

Distance Education Experiences of Teacher-Parents during the COVID-19

By Derya Güvercin^{*}, Ayşe Elitok Kesici[±] & Sait Akbaşlı[°]

This research aimed to determine the opinions of teacher parents about distance education process during COVID-19. The study was designed as a case study which is one of the methods in qualitative research. The sample of the study composed of 83 teacher parents from different branches in Turkey. Maximum variation and criterion sampling methods were used to select the participants. The data of the study were gathered through open ended questions developed by the researchers and were analyzed through descriptive and content analyses. According to the participants, distance education is perceived and accepted as a means of support rather than an alternative to face-to-face education. Participants mentioned the distance education carried out during the pandemic process as a beneficial practice in order to prevent students from breaking off from education but also they stated administrative issues, lack of computer science knowledge and internet-related problems. The inability to disseminate distance education to all students, especially disadvantaged students due to the lack of infrastructure, indifferent parents and the fact that distance education is insufficient in the education of young children/special education students show that distance education has not yet met the expectations to provide equal opportunities for everyone involved.

Keywords: COVID-19, distance education, pandemic, teacher, parent

Introduction

The COVID-19 pandemic, which has affected the whole world, has also affected educational organizations, causing face-to-face education to be suspended and transition to distance education. According to Tedmem (2020), the number of countries that closed all schools from pre-school education to higher education at the beginning of April was 193. In a few other countries, the majority of schools were closed by local-level decisions in terms of administrative structure. In total, the number of students affected by the closure of schools exceeded 1 billion 724 million. Countries that shut down schools decided to continue education with distance learning tools. Distance learning is carried out by using tools such as printed teaching materials, radio broadcasts, television broadcasts, online teaching contents or online interactive lessons according to the technological infrastructure and opportunities of the countries (Tedmem, 2020). Although there are studies showing that the closure of schools provides benefits in controlling the epidemic (Tian et al., 2020; Kwok et al., 2020), data obtained from the SARS outbreak in

^{*}English Teacher, National Ministry of Education, Turkey.

[±]Associate Professor, Department of Curriculum and Instruction, Faculty of Education, Aydın Adnan Menderes University, Turkey.

[°]Professor, Department of Educational Administration, Hacettepe University, Turkey.

China, Hong Kong and Singapore show that there is no significant contribution at all. Recent studies on COVID-19 have predicted that school closure will prevent deaths by 2-4%, which is much less than other social distance interventions (Viner et al., 2020).

Today, online learning has shown a great development (Borup & Kennedy, 2017) and distance education studies have increased in countries such as United States, Canada, Mexico, Australia, New Zealand, Singapore, South Korea and Turkey, especially at the primary and secondary school level (Barbour, 2017; Harris, Dargusch, Ames, & Bloomfield, 2020). Distance education is considered as an inclusive and equality-enhancing factor for K-12 students who have difficulties in accessing education (Buckingham, 2017; O'Donoghue, Lopes, & O'Neill, 2011; Harris, Dargusch, Ames, & Bloomfield, 2020). On the other hand it is claimed that it may cause more educational exclusion for special education students (Slee, Corcoran, & Best, 2019; Slee, 2011). During quarantine period, at least 9 out of 10 students continued their education away from school buildings (Hale et al., 2020). Despite the measures taken, it has been determined that among countries and among different income groups in the countries, students experience problems in accessing internet and technology and therefore cannot participate in distance education. According to OECD data, 95% of students in Switzerland, Norway and Austria have a computer to use in their schools, while only 34% in Indonesia have a computer (Reimers & Schleicher, 2020). Families, on the other hand, had to take more responsibility for their children's education (Yılmaz, Mutlu & Doğanay, 2020). Students also faced some problems about assessments and exams, post-traumatic stress disorder (Tedmem, 2020). UNESCO (2020), by establishing a global education coalition unit, tried to take the necessary precautions to ensure that countries do not experience disruptions in education. Governments tried to adapt their education systems to emergency remote teaching by turning them into distance education. The general aim of Emergency Remote Teaching (ERT) in time of pandemic is to provide temporary instructional support and a flexible learning environment for short term solutions (Hodges et al. 2020; Bozkurt & Sharma, 2020).

During the pandemic, teachers who have school-age children have assumed a double-sided role as both parents and teachers. This situation, which enables them to see this process from both sides, is important for the effective planning, management and implementation of education in such crisis situations. With this study, it is thought that the opinions of education professionals who assume the responsibilities of both teachers and parents on distance education will contribute to the literature.

Purpose of the Study

The aim of this study is to reveal the various experiences of teacher-parents during distance education due to the COVID-19 outbreak. For this purpose, participants were asked following questions:

1. What kind of changes has occurred in your daily life during the distance education process due to the COVID-19 outbreak?
2. What kind of institutional/individual studies have you done regarding your child's education in the distance education process?
3. What kind of institutional/individual studies have you done for the education of your students during the distance education process?
4. What were the most challenging areas for you both as a parent and an education worker in the distance education process? In what areas did you need support? How did you deal with the challenges you faced?
5. How do you evaluate the distance education process experienced in terms of your children and students?
6. What are your views on the effectiveness of the distance education process as both a parent and a teacher?
7. What are your suggestions for a more efficient distance education process?
8. Is there any situation you would like to add other than the above questions? If there is, add it.

Methodology

The research was organized in a case study pattern in qualitative research method. In the case study design, the factors (environment, individuals, events, processes, etc.) of a situation are investigated with a holistic approach and the focus is on how they affect the relevant situation and how they are affected by the relevant situation (Bogdan & Biklen, 1998; Yıldırım & Şimşek, 2011). Because the case is a system with both definite boundaries and related components, it is also defined as an in-depth description and examination of a system (Creswell, 2011; Merriam, 2013). Therefore one of the researcher's primary goals is to identify unique aspects of this specific case (Christensen, Johnson, & Turner, 2011).

Study Group

The participants of the research consist of teachers who are also parents and are involved in the distance education process due to the COVID-19 outbreak. Criterion sampling and maximum variation under purposeful sampling methods were used to determine the work group (Büyüköztürk et al., 2012; Yıldırım & Şimşek, 2011). The reason to prefer criterion sampling is that it selects the cases that will provide maximum information for the problem and ensures that case studies about the problem are covered in the research (Neuman, 2007; Patton, 2002). In this study, the people involved in the distance education process as both parents and education workers are the subject of the study. At the same time, diversity of the teachers in the study group in terms of school type, level, seniority and branch were taken into consideration.

