

RESEARCH ARTICLE

Teachers' opinions on (urgent) distance education activities during the pandemic period

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Abstract: The purpose of this study is to understand teachers' experiences in-depth on distance education activities held urgently during the pandemic and holistically reveal them. For this purpose, the interlocking single event pattern from case study designs was used to have depth meanings from the teachers' views. In the study, a semi-structured questionnaire was created as a data collection tool and applied to sixty-six teachers with snowball sampling. Teachers participating in the study generally work at primary, secondary and high schools. At the end of the study, it was revealed that the interaction between students, student-teacher, and teacher-parent in urgent distance education processes was generally insufficient; there was no socialization. In addition, it was revealed that both teachers and students experienced various positive and negative emotions, the teaching content was insufficient, and there was a lack of technological equipment and knowledge. However, as an alternative, urgent education activities had some positive aspects for the teachers. As a result of the study, it is recommended to design distance education better, provide a better communication channel between teacher-student-parent, eliminate technological infrastructure problems, and provide technical and psychological support to teachers during urgent distance education practices.

Keywords: urgent distance education, Covid-19, K-12 teacher, qualitative research

1 Introduction

Since 1980, the education system has been affected by information and communication technologies (ICT) (Cuban, 1994; Ibicioğlu & Antalyali, 2005; Roblyer & Doering, 2014). Today, ICT can offer a wide range of instructional alternatives, ranging from supporting traditional teacher-centred classroom teaching activities to applications that can be customized according to each student's own learning pace and preferences, independent of time and place (Becker, 2000; Boucher, 1998; Elyazgi et al., 2014; Isisag, 2012; Maryam et al., 2013; Pinar & Akgül, 2020; Postholm, 2007; Selwyn, 2007; Wenglinisky, 2005). The information age, which rises in parallel with technological developments and affects the world (Papadakis, 2021), has also significantly affected life skills, and this situation has placed a wide range of competencies that are based on ICT-supported decision and solution processes, which we call 21st-century skills (Bardakci & Keser, 2017; Cuban, 2006). All these transformations highlight distance education as an alternative that can take place to complement and strengthen formal education processes (Eroğlu & Kalayci, 2020; Katsaris & Vidakis, 2021).

Distance education applications started in 1982 with Anadolu University as an open education application in Turkey (Bozkurt, 2017; Dinger, 2006; Pinar & Akgül, 2020; Varol & Alkan, 1997; Yamamoto & Altun, 2020). The distance education applications, which were previously provided in the radio and television environment (Bozkurt, 2017; Erturgut, 2010), later moved to the computer environment with the advanced digital environments provided by internet technologies, and today it has had a different extent with the development of mobile devices. The Ministry of National Education (MEB) designed the Education and Information Network (EBA) in 2012 and started distance education activities within its structure. EBA, which has been enriched in content since 2012, gained a different extent with the addition of the live course application in 2020 (YEĞİTEK, 2020). Nowadays, both the Ministry of National Education and the universities have paved the way for distance education activities independent of time and place. This situation has opened a new era in ensuring the continuity of education and training activities. Today, some universities use distance education to conduct common compulsory or elective courses (Eroğlu & Kalayci, 2020).

Distance education activities provide a student-centred teaching environment. It is essential to employ teaching activities that facilitate learning, to prepare learning materials and present them online or offline, to be based on learning rather than teaching, and to manage their learning processes with the learning activities of the student himself (Beaudoin, 1990; Garrison & Shale, 1987; Mohammed, 2022). Gaspar and Thompson (1995) state that distance education activities combine dimensions such as correspondence, visual and audio teaching materials, and social interaction. Keegan (2003) states that distance education has six critical dimensions. These dimensions are the separation of teacher and student, the role of educational organization, location of technological tools, two-way communication, separation of teacher and learning group and industrialization. Distance education offers numerous opportunities not only for students but also for educators for qualified education. From this point of view, distance education opens up the use of many different instructional materials such as virtual world applications, online conference environments, virtual reality applications, social media applications, offline communication applications, animations, simulations, instructional documents, virtual reality applications (Baker et al., 2009; Beldarrain, 2006; Dalgarno et al., 2009; Jin, 2011; Kışla, 2016; Shih, 2002; Slykhuis et al., 2005; Veletsianos, 2010; Ventura & Martín-Monje, 2016). Thus, distance education can be considered a system that provides various learning environments for students without access to face-to-face education. (Liu & Ginther, 1999). However, there are differences between distance education activities and the nature of urgent distance education activities (Bozkurt & Sharma, 2020; Hodges et al., 2020). The critical difference between the two applications is that while distance learning activities are an alternative way of learning for students, direct distance education is necessary (Bozkurt & Sharma, 2020). In addition, distance education activities are well-planned learning activities (Hodges et al., 2020) and are characterized by the distance between students and learning resources in terms of time or space (Bozkurt & Sharma, 2020). On the other hand, urgent distance education can be perceived as training activities to solve the problem that suddenly arises (Golden, 2020). Thus, it is essential to evaluate the distance education processes employed during the pandemic process, and this study is viewed from the perspective of urgent distance education (Aguayo et al., 2022).

Covid-19 appeared in Wuhan, China, in December 2019, was faced in 26 countries until February 18 and was detected in more than 100 countries within a week or two (Samanci, 2020). The fast-spreading virus has threatened countries in many ways. For this reason, countries have started to take measures in different areas such as economic, education and social life, as well as in the health field, and different applications have been implemented with these (Yamamoto & Altun, 2020). When these practices are examined, the most crucial factor is seen as the social distance, and therefore, restrictions have been made in different areas such as educational environments, shopping malls and transportation to slow the epidemic (Maksum et al., 2022). In the field of education, school closures have been implemented to prevent students from being infected with the virus, to prevent the prevalence of the virus, or at least slow it down (Öztürk et al., 2020; Pinar & Akgül, 2020). However, this measure deprived students, the most vital component of the education community, of educational activities and thus negatively affected them. In our country, several measures have been taken to avoid this negativity. As of March 2020, the education process has started remotely through EBA TV (Budak & Korkmaz, 2020; Yegitek, 2020). In addition, online distance education activities have been implemented through EBA so that teachers and students can continue their education and training activities simultaneously. Students also had the opportunity to attend classes from their homes actively. As a result, simultaneous urgent distance education activities were held for the first time to cover all students within the Ministry of National Education.

1.1 Problems experienced

The worldwide pandemic has had many impacts on learning-teaching activities. More than %94 students worldwide have been affected by pandemics, and this situation indicates the extent of the pandemic impact on education across the globe (Mohammed, 2022). During this process, stakeholders of education, teachers, students, institutions, and parents have been involved in a new education process and have entered the distance education course apart from the face-to-face education activities they are used to and had many problems (Poultasakis et al., 2021). While these problems were sometimes due to the technology infrastructure, they were sometimes negative emotions teachers experienced, feelings of loneliness, and communication problems with students and their parents.

