EYPO
Eğitim Yönetimi & Politikaları Dergisi
Journal of Educational Administration and Policy
E-ISSN: 2717-8552
2023; 4(1); 41-58
https://dergipark.org.tr/en/pub/eypd

PANDEMİ SÜRECİNDE ÜNİVERSİTELERDE YABANCI DİL EĞİTİMİ VAKA ANALİZİ

Murat CULDUZ[1]

Makale Bilgisi

Makale Türü
Araştırma Makalesi

Makale Geçmişi:
Başvuru 27.04.2023
Kabul 26.06.2023

Anahtar Kelimeler:
Covid-19, Uzaktan Eğitim, İngilizce Hazırlık Programı

Özet

Bu araştırmanın amacı, Türk üniversitelerinde dil öğretiminin paydaşları olan üniversite rektörleri, Yabancı Diller Yüksekokulu yöneticileri ve Uzaktan Eğitim Uygulama ve Araştırma Merkezi yöneticilerinin karşılaştıkları güçlükleri, fırsatları ve genel görüşlerini incelemektir. Katılımcılar Türkiye'nin çeşitli bölgelerindeki vakıf ve devlet üniversitelerindendir. 3 rektör (N= 3), 4 Uzaktan Eğitim Uygulama ve Araştırma Merkezi (N= 4) ve 13 Yabancı Diller Yüksekokulu (N= 13) müdüründen görüşmeler yoluyla görüş alınırken, görüşler 323 öğretim üyesi (N= 323) ve 652 öğrenciye (N= 652) online anket yoluyla ulaşılmıştır. Araştırma karma yönteme dayalı olarak yapılmış ve yarı yapılandırılmış görüşmeler yoluyla rektör, Uzaktan Eğitim Uygulaması yöneticileri ve Yabancı Diller Yüksekokulu yöneticilerinin görüşleri alınmıştır. Ayrıca, öğretim üyeleri ve öğrencilerle çevrimiçi olarak anket yapılmıştır. Görüşme sonuçları ve anket verileri değerlendirilmiş ve ilişkilendirilmiştir. Buna göre öğretim elemanı ve öğrencilerin çevrimiçi eğitime ilişkin görüşleri çelişkili sonuçlar ortaya çıkmaktadır. Öğretim elemanlarının sürece ilişkin görüşlerinin öğrencilere göre görece daha memnun olmasında yöneticilerin kararlarının etkisinin olup olmadığı incelenmiş ve ilişkilerin "sınırlı" olarak nitelendirilebileceği sonucuna varılmıştır. Yöneticilerin aldığı kararlar doğrultusunda şekillenen uzaktan eğitimde eğitim ve ölçme-değerlendirme yöntem ve programlarının yetersiz olduğu konusunda öğretim üyeleri ve öğrenciler hemfikirdir. Diğer bir sonuç ise üniversitenin idari organlarında yer alan katılımcıların ve öğrencilerin yüz yüze eğitime daha sıcak baktığını ortaya koymaktadır.

FOREIGN LANGUAGE TEACHING AT UNIVERSITIES DURING THE PANDEMIC PROCESS: CASE STUDY

Article Information

Research Article

Article History:
Received 27.04.2023
Accepted 26.06.2023

Keywords:
Covid-19, Online Education, English Preparatory Programs,

Abstract

The aim of this research is to study the challenges, opportunities and general views of university rectors who are the stakeholders of language teaching in Turkish universities, the directors of the School of Foreign Languages and the directors of the Distance Education Application and Research Center. The participants are from foundation and state universities in various regions of Turkey. While views from 3 rectors (N= 3), 4 the directors of the Distance Education Application and Research Center (N= 4), and 13 the directors of the School of Foreign Languages (N= 13) directors were obtained through interviews, opinions of 323 lecturers (N= 323) and 652 students (N= 652) were obtained through an online survey. The research was based on the mixed method, and the reflections of the rector, the directors of the Distance Education Application and the directors of the School of Foreign Languages were obtained through semi-structured interviews. In addition, the lecturers and students were surveyed online. Interview results and survey data were evaluated and correlated. Accordingly, the opinions of the lecturers and students about online education emerge contradictory results. It has been examined whether the decisions of the administrators influence the fact that the views of the lecturers about the process are relatively more satisfied than the students, and it could be concluded that the

[1] Asst. Prof., Istanbul Medipol University, mculduz@medipol.edu.tr, ORCID: 0000-0002-9298-4339

relationships can be described “limited”. Lecturers and students are congruent with the conclusion that training and assessment and evaluation methods and programs in online education, which are shaped in line with the decisions taken by the administrators, are insufficient. Another result reveals the fact that the participants in the administrative bodies of the university and the students look more favorably towards face-to-face education.

Kaynakça Gösterimi: Culduz, M. (2023). Foreign language teaching at universities during the pandemic process: Case study. *Eğitim Yönetimi & Politikaları Dergisi, 4*(1), 41-58.

1. INTRODUCTION

After the COVID-19 virus was recognized as a pandemic that seemed to affect the whole world, most country governments resorted to a sudden quarantine. The education sector, like all other global sectors, could not remain indifferent to these remarkable sudden developments and was deeply affected (UNESCO, 2020). It was clear that younger generations were on the verge of the most tragic transition ever witnessed. Most countries have switched to online education, and instructors and students, who are the basic components of education, have been asked to keep up with these sudden changes (UNESCO, 2020). First, the steps to protect people's lives have become a priority and online education has become widespread, considering that it will be more sustainable. However, according to Almarabeh (2014) the theory that over time, as online instruction comes to life, instructors and students will face more challenges than anticipated has evolved from relative obscurity to a worldwide reality.

As of March 13, Turkey was among the countries where educational institutions closed their doors to face-to-face activities to stop the spread of the virus. As an alternative channel, most of the institutions had to switch to distance education to ensure the continuity of learning. The necessity of staying in isolation for a long time brought by the pandemic process has caused psychological consequences such as depression and anxiety disorder for university administrators, lecturers, and students (Chen et al., 2020).). In addition to these, it has been observed that physical difficulties such as connection problems, weak infrastructure opportunities, lack of content and resources, students' participation in classes, the way the lessons are given, the efficiency of the platforms used, the implementation of exams, projects and applied courses during the implementation of online education, which the pandemic has made mandatory in the education sector, have also been observed (Onyema et al., 2020). Despite these negative developments, the fact that the completely changing education system offers opportunities to university level administrators, lecturers and students cannot be ignored. In the light of these developments, it has become inevitable to analyze the negativities and opportunities that arise, the decision-making processes of university level administrators and the reflections of these decision processes from the eyes of lecturers and students.

In the light of these developments, the aim of the research is to work with university rectors, School of Foreign Languages Managers and Distance Education Application and Research Center directors, who are the stakeholders of language teaching in Turkish universities, and in the preparatory departments of universities in various provinces of Turkey, under the conditions of the global Covid-19 pandemic. It is an analysis of the difficulties, opportunities and general views of students studying with English Lecturers in the transition from face-to-face education to online education. In this study, the transition from face-to-face education to online education was defined as the March - June 2020 phase, when the Covid-19 pandemic was declared for the first time, Phase 1, the October - December 2020 fall term, when the universities were reopened, the 2nd Phase, and the February - June 2021 spring term, the 3rd Phase. In these periods, how the decisions taken by the Higher Education Council were applied specifically to state and foundation universities were examined qualitatively through interviews with semi-structured questions and in line with the quantitative data compiled through the questionnaire. The basis of the research consists of a detailed analysis based on the principle of associating the perspectives of the governing bodies of universities and the lecturers and students who are directly affected by the decisions of these governing bodies.

In this scope the organization of the paper is as followed. In the second part after the introduction, the literature review of topics; history of e-learning, e-learning in higher education, benefits and advantages of e-learning, e-learning pedagogy has been presented. In the next part, details of the analysis; information of participants, steps and findings have been illustrated. Last but not the least, conclusion part summarizes the results of the analysis, solutions to the problems arised during the process and limitations of the study.