Data Collection Tools

The data of the study were obtained through an online questionnaire called "Educational Experiences of Teacher-Parents during the COVID-19 Outbreak" developed by the researchers. In the survey, the experiences of teacher-parents during the COVID-19 outbreak were collected through open-ended questions. Survey technique is a systematic data collection technique that is used to obtain information from individuals who make up a universe or sample about a particular subject (Yılmaz, Mutlu, & Doğanay, 2020). The surveys conducted for the purpose of collecting data are used to determine the socio-economic levels of people, the degree of the effects of the situation, to obtain information about the participants, to define the risks in the existing situation, etc. (Kudat, 2002). In addition, various demographic variables of the participants were included (gender, seniority, branch, school type (private/public), school level (kindergarten/primary school/secondary school/high school), number of children, school level of the child).

Data Analysis

In the analysis of data, descriptive analysis and content analysis techniques, which are data analysis techniques used in qualitative research, were used (Gökçe, 2006; Bogdan & Biklen, 1998). The frequency and percentage scores of the data were given. For validity and reliability analyses; direct quotations of participants are given in examples, codings are controlled over different coders. According to Miles and Huberman (1994) reliability of a qualitative study increase if two coders study on the same data set and reach out a common vision about what the encodings mean and which piece of data belongs to which code. Also by audit trail technique it was verified that each interpretation is indeed based on the dataset. In order to maintain the integrity of the researcher, develop his/her hypotheses, and shape the research design, the researcher opens himself to the supervision of a colleague who is not involved in the study and receives support from him (Lincoln & Guba, 1986).

Results

In this section, personal information of the participants is given and their responses to the open-ended questions in the questionnaire were divided into categories by coding, and as a result, themes were created (Table 1). The answers given by the teachers were evaluated one by one over the questions. The frequency values and percentages of the codes are tabulated and the answers deemed important are presented as examples. Findings are as follows.

Table 1. Personal Information about Participants

Personal Information	
Gender	Female: 73.5%
	Male: 26.5%
Professional seniority	0-5 years: 1.2%
	6-10 years: 7.2%
	11-15 years: 26.5%
	16-20 years: 38.6%
	20 years and above: 26.5%
Branch	Primary school teacher: 37.2%
	Maths: 9%
	Preschool/kindergarten: 7.7%
	Art: 6.4%
	Special education: 6.4%
	Physical education: 5.1%
	Turkish: 5.1%
	Social sciences: 3.8%
	Design and technology: 2.6%
	German: 2.6%
	Turkish Literature: 2.6%
	School counselor: 2.6%
	Geography: 1.3%
School Type	English: 1.3%
	Science: 1.3%
	Physics: 1.3%
	Elektronics: 1.3%
	Biology: 1.3%
	Religion: 1.3%
	State school: 92.7%
	Private school: 7.3%
School Level	Kindergarten: 3.7%
	Primary school: 47.6%
	Secondary School: 26.8%
	High school: 22%
School level of children	Kindergarten: 20.3%
	Primary school: 49.4%
	Secondary School: 43%
	High school: 32.9%
Number of children	1 child: 22.9%
	2 children: 65.1%
	3 children: 12%
Number of consults to the hospital because of the suspicion of COVID-19 (among oneself, students or colleagues)	Yes: 6%
	No: 94%
COVID-19 diagnosis taken among participants of the study	Yes: 0%
	No: 100%
COVID-19 diagnosis taken in participant's environment (student/parents/colleagues)	Yes: 7.3%
	No: 92.7%
Deaths because of COVID-19 in participant's environment	Yes: 8.5%
	No: 91.5%

After the personal information module, 7 open-ended questions were asked to the participants to learn about their experiences during pandemic. The answers of

participants were given without any changes. The findings of the questions are given sequentially below.

Question 1: What Kind of Changes have occurred in your Daily Life during Distance Education Process due to the COVID-19 Outbreak?

Participating teachers reported those changes as: increased stress and anxiety, more interest in technology and self-development, staying at home, restriction of social life, the beginning of the distance education process and adaptation to this process, transition to a different lifestyle, spending more time on the internet, increased use of mobile phones for communication, spending more time on yourself and the family. Some participants stated that there was no change in their lives during this period (Figure 1). When the codings were evaluated, three categories were reached. These are: adaptation to the distance education process, psycho-social change and no change. Some of the answers given by the participants to this question are as follows:

Examples for Category 1 (Adaptation to the Distance Education Process):

K2: I researched and learned some computer programs for distance education.

K16: Online education has entered our life. We followed the lessons online.

K48: I started using phones and computers a lot.

Examples for Category 2 (Psycho-Social Change):

K44: I miss going out and talking to someone. Trust problems occurred. Staying distant to everyone due to the possibility of being sick, and getting used to cleaning paranoidly every time we came from outside came into our lives.

K53: I cannot see the faces of my students, I cannot hug and kiss them like every day, I do not know what materials my students have at home while choosing my activities, I do not want families to go out to buy materials.

K80: Doing distance education activities both for my children and students together and being isolated from our life outside home due to the epidemic started to be a bit tiring and boring.

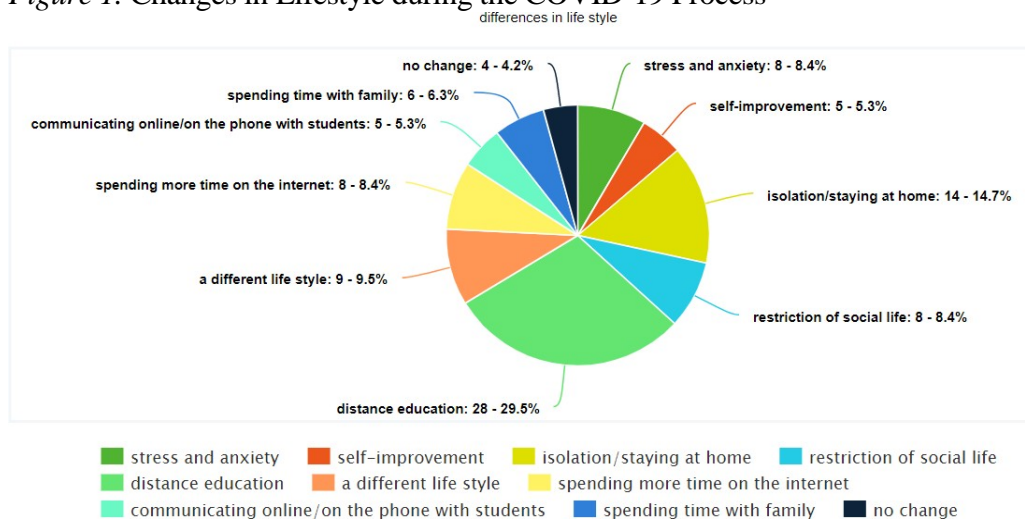
K25: Wasting time has decreased. I was able to read more books and spend time for myself and my family.