In the literature on urgent distance education activities, it is stated that for many students, having access to online resources is very important, but this situation turns into a disadvantage for students who do not have access to online resources or have little access to online resources (Dubey & Pandey, 2020; OECD, 2020b). This situation is related to students' having the tech-

nological infrastructure in their homes to provide internet access and access to online resources. This situation poses a vital problem for students who live in rural areas and are disadvantaged in socio-economic terms (Alvarez, 2020; Dubey & Pandey, 2020; Konstantopoulou et al., 2022). In a study conducted by OECD for students accessing the internet, about 80% of students in Turkey have this opportunity (OECD, 2020c). When this situation is considered for students in a socioeconomically disadvantaged position, it decreases to 50 per cent. When the advantageous group is considered, it is seen that it is around 90 per cent. When the situation of our country in this context according to countries in the world is examined, it is clear that the situation of students in our country is at a more disadvantage compared to other countries, considering that it is 71st among 78 countries and is around 95 percent of the OECD average (OECD, 2020c). Another technological infrastructure necessary for students to be involved in this course in urgent distance education activities is the students' having a computer. When examining students' access to computers for school studies, the average in OECD countries is around 90 per cent, but in our country, it is around 65-70 per cent (OECD, 2020c). This situation may lead to inequalities among students in distance education activities carried out urgently and will mean that educational activities will be interrupted for some students (Bakker & Wagner, 2020).

When the literature is examined, another critical issue in distance education activities has a suitable environment where students can study at home. When OECD data are examined, it is seen that approximately 92 per cent of students have such an environment worldwide (OECD, 2020c). In this context, when the situation of Turkey is considered, almost 86 per cent of the students can study at home. Considering this situation for the students who are at a low socio-economic level, it is seen that approximately 80 per cent of the students have, but 20 per cent do not have such an environment (OECD, 2020c). It is seen that this situation, which is a prerequisite for urgent distance education activities to be carried out, may create a disadvantage, especially for low-income students.

Another critical component of educational activities is teachers. For teachers to manage teaching activities well during the urgent distance education course, they must have the necessary technological infrastructure, knowledge, and pedagogical infrastructure to manage the relevant process. In addition, it should be able to prepare the necessary teaching materials for the urgent distance education activities to be carried out and allocate time for this. The OECD average for teachers not having adequate time to prepare the necessary digital content is about 60 per cent, while it is about 85 per cent in Turkey (OECD, 2020c). In this respect, it is seen that teachers have many problems in terms of time in Turkey. OECD data regarding the teacher's necessary technical knowledge and infrastructure is 65 per cent, while in Turkey, it is about 75 per cent (OECD, 2020c). Although it is above the OECD average, it is seen that approximately 25 per cent of the teachers do not have the necessary technological equipment. This situation reveals the necessity of supporting teachers in this context (Lynch, 2020; Reich et al., 2020; Reimers & Schleicher, 2020; Worldbank, 2020). It does not seem easy for teachers to adapt to new online environments (Kong, 2020) because they have no experience in distance education (Lynch, 2020). Kong (2020) stated that teachers had problems with how to express themselves during the distance education course; the language they used in the teaching process was inflexible and straightforward, and this situation did not attract the attention of students. For this reason, it is seen that teachers have problems engaging students in the lesson, and it has turned into an utterly teacher-centred education (Bakker & Wagner, 2020; Kong, 2020).

Another situation that may arise during the urgent distance education process is the problems that students will experience in adapting to digital learning environments. This situation requires a paradigm change in students' thinking process to adopt digital education suddenly. Changing students' thinking about learning is a difficult situation for them (Dubey & Pandey, 2020). In addition, during the urgent distance education, it is also a problem to work only to increase the students' academic knowledge, ignore the additional program studies and therefore ignore the developmental nature of the student as an individual. For this reason, it will be difficult for students to develop in a versatile way (Kong, 2020).

Addiction to social media, stress related to Covid-19 and a sense of burnout related to COVID-19 are some other problems teachers may face during the urgent distance education process (Karakose et al., 2022). Karakose et al. (2022) investigate the relationships between addiction to social media, psychological distress related to COVID-19, burnout related to COVID-19, and depression of teachers and principals. According to their study COVID-19-related psychological distress directly affected COVID-19-related burnout, depression, and social media addiction. Besides this, it was found that burnout associated with COVID-19 significantly and positively predicted depression. In another study, Karakose et al. (2022) studied the interrelationships between COVID-19 quality of life, loneliness, happiness, and internet addiction in teachers and principals. The research revealed that the life quality of life, loneliness, internet addiction and teachers' and school administrators' happiness is directly

affected by COVID-19. The loneliness teacher and principals felt influenced them to become addicted to the internet. Besides these negative results, in contrast to the literature, they found that the loneliness they felt increased their happiness (Karakose et al., 2022). A covid-19 phobia is another problem that teachers and principals may have. Karakose et al. (2021) investigated life satisfaction, family-work conflict and COVID-19 phobia of school administrators. According to the result of the study, they found that female and younger school principals felt Covid-19 phobia more intensely and particularly young principals experienced more significant levels of the family-work/work-family conflict (Karakose et al., 2021).

1.2 Some measures

During the Covid-19 pandemic, as mentioned above, teachers had many problems during this course, and when the literature was examined, there mentioned some precautions to carry out the urgent distance education activities better. In this context, it was stated that various messaging groups students and parents are familiar with can be created, and communication can be provided comfortably. In this way, it is thought that teachers and students will be able to switch to distance education activities more easily (Kong, 2020).

Kong (2020) stated that feedback is essential to stimulate students' learning initiative and enthusiasm, which can be achieved interactively. In this context, Kong (2020) stated that teachers can send teaching materials to students through various teaching platforms, students can upload their work to the same platform after working on these resources, and the platform can analyze students' work. Afterwards, he stated that he could share the student analysis obtained from the platform with the applications with an online screen sharing feature, he could structure the teaching activities according to the results of these studies, and the lessons could be conducted on a platform where the students can actively participate and convey their thoughts and ideas. Kong (2020) also noted combining school-based resources to create appropriate learning resources. In this context, he stated that schools should create various resources in line with the learning needs of students, and it is essential to develop not only academic but also mental, artistic, and affective aspects of students in this process. It was stated that private courses could be opened for students, guidance on how students could work at home with these courses and that they could be supported spiritually while learning. Kong (2020) also stated that parents would be more responsible for students' learning during the pandemic. Therefore schools need to communicate with parents. It was stated that parents should help their children study, accompany them and guide them to ensure effective and timely work on the learning materials provided. It has been stated that this situation is especially important for primary school children (Kong, 2020).

