coding was done reliably (Landis & Koch, 1977). In order to ensure external reliability in the research, the raw and processed data obtained during the research process, theme analysis, descriptive analysis, content analysis and analytical generalization were presented to an external expert for review and confirmation review.

Results

In this section the results of the research are given.

Problems Encountered in Planning Face-To-Face Education

The opinions of school principals and vice principals on the problems they face in planning face-to-face education are given in Table 2.

Table 2. *Planning Face-to-face Education*

Planning Face-to-Face Education	School Principal	Vice Principal	Total (F)
1. Decrease in the number and duration of courses	SP2,SP4,SP5,SP6,SP7,SP8	VP1,VP2,VP3,VP5,VP6,VP8	12
2. Inadequate physical environment	SP1,SP4,SP5,SP7,SP8	VP1,VP2	7
3. Not including social activities in planning	SP2,SP3,SP4,SP6,SP8	VP6,VP7	7
4. Anxiety about the pandemic	SP2,SP4,SP8	VP2,VP3,VP6	6
5. Problems related to pandemic rules	SP2,SP3,SP4,SP6	VP3	5
6. Service planning	SP2	VP3	2

When Table 2 is analyzed, we can see that the opinions on planning face-to-face education vary. Participants expressed the following opinions: twelve about the reduction in the number and duration of lessons, seven about the lack of physical environment, seven about the lack of inclusion of social activities in the planning, six about the anxiety against the pandemic, five about the problems related to pandemic rules, and two about service planning. When we comment on the problems in

planning face-to-face education, it is seen that the reduction in the number and duration of courses ranks first. Participants' views on this subject are given below.

- *In order to minimize the physical encounter for students, we have arranged the lesson hours of the classes so that they do not coincide. We received feedback from some parents that it was special and not suitable for working conditions (SP5).*

- *The course content in the curriculum has become a problem because it cannot be covered sufficiently during the course (VP6).*

- *The fact that the lessons were 30 minutes and the students stayed at school for a total of 3 hours were not warmly welcomed by the parents. Especially since the parent profile consists of working mothers and fathers, the 3-hour time period made their work difficult (VP8).*

- *One of the most important problems we encounter in face-to-face planning is related to the formation of student groups. While forming student groups, determining the courses and determining the number of course hours create an important problem (SP7).*

- *The decrease in the duration of the lessons negatively affects the quality of education as it leads to compressed education, and some activities are either not included at all or time is insufficient for these activities (SP8).*

When we interpret the problems in planning face-to-face education, it is seen that the lack of physical environment takes the second place. Participants' views on this subject are given below.

- *We have 15 classrooms. Naturally, we had to comply with the 1.5-meter social distance rule, so we had to divide the classrooms into two (SP4).*

- *Due to the high number of students, we had difficulty in planning 1 student per 4 sqm (SP8).*

When we comment on the problems in planning face-to-face education, it is seen that not including social activities in the planning ranks second. Participants' views on this subject are given below.

- *The rate of increase of the pandemic and the negative news in the media affected our teachers a lot. We had to stop many social activities (SP2).*

- *We could not do social activities. In sportive activities, we did sportive activities under the supervision of the teacher, but unfortunately, we could not do social activities (SP3).*

- *The inability to organize social activities due to limited classroom capacity and Covid-19 made the adaptation and integration period difficult for students (VP7).*

When we interpret the problems in planning face-to-face education, it is seen that the anxiety about the pandemic ranks third. Participants' views on this subject are given below.

- *No one wants to share anything together because of the pandemic. They tried to keep children away from the educational environment because they or their families had a hereditary disease or because of their families' fears. In other words, due to Covid-19, our students could not benefit much from education compared to normal times (SP4).*

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- *Our parents had concerns about the hygiene of the school environment. The risk of Covid-19 transmission in face-to-face education negatively affected the motivation of our teachers (SP8).Another problem experienced in planning is the anxiety of parents about their children receiving education in a safe environment in face-to-face education (VP2). Another problem experienced at the planning stage of face-to-face education is the anxiety of parents about receiving education safely in face-to-face education (VP6).*

Problems Encountered in Implementing Face-To-Face Education

The opinions of school principals and vice principals on the problems they face in implementing face-to-face education are given in Table 3.