Examples for Category 3 (No Change):

K22: There was no particular change.

K68: We seem to be spending the summer vacation at home. Not much has changed

Figure 1. Changes in Lifestyle during the COVID-19 Process



Question 2: What Kind of Institutional/Individual Studies have you done regarding your Child's Education in the Distance Education Process?

Participants stated that they mostly used online and distance education tools in this process for the education of their children (Figure 2). They stated that they managed the education process both through live lectures on EBA TV (Education and Informatics TV) and EBA application, and through lectures, online activities and studies, and trial exams from different online sources. Apart from that, they stated that they did activities such as doing homework, repeating the subject, solving tests/questions, benefiting from subsidiary resources, reading books, doing skill-based/art activities, playing games. Based on these codes, it was observed that the participants displayed behaviors in two categories, both in class activities and extracurricular activities, regarding the education of their children during the COVID-19 pandemic. An important point here is that the nature of the activities performed varies according to the age group of the child. While activities such as EBA TV, reading, domestic activities and doing homework are performed in the younger age group, activities such as test solving and exam preparation are dominant in the older age group. Below are some examples of the answers given by the participants that are deemed important:

Examples for Category 1 (Course Activities):

K32: We provided technological tools and communicated with his teacher. We ensured that he completed the assignments his teacher gave and participated in activities, and helped with matters he could not understand.

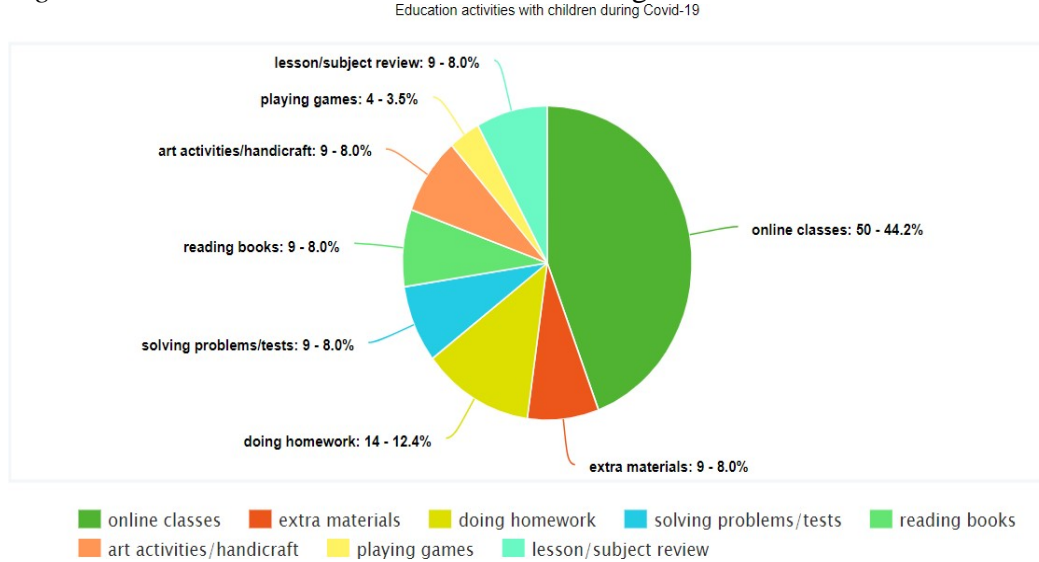
K71: Since my daughter was preparing for the exam, I found resources for her on the internet.

Examples for Category 2 (Extracurricular Activities):

K11: Cut, paint and paste activities, drawing line exercises, simple mathematical logic.

K73: We are doing exercises for focus attention and study from the math book, and also doing free activities with colored papers. He paints a lot.

Figure 2. Education Activities with Children during COVID-19



Question 3: What Kind of Institutional/Individual Studies have you done for the Education of your Students in the Distance Education Process?

According to the answers, teachers benefit from online education (distance education/live lesson/Skype/EBA TV etc.) the most for the education of their students during the COVID-19 pandemic process, and extra material and activity sharing (lecture, worksheet, test, applied video, game, etc.) (Figure 3). They also stated that they communicated with students and their parents via smartphone applications (mostly WhatsApp) and phone calls, guided them, provided psychological support, and made the necessary announcements and information about the process. The assignment of students and the follow-up of the given assignments constituted another code group. They also performed games, art activities and domestic activities outside of the classroom. Thus, the activities of the participants for their students in the distance education process can be divided into three categories; activities related to course follow-up: extracurricular activities and other activities. Some of the answers given by the participants to this question are as follows:

Examples for the Category 1 (Activities Related to Course Follow-Up):

K17: I gave online classes. EBA, etc. I sent extra materials and followed them up. I called by phone and provided psychosocial support.

K32: I made one on one interviews, informed the parents about the up-to-date information about education, and shared activities suitable for their level with the students.

K51: I shot videos, prepared tests and shared a lot of other activities.

Examples for Category 2 (Extracurricular Activities):

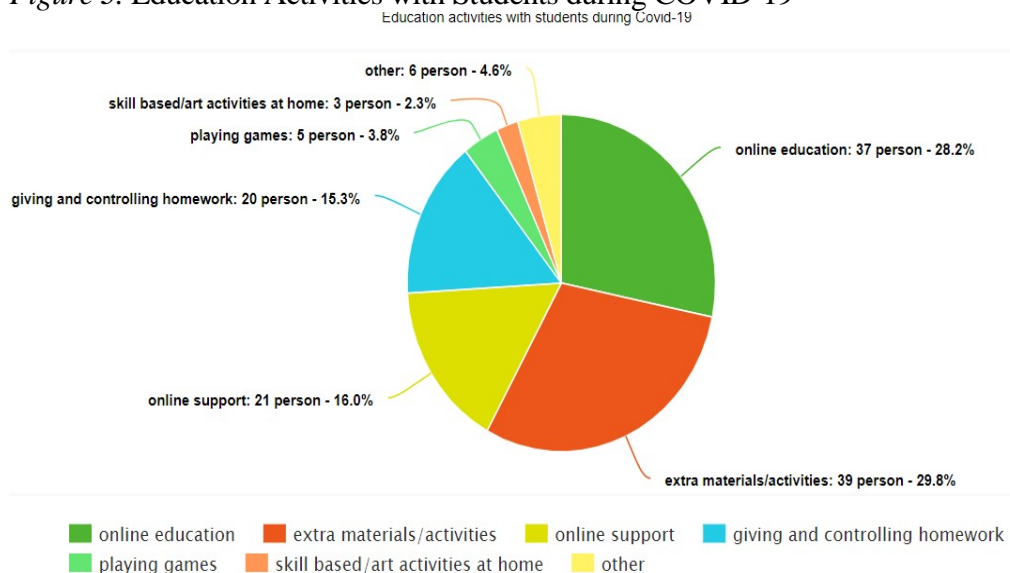
K79: I shot videos while lecturing, I suggested various artistic activities, they grow flowers and I give daily homework.