OECD (Reimers & Schleicher, 2020) has stated in a 25-item checklist for urgent distance education activities to be carried out during the pandemic. In general, when this checklist is examined, in addition to what Kong (2020) stated, it is necessary to exchange information with health officials constantly, and the process should be managed accordingly, the educational attainments to be given to students during the pandemic should be determined in advance and planning for this is essential. He stated that pre-planning should be done for the time when the rule is stretched a little more. In addition, it was stated that considering that some students will not have technological infrastructure in distance education activities, necessary measures should be taken, students should be told that they can learn on their own at home during the pandemic process, and they should be supported on this issue and teachers should be informed. A mechanism should be established to evaluate students, teachers should be informed about distance education, schools should be supported financially, logistically, and psychologically, and communication channels should be established with each student, especially disadvantaged students should be contacted and supported in this process. It was stated that platforms should be created, and a continuous communication network should be established between the school, teacher, student, and parents. The emphasis is on creating methods that encourage teacher collaboration and professional communities and increase teacher autonomy.

Dubey and Pandey (2020) listed seven items of essential elements that can be taken during the pandemic period. They stated that the awareness of teachers and students on distance education should be increased, technological infrastructure should be established for both students and teachers, students should be guided correctly in this process, the use of technology, effective time management and students' active participation in distance education should be done. In addition, teachers should be prepared for distance education and be ready to do extra work in this process. They also stated that states should take the necessary measures to facilitate the use of online platforms for students and that pricing should be regulated.

Teachers' perceptions are critical for integrating distance education activities into the education system. According to Leibniz (2020), perception is a phenomenon that exists outside of

consciousness. Perception is an individual's feelings and thoughts about the data he receives from the outside world. Teachers' perceptions of teaching and learning will affect the learning of students (Cope & Ward, 2002) because teachers are implementers of educational programs and are responsible for the quality of education and the successful implementation of the program (Mahiroğlu, 2009). Küçükahmet (1976) states that teachers' attitudes have an essential effect both on the formation of students' personalities and on their learning. Individuals' perceptions also affect their attitudes. Lawton and Gerschner (1982) found that in the classroom, using the computer is closely related to teachers' attitudes towards computer use. In addition, when the preliminary studies are examined, it shows that teachers' attitudes, knowledge, and computer use skills will significantly affect their use of this technology and their behaviour towards computer use (Koohang, 1989; Violato et al., 1989). Considering this situation, it is inevitable that teachers' beliefs, attitudes and skills toward distance education will be an essential determinant of the success of urgent distance education activities. (Offir et al., 2003; Usta & Korkmaz, 2010; Yilmaz & Güven, 2015; Zhang & Fulford, 1994).

1.3 Problems

Although distance education activities are not new in adult education, they have recently become widespread in primary and secondary education (Rice, 2006). In Turkey, especially at the beginning of the pandemic, distance education was urgently employed online via EBA, and both primary and secondary education students participated in this training. There are many studies about educational activities during the pandemic but not on the urgent educational process carried about by teachers at the beginning of the pandemic. Nevertheless, there are a few studies related to the teachers' or students' effective distance education experiences during the pandemic period (Clark et al., 2021; Jones & Kessler, 2020; Shrestha, 2020; Trust et al., 2020; Yang et al., 2022), interactions between teachers-students and teacher-parents (Cruz, 2021; Erol & Danyal, 2020; Karakaya et al., 2021; Tiwery et al., 2021). When it is considered that the emotions of teachers (Hong et al., 2016) and interactions (Wubbels & Brekelmans, 2005; Wubbels & Levy, 2005) are decisive key components for academic success, taking the opinions of teachers taking part in distance education activities about these components is thought essential and will be guided for the following distance education activities. Besides this, examining the main components of education which are content, teaching and learning process, assessment, and evaluation, from the point of view of teachers involved in urgent distance education processes is considered to give light to the following urgent and planned distance education process. For this reason, such a study was carried out and aimed to get the teachers' opinions about urgent distance education based on their experiences. For this purpose, In this study, the following questions were tried to answer:

- a) According to the teachers participating in urgent distance education activities, how is the interaction between teacher-student and student-student in this process?
- b) What are the emotions teachers and students experience in this process?
- c) How is the parent-teacher interaction in this process according to the teachers?
- d) What are the opinions of the teachers participating in urgent distance education about the content, teaching methods and techniques and measurement and evaluation practices?
- e) According to the teachers who participated in the urgent distance education activities, what are the positive and negative situations experienced during this process?

2 Methods

2.1 Research design

This study was carried out to determine the opinions of the teachers who teach online, face-to-face lessons at primary and high school levels within the scope of urgent distance education. For this purpose, a case study was used to derive in-depth meanings from the teachers' views. In the case of studies, factors related to one or more situations are investigated in a holistic approach, and these studies allow researchers to analyze and understand real-life events. In-depth research is carried out on how the existing elements in the study affect the situation and how it is affected by it (Gürbüz & Şahin, 2017). Gürbüz and Şahin (2017) stated that case studies could be used if they are aimed at "how" and "why" questions of the research subject, if the behaviours of the participants are not manipulated, and if it is considered essential to examine the event or phenomenon in context. In this context, qualitative research is preferred to benefit teachers' experiences and understand their emotions and thoughts. It aims to take teachers' opinions in the distance education process and reveal all the positive or negative components of the situation in their context. There are four different study patterns in case studies. In this study, an interlocking single event pattern is used. In this pattern, there may be different sub-units

or layers within a single event. However, these sub-layers or units are considered as a single unit of analysis as a whole (Yildirim & Şimşek, 2013). In the study, while the teachers' online lessons were considered a single situation, the different situations experienced by each teacher were considered as sub-layers or units. The views of each teacher were handled holistically as a single unit of analysis.

2.2 Research group

This study used the snowball sampling method to determine the participants. This method is preferred in cases where the researcher has difficulty reaching the individuals to be included in the study. The researcher first communicates with several people (via phone, social media, and e-mail), and then other individuals are reached in line with the information and recommendations obtained from these people. This situation is continued by receiving new recommendations from new people (Gürbüz & Şahin, 2017). After the semi-structured questionnaire, teachers were asked questions about other teachers they could suggest for this topic, and other teachers were contacted in line with their suggestions. Demographic information about the teachers participating in the study is given in Figure 1.