2. LITERATURE REVIEW

2.1. History of E-Learning

E-learning has passed through many stages throughout history and has taken its current form. With the development of technology, e-learning has also continued to develop. In this sense, according to Bezhovski and Poorani (2016), "E-learning can be thought of as the natural evolution of distance education." It can be said that e-learning started with the method of learning by mail through correspondence courses. Horton (2001) explained that first distance education course was completed in 1840. He stated that Sir Isaac Pitman had a postal class and sent homework to his students by mail in the same year, and that the students completed their homework using the same system.

Bezhovski and Poorani (2016) stated that the first testing machine, also called "teaching machine", was invented by Sidney Pressey in the 1920s. In addition, students were able to test themselves with this device. Bezhovski and Poorani (2016) emphasized that teaching machines became very popular in 1954 thanks to the work of Burrhus Frederic Skinner. For this reason, schools have the opportunity to provide programmed education for their students.

In the 1960s, the first Computer Based Education program known as PLATO (Programmed Logic for Automatic Teaching Operations) was introduced to the world. PLATO, a time-sharing computer system, was created by Professor Don Bitzer to provide information to students attending the University of Illinois. According to Woolley (1994), the PLATO system can be said to be the pioneer of online forums, message boards, e-mail, chat rooms, instant messaging, remote screen sharing and multiplayer games, which created the world's first online community.

Bezhovski and Poorani (2016) stated that CD-ROM-based education was the new educational technology in e-learning in the early 1990s and some workshops were organized based on this. Cross (2004) stated that the World Wide Web emerged around 1998 and allows students to receive learning instructions and materials over the web, and that students can have a 'personalized' learning experience through chat rooms, newsletters, interactive content, and study groups. With the development of mobile technology, a new era known as 'mobile learning (m-learning)' has started in e-learning. According to Bezhovski and Poorani (2016), mobile learning is a portable platform that provides learners with learning activities anywhere and anytime. Cell phones, smart phones, Tablet PCs, laptops, handheld computers, and media players can be used in mobile learning.

2.2. E-Learning in Higher Education

Today, when the higher education system is in a process of constant change, universities must keep up with the needs, wishes and requirements of the students. Thus, information technologies and e-learning systems are seen as the main factors in carrying out the activities of universities and these institutions are investing more and more in online systems and devices (Popovici & Mironov, 2015). However, in the age of technology, one of the main challenges of universities is to integrate innovative e-learning systems to strengthen and support both teaching and learning (Fischer et al., 2014).

First, due to its complexity, more than one definition has been proposed for the concept of e-learning. In simple terms, e-learning means using information and computer technologies and systems to create and design learning experiences (Horton, 2006). Similarly, Engelbrecht (2005) defines e-learning as a concept that uses electronic media represented by the internet, CDs, mobile phones and even television to provide distance education and training. In short, according to Koohang and Harman (2005), e-learning refers to the transfer of knowledge and education using various electronic devices. The concept can be better understood when integrated into a context where technology is used to meet people's learning and development needs (Cohen & Nycz, 2006).

Differences between traditional and online learning can also be recognized in terms of key sources of information, assessment, or quality of education. While in traditional education, students are only evaluated by teachers who represent the main sources of information and the quality of education depends on the knowledge and skills of the teacher, in online learning, assessment can be made with the help of tools and systems. Students can get information from various documents uploaded to the platform, and the quality of education is affected by the level of education teachers have on technology use, as well as their teaching style (Nycz & Cohen, 2007).

Regarding the use of e-learning in higher education, the literature generally favors its usefulness, effectiveness, and positive impact on student performance. According to a study on the impact of e-learning on students and teachers (Burac et al., 2019), most of the participants represented by teachers believe in the potential of e-learning to improve the educational process and confirm that e-learning improves collaboration and communication and demonstrates that it provides flexibility and helps students better understand the lessons. Researching students' attitudes towards e-learning, Odit-Dookhan (2018) revealed that their attitudes are positive and improve when they perceive that access to e-learning systems is easy.

Another study (Lochner et al., 2016) pointed out that when used as an additional method to traditional lessons, e-learning improves students' learning experience and increases their participation in lessons. (Alsaaty et al., 2016) focusing on comparing traditional learning with online learning found that a high percentage of students who completed the survey assimilated more information in face-to-face lessons than online, but It was stated that their overall online experience was perceived as positive even though they faced difficulties while using e-learning platforms.

2.4. Effectiveness, Benefits and Disadvantages of E-Learning

The use of information technologies in the learning process is no longer an exception, but becomes a reality (Zacharová & Bomba, 2009). Adoption of e-learning in education, especially for higher education institutions, has several benefits and drawbacks, and with its various advantages and benefits, e-learning is considered among the best (Arkforul & Abaidoo, 2015). Many studies and authors have explored the benefits and disadvantages of adopting e-learning technologies in schools (Li et al., 2021; Phutela & Dwivedi, 2020). In terms of research on the topic of online education, developed countries are leading and there are only a few research papers on the incentive mechanism of online education platforms (Chen et al., 2020).

As for the advantages of e-learning, it is believed that strengthening teacher-student interaction through topic discussions, virtual roles, positive affirmation, and other strategies can increase e-learning enthusiasm (Dhawan, 2020). Wills et al. (2007), on the other hand, suggested that knowledge and experience transfer can attract learners to visit online learning platforms, engage in online interaction through role-playing, and strengthen learning effects by combining online work with offline communication. Xie et al. (2016) believe that incentive measures are important influencing factors that can promote students' motivation to learn. On the other hand, Moreno-Ger et al. (2008) suggested that the inclusion of game mode in e-learning can produce positive stimulating effects.

Thanks to its flexibility, e-learning removes the barriers of space and time, enables the user to access a wide range of information, facilitates learning. It allocates cooperation, enables students to learn at their own pace, and encourages them to interact, discuss and exchange ideas with their peers (Arkorful & Abaidoo, 2014). Other studies emphasize that online learning is more advantageous because it is faster, does not require travel (Cantoni et al., 2004), saves time and money, the uploaded content is consistent and can be easily updated (Sadeghi, 2019).

Despite all these advantages, the rapid popularization of the internet concept is a fact that brings a new vitality and technical support to e-learning, but it has also emerged that there are economic, functional, social and technical deficiencies in the process of creating an online education platform (Chen et al., 2020). First, in terms of the educational function, the existing online education platforms lack resource waste and content duplication, as well as the fact that their functions are too extensive, which causes the platforms to lack their own educational features. Second, learning assessment methods are not adequately suited in existing online education platforms. In the learning process, flexible exchanges and open testing should be the focus of evaluation. Third, the interactive function is flawed.

Arkorful and Abaidoo (2014) stated that e-learning can cause learners to feel socially isolated with other students and their instructors due to the lack of face-to-face interaction. They can communicate with other students and their instructors through the Internet, but these will be quite different experiences from traditional face-to-face classes. In addition, Morgan, (2020) stated that learning with technological tools can be complex, and this may have a deterrent effect on some learners and trainers who are afraid of technology. In the current online education platforms, the interactive function is insufficient in relation to the development of technology and the initiative of the platforms. Appropriate handling of this bottleneck is another important issue for effective learning (Ji & Zhao, 2012). Finally, Jung et al. (2021) stated that serious technical problems with technological tools can completely disrupt an online course and poor instructional design is not useful for students.

As a result, a critical evaluation of the above-mentioned studies reveals many academic views, studies, theories, models, and experiences regarding the virtual learning environment. Existing literature shows that the impact, advantages, and disadvantages of the world of knowledge management on education are always in flux, as learning technologies are affected.

2.4. E-learning Pedagogy in Continuing Education

Quarantine and social distancing measures taken due to the COVID-19 pandemic have resulted in the closure of schools, educational institutions, and higher education facilities in most countries. A paradigm shift has occurred in the way educators deliver quality education through various online platforms (Pokhrel & Chhetri, 2021). Online learning, distance learning and continuing education have emerged as an emergency way out for educators and students alike, despite the challenges faced in this unprecedented global situation. The transition from traditional face-to-face learning to online learning can be an entirely different experience for students and educators, and they must adapt with little or no alternatives. The education system and educators have adopted the

principle of “Education in Emergency” through various online platforms and have been forced to adopt a system for which they were not prepared.