K18: We taught old games, shared our memories and told stories that will be lessons for life.

Examples for Category 3 (Other):

K52: E-twinning project events, 23 April and mother's day activities.

Figure 3. Education Activities with Students during COVID-19



Question 4: What were the Most Challenging Areas for you both as a Parent and an Education Worker in the Distance Education Process? In what Areas did you Need Support? How did you Deal with the Challenges you Faced?

The difficulties stated by the participants were categorized in three: difficulties related to lesson follow-up, technological problems and psycho-social difficulties. The codes emphasized by the participating teachers in the lesson follow-up category were: intensity of the distance education process and excessive homework, problems related to the management of the distance education process (studying regularly, classroom management in online lessons, parent-teacher cooperation, parent indifference, etc.), communication problems and lack of material/resources (Figure 4). In the category of technological problems, participants expressed problems such as technical problems, lack of technological

knowledge, the process of getting used to online classes and constraints based on equal opportunities. The psychological problems that the participants experienced during this process; motivation problems, boredom, digital addiction, feeling of restraint, stress, reluctance, and lethargy. The social problems they experienced were included in the code of restriction of the social environment. A small part of the participants stated that they did not encounter any difficulties in this process. Some of the answers are given below as an example:

Examples for Category 1 (Psychological and Social Difficulties):

K32: As an education worker, I needed the support and cooperation of parents. As a parent, I needed the support of the teacher. Not attending school makes it difficult to provide a complete school environment at home. Sleep pattern, meal time, etc. This negatively affects the study routine. In addition, the constant presence of children at home reflects negatively on their behavior. There is a state of reluctance and negligence. I received support from the teacher from time to time in this regard.

K51: Since it is not like face-to-face education, the motivation of the students decreases from time to time. So I call them and make them feel in control.

K79: Children need to spend their energy and it is very difficult to achieve this in apartment life, and sometimes games that can be played at home do not appeal to them.

Examples for Category 2 (Problems with Course Follow-up):

K20: Lecturing with a child nearby at home. It was not easy to direct children who were not near us.

K23: My child gets bloodshot eyes alone for hours in front of the screen. He started calling it “distance torture”, not distance education.

K36: Home, childcare, education altogether were hard to handle with.

K78: I could not reach my parents and students, I could not get feedback. My biggest problem was being able to communicate.

K80: I find most institutional postings useless, and unnecessary. While the special education area should be one-to-one and interactive, we send students educational content on the internet just to pretend to be doing something. It's a futile effort for this area.

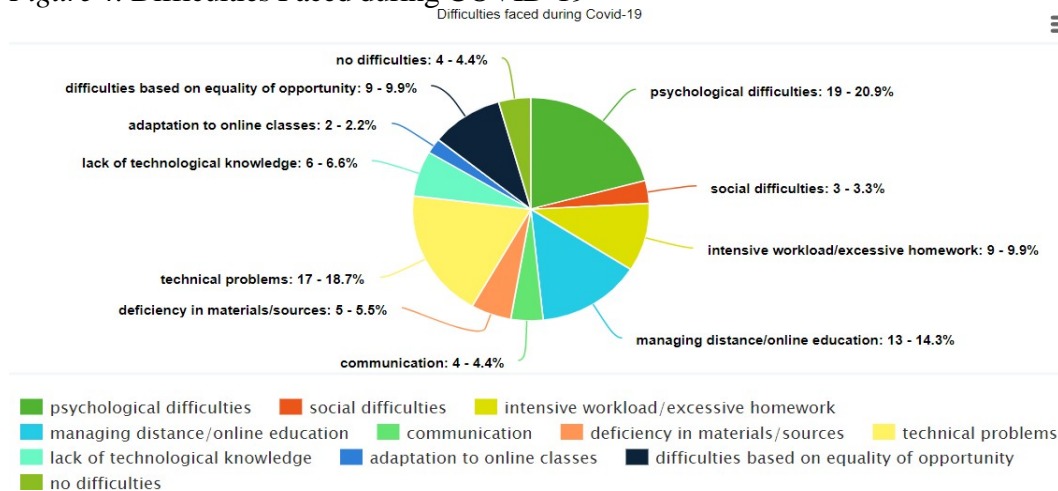
Examples for category 3 (Technological Problems):

K55: My students had internet connection problems. There were students who went to their villages, and they experienced greater difficulties. The children who did not have internet were reached by phone and followed up by giving homework from the books.

K67: I find it difficult to keep my child going to live lessons. Because the connection is troublesome he does not want to continue. In addition, we sometimes have trouble doing homework.

K65: I saw that I have deficiencies in the use of information technologies. I am having problems reaching all of our parents and students. K64: My parents' lack of knowledge about the use of technology made communication difficult.

Figure 4. Difficulties Faced during COVID-19



Question 5: How do you evaluate the Distance Education Process Experienced in terms of your Children and Students?

It was observed that the majority of the participants (44.7%) evaluated the process negatively (Figure 5). The expressions used by the participants in the negative evaluation category were: "lingering, distraction, lost time, not like face-to-face education, not suitable for preschool and special education, an inadequate, boring, hectic process, no equal opportunities." The negative evaluation was followed by positive evaluations (25.9%) in terms of frequency, and then the difficulty of the process, indecisive views and "unexpected/unprepared situation" were mentioned. In their answers to this question, teachers generally mentioned that distance education cannot replace face-to-face education, it is inefficient especially for the younger age group and special education students, problems related to internet connection and impossibilities for equal opportunities. On the other hand, they stated that it was a positive practice for students not to break away from education. Some examples of answers to this question are as follows:

Examples for Category 1 (Positive Evaluation):

K16: I think it was the best thing to do in this process. The children did not break away from teaching and their teachers. Psychologically, it was good for them to see their teachers before them every day.