Table 3. *Implementing face-to-face education*

Implementing face-to-face education	School Principal	Vice Principal	Total (F)
1. Decrease in the number and duration of courses	SP5,SP6,SP8	VP1,VP2,VP3,VP6,VP7,VP8	9
2. Problems related to pandemic rules	SP2,SP4,SP7,SP8	VP2,VP6	6
3. Decrease in social interaction	SP4,SP7	VP7,VP8	4
4. Failure to organize social activities	SP7,SP8	VP3,VP6	4
5. Anxiety against the pandemic	SP6	VP1,VP2	3
6. Economic problems		VP3,VP8	2
7. Inadequate physical environment	SP2,SP5		2
8. Increased workload		VP3,VP8	2
9. Information about the process	SP5,SP6		2
10. Increased absenteeism	SP4		1

When Table 3 is examined, we can see that the problems in implementing face-to-face education vary. The participants expressed the following opinions: nine about the decrease in the number and duration of lessons, six about the problems related to pandemic rules, four about the decrease in social interaction, four about the inability to organize social activities, three about the anxiety against the pandemic, two about economic problems. Also, two of the participants stated that there was inadequate physical environment, two stated that the workload increased and two stated that they were informed about the process. Finally, one participant commented on the increase in absenteeism. Participants' views on this subject are given below.

- *Parents, both of whom work, do not find 3 hours of school time sufficient (SP8).*

- *Since the number of lessons to be taught has to be limited, students' all-round development cannot be ensured. Since the lesson time is 30 minutes, in some lessons there is not enough time for giving example and feedback (VP1).*

- *The teachers stated that they had difficulty in raising the subjects due to the shortening of the duration of the lessons (one lesson hour was reduced to 30 minutes) (VP3).*

- *The problem experienced in practice in face-to-face education is that the curriculum does not match the course duration and the classes are divided into two. The fact that the groups came to school for two days each caused disruption in the lessons (VP6)*

- *Diminishing lesson duration causes negative feedback from parents (VP7).*

- *Decreased lesson times prevented teachers from completing their entire curriculum (FY8).*

When we interpret the problems in implementing face-to-face education, it is seen that the problems related to pandemic rules rank second. Participants' views on this subject are given below.

- *We started to lose this sensitivity and attention about social distancing and wearing masks after the 2nd-3rd week. We started not to apply the social distancing rule especially in school buses (SP2). Younger students were not able to maintain social distance (SP8).*

- *Our teachers on duty reminded the mask and distance rules in classrooms, corridors and sinks. It was observed that our school staff also experienced difficulties on this subject (VP2).*

- *Since our students are in the younger age group, social distance is a problem during breaks. Another problem is that parents do not observe social distancing at school entrances and exits (VP6).*

Only one participant expressed an opinion on absenteeism, which is one of the problems in the implementation of face-to-face education. Participant's view on this subject is given below.

- *In a class of 30 students, we didn't even have 15 participants. We could hardly find 8, 9, 10 people. For example, we had supporting and training courses for 8th graders. While we normally use our full capacity, we had difficulty even opening a course for a class due to Covid-19 (SP4).*

Problems Encountered in Evaluating Face-To-Face Education

The opinions of school principals and vice principals on the problems they face in evaluating face-to-face education are given in Table 4.

Table 4. *Evaluation of face-to-face education*

Evaluation of face-to-face education	School Principal	Vice Principal	Total (F)
1. Inability to perform measurement and evaluation	SP6	VP2,VP3,VP7,VP8	5
2. Decrease in social activities	SP1,SP8	VP2,VP5	4
3. Reduction of lesson time		VP3,VP6,VP8	3
4. Increase in absenteeism		VP1,VP3	2
5. Uncertainties in the exam schedule	SP8	VP3	2
6. Decrease in social interaction	SP4	VP8	2
7. Failure to keep up with the curriculum	SP4		1
8. Decline in student achievement	SP3		1

When Table 4 is examined, we can see that the problems in evaluating face-to-face education vary. Participants expressed the following opinions about the problems: five stated that there was a failure in assessment and evaluation, four stated that there was a decrease in social activities, and three stated that there was a decline in the duration of the course. Two participants expressed opinion about increased absenteeism, uncertainties in the exam schedule and decreased social interaction. One participant stated that the course schedule was not kept up and student achievement decreased. When we analyze the problems related to the evaluation of face-to-face education, it is seen that the failure in measurement and evaluation ranks first. Participants' views on this subject are given below.