E-learning tools have played a very important role during this epidemic, helping students facilitate their learning processes during the closure of schools and universities (Subedi et al., 2020). While adapting to new changes, staff and student readiness needs to be measured and supported accordingly. Students with a fixed mindset find it difficult to adapt while students with a growth mindset adapt quickly to a new learning environment. There is no one-size-fits-all pedagogy for online learning. There are various subjects with different needs. Different subjects and age groups require different approaches to online learning. Online learning also allows physically disabled students to have more freedom to participate in learning in a virtual environment that requires limited mobility (Basilaia & Kvavadze, 2020).

Students, parents, and educators around the world have felt the unexpected ripple impact of the COVID-19 pandemic as schools have been closed to deal with the global pandemic. As governments, frontline workers and health officials do their best to slow the epidemic, education systems are trying to continue to provide quality education for all during these difficult times. Many students at home have experienced psychological and emotional distress and have not been able to engage productively, and best practices for online education have yet to be discovered (Onyema et al., 2020).

The use of appropriate and relevant pedagogy for online education may depend on knowledge and communication technology expertise and exposure for both educators and students. Some of the online platforms used so far, such as Microsoft Teams, Google Classroom, Canvas, and Blackboard, include unified communication and collaboration platforms and allow lecturers to create training courses, and development programs (Onyema et al., 2020). It includes workplace chat, video meeting and file storage options that keep classrooms organized and work easier. They usually support the sharing of various content such as Word, PDF, Excel file, audio, videos and much more. They also allow tracking student learning and assessment using quizzes and can perform rubric-based assessments of submitted assignments. The flipped classroom created in this context is a simple strategy for providing learning resources such as articles, pre-recorded videos, and YouTube links before class. Online class time is then used to deepen understanding by discussing it with faculty and peers (Kaup et al., 2020). This is a very effective way to encourage skills such as problem solving, critical thinking and self-learning. Virtual classroom platforms such as video conferencing (Google Hangouts Meet, Zoom, Slack, Cisco, WebEx) and customizable cloud-based learning management platforms such as Elias, Moodle, BigBlueButton and Skype are increasingly used.

3. METHOD

In this study, a convergent parallel mixed method design, in which quantitative and qualitative data collected simultaneously, was used. This method is applied to see if different data types give mutually supportive results (Creswell, 2014). While quantitative data enabled the researcher to validate the findings in a numerical way, qualitative data helped to understand and interpret the subject examined by the research question in more depth. The results obtained from the quantitative data of the study was compared with the results obtained from the qualitative data. Accordingly, this study examined the relationship between the theoretical decisions of the decision-making bodies of the universities and the views of the lecturers and students in the application layer about the process.

For a more accurate and in-depth analysis of the qualitative data collected in the research, it was examined how convenient or unsuitable the infrastructures of the universities where the participants work are for online education. In this context, it is important to carefully analyze and report the evaluation that will emerge depending on the depth of the gap between the technological infrastructure opportunities of universities. In the qualitative part of the study, although an equal number of participants from both foundation and state universities in 7 geographical regions of Turkey was targeted, this target could not be achieved because the distribution of foundation universities across the country is more limited compared to state universities. Accordingly, 9 of the participants attended from 5 different foundation universities and the remaining 11 from different state universities. The infrastructure evaluations of these universities were made in the light of both the information given by the participants during the interview and the details obtained from the websites of the universities and were considered in the analysis of the collected data.

Semi-structured interview: Through semi-structured interviews, in which the qualitative data of this research were obtained, it was aimed to determine the opinions of university rectors, directors of the School of Foreign Languages, the directors of the Distance Education Application Research Center against distance education during this very rapid change process and in the decision-making stages after it. Before the interview, a

semi-structured interview form was created and presented to the expert opinion, and the interviews were started after the form was finalized by considering the feedback obtained.

The most frequently used data collection tool in qualitative research is bilateral interviews. Qualitative interviews are classified in three ways as structured interview, unstructured interview, and semi-structured interview. Semi-structured interview technique was used in the research. The aim here is to collect data by creating a sincere interview environment to try to understand deeply the inner worlds, experiences, and feelings of individuals that they do not directly reveal. Therefore, the main interview questions were prepared by the researcher before starting the interview. Additional questions were also directed to the participants according to the course of the interview, and flexibility was provided for the interview in accordance with the flow of the conversations of the individuals. In addition, it was aimed to examine the answers of the participants in depth by asking new questions according to the answers given by the interviewers. The duration of the interviews lasted between 30 and 45 minutes. In-depth information was tried to be obtained with the questions in the interview form and additional questions directed according to the answers given by the participants to these questions. The first questions of the interview are demographic questions, and the other questions are about the views of the participants about distance education; the other questions are questions aimed at determining the reasons for these views of the participants. At the end of the interview, the participants were asked if there was anything they wanted to add, and flexibility was tried to be provided in accordance with the dynamics of the semi-structured interviews.

The interviews were made remotely via ZOOM and Microsoft TEAMS, and the interviews were recorded using the recording feature of these applications. After the interview, all the sentences of each interviewee in the audio and video recording and the ZOOM recording were converted into written form by transcription method, the written forms were read to the interviewees, and they were asked to correct if there were any errors or missing parts.

Questionnaire: In the quantitative part of the research, the scale created by Anupma Sangwan & Anurag Sangman & Poonam Punia (Sangwan et al., 2020) in the Association for Educational Communications & Techonology 2020 journal was used with some modifications as a data collection tool. Questions were asked to 687 students.

A questionnaire consisting of 47 items including demographic and descriptive questions was applied to higher education staff. In the study, the Likert type attitude scale, which is widely used in attitude scales, was taken as a model. In the attitude scale developed by Rensis Likert in 1932, the individual rates the extent to which he or she agrees or disagrees with each statement. In the scale based on the sum of the ratings, calculations are made with the points given to the options indicating degrees. Expressions in the scale have been prepared in a way that can measure the cognitive, affective, and behavioral components of attitude. Individuals are usually asked to rate the statements over five categories.

Quantitative data of the scales were analyzed with an offline tool called Statistical Package for the Social Sciences (IBM SPSS Statistics 25). For qualitative data, inductive content analysis was applied, in which a text containing certain words, themes or concepts was categorized (Thomas, 2006). In this context, codes and themes were obtained with an application called KNIME 4.10.

3.1. Participants

The participants of the study consist of the rectors, directors, lecturers and students studying at foundation and state universities in Turkey. The participants from whom the study data will be collected were determined by using the appropriate sampling method. Appropriate sampling defines a sample in which subjects are selected from the target population based on their accessibility (UNESCO, 2005). In the appropriate sample, it was aimed to collect data by choosing the participants due to their easy accessibility. In addition, it was aimed to achieve a balance in terms of participants from public and private schools, but since there are no foundation universities in the Black Sea and Eastern Anatolia regions, this balance was tried to be achieved with the participants in the relevant category universities from other regions. Accordingly, 66.6% of the rector participants were from foundations, 33.3% from state universities, 75% of directors of Distance Education Application and Research Center were from foundations and 25% were from state universities, 46.1% of directors of School of Foreign Languages were from foundations and 53.9% from state universities. In addition, it was determined that data were collected from all 12 statistical regions in Turkey, according to the Turkish Statistical Regional Units Classification (NUTS) level 1. These participants were selected according to convenient sampling so that the researcher could easily meet again and ask more questions.

University rectors, managers, assistant administrators or department heads, who are the instructive stakeholders of education in Turkey, participated in the qualitative data collection process of the research, while English Lecturers and students in the preparatory departments of universities in various provinces of Turkey participated in the quantitative part. Purposeful sampling strategy, which is frequently used in qualitative research

and case studies such as this study, was followed in the selection of the sample. Purposeful sampling allows for in-depth investigation of facts and situations with rich information depending on the purpose of the study when it is desired to work in one or more situations that meet certain criteria and/or have certain characteristics. Accordingly, the majority of the participants (69.7%) of the English Instructors are women and 28.2% are men. A small portion of the participants (2.2%) did not specify gender. Considering the pre-pandemic distance education status of the participants, it is observed that the vast majority (60.4%) had no previous distance education experience. 39.6% of the participants stated that they had distance education experience before the pandemic. When it comes to the teaching time of the participants at the university, it is observed that the most participants have university experience of 6-10 years, with a rate of 26.6%. Other rates were respectively 3-5 years (22.5%), 11-15 years (21.1%), 16 and above (17.3%), and finally 0-2 years (12.4%). Finally, the study distribution of the participants in state or foundation universities was examined and it was observed that the rate of lecturers working at state universities (70%) was much higher than those working at foundation universities (30%).