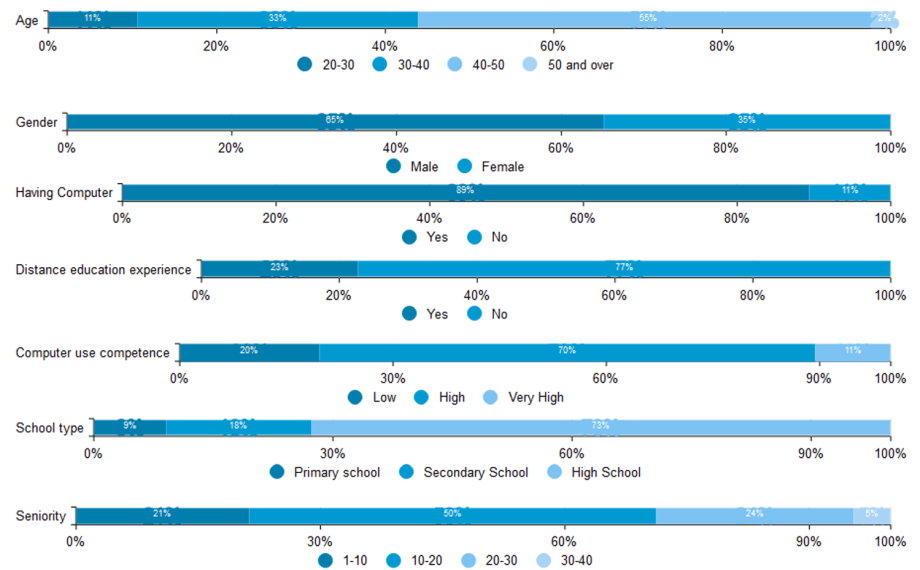


Figure 1 Participants' sociodemographic characteristics

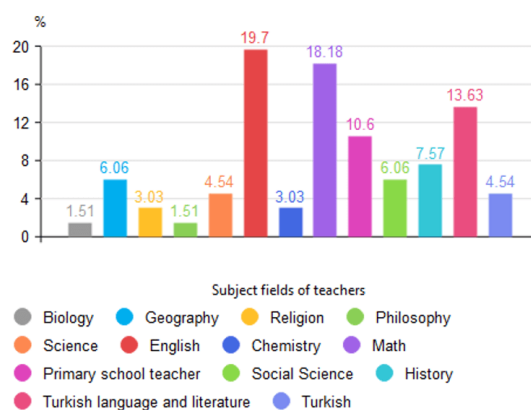


Figure 2 Participants' teaching fields

The research was conducted with sixty-six teachers, forty-three men and twenty-three women. Participants are generally between the ages of 30-50. Regarding the participants' professional experience, 21.21% have experienced between 1-10 years, 50% between 10-20 years, 24% between 20-30 years and 4% between 30-40 years. The teachers' teaching levels participated in the research work are 72.72% high school, 18.18% secondary school and 9.09% primary school. Considering the distribution of the branches of the teachers, English is the most with 19.7%,

mathematics at 18.18%, Turkish Language and Literature at 13.63%, and 10.60%. In general, 89.40% of the teachers have a computer, while 10.60% do not. As for teachers' opinions about their computer use competencies, 19.69% find themselves low on this issue, while 10.6% see themselves as quite reasonable. 69.7% of them see themselves as highly competent in computer use. 22.72% of the teachers stated that they had distant education experience, while 77.27% stated that they did not have such experience before. (see [Figure 2](#))

2.3 Data collection tool and data collection process

The researchers created a semi-structured open-ended questionnaire to determine the opinions of teachers who participate in urgent distance education. The literature on distance education activities was reviewed in preparing the questionnaire, and previous studies related to it were examined. Afterwards, the researchers created a draft questionnaire, and while creating the data collection tool, some criteria were considered while preparing the questions, such as being easy and understandable, non-directive and not multidimensional. For the questionnaire evaluation, a form was created ([Bogdan & Biklen, 2007](#); [Patton, 2015](#)) while field experts' opinions were sought to determine whether the questions were suitable to measure the intended situation accurately and whether each question statement was considered understandable for the target participant of the study or not. For this purpose, four experts were asked for their ideas to indicate the questions' content, scope, and appropriateness. The corrections were made in line with the feedback from the experts. Finally, to evaluate the suitability of the questions to Turkish in terms of meaning, the questions were examined by two Turkish Language and Literature teachers.

The prepared open-ended questions were then sent to five teachers working in public state schools via WhatsApp so a preliminary application could be made. The answers received from the teachers were evaluated, and specific updates were applied following their recommendations. Then, the revised question form was presented to field experts and experts from the field of measurement and evaluation. The recommendation of the experts was evaluated, and some corrections were made where needed. At the end of this study, it was decided that there was no problem with the questionnaire form, and it was finalized.

The questionnaire form consists of two parts. The first part consists of sixteen questions prepared to evaluate the qualifications of the distance education activities that teachers have conducted. In this part, the problems faced by teachers during the urgent distance education process, the positive and negative situations they saw during this process, the pros and cons of distance education, the quality of the interaction they had with their students, the positive and negative aspects of the content, teaching methods and techniques, assessment and evaluation, the quality of the interaction with parents and their emotions were asked.

Demographic information about the researchers was included in the second part of the questionnaire form, and their age, gender, professional experience, branch, personal computer possession, distance education experience and computer use competencies were asked. Questions related to the research were prepared online via Google Form. As a result of the research, sixty-six teachers participated and stated their ideas.

2.4 Data analysis

The content analysis method was used in the data analysis process because the themes and codes were not defined before the study. In addition, seven main themes were determined based on the research questions answered by the participants. Content analysis is defined as a systematic, repeatable technique in which some words of a text are summarized with smaller content categories with coding based on specific rules ([Creswell, 2009](#); [Kincal et al., 2017](#); [Patton, 2015](#); [Yildirim & Şimşek, 2013](#)). According to this approach, data are analyzed in four stages ([Kincal et al., 2017](#)). (see [Figure 3](#))

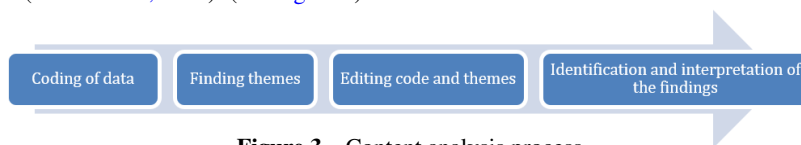


Figure 3 Content analysis process

The themes identified help explain key points about a study's research questions and help represent the meanings or responses to each research question ([Attride-Stirling, 2001](#)). In this context, the themes are presented in [Table 2](#). (see [Figure 4](#))

According to [Büyüköztürk et al. \(2013\)](#), using different people to analyze data in qualitative research can help increase the validity of the study. The researchers independently read the research data obtained from a semi-structured questionnaire and then coded them according

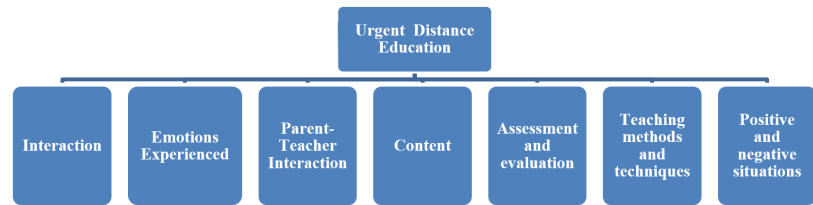


Figure 4 Themes for urgent distance education

to the seven themes. Afterwards, all the answers were analyzed, and subthemes were formed under seven themes. Moreover, the frequency of the subthemes determined in the analysis was recorded. This process was carried out separately by two researchers and a curriculum and instruction expert by determining the similarities and differences between the answers given by the participants to the questions under each theme. Then, codes obtained from the analysis made by each researcher and a field expert were compared. After evaluating each of the differences, a consensus was reached.