- *I think that it is wrong to evaluate students without exams and that this method negatively affects the validity and reliability of the assessment and evaluation process (VP3).*

- *When we planned the first semester exams, we started distance education due to the increase in the number of cases, and face-to-face exams could not be held. Parents*

reacted to the lack of time to announce the exam schedule to all classes in the second semester, and some parents said that they were out of town (VP5).

- *It causes teachers to have difficulties in measuring all developmental areas of children (VP8).*

When we comment on the problems in evaluating face-to-face education, it is seen that the decrease in social activities ranks second. Participants' views on this subject are given below.

- *Unfortunately, as a school, we have not been able to make positive discrimination against students participating in social and sports activities during this process (SP8).*

- *Social and sporting events were held less frequently due to the pandemic (VP2).*

When we interpret the problems in evaluating face-to-face education, it is seen that the decrease in the duration of the course ranks third. The opinions of the participants on this issue are given below.

- *The lesson objectives could not be realized sufficiently due to decline in course periods and students being away from the education process due to the pandemic (VP3).*

- *It cannot be said that the objectives of the outcomes were fully achieved due to time limitations and divided classes. Due to decline in face-to-face education time in preschool education, free time activities could not be carried out. Teachers did not have the opportunity to examine the readiness of their students and faced problems in end-of-day evaluation (VP6).*

- *Short course hours, spending little time with the child and limited parental participation in the education process made it difficult to get to know the student in all aspects. This situation created problems in measurement and evaluation (VP8).*

Problems in Planning Distance Education

The opinions of school principals and vice principals on the problems they face in planning distance education are given in Table 5.

Table 5. *Planning distance education*

Planning Distance Education	School Principal	Vice Principal	Total (F)
1. Technological obstacles	SP2,SP3,SP4,SP5,SP6,SP7,SP8	VP1,VP2,VP6,VP7,VP8	12
2. Difficulty in making a lesson schedule	SP2.SP3,SP4,SP7	VP1,VP2,VP5,VP6	8
3. Student absenteeism	SP1,SP2		2
4. Decline in social activities	SP5	VP5	2
5. Inability to communicate	SP7		1
6. Lack of concentration	SP5		1
7. Inability of younger age groups to participate in distance education	SP8		1
8. Hesitancy against distance education	SP8		1

When Table 5 is examined, we can see that the problems in planning distance education vary. Twelve of the participants expressed opinions on technological obstacles and eight on the difficulty of making the course program. Two participants expressed opinions on student absenteeism and a decrease in social activities. One participant expressed opinion about inability to communicate, lack of concentration, inability of younger age groups to participate in distance education and hesitation against distance education. When we analyze the problems in planning distance education studies, it is

seen that technological obstacles take the first place. The opinions of the participants on this subject are given below.

- *In the first distance education program, courses were limited. Not every course was given the chance for distance education. Some courses were offered distance education while others were not (SP2).*

- *A group of students do not have tablets and computers. A group of students do not have internet access. There are students who connect via cell phones. Their families work or go to work. In these time periods, students naturally do not have access (SP3).*

- *Our teachers had problems both in using EIN and other alternative distance education programs (SP5).*

- *Since kindergarten students have short attention spans, there were problems in being in front of the screen (SP8).*

- *Intensity in the EIN synchronous online lesson system has become a major problem in course assignments. When the EIN synchronous online lesson was opened at every grade level, the lesson hours could not be defined during the day. Since both the lessons and the activities were in front of the computer, it caused the students to be dependent on the screen. Students who did not have computers and internet at home had great difficulty in accessing the lessons (VP6).*

- *The biggest problems are parents having difficulties in accessing the internet, students not having internet at home or having classes at the same time with their older brothers and sisters, and connection problems (VP7).*

When we interpret the problems in planning distance education, it is seen that the difficulty of making a course program ranks second. Participants' opinions on this issue are given below.