Table 1: *Distribution of Participants by University Status*

Participant	**University**	**Status of University**
Rector 1	University A	Foundation
Rector 2	University D	Foundation
Rector 3	University I	State
UZEM 1	University A	Foundation
UZEM 2	University D	Foundation
UZEM 3	University A	State
UZEM 4	University B	Foundation
SFL Directors 1	Üniversite F	Foundation
SFL Directors 2	University D	Foundation
SFL Directors 3	University C	Foundation
SFL Directors 4	Üniversite G	Foundation
SFL Directors 5	University C	State
SFL Directors 6	University F	State
SFL Directors 7	University G	State
SFL Directors 8	University E	Foundation
SFL Directors 9	University E	State
SFL Directors 10	University B	State
SFL Directors 11	University B	Foundation
SFL Directors 12	University H	State
SFL Directors 13	University A	Foundation

Table 2: *Demographic Characteristics of English Instructor Participants*

Gender	Women	225	69.7
	Man	91	28.2
	Does not want to specify	7	2.2
Did you give online (distance education) before Covid-19?	Yes	128	39.6
	No	195	60.4
How long have you been working at the university?	0-2	40	12.4
	3-5	73	22.5
	6-10	86	26.6
	11-15	68	21.1

	16+	56	17.3
Works at a state/foundation university	Devlet	226	70
	Vakıf	97	30

When the distribution of students studying at English preparatory schools participating in the quantitative data collection process of the study is examined in state or foundation universities, it is seen that participants studying at state universities (92.2%) dominate the study. Participants studying at a foundation university with a rate of 7.8% contributed to the study. Table 3 shows this distribution.

Table 3: *Distribution of Students Studying in English Preparatory Schools*

	n	**%**
State	601	92,2
Foundation	51	7,8
Total	652	100

3.2. Data Collection Tools

Semi-structured interview: Through semi-structured interviews in which the qualitative data of this research were obtained, it was aimed to determine the opinions of university rectors and principals about distance education during this very rapid change process and in the decision-making stages after it. Before the interview, a semi-structured interview form was created and presented to the expert opinion, and the interviews were started after the form was finalized by considering the feedback obtained.

The most frequently used data collection tool to collect data in qualitative research is bilateral interviews. Interviewing is one of the effective methods commonly used to obtain information about the opinions, control and feelings of individuals (Briggs, 1986). Qualitative interviews are classified in three ways as structured interview, unstructured interview and semi-structured interview. Semi-structured interview technique was used in the research. The aim here is to collect data by creating a sincere interview environment in order to try to understand deeply the inner worlds, experiences and feelings of individuals that they do not directly reveal. Therefore, the main interview questions were prepared by the researcher before starting the interview. Additional questions were also directed to the participants according to the course of the interview, and flexibility was provided for the interview in accordance with the flow of the conversations of the individuals. In addition, it was aimed to examine the answers of the participants in depth by asking new questions according to the answers given by the interviewers. The duration of the interviews lasted between 30 and 45 minutes. In-depth information was tried to be obtained with the questions in the interview form and additional questions directed according to the answers given by the participants to these questions. The first questions of the interview are demographic questions and the other questions are about the views of the participants about distance education; the other questions are questions aimed at determining the reasons for these views of the participants. At the end of the interview, the participants were asked if there was anything they wanted to add, and flexibility was tried to be provided in accordance with the dynamics of the semi-structured interviews.

The interviews were made remotely via ZOOM and Microsoft TEAMS, and the interviews were recorded using the recording feature of these applications. After the interview, all the sentences of each interviewee in the audio and video recording and the ZOOM recording were converted into written form by transcription method, the written forms were read to the interviewees and they were asked to correct if there were any errors or missing parts. All interviews with the participants were recorded.

Questionnaire: In the quantitative part of the research, as a data collection tool, it was created by Anupma Sangwan & Anurag Sangman & Poonam Punia with 687 participants in the Association for Educational Communications & Techonology 2020 journal on November 5, 2020, for Higher Education staff (OGBA) and students (OBA) with proven validity and reliability (Sangwan et al., 2020). An attitude scale about online education was used with some modifications. OGBA consists of 47 Likert type items containing demographic and descriptive questions, considering the purpose of the research and the research questions determined accordingly. In the scale applied to the students, only the status of education in foundation or state universities from demographic information was used in the analysis. Accordingly, there are 47 items in the scale applied for the lecturers and 45 items in the scale applied for the students. In the study, the Likert type attitude scale, which is widely used in attitude scales, was taken as a model. In the attitude scale developed by Rensis Likert in 1932, the individual rates the extent to which he or she agrees or disagrees with each statement. In the scale based on the sum of the ratings, calculations are made with the points given to the options indicating degrees. Expressions in the scale; It has been prepared in a way that can measure the cognitive (CBA), affective (DUBA) and behavioral (DABA) components of attitude.

Although a variety of categories are used in the Likert-type attitude scale, the ideal number of categories is 5. That is, individuals are usually asked to rate the statements over five categories. Because as the number of categories falls below five, information loss occurs in terms of scale level, and as the number of categories rises above five, the difference between the categories becomes indistinguishable. Participants responded as 'strongly agree', 'agree', 'undecided', 'disagree' and 'strongly disagree' for each statement. Thus, each respondent reports the degree of agreeing/disagreeing with the attitude item covered by each statement in the scale. In the Likert-type attitude scale, it is necessary not to write all of the statements in a positive way in order to control the "tendency to say yes" of individuals. The "yes propensity" is the tendency for people to accept a variety of opinions on topics they know little about because they are unsure of themselves. This tendency is a very important problem for the validity of attitude scales (Kağıtçıbaşı, 1988). For this reason, half of the statements in the scale were prepared as positive and half as negative.

3.3. Data Analysis

Quantitative data of the scales were analyzed with an offline tool called Statistical Package for the Social Sciences (IBM SPSS Statistics 25). For qualitative data, inductive content analysis was applied, in which a text containing certain words, themes or concepts was categorized (Thomas, 2006). In this context, codes and themes were obtained as a result of an application called KNIME 4.10, the joint work of the researcher and an independent expert.

Qualitative data analysis: Using content analysis, researchers measure and analyze the presence, inferences, and associations of these particular words, themes, or categories (Flick, 1998). The data were analyzed qualitatively and categorized through thematic coding. In order to ensure the validity of the research, the transcripts of the audio recordings of the interviews with the participants were read to the participants and they were requested to correct the parts that they saw as wrong or missing. In order to ensure the validity and reliability of the research, the qualitative coding was carried out by the data analysis program called KNIME 4.10, accompanied by the researcher himself and an expert, and the results were compared. The data obtained in this research were analyzed in three stages: coding, categorizing and creating/determining themes. In the analysis of the collected data, the relevant literature was taken into account to create the themes and categories. The data processing process was carried out by two researchers and the application called KNIME 4.10, and the determined codes and themes were re-examined and clarified by the meeting of the two researchers. Line-by-line analysis method was used during coding (Patton, 2014).

Quantitative data analysis: First, descriptive statistics were calculated to analyze the basic characteristics of the participants. Then, skewness and kurtosis values were calculated to evaluate the compliance of the scale scores with the normal distribution (Table 3). The kurtosis and skewness values obtained from the scales between +3 and -3 are considered sufficient for the normal distribution (Hopkins & Weeks, 1990). Accordingly, the scale and all sub-dimensions used in the study are in accordance with normal distribution. For this reason, parametric analysis methods were preferred in the analyses. Correlation and difference tests were applied to investigate whether there is a statistically significant relationship and difference between the perspectives of lecturers on the transition and adaptation processes to online education, their gender, their prior knowledge about distance education, their professional experience, and their working status at state or foundation universities. . Correlation and difference tests were also applied to examine whether there is a statistically significant relationship and difference between students' attitudes towards online learning in these processes and their education at state or foundation universities. Table 4 shows the skewness and kurtosis values of the ODBA and IPA scales:

Table 4: *ODBA and IPA Skewness and Kurtosis Values*

			Skewness		**Kurtosis**	
		N	Statistic	SE	Statistic	SE
OGBA	BBA	323	**-.366**	.136	**.517**	.271
	DABA	323	**-.512**	.136	**2.094**	.271
	DUBA	323	**-.543**	.136	**1.773**	.271
OBA		652	**.111**	.096	**1.001**	.191

3.4. Validity and Reliability

In this section, the validity and reliability of the qualitative and quantitative data collection tools used in the research are discussed under two subheadings.