K25: It saves time, more time has been spent as a family, we have devoted more time to education, parents feel the value of teachers more effectively.

Examples for Category 2 (Negative Evaluation):

K28: The process was positive for students with family support. However, unwilling students who have no family support were affected by the process very negatively.

K40: I can say that it was beneficial for my child, but it did not work for special education students because I used the ba-sa method in the field of reading and writing but the sound method was used in EBA.

K44: It is not nice at all, it is more efficient to study face to face at school. Sociality ends at home. Children are not disciplined.

K63: Distance education via TV channel is good for lesson follow-up, but the online education application is not efficient. Not everyone can use the application because they do not have internet at home. Those who have internet also have connection errors and cannot attend most classes.

Examples for Category 3 (Unexpected/Difficult Situation):

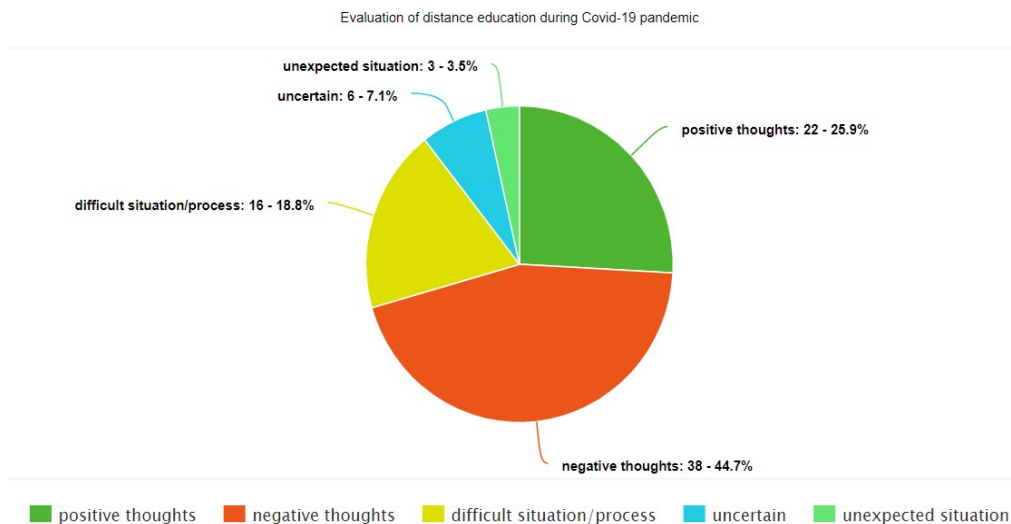
K1: Something that happened for the first time and was caught off guard.

K52: It is a difficult process, both children and I missed school.

Examples for Category 4 (Undecided):

K22: This is questionable. For some it is sufficient, for some it is not.

Figure 5. Evaluation of Distance Education during COVID-19 Pandemic



Question 6: What are your Views on the Effectiveness of the Distance Education Process as Both a Parent and a Teacher?

Most of the participating teachers stated that the distance education process was partially effective (Figure 6). This view was followed by "ineffective", "effective" and "less effective" views, respectively. Some examples of answers to this question are given below:

Examples for Category 1 (Effective):

K19: Yes, it is a new system, but I think it ended up well and reached the desired quality and the efforts turned out well.

K56: Going positively, my son reinforced self-study.

Examples for Category 2 (Ineffective):

K37: I do not believe that it is effective, it only helped the children not to break off from school, but unfortunately the information transferring could not take place.

K58: It is difficult to make children sit in front of the TV. For online classes, most of the students cannot login. The system is inadequate.

Examples for Category 3 (Less Effective):

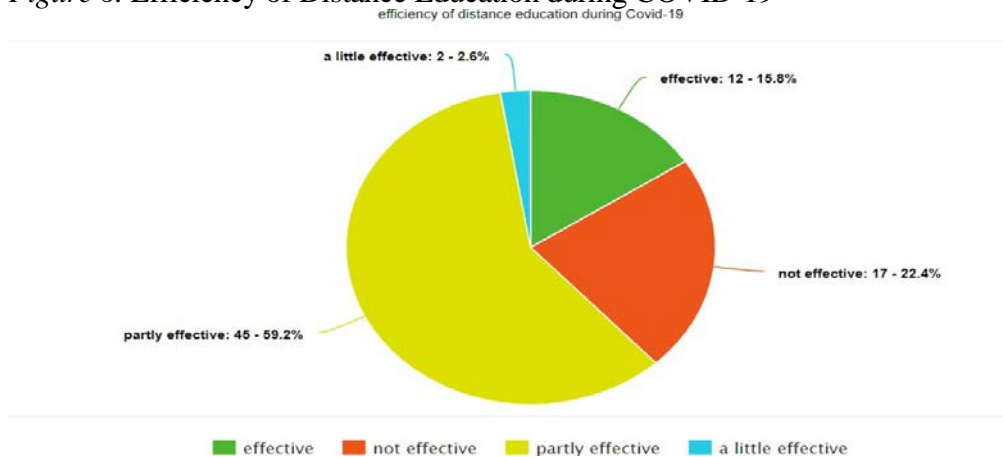
K64: I can say that it is below the average due to the lack of instant feedback and communication difficulties.

Examples for Category 4 (Partially Effective):

K2: I consider it an important program that should be applied in special cases where face-to-face education cannot be provided.

K41: Although it is not a substitute for face-to-face training, I think it is partially effective provided that parents' attention and sufficient technological equipment are provided.

Figure 6. Efficiency of Distance Education during COVID-19



Question 7: What are your Suggestions for a More Efficient Distance Education Process?

It is seen that the participants mostly emphasized the technical, infrastructure and internet access problems should be solved. Later, they mentioned that lessons should be planned better in the distance education process (Figure 8). In this category, they used the expressions like; simplifying the syllabus, better planning, less and meaningful homework, pre-lesson preparation, activities for younger age groups, and increasing the duration of the lesson. In addition, the participants also mentioned issues such as making students more active by increasing the interaction and participation in this process, raising the awareness of parents and students about the process, and especially providing parents with more support in the process. Elimination of resource/material deficiencies, increasing the knowledge of teachers and students in the field of information technology are also mentioned. Other codes, which are less mentioned but deemed important by the researcher, can be listed as: providing psychological support in the distance education process, involving distance education as a means of support in the normal education process and giving priority to psycho-social development. Thus, it is seen that the answers given fall into six categories. Some examples of participants' answers for these categories are given below.