The agreement percentage formula was used to determine the content analysis’s reliability. Miles and Huberman’s (Miles et al., 1998) formula, “Reliability = Consensus/(Agreement + Disagreement) × 100”, was used for this purpose. The current study calculated the general agreement level for all seven themes as 0.91. 70% or above the percentage of agreement in the reliability calculation is considered enough for the reliability (Yildirim & Şimşek, 2013). So, it is considered that reliability is reached for this study.

For the study’s reliability, a consistency analysis should be done. When collecting and analyzing data, researchers are expected to explain how consistency is achieved (Balci, 2011; Yildirim & Şimşek, 2013). Each researcher analyzed the data in this study, and a consistency analysis was conducted. Besides this, direct quotations from the data source are presented in the finding section. In the final stage of the study, the findings were explained, correlated and interpreted.

Each stage of the study should be clearly explained to increase reliability in qualitative research (Merriam & Tisdell, 2016). For this reason, each step was clearly explained.

3 Results

3.1 Interaction between teacher-student and student-student

Within the scope of the study, teachers who participated in urgent distance education activities were asked about the quality of the interaction offered. The themes and codes obtained in this context are presented in Table 1.

Table 1 Interaction in the urgent education process according to teachers

| | | <i>f</i> |
|--|----------------------------------|------------|
| Negative aspects of the interaction between students | Socializing | 64 |
| | Nothing positive | 25 |
| | Social learning | 14 |
| | Cold communication environment | 4 |
| | Peer bullying | 1 |
| | Total | 108 |
| Positive aspects of the interaction between students | Kinder | 15 |
| | Lesson-focused interaction | 14 |
| | Positive interaction environment | 8 |
| | Being able to express yourself | 1 |
| | Total | 38 |
| Negative aspects of the teacher-student interaction, according to teachers | Inadequate interaction | 29 |
| | No positive side | 22 |
| | Body language | 17 |
| | Total | 69 |
| Positive aspects in terms of teacher-student interaction according to teachers | Instant communication | 14 |
| | Freedom of participation | 13 |
| | One-to-one interaction | 8 |
| | Noiseless environment | 2 |
| | Total | 37 |

The teachers mainly stated negative opinions regarding the interaction between students. In this context, teachers stated that the interaction between students was weakened, broken

from time to time, and weakened social ties. They also stated that urgent distance education activities do not positively affect student interaction. Sample statements regarding these views are presented below.

T46 (male): There was almost no interaction between the students, and this situation made it impossible for them to socialize.

T20 (male): A method with limits for student socialization. In the face-to-face education environment, the individual expresses himself better and communicates more easily.

T44 (female): Interaction was weakened during this period. Students are emotionally affected by this situation because they are in a period when they are in contact with friends rather than family.

T44 (female): I do not think it is incredibly positive. Students need more socialization due to their age.

Teachers also stated that there was no social learning environment due to the lack of interaction in this process, and the existing communication was cold. One of the teachers stated that peer bullying is experienced more in the distance education process than in the classroom environment. Sample expressions stated by teachers are given below.

T30 (male): In this process, socialization decreased, so learning from each other decreased.

T31 (female): Students could sometimes motivate each other positively in face-to-face education, which did not happen in distance education.

T3 (male): There was a lack of warmth and sincerity; they were more formal and formal.

T55 (female): There may be more peer bullying than in the classroom.

The teachers stated that the positive aspect of this process in terms of interaction was that the interviews between the students were more courteous, the interaction was mostly lesson-oriented, and there was a positive interaction environment. Sample expressions of the teachers for these codes are as follows.

T15 (male): They could not interfere with each other much. The communication environment was delicate then, especially as they knew the live lecture was being recorded.

T8 (female): They understood the value of being together at school and were always kind to each other.

T25 (male): They do not have adverse interactions among themselves because there is no obligation to attend the lesson, and people who want to listen are addressed.

T31 (female): Students can adapt to the lesson better since they cannot interact much among themselves.

Regarding the interaction between teachers and students, teachers generally stated that the process did not have a positive side, the interaction was insufficient, they could not use body language, and it was challenging to motivate students. In this context, some teacher opinions are given below.

T24 (male): Since most students did not even turn on the camera and their microphones were turned off unless they talked, I wondered if anyone was on the other side or if I was teaching myself.

T48 (male): It was challenging to predict whether the students understood. There were no reactions. Also, having students solve problems has become a problem.

T4 (female): Inability to convey information healthily, not use wooden boards, to make gestures and facial expressions, communication disorder.

T35 (female): We cannot use mimic, there is no eye contact, and we cannot fully understand who understands what and how much.

As a positive aspect of teacher-student interaction, teachers stated that the lesson was taught only with willing students because of the free participation so that the interaction with these students was efficient, and they could interact with the students quickly and instantly. Sample statements of the teachers who gave opinions in this context are given below.

T16 (female): The lesson was more productive as there were no students who sabotaged the lesson because there were only students who came to the lesson to learn.

T32 (male): Working with willing students, interacting with them comfortably, and using time more efficiently since there is no need for attendance.

T56 (female): The readiness level of the participating students is high. Students who do not want to listen to the lesson do not participate, and comfortable communication with these students.

T54 (female): I thought the lesson activities would be intense, and the conversation activities would be less because of the less time. I got to know my students better.

3.2 Emotions teachers and students experienced

Within the scope of the study, teachers who participated in urgent distance education activities were asked what emotions they experienced during the process and the emotions experienced

by students. The themes and codes for the opinions obtained are presented in [Table 2](#).