Semi-structured interview reliability and validity: Contrary to the common belief that validity cannot be applied to qualitative research, it has been found that some studies need to have a qualifying check or measure (Golafshani, 2003). The perspectives of quantitative research are consistency and validity, while the perspectives of qualitative research are credibility and reliability. For example, the concept of validity is likely to be influenced by the researcher's understanding of validity in research and the choice of paradigm inference; this may lead researchers to construct notions of personal validity and to accept that concepts such as quality, seriousness, and accuracy that they generally believe in may be more appropriate. (Lincoln and Guba, 1985).

In order to ensure credibility, the researcher chooses a participant group consisting of 3 rectors, 4 Distance Education managers and 13 SFL managers working in foundation and state universities in different regions of Turkey, and examines in detail the problems encountered at different levels with different education systems and alternative solutions to these problems. In addition, the member control method was used to ensure the validity of the qualitative data. Interview transcripts were presented to the participants so that the interpretations arising from the concepts developed personally by the researcher would not manipulate the analysis results. Finally, coding consistency was checked to ensure the reliability of the data collected through semi-structured interviews (Thomas, 2006). Cohen's Kappa analysis was used to determine the reliability between evaluators and a value of .89, which was considered acceptable. Table 5 shows the evaluator fit obtained as a result of Cohen's Kappa and the values of the analysis stages of the qualitative data.

Table 5: *Code, Category and Theme Numbers and Evaluator Fit Value*

	Rectors	**Distance Education Directors**	**SFL Directors**
Code added by two appraisers	157	202	340
Category added by two appraisers	52	54	58
Theme added by two appraisers	9	9	8
Code extracted by two appraisers	87	102	140
Category extracted by two appraisers	23	25	29
Theme extracted by two appraisers	6	6	5
Code added by initial appraiser	70	90	179
Category added by initial appraiser	24	25	29
Theme added by the first appraiser	4	4	4
Code added by the second appraiser	87	112	211
Category added by the second appraiser	28	29	32
Theme added by the second appraiser	5	5	4
Last total number of codes			
Last total number of categories			
Last total number of themes			

Reliability and validity of ODBA and IPA: Before applying a scale, its reliability and validity should be tested (Ary, et al., 2010). The reliability of a scale indicates that the scale gives the same results when applied to the same sample at different times (Creswell, 2012). The perspectives of quantitative research are consistency and validity, while the perspectives of qualitative research are credibility and reliability. Accordingly, the reliability of the scales was checked and the scale was found to be .86 for the participants, while the lecturer showed a value of .88 for the students and proved that the scale was reliable enough (α>0.7). Table 6 shows the results of the reliability analysis of the scale applied to instructors and students.

Table 6: *ODBA and IPA Reliability Values*

	Cronbach's Alpha	**N**
ODBA	**.86**	45
IPA	**.88**	47

The validity of ODBA was proven by Anupma Sangwan & Anurag Sangman & Poonam Punia with 687 participants in the Association for Educational Communications & Techonology 2020 magazine on November 5, 2020 (Sangwan, Sangwan & Punia, 2020)

4. FINDINGS

4.1. Qualitative Findings

The views of the governing bodies of universities in Turkey on the transition process to online education in response to the COVID-19 pandemic were examined. In the light of the analyzes, depending on the frequency

of the codes and themes, responses were narrowed down to make it easier to create common themes (Miles & Huberman, 1994). This was realized in three stages under three different groups. In the first stage, the online education perspectives of the rectors and directors were analyzed, and interviews were divided into codes, categories, and themes.

In the first stage, 70 codes, 24 categories and 4 themes for the rectors; 90 codes, 25 categories and 4 themes for distance education managers; 179 codes, 29 categories and 4 themes for the directors of the School of Foreign Languages were created. In the second stage, the researcher sent the raw data to an expert and subjected it to a data analysis application called KNIME 4.10, a qualitative data analysis program. In these analyzes, 87 codes, 28 categories and 5 themes for the rectors; 112 codes, 29 categories and 5 themes for distance education managers; 211 codes, 32 categories and 4 themes for language school directors were produced. In the final stage of the analysis, the researcher's own findings and expert findings were compared, and the findings were simplified and finalized. According to the results of the final analysis obtained, the thoughts of university rectors and managers on the transition to online education were gathered under 3 themes. Accordingly, the themes of "understanding the pandemic process", "adaptation to the pandemic process", and "improving the pandemic process" were created. Distribution of codes, categories and themes were created according to the frequency of mention.

Understanding the pandemic process: In the interviews, university rectors stated that they got over the first shock process in March 2020, when the pandemic first emerged, partially due to the online education experiments they had implemented before. In addition, they stated that there were universities that already implemented hybrid education before the pandemic and that these models were followed closely. In this context, they associated the universities' understanding of the pandemic with the preparations made on pre-pandemic online education models and emphasized that these experiences play an important role in understanding the pandemic process.

Adaptation to the pandemic process. In this part of the study, lecturers working as rectors and directors at universities accepted the fact that the pandemic will be in our lives for a while after the first shock is over and expressed the difficulties that the process causes in the field of education.

Difficulties: As a result of the interviews held to obtain the qualitative data of the study, the researcher compiled the difficulties experienced by university rectors and managers in the transition to online education under 4 sub-titles such as lack of experience, technical problems, exam security and negative psychological reflections.

Lack of experience: More than half of all 3 university rectors, 4 distance education managers and 13 language school managers participating in the study stated that although they had distance/online education experience before the pandemic, it was sufficient to overcome the first shock, but not at a sufficient level in terms of technical infrastructure. They stated that they were not at a sufficient level as they did not continue their distance/online education activities with such many students and lecturers before. They stated that they conducted certain courses remotely or online, but they did not have the experience to switch to university-wide, abruptly, and completely online education. The participants mentioned that the lack of online education experience of lecturers, students and technical personnel at this level caused disruptions in decision-making mechanisms and education continuity from time to time.

Technical Issues: Participants stated that one of the most important factors that created difficulties in the adaptation process to pandemic conditions was that technical problems affected the continuity of education. 15 of the 20 participants stated that there were technical problems in this process, which they were caught unprepared for. At the beginning of these problems, they showed the lack of digital education infrastructures that can meet the needs of the suddenly developing process.

Exam security, reliability, and validity: It is observed that one of the painful processes in the transition period to online education was to ensure exam security. All the participants agreed that it is much more difficult to ensure exam security rather than adapting exam types and durations to the process in online education. During the adaptation process to pandemic conditions, the adequacy of some measures taken to keep students away from copying was questioned.

Improving the pandemic process: Participants talked about the opportunities they benefited more from during the process improvement phase. The rector and managers stated that after the first shock and adaptation period, opportunities emerged and explained how universities benefited from these opportunities. Accordingly, the changes made in education, assessment and evaluation practices, the trainings made to improve online education, the use of communication channels, additional employment situations and positive psychological feedback were considered as the most important opportunities brought by the pandemic by both administrative staff and decision makers.

Changes made in education and training programs: First, in the light of the data obtained, all the participants stated that they had to make changes in education and training practices and this obligation brought some opportunities. In the data obtained, changes such as the regulation of course hours and durations in education and

training practices stand out. All the foundation and state universities where the participants took charge stated that they made changes in their education programs. All the participants who work in different universities and in different statuses stated that the most important change is to regulate the course hours and durations. Participants in the managerial position stated that these regulations create an important opportunity to improve the process.

Psychological Reflections: Finally, the participants stated that they passed through important turning points in this chaotic process, and that they made every effort to ensure that education and training would not be interrupted due to difficulties and inexperience. They stated that they experienced the pride of being able to overcome these difficulties and convey the information to the place where they needed to reach the students. 15 of the 20 participants consider it a source of pride for the quick decisions taken in this process and the fact that they have adapted their systems completely to online education and have not experienced any disruption in education.