Examples of Category 1 (Organization of Infrastructure):

K67: The internet connection problem should definitely be resolved. In addition, there should be online classes for lower classes. Seeing the student's face is very effective.

K78: Equality of opportunity ... a system accessible to all children and incentives to ensure that distance education is taken seriously by parents and students.

Examples of Category 2 (Lesson Planning):

K79: Homework related to real life experiences should be given more, for instance sewing a button, putting a nail on an empty board and growing a flower.

K32: Parents should provide students with a quiet and simple environment. The student must have headphones. Teachers should make good pre-lesson preparations to make the lesson interesting.

Examples of Category 3 (Increasing Participation):

K8: There is no sanction on students at the moment. This causes a decrease in participation and efficiency for online classes. Unfortunately, because not every student has the internet access, it prevents sanctions such as grading or attendance. Maybe some improvements can be made in the future.

K64: Parental education contributes to explain the importance of the distance education. Because the majority considers this situation as a holiday.

Examples of Category 4 (Eliminating Material Deficiencies):

K48: The course should not be taught monotonously, different materials should be used, not just the screen.

K35: I could not be more effective in distance education because we had difficulty finding materials in this process.

Examples of Category 5 (Increasing Information Technology Knowledge):

K31: Teachers' and students' knowledge of information technology usage should be increased.

K37: All teachers should be trained, subjected to examinations and self-improvement in distance education periodically, but all these should be real, not perfunctorily.

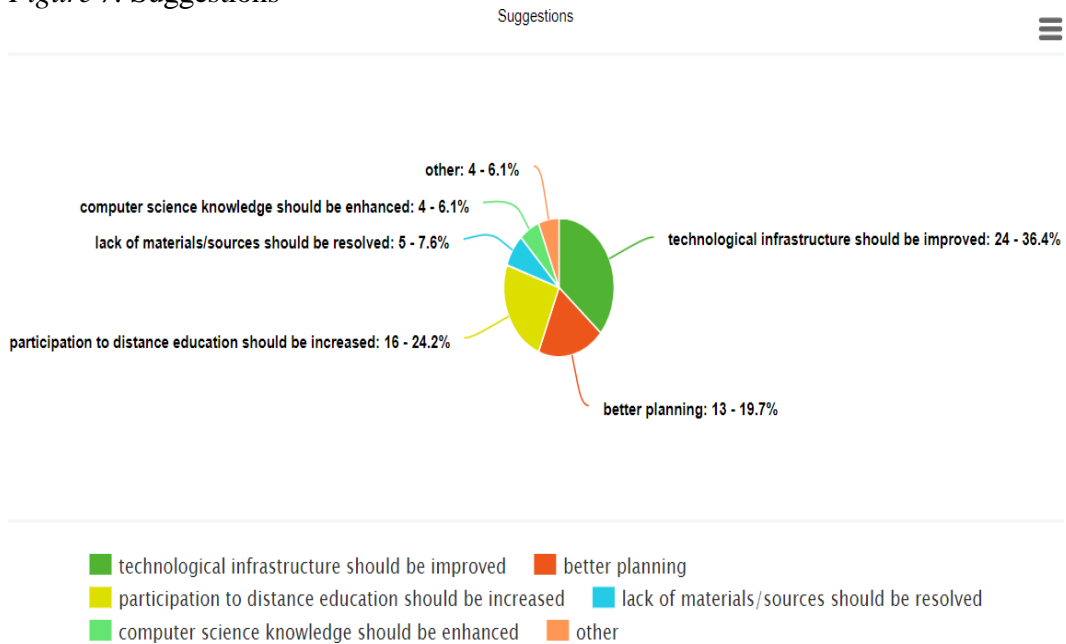
Examples of Category 6 (Other):

K2: Psychological support can be given to our students in primary and secondary education institutions more frequently.

K9: Distance education should be included in our education life from now on as supportive education. Technology and digital education will be essential to both parents and educators from now on.

K80: An approach that prioritizes psycho-social development should be adopted instead of academic education.

Figure 7. Suggestions



Question 8: Is There Any Situation you would like to Add Other than the Above Questions? If there is, add it.

According to the most striking answers participants talked about issues such as "establishment of crisis units, ensuring equal opportunities, the oppressive attitude of provincial and district National Education Directorates regarding the use of EBA, and the need to improve the distance education system". Examples of the answers given are as follows:

K1: A separate unit should be established as a scientific committee in such circumstances like earthquake, war, epidemic, etc. what to do should be scripted beforehand.

K2: The participation of each individual in the distance education process is very important. When we cannot reach even one individual, the principle of equality is damaged. In this case, it becomes clear that we will be more successful if the necessary technological equipment is provided to each student.

K23: In order to get points at EBA, teachers give lots of homework from every branch every day, which makes children get bored and they don't do homework anymore. They say we didn't have to work that much even when the schools were open. This is due to the fact that the school and provincial or district administration put lots of pressure onto teachers' shoulders.

K59: Although it is difficult to enter EBA, our entrance and the shares we make are scored and evaluated. I would like to inform that different studies are being done for the success of the students in our class, though not through EBA.

Discussion

The results of this study and the literature reveal results that support each other. Muilenburg and Berge (2005) listed the problems encountered in distance education as managerial problems, social interaction, academic competence, technical skills, learning motivation, technical support and internet access costs, in line with the findings of this study. While Lerra (2014) lists the main difficulties in distance education as connection problems and access to the internet, Gökbulut (2020) states that these difficulties have been largely eliminated in university-level education. Also in higher education, students' online presence was found to be related with student performance and there is evidence that both frequency and duration of students' online presence have a statistically significant impact on their final marks (Sharma, Nand, Naseem, & Reddy, 2020). This finding also points to the finding about limitation of the distance education in younger age groups or children in need of special education in this study. Misirli and Ergulec (2021) also found that distance education is unsuitable for young children and students with special needs. In addition, the limited interaction with students in distance education and insufficient feedback from the teacher are some of the difficulties mentioned in other studies (De Oliveira, Penedo & Pereira, 2018; Muilenburg & Berge, 2005; Tedmem, 2020). Student's self-discipline plays an important role in this process. According to parents' opinions students acquired self-regulated learning skills and digital socialization during distance education process (Misirli & Ergulec, 2021). In this study, the need for the active participation of parents in the education process during the pandemic process was also emphasized. Family involvement in distance education includes sharing responsibility with the teacher and organizing the physical environment of the students in order to increase education and interaction (Borup, Stevens, & Waters 2015). Parents' complaints about social isolation and increased screen time demonstrate the emergency remote teaching created a high responsibility on behalf of parents (Misirli & Ergulec, 2021). In addition, the inability of teachers and students who are deficient to manage the distance education process effectively is one of the results that is compatible with previous studies (Heinich, Molenda, Russell, & Smaldino, 2002; De Oliveira, Penedo, & Pereira, 2018; Stansfield, McLellan, & Connolly, 2004). Tedmem (2020) stated that, in line with the results of this study, distance education during the epidemic cannot replace face-to-face education. It also touched upon the difficulties experienced by teachers in classroom management, receiving feedback, and student follow-up.