Table 2 Emotions felt by teachers and students during the urgent education process

| | | <i>f</i> |
|---|------------------------------|--------------|
| Positive emotions of the students according to the teachers in the urgent education process | Happiness | 19 |
| | Freedom | 13 |
| | Feeling of worthiness | 11 |
| | Stress-free environment | 3 |
| | Unworried | 3 |
| | Self-confidence | 3 |
| | Responsibility | 2 |
| | Total | 54 |
| Students' negative feelings according to teachers during the urgent education process | Longing for school | 14 |
| | Sadness | 8 |
| | Despair | 6 |
| | Feeling restricted | 5 |
| | Boring | 5 |
| | Anxiety | 4 |
| | Loneliness | 3 |
| | Lack of energy | 2 |
| | Despair | 1 |
| | | Total |
| Teachers' positive emotions | Happiness | 23 |
| | Peace of mind | 13 |
| | Freedom | 8 |
| | Being stress-free | 3 |
| | Excitement | 1 |
| | A feeling of self-efficacy | 1 |
| | Total | 49 |
| Teachers' negative emotions | Sadness | 25 |
| | There is no positive emotion | 13 |
| | Anxiety | 10 |
| | Stress | 6 |
| | Insufficiency | 3 |
| | Going away from reality | 3 |
| | Being restricted | 1 |
| Under pressure | 1 | |
| | Total | 62 |

According to the teachers, students generally stated that they were happy because of not having to attend school, being in a more comfortable environment rather than the classroom environment and being able to attend the lesson during this challenging period. They also stated that students feel freer and feel valued. In addition, few teachers stated that students were free from anxiety and stress, and their sense of responsibility and self-confidence developed. Sample statements regarding these views are presented below.

T41 (female): Some said they were happy that the lesson was never interrupted. Some said thank God we had a civilization in the first lessons. After the monotonous life at home, they felt better seeing their teacher and friends on camera and doing lessons. Generally, their emotions seem positive in the lessons.

T42 (male): It was a pleasure to be with his friends and teachers in an environment where a ban on going out was banned.

T49 (male): they feel happy because they are more comfortable in the classroom environment.

T52 (female): Shy students had more self-confidence

T37 (male): Being away from the school environment and not having mark anxiety may have caused their positive evaluations.

T36 (male): Exam stress and anxiety were at minimum levels.

According to the teachers, students also experienced negative emotions during this process. These feelings generally include a longing for school, the sadness of staying away from school and friends, boredom, restraint, anxiety, despair, loneliness, and peace of mind. Sample expressions for these feelings are given below.

T53 (female): They were tired, and it was a chance to rest. They missed the school and realized its value.

T44 (female): They were emotionally unhappy because they were away from their friendly environment.

T30 (male): Helplessness, inadequacy, impossibility, less socialization, boredom, inability to understand lessons, stress and anxiety can be mentioned as negative emotions.

T57 (male): Being locked at home, anxiety for the future, reluctance to be successful.

T20 (male): Their meeting with distance education during the pandemic period created a break in their hopes for the future.

The teachers said they felt peace of mind, happiness, being away from stress, freedom, and excitement. Sample teacher statements are given below.

T16 (female): It is an unbelievably valuable feeling to support them and to be able to perform my profession under all circumstances.

T8 (female): It was a pleasure to be in contact with the students and to meet them in live lessons. I had the peace of mind to fulfil my duty.

T41 (female): The best part of this process is not constantly contacting colleagues and the administration. Since business relationships are insincere and compulsive, distance education positively affects a person’s psychology. Thus, we focus on our students, who are notable for distance education. We do not undertake unnecessary stress and are not burdened with chores. Only students and only lectures. This is the best. So, I am more psychologically peaceful. Seeing my students just makes me happier to see them.

T30 (male): The education system, which takes place in a more comfortable environment, creates less pressure and tension on the teacher.

In addition to these positive emotions, teachers also expressed negative feelings. Teachers mainly stated that they experienced sadness due to situations such as being away from students, lack of communication, student participation, being away from face-to-face education, not being able to reach every student, increased anxiety, and stress, being inadequate and feeling of restricted. They also experienced a sense of conviction. Besides these, they stated that there was no positive side. Examples of teacher opinions regarding these situations are given below.

T31 (female): Not being face to face made me unhappy. My relationship with our students on a screen made me feel virtual.

T56 (female): It upset me that distance education could not fulfil its educational activities properly. In other words, teaching life lessons in the classroom and teaching in a digital environment are entirely different, and distance education is lacking in every aspect.

T63 (female): I felt that there would not be an education away from the school and the classroom. Being away from the students made me feel unhappy. Also, not being able to give what I wanted was a professional concern.

T24 (male): The low attendance to the lessons and the inability to even follow whether the student was on the other side during the lesson caused me to experience negative emotions.

3.3 Parent-teacher interaction

Within the scope of the study, teachers who participated in urgent distance education activities were asked about the quality of their interaction with parents. The themes and codes obtained in this context are presented in [Table 3](#).

Table 3 Parent interaction according to teachers in the urgent distance education process

| | | <i>f</i> |
|----------------|--------------------------------|-----------|
| Negative views | No interaction | 55 |
| | Insensitivity, thoughtlessness | 12 |
| | Ineffective | 11 |
| | Indifference | 7 |
| | Total | 85 |
| Positive views | Communication and interaction | 17 |
| | More concerned parent | 5 |
| | Practicality | 2 |
| | Total | 24 |

Teachers whose opinions were consulted about parent interaction during the urgent distance education process expressed negative opinions. In this context, they stated that there was not much interaction during this process, some parents were insensitive and inconsiderate, the interaction that took place was not practical, and the parents were indifferent. The following statements can be an example of the opinions in this context.

T24 (male): They generally responded with excuses to the warnings to ensure the participation of students in the distance education process. Most of them did not even respond to our messages.

T15 (male): In the face-to-face meeting, there is an opportunity to get to know the parents better, but not in distance education. Any problem with a student can be better evaluated by face-to-face communication, but not via distance.

T48 (male): The messages and calls being made at unsuitable hours bothered us. Unfortunately, there is no standard.

T67 (female): In this process, some parents found the right to ask teachers whatever they want, regardless of time and hour.

Despite these opposing opinions, some teachers also stated positive opinions. They mentioned that remote interaction is more comfortable and accessible, some parents are more interested, and communication is more practical. Sample statements regarding these views are given below.

T34 (male): During this period, we were able to have more meetings with parents over WhatsApp than face-to-face training.

T54 (female): I had not talked to my parents much on the phone. I talked a lot in a few months, followed on social media, and was taken. Our communication channel has increased even more.

T7 (male): We interacted more with our parents during this period, especially to motivate students. Typically, parents who do not attend school become more interested in this process.

3.4 Opinions of the teachers

Within the scope of the study, teachers were asked for their opinions on teaching methods and techniques, assessment evaluation, and content regarding their education. Related themes and codes are presented in Table 4.