As a result, the pandemic process has brought uncertainty and chaos to people's lives, and the country's administrators have implemented school closures to reduce the negative effects and prevent the diseases caused by the virus. The emotional states of the participants in this study regarding the adaptation process to the pandemic conditions emerge as a feeling of burnout and pride. The sudden development of the process and the efforts to ensure that education is not interrupted created a feeling of burnout in most of the participants. In addition, it is a source of pride to see that they adapt to this process and make quick decisions and ensure the continuity of education.

4.2. Quantitative Findings

In this study, quantitative data were collected through a questionnaire and the data were analyzed using SPSS Statistics 25.0. Hereby, the relationship between the opinions of the participants, who are at the head of the decision-making bodies of the universities, presented in the qualitative findings, and the data coming from the lecturers and students, who are considered to be directly affected by the decisions taken, were investigated. Continuous data are expressed as mean (M) and standard deviation (SD). First, skewness and kurtosis values were checked to measure the normality of the data and it was observed that they were normally distributed. Then, the frequency values of the data and the correlation between the variables were examined. Accordingly, an independent sample t-test was used to determine whether there is a statistical difference between the frequency test and the status of working in foundation or state universities to determine the online education general perspectives of the lecturers working at foundation and state universities in Turkey. The frequency values of the data obtained from the questionnaire applied to determine the general perspectives of the students on online education during the pandemic process were examined, and then it was determined whether there was a difference between the education status of foundation universities and state universities by means of independent sample t-test. In this section, firstly the results of the lecturers and then the results of the students are presented.

Findings on lecturers' perspectives on online teaching. To reduce the effects of the Covid-19 pandemic, face-to-face education was suspended, and many educational institutions switched to online education. Depending on these developments, the general viewpoints of the lecturers working at foundation and state universities in Turkey on online education were investigated by applying a frequency test. According to the data obtained from the UGBA scale, the general viewpoints of the instructors on online education are predominantly positive in all 3 sub-factors.

Accordingly, instructors' cognitive perspectives on online education were generally positive. 76.8% of the participants stated that their infrastructure for online education was sufficient. In addition, 68.5% of the participants think that online education provides great convenience in terms of time savings. Finally, another striking result in the data is that 68% of the participants stated that there was no compelling aspect of adapting to this process.

Although the outlook for online education is generally positive, some results have turned out to be conspicuously negative. According to this, the most striking result is that most of the participants (86.1%) think that the content in online education is insufficient and needs to be improved. According to another important result, 69.7% of the participants do not see student performances in online education as successful. Finally, more than half of the participants (52.6%) think that online education does not make language teaching more enjoyable.

Table 7: *Values of Lecturers' Cognitive Perspective Against Online Education*

	Statements	1	2	3	4	5
BBA	1. I think that online education makes language teaching more fun.	3.3%	39.3%	27.9%	13.3%	6.2%
	2. I think the transition process to online education is challenging.	3.1%	18%	10.8%	56%	12.1%
	3. I think my university is ready for online education.	2.2%	10.5%	21.1%	44.6%	21.7%
	4. I think that online education gives me the habit of preparing more for my lessons.	6.5%	24.1%	20.1%	37.8%	11.5%
	5. I think our students' performance in online education is high.	26%	43.7%	16.4%	11.8%	2.2%

6. I think that online education is necessary in language teaching.	7.7%	18.3%	28.8%	32.5%	12.7%
7. I think that our students are beneficial to me in various ways in online education.	4.6%	20.1%	26%	39.6%	9.6%
8. I think that the duration of the lessons in online education is enough for me to teach the lesson in an enjoyable way.	6.2%	16.7%	16.7%	47.7%	12.7%
9. The online education process increased my interest in distance education.	6.5%	17%	10.8%	46.4%	19.2%
10. Learning activities in online education take more time than learning activities in face-to-face education.	2.2%	24.1%	16.4%	35.3%	22%
11. I think my home environment is suitable for online education.	7.4%	16.4%	20.7%	35%	20.4%
12. I do not think that online exams measure success correctly.	17.3%	11.1%	14.6%	25.4%	31.6%
13. I think that preparatory education is suitable for online education.	15.8%	33.8%	24.5%	25.7%	10.2%
14. The technological infrastructure in my house is sufficient for online education	3.4%	9.6%	10.2%	44.6%	32.2%
15. I think that online education saves time.	7.7%	10.8%	13%	37.5%	31%
16. I think that online education improves my quality of life.	9%	24.8%	20.4%	27.9%	18%
17. I think that online education is effective in language learning.	8%	24.2%	25.4%	32.5%	9.9%
18. I think that the content of online education should be improved.	0.9%	3.7%	9.3%	50.8%	35.3%
19. I think that online education leads our students to cheat rather than learn.	2.2%	13%	25.7%	35.3%	23.8%
20. Interacting with students is easy in online education.	19.8%	37.8%	21.7%	17.6%	3.1%
21. It is easy to interact with other lecturers in online education.	8%	25.1%	14.6%	41.2%	11.1%
23. Online education offers the opportunity to interact with students.	13%	29.4%	26%	26.3%	5.3%
24. Online education is a useful system for the student.	9.3%	18.6%	31.3%	33.4%	7.4%
25. The number of students in online classes is too large for language education.	4.3%	30%	14.2%	31.6%	19.8%

1.Strongly disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly agree.

Findings on the perspectives of lecturers on online education according to the status of the university they teach: An independent sample t-test was applied to determine whether there is a difference in the perspectives of lecturers on online education depending on the status of the universities they work at. According to the results, it was observed that the status of the lecturers working at a state or foundation university created a statistically significant difference in forming their perspectives on online education ($F(321) = 3.071$, $p = .001$, $p<0.05$). In addition, statistically significant differences were observed in terms of sub-factors in the viewpoints of lecturers on online education. Accordingly, in the DABA and DUBA sub-factors, the difference values in the perspective of online education according to the status of working at state and foundation universities are as follows, respectively: DABA, (M=3.19, SD=.39; M=3.04, SD=.42, p = . 004, p<0.05); DUBA, (M=3.33, SD=.43; M=3.11, SD=.46, p=.000, p<0.05). In the sub-factor, which includes the evaluations of the instructors regarding their cognitive perspectives, it was concluded that the status of being employed in state or foundation universities did not create a statistically significant difference in the perspective of online education (M=3.33, SD=.49; M=3.17, SD=.53). , p = .011, p<0.05). Table 3 presents the relevant statistical differences in detail.

Table 8: *The Difference Values Between the Views of the Lecturers vs. Online Teaching in Terms of University Status*

	State		Foundation		t	p
	M	SD	M	SD		
BBA	3.33	.49	3.17	.53	2.555	.011
DABA	3.19	.39	3.04	.42	2.911	.004
DUBA	3.33	.43	3.11	.46	3.979	.000
ÖGBA	3.29	.40	3.12	.45	3.211	.001

Considering that the fact that the rector and directors work in foundation or state universities does not have an effect on their perspectives on online education, the difference in the behavioral and affective perspectives of the lecturers according to the status of the universities creates the impression that it should be examined as a separate study. It was thought that such a question would not contribute to the depth of this study, since the relevant

difference was only in the behavioral and affective perspectives of the lecturers and independent of the evaluations of the decision-making bodies.

Findings on students' general viewpoints towards online teaching: The findings regarding the cognitive, perspectives developed by the students who receive English preparatory education at foundation and state universities in Turkey were determined by applying the frequency test. Accordingly, students exhibit a cognitively negative stance towards online education. The most striking result is that 75.3% of the students think that the content of online education is insufficient. Another important result is that 67.8% of the students stated that the transition to online education was challenging. In addition, 60.8% of the students participating in the study stated that their interest in online education did not increase. Finally, most of the participants gave negative feedback on the idea of the effectiveness of online education on students, presented in the 6th, 17th and 24th items. Accordingly, 47.6%, 45.2% and 51.7% of the students, respectively, think that online education is not necessary, effective, or beneficial in language teaching. In this context, students have developed a negative perspective on online teaching in a cognitive sense.