- *Parents stated that EIN synchronous online lessons started very early in the morning, that students did not have time to eat and that it was not suitable for their children to continue these lessons at regular intervals until the evening (VP2).*

- *The biggest problem we had with teachers in terms of planning was the time limitations. The Ministry imposed restrictions on us, such as this time for first graders and that time for second graders. In this regard, some teachers had classes at all hours of the day and for 6 days. This situation caused discomfort among teachers (SP2).*

- *There were occasionally some difficulties in combining the courses. Because sometimes there were problems in combining two courses, sometimes in combining three courses, sometimes in planning the unification of classes. Combining is what I mean by combining classes, classes at the same level, same course groups (SP7).*

- *Some of our teachers arranged lesson hours late in the morning. This caused parents to complain about the start times (VP6).*

Problems Faced in Implementing Distance Education

The opinions of school principals and vice principals on the problems they face in implementing distance education are given in Table 6.

Table 6. *Implementation of Distance Education*

Implementation of Distance Education	School Principal	Vice Principal	Total (F)
1. Technological obstacles	SP4,SP5,SP6,SP7	VP1,VP2,VP3, VP5,VP6,VP8	10
2. Inability to use information technologies	SP1,SP2,SP5,SP6	VP1,VP3,VP6,VP8	8
3. Inefficiency of distance education	SP1,SP8	VP2,VP7	4
4. Increase in absenteeism	SP3,SP5,SP8		3
5. Parental support	SP1,SP2,SP4		3
6. Reduction of lesson time		VP1	1

When Table 6 is examined, we can see that the problems in implementing distance education vary. Participants expressed the following opinions: ten on technological barriers, eight on inefficiency in using information technologies and four on the inefficiency of distance education. Three of the participants expressed opinions on increased absenteeism, three on parental support, and one on reduced lesson time. When we interpret the problems in implementing distance education, it is seen that technological obstacles come first. The opinions of the participants on this issue are given below.

- *They had difficulty in using the content. We received a few complaints from families with more siblings that they did not have the tools for distance education such as computers and tablets for all siblings. We received some complaints from parents about the need for technological support and they had limited home internet (SP5).*

- *Students could occasionally not reach the courses, due to the freezing that occurred in EIN. Apart from that, we used other information channels. In this regard, we learned that some parents had problems with internet applications and access to the internet. We did the necessary work on this issue. Internet problem was experienced frequently (SP7).*

- *From the parents' point of view, students could not adapt to this system. Because EIN lesson hours were very disorganized and spread throughout the day (VP1).*

- *During the implementation phase of the distance education, there were technical problems such as connecting to the EIN synchronous online lesson and disconnecting during the lesson. Technological inadequacies, such as the lack of computers and internet in some of the students' homes, prevented participation in distance education (VP5).*

- *Parents think that their children's being in front of the screen for too long will affect their health negatively. Distance education was done online. Some of our students had difficulty in accessing the internet and had connection problems (FY6).*

- *Some of the students did not have internet at home and some did not have computers at home (VP8).*

When we analyze the problems in implementing distance education, it is seen that the inability to use information technologies ranks second. The views of the participants on this issue are given below.

- *When the online education started, teachers said that they were inadequate in terms of taking them to the waiting room, technical issues or giving them passwords (SP1).*

- *As teachers and the school, we had problems in informing the parents about the use of EIN, Zoom and similar programs and about participation in the lesson (SP5).*

- *Our teachers had some problems with distance education. It was observed that some of our teachers lacked technical knowledge (VP1).*

- *The fact that our students and parents did not have sufficient skills to use technological devices and programs and some of our teachers' deficiencies in technology became a problem (VP3).*

- *When other platforms started to be used in distance education, the technological inadequacy of some of our teachers negatively affected distance education (VP6).*

When we analyze the problems in the implementation of distance education studies, it is seen that the ineffectiveness of distance education ranks third. Participants' opinions on this issue are given below.

- *In terms of learning-teaching activities, student motivation is not provided sufficiently (SP8).*

- *Teachers were not successful enough in the messages they wanted to give in the distance education lessons because they could not see eye to eye with the student. The fact that parents thought that distance education was not very useful also negatively affected attendance at classes (VP2).*

- *The short attention span of preschool children and the inability to establish eye contact, which is essential for healthy communication, created problems in the healthy teaching of the lessons (FY7).*

Problems Encountered in Evaluating Distance Education

The opinions of school principals and vice principals on the problems they face in evaluating distance education are given in Table 7.