Table 4 Learning-teaching methods and techniques, measurement and evaluation and content according to teachers in the urgent education process

| | | <i>f</i> |
|---|--|------------|
| Positive views on learning-teacher methods and techniques | Ability to use different methods | 23 |
| | Total | 23 |
| Opposing views on learning-teacher methods and techniques | Has no superiority | 38 |
| | No interaction | 19 |
| | Not getting feedback | 15 |
| | Motivating the student to active participation | 15 |
| | Use of the uniform method | 6 |
| | Inability to use fundamental tools and equipment | 7 |
| | Learning by doing | 4 |
| | Inability to do an experiment | 3 |
| | Total | 112 |
| Positive opinions about assessment and evaluation | Practical | 17 |
| | Providing statistical data | 7 |
| | Exam anxiety | 3 |
| | Ability to use different methods | 1 |
| | Total | 28 |
| Negative opinions about assessment and evaluation | Nothing positive | 25 |
| | Objectivity | 22 |
| | Reliability | 16 |
| | Process evaluation | 5 |
| | Insufficient | 4 |
| | Indifference | 3 |
| | Student tracking | 2 |
| | Total | 77 |
| Positive opinions about the content | Speed | 16 |
| | Technological content | 16 |
| | Ability to use audio-visual material | 9 |
| | Problem-solving | 4 |
| | Affordability | 3 |
| | Using EBA | 2 |
| | Interactive material usage | 1 |
| | Total | 51 |
| Negative opinions about the content | Nothing has changed | 23 |
| | Restricted content | 10 |
| | EBA content | 8 |
| | Content sharing problem | 7 |
| | Relative to the student | 2 |
| | Total | 50 |

Teachers participating in the study mentioned positively only using different techniques in terms of learning-teaching methods and techniques. Sample teacher statements with this view are presented below.

T45 (male): Different methods can be used to solve test questions and draw figures on the computer.

T57 (male): I think it is optimistic that the teacher can use the many instruction techniques and methods he wants.

T30 (male): I think it is good that various techniques can be used thanks to the internet.

T15 (male): Visuality is at the forefront, learning gets easier, their curiosity increases, and they ask questions. Students who are afraid of asking questions in the classroom can easily ask in this environment.

On the other hand, they had different negative opinions, such as the fact that distance education has no superiority, that feedback cannot be obtained, the active participation of the student cannot be provided, motivating the student, using one type of method, not using fundamental tools and equipment, not allowing learning actively, and not being able to experiment. Below are sample teachers' opinions.

T32 (male): It can be used in critical situations but cannot be compared with face-to-face training. Teaching is commonplace, and the student does not participate anyway, making it hard to motivate them.

T46 (male): The same techniques with smart boards can also be used in schools; therefore, they have no superiority over them.

T31 (male): Not being interactive due to the system and limited activities that can be done—limited use of methods and techniques such as experiment demonstration.

T17 (female): Limited use of methods and techniques such as no interaction, experiment, and demonstration. Not being able to activate the student, use authentic material, and take notes.

T36 (female): No animation, brainstorming, eye contact. There is no classroom environment, so there is no socialization, and active learning is impossible.

T25 (male): We could not use learning-teaching techniques effectively due to many problems concentrating the students' attention.

Teachers generally expressed negative opinions regarding the assessment and evaluation activities. They stated that there is no positive aspect for assessment and evaluation activities, objectivity and reliability are an actual problem, they do not allow process evaluation, insufficient, and student follow-up is difficult. Below are sample teachers' opinions regarding these views.

T50 (female): There were no positive things about assessment and evaluation in distance education. It is also a problem that students give answers about what they have no info by looking at the sources during the evaluation, and the result is misleading.

T44 (female): An exam in distance education must be done through a test. The classical exam is a type of exam in which the student demonstrates his knowledge better, which is harmful. Tests have no reliability and validity.

T34 (male): The answers of all the students who answer the questions are almost the same. You do not know if they answered the questions themselves.

T30 (male): Causes people to copy and paste homework.

T3 (male): The student's psychology is critical, and objective assessment and evaluation are almost impossible in distance education. Its reliability is poor, and you cannot track where students got the answer.

In addition to these negative aspects, some teachers also expressed favourable opinions. Among these views are that assessment-evaluation is practical, it provides statistical data, the environment is free from stress, and different methods can be used. Below are sample quotes.

T45 (male): I did not make an assessment and evaluation in distance education, but I guess it saves us from hundreds of files in homework and projects. It is advantageous for most students to keep it safe and avoid unnecessary waste.

T40 (female): the online tests are practical; being able to do the exam in the desired time interval, not having to read the exam papers, and the exam follow-up is positive aspects.

T44 (female): Assessment and evaluation can be made in a shorter time with some programs, saving time.

T66 (male): We can say that it is superior in reporting and analysis.

Regarding the content within the scope of the study, the teachers stated that it could be utilized faster and more comfortably, it was easier to solve questions, that interactive content could be used, and that it was positive in terms of economy. In addition, it is stated that it is also positive in terms of time usage and that many contents can be accessed easily and quickly. Sample teacher sentences for these views are presented below.

T62 (male): In my opinion, sharing everything we can access on our computer, using the materials faster for the student, having the advantage of time, and more efficient content management are positive aspects in this respect.

T34 (male): All the students taking the course should be interested in the subject simultaneously and be able to present the content quickly.

T41 (female): Since class time is used more efficiently and there are no sudden interruptions, I can share more content because classroom management is successful.

T20 (male): The use of the material is more economical. It is a great advantage that there is no printing cost and uses more digital materials.

T7 (male): It was good to benefit from EBA and many other sources in terms of content. Using audio and visual materials such as pictures and videos can make the lesson effective.

The teachers also mentioned the negative aspects of the urgent education process in terms of content. In this context, teachers stated that nothing changes according to formal education, the content is limited, content sharing problems are experienced due to technological reasons, and there is difficulty in finding content according to the student. Below are examples of expressions for these views.

T41 (female): I cannot share whatever I want. Technically, I cannot create content as I want on some subjects.

T24 (male): We used the contents more easily in face-to-face teaching. Unfortunately, the contents were not highly influential on the small screen, as most students were connected via mobile phones.

T16 (female): There were many disconnections due to interruptions and internet connections. For this reason, content sharing was troublesome.

T15 (male): When faced with technical problems, sharing content or reaching the student simultaneously is impossible.

T19 (male): There is only one type of content for the English course. Limited scope for the development of speaking, listening and especially writing skills. In addition, EBA was extremely poor in content, especially for students studying for university exams.

3.5 Positive and negative situations experienced

In addition, the positive and negative opinions of the teachers about the urgent distance education processes were also asked. Themes and codes related to this are presented in [Table 5](#).