Despite the dominance of negative opinions, there are also remarkable data in which students expressed positive opinions. According to this, 70.9% of the students think that the course time in online education is sufficient for participation in the course. Another positive opinion is that 63.6% of the students think that their teachers are beneficial to them in the education they receive in this process.

Table 9: *Statistics on Students' Cognitive Perspectives Against Online Teaching*

	Statement	1	2	3	4	5
BBA	1. I think that online education makes language teaching more fun.	34.5%	31.6%	19.5%	9%	5.4%
	2. I think the transition process to online education is challenging.	6%	13.3%	12.9%	34.8%	33%
	3. I think my university is ready for online education.	6.9%	10.9%	26.5%	39%	16.7%
	4. I think that online education gives me the habit of preparing more for my lessons.	24.2%	23%	20.4%	21%	11.3%
	5. I think our teachers' performance in online education is high.	5.7%	9.4%	23.5%	42.2%	19.3%
	6. I think that online education is necessary in language teaching.	23.5%	24.1%	25.2%	19.3%	8%
	7. I think that our teachers can be useful to me in online education.	6.4%	9%	20.9%	46.9%	16.7%
	8. I think that the duration of the course in online education is sufficient for me to attend the course.	6.6%	8.1%	15.3%	49.9%	21%
	9. The online education process increased my interest in distance education.	5.7%	9.4%	23.5%	42.2%	19.3%
	10. Learning activities in online education take more time than learning activities in face-to-face education.	23.5%	24.1%	25.2%	19.3%	8%
	11. I think my home environment is suitable for online education.	5.5%	13.2%	21.5%	28.7%	31.1%
	12. I do not think that online exams measure success correctly.	24.1%	19%	19.6%	24.8%	13.5%
	13. I think that preparatory education is suitable for online education.	10.9%	13.3%	24.1%	21.5%	30.2%
	14. The technological infrastructure in my house is sufficient for online education	28.8%	17.8%	23%	21.5%	8.9%
	15. I think that online education saves time.	9.8%	10.7%	14%	41.1%	24.4%
	16. I think that online education improves my quality of life.	20.1%	14.3%	17%	24.2%	24.4%
	17. I think that online education is effective in language learning.	37.6%	25.8%	16.7%	11.5%	8.4%
	18. I think that the content of online education should be improved.	23.6%	21.6%	24.5%	24.5%	5.7%
	19. I think that online education leads me to cheat rather than learn.	2.3%	5.8%	16.6%	41.1%	34.2%
	20. It is easy to interact with teachers in online education.	18.7%	33.9%	20.1%	16.3%	11%
	21. Interacting with my classmates is easy in online education.	12.1%	16.1%	21.2%	37.4%	13.2%
	22. Online education offers the opportunity to interact with teachers.	32.7%	24.5%	15.5%	19.6%	7.7%
	23. Online education provides the opportunity to interact with my classmates.	14.4%	16.9%	25.3%	32.4%	11%
	24. Online education is a useful system for the student.	30.7%	24.7%	18.7%	19.5%	6.4%
	25. The number of students in online classes is too large for language education.	31.1%	20.6%	24.1%	17.2%	7.1%

1.Strongly Disagree 2. Disagree 3. Undecided 4. Agree 5. Strongly Agree

The relationship between the state of being a foundation or state university and the point of view of online education was investigated by the correlation test. According to the findings, there was no statistically significant relationship between the status of the universities where the students studied and their perspectives on online education ($r = -.055$, $N=652$, $p > .001$). The table shows the statistical values of this relationship.

Table 10: *The Relationship Values between the University Status of the Students and Their Perspectives Against Online Teaching*

		ÖBA	State /Foundation
OBA	r	**1**	
	p		
State /Foundation	r	-.055	**1**
	p	.157	

The independent sample t-test was used to determine whether there was a statistically significant difference between the status of the universities where the students participated in the study and their perspectives on online education. According to the findings, there was no statistically significant difference between the students' perspectives towards online education in terms of their university status. In short, whether the universities they study at are state or foundation did not make a difference on the students' perspectives on online education.

Table 6: *The Difference Values Between the Views of the Students Against Online Teaching in Terms of University Status*

	State		Foundation		t	p
	M	SD	M	SD		
OBA	3.03	.49	2.92	.52	1.416	.157

4. CONCLUSION

The transformation of the Covid-19 virus into a pandemic in the world has affected the education and higher education systems in all countries and has led to the use of distance education to slow down this epidemic in education structures and with the support of the states. In this study, examples from foundation and state universities in Turkey were examined in the transformation of education into distance education after the Covid-19 epidemic. The transition process of universities to compulsory distance education in Turkey has also been tried to be analyzed with all its aspects and components. On the other hand, campus and distance education experiences are emphasized in terms of the sustainability of education and distance education is also examined in terms of user experiences. In the light of all these developments, the positive and negative aspects have been tried to be revealed as clearly as possible. As a result, it is predicted that in the near future, distance education and even digital learning with a newer name will turn into the main ground of education instead of being a secondary alternative or a support function in face-to-face learning.

The lessons learned with the Covid19 epidemic will serve to develop this method all over the world, and in the near future, digital learning will become the main learning structure by increasing its functionality with the contribution of new technologies and systems. If this form of education can be implemented in cooperation with industry, universities, and governments in the world, it can change the whole future scenario in education. Accordingly, radical changes should be made in the course curriculum so that students are ready for the industry after graduation. At the same time, technical infrastructures need to be developed. Teaching assignments and students need to be brought to the level of digital literacy that can meet the requirements of online education and keep up with new teaching methods and methods. The education process needs to be changed by making it more practical with the use of technology. Innovation is needed to design ways to increase the social skills of online learners.

The findings of this study present the perspectives and relations of the rectors, directors, lecturers, and students, who are the education stakeholders of universities in Turkey, on the transition process to online education within the framework of some pedagogical implications. The results also provide insights into the challenges and opportunities faced by university governing bodies, especially in the transition to online education, adaptation, and improvement of online education. As discussed before, given the scarcity of studies to investigate the feelings of instructors in online education, this study was conducted to contribute to the literature for some reasons. First, it has been observed that studies at the level of rector, directors are not very common in university administrative bodies in Turkey. Although there are previous studies at the level of lecturers and students, it has been observed

that studies associated with university administrative bodies are not common. For this reason, this study is believed to contribute to fill this gap in the literature.

Secondly, the study provides valuable information in terms of monitoring how university governing bodies, lecturers and students manage the process, how they form their perspectives on the process, and how they can take precautions against possible social turmoil in the future. Finally, it is thought that this study is important in terms of shedding light on the need to revise and update education curricula and teacher training programs to include innovative methods suitable for the needs of the new age. Therefore, this study concludes that educational institutions and decision-makers should examine every request in detail, and radical changes should be made in raising stakeholders who have reached a certain level of digital literacy, who can keep up with the needs of online education. With this result, this study also offers implications for language school administrators and instructor trainers. Strong positive and negative feedback from lecturers and students' perspectives on the process concluded that these groups were influenced by various factors. For this reason, administrators need to know the quality of education in their institutions and the learning processes of students are directly related to instructor performance. The relevant authorities should consider that many factors such as the emotional state of the lecturers, their perspective on the profession, workload and student profile affect classroom performance, and education programs, workshops and academic core curricula should include and cover teacher emotions.

Considering the above-mentioned issues, the results obtained in this study attach great importance to the necessity of a new route in which university-level education and training stakeholders' general perspectives on the process, their readiness for online teaching, the challenges, and opportunities they face can be followed. In this context, the study can be a guide for further research that will follow the factors that affect the university decision-making bodies, lecturers and students' readiness for the process, and their experiences during online education.

Considering the limitations of the present study, several important recommendations for future work can be formulated. First, the work was completed in a limited time. Therefore, the relevant time period in which the data was collected is likely to have an impact on the results. In other words, the emotional intensity of the participants and the difficulties and opportunities they faced may have fluctuated periodically. It is therefore recommended that time constraints be more flexible or that data collection be spread over longer and different time periods. Secondly, there is a possibility that the rectors and directors in the interview phase of the research were working at the same university, which may have prevented the data from being analyzed in depth and showing diversity. In other words, some results of the research may not be generalized or cannot be associated with the universes of research to be conducted outside of Turkey. Therefore, working with a more global and heterogeneous group may be important for the diversity of results. It will also be possible to make comparisons between these heterogeneous groups. Third, it is seen that the scales in which the quantitative data of the research are collected do not give definite results that can be compared with the data obtained from the interviews of the administrators. For this reason, in future studies, it is important to develop the scale used to examine the manager's decisions and the impact framework more deeply.