Table 7. *Evaluation of Distance Education*

Evaluation of Distance Education	School Principal	Vice Principal	Total (F)
1. Difficulties in assessment and evaluation	SP5,SP7,SP8	VP2,VP3,VP6,VP8	7
2. Technological obstacles	SP4,SP6,SP7	VP2,VP3,VP5,VP6	7
3. Failure to achieve program objectives	SP2,SP5,SP8	VP2,VP3	5
4. Increase in absenteeism	SP3,SP7	VP5,VP6	4
5. Inability to use information technologies	SP5,SP6	VP3	3
6. Reduction of lesson time	SP6	VP2	2
7. Parent demands	SP8	VP6	2
8. Decline in student achievement		VP1	1
9. Decrease in social interaction		VP8	1
10. The inefficiency of distance education		VP7	1

When Table 7 is analyzed, we can see that the problems in evaluating distance education vary. Participants expressed the following opinions: seven on assessment and evaluation difficulties, seven on technological barriers, five on not achieving program objectives, and four on increased absenteeism. Three of the participants expressed an opinion on the inability to use information technologies, two on the reduction of course time, and two on the demands of parents. One participant

expressed an opinion on the decline in student achievement, the decrease in social interaction and the inefficiency of distance education.

When we analyze the problems about evaluating distance education, it is seen that measurement and evaluation difficulties take the first place. The opinions of the participants on this issue are given below.

- *The fact that the lessons are conducted remotely has of course made it difficult to make the exams. There is no consensus on which criteria teachers will apply, to whom and according to what (VP2).*

- *Since exams could not be made, we could not observe the assessment and evaluation processes of the students in a healthy way. Teachers did not want to give undeserved points to students who had the opportunity but did not attend the lessons (VP3).*

- *Due to the inability to make observations, the results of the assessment were far from reliability and validity, it was a problem for students to get help in some measurement and evaluation studies (*SP8).

When we analyze the problems in evaluating distance education, it is seen that technological obstacles rank first. Participants' views on this issue are given below.

- *Indeed, besides finishing the curriculum, we certainly suffered from not having technological knowledge and equipment in the age of internet and technology (SP6).*

- *Parents of children who do not have computers or the internet stated that positive discrimination should be made to prevent their children from being negatively affected (VP2). The limited number of lessons and lesson hours that could be defined from EIN prevented us from making a healthy assessment and evaluation (VP3).*

- *I think that measurement and evaluation activities to be carried out will not be healthy due to reasons such as students not getting used to measurement activities in distance education enough and not having equal opportunities to access technology (VP5).*

- *For students who do not have a computer and internet, it is a problem to make an assessment about whether they can achieve the objectives (VP6).*

When we analyze the problems in evaluating distance education, it is seen that not achieving the program objectives ranks second. The opinions of the participants on this issue are given below.

- *When distance education started, we realized that many objectives were not achieved. We actually deceived each other (SP2).*

- *There are serious problems in giving the desired objectives to students. The issue of how to assess students who do not have computers and the internet creates problems (VP2).*

- *In the distance education process, the required objectives could not be achieved to the desired extent due to the shortening of the course hours and the insufficient participation of the students in the courses (VP3).*

- *Measurement and evaluation had to be done without enough lessons and activities (SP8).*

Problems Faced in Carrying Out the Studies with the Stakeholders of the School

The views of the school principals and vice principals on the problems they face in carrying out studies with the stakeholders of the school are given in Table 8.

Table 8. *Studies Carried Out With Stakeholders*

Studies with Stakeholders	School Principal	Vice Principal	Total (F)
1. Studies of parent-teacher associations(PTAs)	SP1,SP3,SP4,SP5,SP7	VP2,VP3,VP6	8
2. Studies with institutions and NGOs	SP2,SP3,SP4,SP5,SP6	VP1,VP2	7
3. Parental support	SP4,SP8	VP2,VP8	4

When Table 8 is examined, we can see that the problems in performing the studies with stakeholders vary. Eight of the participants expressed opinions on the work of PTAs, seven on the work with institutions and NGOs, and four on parental support. When we analyze the problems regarding the studies with stakeholders, it is seen that the work of the parent-teacher associations ranks first. Participants' views on this issue are given below.