Prior studies on the psychological dimension of distance education, in line with the findings of this study, indicate that teachers, students and parents need support. Cao et al. (2020) revealed that 24.9% of undergraduate students experienced anxiety problems due to the COVID-19 outbreak. Lei et al. (2020) found that the rate of anxiety and depression in the quarantined group was higher than the non-quarantine group in a study conducted with a total of 1593 participants in the south-west region of China, with and without quarantine. Zhang et al. (2020), in a study on children with Attention Deficit Hyperactivity Disorder (ADHD), found that these children had worsening symptoms during the COVID-

19 outbreak. Brooks et al. (2020) found strong evidence of the negative impact of the quarantine process on human psychology in their study by scanning three databases. These are often described as post-traumatic stress syndrome, confusion, and anger. Tedmem (2020), in its report, drew attention to the same problem and stated that teachers both struggled with stress and tried to support their students, and emphasized how difficult it was to try not to drown students in homework and activities, to keep them in the process, to motivate and support them in the distance education process. In this case, it was underlined that teachers should also be supported psychologically, informed about psychological provincial help, and their well-being should be ensured (OECD, 2020; Unesco, 2020; WHO, 2020). In terms of equal opportunity, Tedmem (2020), in line with the issues stated by the participant teachers, stated that teachers expect quite difficult days to compensate for learning losses and reduce the differences among students on their return to school. Unesco (2020) also drew attention to the urgent need to plan and prepare teachers to reduce inequalities in this regard. The Ministry of National Education (MoE) announced that remedial training will be carried out to compensate for training deficiencies.

Conclusion and Suggestions

As a conclusion, it is possible to make a SWOT analysis about emergency remote teaching process during COVID-19 pandemic by looking at the educational experiences of teacher-parents working in Turkey. Quickly getting organized through EBA TV (national educational support and ICT source TV) and eba.gov.tr, providing students various/multiple mass media (EBA or online classes through different programs, EBA TV etc.) can be demonstrated as the strengths of the distance education process in Turkey. As its weaknesses, especially internet connection problems, not being able to attend online classes due to the lack of sufficient internet package or technical problems related to the applications, low attendance to online classes and the decrease in motivation over time can be stated. Also there are no EBA TV broadcasts in some school levels or types (pre-school, special education) and online classes are not a substitute for face-to-face education, especially in skill-based lessons and in the education of special education students. In terms of opportunities, it can be assumed that distance education can be beneficial in order not to break away from education and can be a tool that can eliminate the inequality of opportunity in education if the infrastructure is further developed and the contents are enriched. In terms of threats, it is seen that distance education cannot replace face-to-face education, especially in terms of socialization, and it can reduce motivation, and may lead to low attendance especially when the limited information technology knowledge of parents and students is taken into account. If the infrastructure required for distance education is not accessible to everyone, it can be predicted that it may lead to inequality of opportunity in education. Hopefully, there are solutions in literature to address the issues of lack of motivation, or ICT infrastructure or teacher qualification.

References

- Barbour, M. K. (2017). K-12 Online Learning and School Choice. In *The Wiley Handbook of School Choice*, 421.
- Bogdan R. C., & Biklen, S. K. (1998). *Qualitative Research for Education: An Introduction to Theory and Methods*. 3rd Edition. Boston: Allyn and Bacon.
- Borup, J., & Kennedy, K. (2017). The Case for K-12 Online Learning. In *The Wiley Handbook of School Choice*, 403.
- Borup, J., Stevens, M. A., & Waters, L. H. (2015). Parent and Student Perceptions of Parent Engagement at a Cyber Charter High School. *Online Learning*, 19(5), 69-91.
- Bozkurt, A., & Sharma, R. C. (2020). Emergency Remote Teaching in a Time of Global Crisis due to CoronaVirus Pandemic. *Asian Journal of Distance Education*, 15(1), i-vi.
- Brooks, S. K., Webster, R. K., Smith, L. E., Woodland, L., Wessely, S., Greenberg, et al. (2020). The Psychological Impact of Quarantine and how to Reduce it: Rapid Review of the Evidence. *The Lancet*, 395(10227), 912-920.
- Buckingham, J. (2017). Virtual Schooling in Australia. In *The Wiley Handbook of School Choice*, 441.
- Büyüköztürk, S., Kılıç-Çakmak, E., Akgün, O. E., Karadeniz, S., & Demirel, F. (2012). *Scientific Research Methods*. 11th Edition. Ankara: Pegem Akademi.
- Cao, W., Fang, Z., Hou, G., Han, M., Xu, X., Dong, J., et al. (2020). The Psychological Impact of the COVID-19 Epidemic on College Students in China. *Psychiatry Research*, 287(May), 112934.
- Christensen, L. B., Johnson, B. R., & Turner, L. A. (2011). *Research Methods, Design, and Analysis*. Boston, MA: Pearson.
- Creswell, J. W. (2011). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston, MA: Pearson Education.
- De Oliveira, M. M. S., Penedo, A. S. T., & Pereira, V. S. (2018). Distance Education: Advantages and Disadvantages of the Point of View of Education and Society. *Dialogia*, 29(Aug), 139-152.
- Gökbulut, B. (2020). Distance Education Students' Opinions on Distance Education. In *Enriching Teaching and Learning Environments with Contemporary Technologies* (pp. 138-152). IGI Global.
- Gökçe, O. (2006). *Content Analysis*. Ankara: Siyasal Kitabevi.
- Hale, T., Webster, S., Petherick, A., Phillips, T., & Kira, B. (2020). *Oxford COVID-19 Government Response Tracker*. Blavatnik School of Government, 25.
- Harris, L., Dargusch, J., Ames, K. & Bloomfield, C., (2020). Catering for 'Very Different Kids': Distance Education Teachers' Understandings of and Strategies for Student Engagement. *International Journal of Inclusive Education* (Mar). DOI=10.1080/13603116.2020.1735543.
- Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E. (2002). *Instructional Media and Technologies for Learning*. 7th Edition. Upper Saddle River, NJ and Columbus, OH: Merrill Prentice Hall.
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020, March 27). *The Difference between Emergency Remote Teaching and Online Learning*. Educause Review.
- Kudat, A. (2002). Expropriation Planning Training (BOTAS). Available at: <https://slideplayer.biz.tr/slide/1975840/>.
- Kwok, K. O., Li, K. K., Chan, H. H., Yi, Y. Y., Tang, A., Wei, W. I., et al. (2020). *Community Responses during the Early Phase of the COVID-19 Epidemic in Hong*