In summary, regardless of the limitations mentioned above, this study aims to examine the perspectives, difficulties and opportunities of education and training stakeholders of foundation and state universities in Turkey regarding the pandemic process in which they interact with each other, and it is believed that it will contribute to other studies in this field.

REFERENCES

Almarabeh, T. (2014). Student' perceptions of e-learning at the University of Jordan. *Int. J. Emerg. Technol. Learn. IJET, 9*, 31-35.

Alsaaty, F. M., Carter, E., Abrahams, D., & Alshameri, F. (2016). Traditional versus online learning in ınstitutions of higher education: minority business students 'perceptions. *Bus. Manag. Res*., *5*, 31.

Arkorful, V., & Abaidoo, N. (2014). The role of e-learning, the advantages and disadvantages of its adoption in Higher Education. *Int. J. Educ. Res*., *2*, 397-410.

Ary, D., Jacobs, L. C., Irvine, C. K.S., & Waşker, D.A. (2010). *Introduction to research in education.* Thompson Wadsworth.

Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARS-CoV-2 coronavirus (COVID-19) pandemic in Georgia. *Pedagogical Research*, *5*(4).

Bezhovski, Z., & Poorani, S. (2016). The evolution of e-learning and new trends. *Inf. Knowl. Manag.*, *6*, 50–57.

Briggs, C. L. (1986). *Learning how to ask: A sociolinguistic appraisal of the role of the interview in social science research* (No. 1). Cambridge University Press.

Burac, M. A. P., Fernandez, J. M., Cruz, M. M. A., & Cruz, J. D. (2019). Assessing the impact of e-learning system of higher education institution's instructors and students. *IOP Conf. Ser. Mater. Sci. Eng*., *482*, 1-8.

Cantoni, V., Cellario, M., & Porta, M. (2004). Perspectives and challenges in e-learning: Towards natural interaction paradigms. *J. Vis. Lang. Comput*, *15*, 333–345.

Chen, X., Xia, E., & Jia, W. (2020). Utilisation status and user satisfaction of online education platforms. *International Journal of Emerging Technologies in Learning (iJET)*, *15*(19), 154-170.

Cohen, E., & Nycz, M. (2006). Learning objects and e-learning: An informing science perspective. *Interdiscip. J. E Ski. Lifelong Learn*, *2*, 23-34.

Cross, C. T. (2004). *Political education: National policy comes of age*. Teachers College Press.

Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2. Baskı). Sage Publications.

Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *J. Educ. Technol. Syst.*, *49*, 5-22.

Engelbrecht, E. (2005). Adapting to changing expectations: post-graduate students 'experience of an e-learning tax program. *Comput. Educ*., *45*, 217-229.

Fischer, H., Heise, L., Heinz, M., Moebius, K., & Koehler, T. (2014). E-Learning trends and hypes in academic teaching. Methodology and findings of a trend study. *International Association for Development of the Information Society* (s. 63–69). 25–27 October 2014, Porto.

Flick, U. (1998). *An introduction to qualitative research*. Sage Publications.

Golafshani N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, *8*(4), 597-606. https://doi.org/10.46743/2160-3715/2003.1870

Hopkins, K. D., & Weeks, D. L. (1990). Tests for normality and measures of skewness and kurtosis: Their place in research reporting. *Educational and Psychological Measurement*, *50*, 717-729. https://doi.org/10.1177/0013164490504001

Horton, W. (2006). *E-learning by design*. Pfeiffer.

Ji, C. Y. ve Zhao, Y. J. (2012). Design of online leaning system based on web mining. *2012 Spring Congress on Engineering and Technology* (s. 1-4). https://doi.org/10.1109/SCET.2012.634 2006

Jung, J., Maeda, M., Chang, A., Bhandari, M., Ashapure, A., & Landivar-Bowles, J. (2021). The potential of remote sensing and artificial intelligence as tools to improve the resilience of agriculture production systems. *Current Opinion in Biotechnology*, *70*, 15-22.

Kağıtçıbaşı, Ç. (1988). *İnsan ve insanlar* (Gözden geçirilmiş 8. Baskı). İstanbul Matbaası.

Kaup, S., Jain, R., Shivalli, S., Pandey, S., & Kaup, S. (2020). Sustaining academics during COVID-19 pandemic: the role of online teaching-learning. *Indian Journal of Ophthalmology*, *68*(6), 12-20.

Koohang, A., & Harman, K. (2005). Open source: A metaphor for e-learning. *Inf. Sci. J.*, *8*, 75–86.

Li, C., He, L., & Wong, I. A. (2021). Determinants predicting undergraduates' intention to adopt e-learning for studying english in chinese higher education context: A structural equation modelling approach. *Education and Information Technologies*, *26*, 4221-4239.

Likert, R. (1932). A *technique for the measurement of attitudes*. Archives of Psychology.

Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry.* Sage Publications.

Lochner, L., Wieser, H., Waldboth, S., & Mischo-Kelling, M. (2016). Combining traditional anatomy lectures with e-learning activities: How do students perceive their learning. *Int J Med Educ.*, *7*, 69–74.

Moreno-Ger, P., Burgos, D., Martínez-Ortiz, I., Sierra, J.L., & Fer-nández-Manjón, B. (2008). Educational game design for online education. *Computers in Human Behaviour*, *24*(6), 2530-2540. https://doi.org/10.1016/j.chb.2008.03.012

Odit-Dookhan, K. (2018). Attitude towards e-learning: The case of mauritian students in public teis. *PEOPLE Int. J. Soc. Sci*., *4*, 628–643.

Onyema, E. M., Eucheria, N. C., Obafemi, F. A., Sen, S., Atonye, F. G., Sharma, A., & Alsayed, A. O. (2020). Impact of Coronavirus pandemic on education. *Journal of Education and Practice*, *11*(13), 108-121.

Phutela, N., & Dwivedi, S. (2020). A qualitative study of students' perspective on e-learning adoption in India. *Journal of Applied Research in Higher Education*, 12(4).

Pokhrel, S., & Chhetri, R. (2021). A literature review on impact of COVID-19 pandemic on teaching and learning. *Higher Education for the Future*, *8*(1), 133-141.

Popovici, A., & Mironov, C. (2015). Students' perception on using e-learning. *Procedia - Social and Behavioral Sciences, 180*, 1514 – 1519.

Sadeghi, M. A. (2019). Shift from classroom to distance learning: Advantages and limitations. *Int. J. Res. Engl. Educ*., *4*, 80–88.

Sangwan, A., Sangwan, A., & Punia, P.(2020) Development and validation of an attitude scale towards online teaching and learning for higher education teachers. *TechTrends, 65*(2),187-195.

Subedi, S., Nayaju, S., Subedi, S., Shah, S. K., & Shah, J. M. (2020). Impact of E-learning during COVID-19 pandemic among nursing students and teachers of Nepal. *International Journal of Science and Healthcare Research*, *5*(3), 68-76.

Thomas, D. R. (2006). A general inductive approach for analyzing qualitative evaluation data. American Journal of Evaluation, *27*(2), 237-246.

UNESCO. (2020). *Education: from disruption to recovery*. https://en.unesco.org/covid19/ educationresponse

Wills, S., Devonshire, E., Leigh, E., Rosser, E. S. J., & Vincent, A. (2007). Encouraging role based online learning environments. In *ICT: Providing choices for learners and learning, proceedings ascilite* (pp. 1093-1098). Singapore.

Woolley, D. R. (1994). PLATO: The *emergence of online community: Social media, archeology and poetics.* MIT Press.

Xie, H., Lui, J. C. S., & Towsley, D. (2016). Design and analysis of incentive and reputation mechanisms for online crowdsourcing systems. *ACM Journals*, *1*(3), 1-27. https://doi.org/10.1145/2897510

Zacharová, J., & Bomba, L. (2009). Advantages and disadvantages of e-learning in university education. *E-learning for Societal Needs*, 213-228.