- *Among these stakeholders, we only had communication with the PTA. But with other stakeholders, such as the municipality and non-governmental organizations (NGOs), we did not have any work (SP1).*

- *Schools were also negatively affected. PTA activities almost stopped. Both cultural activities and income-generating activities were completely suspended (SP3).*

- *I can easily say that the PTA was the most negatively affected. We could not ensure the cooperation between the school and the PTA. We could not meet with our parents frequently (SP5).*

- *The PTA could not hold meetings during this period and decisions had to be postponed (VP2).*

- *The closure of the school caused the PTA management to have difficulties in finding income for the school (VP3).*

When we interpret the problems about the studies done with the stakeholders, it is seen that the studies done with institutions and NGOs takes the second place. The opinions of the participants on this subject are given below.

- *After the pandemic, unfortunately, we had to close the doors of our school to everyone. During the epidemic, we could not plant the saplings that we do with the forest directorate every year. We used to clean the environment every year, but this year we couldn't. We were actively donating blood at our school, but we couldn't (SP2).*

- *Unfortunately, as in the whole country and the world, stakeholders suspended some of their studies. Again, whether it was other organizations, municipalities or other stakeholders, we can say that interactions and cooperation decreased by 50% compared to before due to the pandemic (SP3).*

- *The Covid-19 process only taught us new things in every subject, but also negatively affected our sharing with our stakeholders and the institutions that we wanted to contribute to education (SP5).*

- *Since school stakeholders could not come together due to Covid-19, social and sports activities were not carried out to the desired extent (VP1). As a result of the inability to act jointly with other institutions and organizations, joint projects could not be carried out (VP2).*

When we interpret the problems regarding the work done with the stakeholders, we see that parental support ranks third. Participants' views on this issue are given below.

- *Uncertainties about the opening and closing of schools caused our parents to remain indifferent to the school. The lack of face-to-face meetings reduced the exchange of information, opinions and suggestions about the student (SP8).*

- *We have experienced difficulties in reaching parents remotely about surveys or data collection. We could not get healthy feedback from them on this issue. Parents stated that they were already worried about this issue, that they were experiencing difficulties, and that their concerns about their child's situation were increasing (VP2).*

Conclusion and Discussion

The problems faced in planning face-to-face education include the reduction in the number and duration of courses, insufficient physical environment, not including social activities in the planning, anxiety about the pandemic, service planning, and problems related to pandemic rules. The participants in the study of Yılmaz et al.'s (2021) stated that the training period and the course duration are short. These views support our research results.

The problems encountered in the implementation of face-to-face education are as follows: decrease in the number and duration of courses, problems related to pandemic rules, decrease in social interaction, inability to organize social activities, anxiety about the pandemic, economic problems, insufficient physical environment, increased workload and increased absenteeism. We can say that the views of the participants in Southall et al.'s (2021) study that absenteeism increased in every period when schools were opened to face-to-face education during the Covid-19 process; and the views of the participants in Yılmaz et al.'s (2021) study that there were problems with cleaning and that teaching in groups caused confusion support the research results.

The problems encountered in the evaluation of face-to-face education are as follows: lack of assessment and evaluation, decrease in social activities, decrease in course duration, increase in absenteeism, uncertainties in the exam calendar, decrease in social interaction, failure to keep up with the course schedule and decrease in student success. The problems encountered in planning distance education are technological obstacles, difficulty in making a course schedule, student absenteeism, decrease in social activities, inability to communicate, lack of concentration, inability of young age groups to participate in distance education and hesitation towards distance education. The participants in Özdoğan & Berkant's (2020) study put forward the view that lack of computers and internet, technical problems, and distance education are disadvantages; we can say that the participants in Arslan & Şumuer's (2020) study supported our research results with the views that both teachers and students have problems with the internet connection, disconnection on the internet, internet connection speeds and internet packages do not meet the needs. We can say that the opinions of the participants in Arslan & Şumuer's (2020) study that they had problems in the management of the activities related to the plan and program, planning about the course content and preparing for the lesson support the

results of the research. The result of Pressley & Ha's (2021) study that there is no difference in teachers' self-efficacy between regional differences does not match with our research results.