- Kong: *Risk Perception, Information Exposure and Preventive Measures*. MedRxiv. DOI:10.1101/2020.02.26.20028217.
- Lei, L., Huang, X., Zhang, S., Yang, J., Yang, L., & Xu, M. (2020). Comparison of Prevalence and Associated Factors of Anxiety and Depression among People Affected by Versus People Unaffected by Quarantine during the COVID-19 Epidemic in Southwestern China. *Medical Science Monitor: International Medical Journal of Experimental and Clinical Research*, 26(Apr), e924609-1.
- Lerra, D., M. (2014). The Dynamics and Challenges of Distance Education at Private Higher Institutions in South Ethiopia. *Asian Journal of Humanity, Art and Literature*, 2(1), 9-22.
- Lincoln, Y. S., & Guba, E. G. (1986). But is it Rigorous? Trustworthiness and Authenticity in Naturalistic Evaluation. *New Directions for Evaluation*, 1986(30), 73-84.
- Merriam, S. B. (2013). *Qualitative Research: A Guide to Design and Implementation*. Translated and Edited by S. Turan. Ankara, Turkey: Nobel.
- Miles, M. B., & Huberman, A. M. (1994). *An Expanded Sourcebook: Qualitative Data Analysis*. 2nd Edition. Thousand Oaks, CA: SAGE Publications, Inc.
- Misirli, O., & Ergulec, F. (2021). Emergency Remote Teaching during the COVID-19 Pandemic: Parents Experiences and Perspectives. *Education and Information Technologies* (Mar), 1-20.
- Muilenburg, L. Y., & Berge, Z. L. (2005). Student Barriers to Online Learning: A Factor Analytic Study. *Distance Education*, 26(1), 29-48.
- Neuman, L. W. (2007). *Social Research Methods: Qualitative and Quantitative Approaches*. Translated by S. Özge. Istanbul, Turkey: Yayın Odası.
- O'Donoghue, T., Lopes, E., & O'Neill, M. (2011). *The Education of Children in Geographically Remote Regions through Distance Education*. IAP.
- OECD (2020). A Framework to Guide an Education Response to the COVID-19 Pandemic of 2020. Retrieved from: https://read.oecd-ilibrary.org/view/?ref=126_12_6988-t63lxosohs&title=A-framework-to-guide-an-education-response-to-the-Covid-19-Pandemic-of-2020. [Accessed 4 April 2020]
- Patton, M. Q. (2002). *Qualitative Research & Evaluation Methods*. London, UK: SAGE Publications, Inc.
- Reimers, F. M., & Schleicher, A. (2020). *A Framework to Guide an Education Response to the COVID-19 Pandemic of 2020*. OECD. Retrieved from: https://oecd.dam-broad-cast.com/pm_7379_126_126988-t63lxosohs.pdf. [Accessed 4 April 2020]
- Sharma, B., Nand, R., Naseem, M., & Reddy, E. V. (2020). Effectiveness of Online Presence in a Blended Higher Learning Environment in the Pacific. *Studies in Higher Education*, 45(8), 1547-1565.
- Slee, R. (2011). *The Irregular School: Exclusion, Schooling, and Inclusive Education*. London: Routledge.
- Slee, R., Corcoran, T., & Best, M. (2019). Disability Studies in Education—Building Platforms to Reclaim Disability and Recognise Disablement. *Journal of Disability Studies in Education*, 1(aop), 1-11.
- Stansfield, M., McLellan, E., & Connolly, T. (2004). Enhancing Student Performance in Online Learning and Traditional Face-to-Face Class Delivery. *Journal of Information Technology Education*, 3(3), 173-188.
- Tedmem (2020). *Teachers in the COVID-19 Outbreak Process*. Retrieved from: <https://tedmem.org/covid-19/covid-19-salginisurecindeogretmenler>. [Accessed 17 May 2020]
- Tian, H., Liu, Y., Li, Y., Wu, C. H., Chen, B., Kraemer, M. U., et al. (2020). *The Impact of Transmission Control Measures during the First 50 Days of the COVID-19 Epidemic*

- in China. MedRxiv. DOI:10.1101/2020.01.30.20019844.
- UNESCO (2020). *COVID-19 Educational Disruption and Response*. Retrieved from: <https://en.unesco.org/covid19/educationresponse/>. [Accessed 1 April 2020]
- Viner, R. M., Russell, S. J., Croker, H., Packer, J., Ward, J., Stansfield, C., et al. (2020). School Closure and Management Practices during Coronavirus Outbreaks Including COVID-19: A Rapid Systematic Review. *The Lancet Child & Adolescent Health*, 4(5), 397-404.
- WHO (2020). *Mental health and Psychological Resilience during the COVID-19 pandemic*. Retrieved from: <http://www.euro.who.int/en/health-topics/health-emergencies/coronavirus-covid-19/news/news/2020/3/mental-health-and-psychological-resilience-during-the-covid-19-pandemic>. [Accessed 8 April 2020]
- Yıldırım, A., & Şimşek, H. (2011). *Qualitative Research Methods in Social Sciences*. 8th Edition. Ankara: Seckin.
- Yılmaz, E., Mutlu, H., & Doğanay, G. (2020). *The Nature of Distance Education Process in Pandemic Period according to Parent Perception*. Konya: Palet Publication.
- Zhang, J., Shuai, L., Yu, H., Wang, Z., Qiu, M., Lu, L., et al. (2020). Acute Stress, Behavioural Symptoms and Mood States among School-Age Children with Attention-Deficit/Hyperactive Disorder during the COVID-19 Outbreak. *Asian Journal of Psychiatry*, 51(Jun), 102077.