The problems encountered in the implementation of distance education activities are technological obstacles, inadequacy in using information technologies, inefficiency of distance education, increased absenteeism, parental support and reduced course duration. The participants in Chakraborty et al.'s (2021) study believed that students would communicate better with their teachers in a face-to-face classroom; The opinions of the participants in Alper's (2020) study that the feedback in face-to-face communication with students cannot be seen instantly, face-to-face communication cannot be seen, spoken, reactions cannot be received, instant questions cannot be asked because the faces of the whole class cannot be seen at the same time, and the quality of communication decreases; The views of the participants in Al Darayseh's (2020) study that teachers have difficulty in using emotional expression and open communication; The views of the participants in Özdoğan & Berkant's (2020) study that there is a lack of socialization; The views of the participants in Almazova et al.'s (2020) study that communication with students is limited support the research results.

The views of the participants in Özdoğru's (2021) study that the parents of the students were insufficient in the use of technology; the views of the participants in Türker & Dündar's (2020) study that the participants had problems in logging in to EIN, problems with system connection, internet connection problems, hardware problems and not being able to reach students at the desired time; the views of the participants in Yüksel Şahin's (2021) study that psychological counselors may experience technological and technical obstacles, and that they experience problems such as power and internet cuts, disconnection of the connection; We can say that the views of the participants in Turan's (2020) study on technical problems, lack of technological tools due to the absence of parents at home during class time; the views of the participants in Kuş et al.'s (2021) study that almost all of their students do not have computers, tablets and auxiliary tools; the views of the participants in Turan's (2020) study that teachers with much more experience are far from technology; the views of the participants in Baltacı's (2021) study that teachers with a much more experience find themselves inadequate in conducting measurement and evaluation support the research results.

The problems encountered in the evaluation of distance education are measurement and evaluation difficulties, technological barriers, failure to achieve program outcomes, increased absenteeism, inadequacy in using information technologies, decreased course time, parental demands, decreased student success, decreased social interaction and inefficiency of distance education. The opinions of the participants in the research of Arslan & Şumuer (2020) that in the synchronous online lessons given on the internet, interaction with the students could not be achieved, they could not be seen due to the camera being turned off, eye contact could not be established even with the students seen on the camera, and measurement and evaluation could not be made at the desired level due to the reduction of the course duration; The opinions of the participants in the research of Özgül et al. (2020) that a healthy measurement and evaluation could not be made; The opinions of the participants in the research of Çakın & Akyavuz (2020) that the students cannot be followed sufficiently; We can say that the opinions of the participants in Niemi & Kousa's (2020) research about problems such as that there are problems in the evaluation of learning outcomes of many teachers, how reliable remote assessments are, and that students do not know how much they have learned support the research results. The problems encountered in implementing the work with stakeholders include the studies of PTAs, studies with institutions and NGOs, and parental support. We can say that the participants in Ünal & Bulunuz's (2020) study supported the results of the research with their views that parents do not guide and care enough about students and that it is difficult for parents to adapt to distance education.

Limitations and Recommendations

This research was limited to the participants interviewed from school principals and vice principals working in Manavgat district of Antalya province in the 2020-2021 academic year. Some suggestions were made in line with the general results obtained from the findings of the research. Schools should be provided with internet, computer and all kinds of technical infrastructure and software facilities for distance education. The physical capacities of schools should be adapted to the number of students. Applied trainings can be organized to improve administrators' and teachers' information technology competencies, distance education methods and techniques. A training program can be prepared that can be used as a guide in the event of a crisis that requires the transition to distance education. Distance education scenarios can be prepared and implemented at least twice a year as a country, province, district and school. Activities to increase the cooperation of schools with institutions and NGOs can be enhanced. Activities that school see parents a natural element of the process can be increased. Qualitative research can be done to examine the experiences of administrators, teachers and students who lost their relatives or were hospitalized for a long time due to the Covid-19 pandemic.

Statement of Research and Publication Ethics

This research was carried out with the permission of Akdeniz University Social Sciences and Humanities Scientific Research and Publication Ethics Commission dated 02.03.2021 and numbered 41293.

Authors' Contribution Rate

All processes of the article were carried out by the corresponding author.

Statement of Interest

There is no conflict of interest to be declared by the author.

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