Table 5 Teachers' generally positive and negative views on urgent distance education

| | | <i>f</i> |
|---|---------------------------------------|-----------|
| Positive Opinions | Continuity of teaching | 26 |
| | Working environment | 6 |
| | New experiences | 4 |
| | Active participation | 4 |
| | Motivation | 4 |
| | Student tracking | 4 |
| | Technology awareness | 2 |
| | Save time and space | 2 |
| | Preparation for exams | 1 |
| | Total | 53 |
| Negative Opinions | Technological infrastructure problems | 55 |
| | Participation in the lesson | 25 |
| | Indifference to the lesson | 11 |
| | Active participation | 10 |
| | Motivation | 9 |
| | Equality | 8 |
| | Lack of technological knowledge | 6 |
| Problems caused by the home environment | 2 | |
| Total | 126 | |

The teachers who participated in the study mostly said that the education was not interrupted and that it was an alternative to urgent distance education. In addition, they stated that the working environment was comfortable, they gained new experiences, it was easier to follow up with students, awareness of technology was created, it was positive in saving time and space, and it was advantageous in preparing students for the exam. In addition, they mentioned that not every student has the same equipment and that inequalities occur due to socio-economic conditions. Below are sample opinions.

T20 (male): It is essential to ensure continuity in education and prevent the students from being wholly excluded from the lessons.

T7 (male): It is essential to be able to teach even from a distance. We could follow the students at least; it was a lifesaver during the crisis. We were able to do the lessons from any place with the internet.

T28 (male): I saw that the students who attended were more interested in the lesson, and there were not many factors that could distract them. I felt more comfortable with classroom

control and drawing attention to the lesson.

T16 (female): Especially for eighth-grade LGS students, it was good to be able to repeat the topic and problem-solve with guidance and psychological support.

Despite these positive views, teachers also reported many negative opinions. Teachers mostly expressed the problems arising from the lack of technological infrastructure and the student's attendance in the lesson. They also stated that there are problems with students' indifference, active participation, and motivation. In addition, they stated that some problems arose from the home environment and the lack of technological knowledge was a problem. Below are sample teachers' opinions regarding these views.

T16 (male): There were technical problems. Students' voices not being heard, the teacher's voice not reaching the student or arriving late. Inability to connect in time. They did not reach the student when the page was changed, or the slide was shared. Student's distracted for this reason while continuing to lecture. Very few attendances. This situation has increased significantly after the announcement that the students will be responsible for the first term subjects and that everyone has passed to the next class. In this context, no lesson is being taught to students who do not have internet/computers. There was no participation, mainly because the students in villages helped their families with their work. In other words, there was a lot of learning loss.

T20 (male): There are problems with lacking technical infrastructure and access to services for some student groups. In addition, the problem of connection and the lack of student participation were also a problem.

T33 (female): Due to the impossibilities of my students in the life lessons I teach (not being able to attend the live lessons due to the lack of wi-fi at home or a computer, and their work parents).

T63 (female): Students did not take it seriously because there was no grade anxiety or absenteeism anxiety. Also, I am not entirely motivated because I cannot see my students' faces.

T7 (male): The most crucial problem I experienced during distance education was motivating students to the lesson and ensuring their active participation.

T48 (male): Not equipped with internet infrastructure and computer technologies. Lack of interest in students and problems with EBA.

4 Discussion

The Covid 19 pandemic has significantly affected education systems globally, quickly bringing face-to-face education activities to distance learning environments (Yamamoto & Altun, 2020). Many teachers participated in urgently initiated distance education activities during this period. Besides the problems it creates, this compulsory process has also created a vast laboratory opportunity for total distance education applications. Many teachers from different fields and cultural and technology competence backgrounds have experienced the distance education process. This pool of experience contains a rich data potential for improving pandemic period applications and designing and developing future distance education applications. With this view, the research examines the experiences and thoughts of a group of teachers involved in urgent distance learning processes.

According to the study results, the interaction was one of the main problems. Teachers think the interaction between the students was less artificial and cold, and the friendship relations were weakened, so healthy student socialization was hampered. They stated that this situation created an essential disadvantage in social learning processes. Studies conducted on students in urgent distance education processes also support this unfavourable result of urgent education (Aydin & Erol, 2021; Bakioğlu & Çevik, 2020; Eroğlu & Kalayci, 2020; Karakaya et al., 2021; Pinar & Akgül, 2020; Sariçam et al., 2020; Sintema, 2020; Tanhan et al., 2020). For example, Pinar and Akgül (2020) revealed that although students find distance helpful in education, they think it cannot replace education in the school environment, and the main reason for this is the insufficient socialization opportunity. Eroğlu and Kalayci (2020) stated that as a result of their research, the participation of students who receive distance education decreased due to weak interaction, and they perceived the quality of this education as low because of the lack of socialization. Similarly, Yılmaz and Güven (2015) stated in their study that students described distance education activities in terms of interaction as inefficient and tiresome. Sariçam et al. (2020) stated that distant education was insufficient for feedback. As one of the negative results of urgent education practice, the interaction was problematic for teachers and students. For this reason, it is thought that some precautions should be taken to increase the level of interaction and enable students to socialize during distance education practices the next time. Similarly, studies from different cultures and our cultures show that the soft feeling of being involved in

the interaction or interaction process negatively affects students' motivation, participation and satisfaction regarding distance education. (Bakioğlu & Çevik, 2020; Eygü & Karaman, 2013; Ferdig et al., 2020; Ibicioğlu & Antalyali, 2005; Karakaya et al., 2021; Kong, 2020; Lynch, 2020). Besides this, in many studies, it was stated that participation was poor in online education (Aydin & Erol, 2021; Bakioğlu & Çevik, 2020; Sariçam et al., 2020; Sintema, 2020; Tanhan et al., 2020). According to Hodges et al. (2020), the main reason for the lack of interactions is that distance education systems are generally designed for cognitive processes. However, the school contains critical social, learning structures, and cognitive processes. Therefore, distance education systems should include chat, discussion boards, social media, and messaging applications apart from lesson applications to maximize student-student and student-teacher interaction. Interaction also becomes essential for students to stay affectively healthy and compatible with society, especially during the pandemic period (OECD, 2020a).

Research results revealed that teacher-parent interaction was not provided at a sufficient level in the urgent distance education process. According to the teachers, some parents behaved indifferently and insensitively while others behaved thoughtlessly. There was no finding in the literature regarding the negative aspect of teacher-parent interaction. A group of parents was also highly interested and open to communication. Karakaya et al. (2021) revealed that a pandemic positively affected the communication between teachers and parents regarding mutual dialogue, empathy and cooperation. According to Mahapatra and Sharma (2021), parents found themselves primarily responsible for teaching their children after the schools were closed because of the pandemic. They tried to maintain continuity of education in their home-school environment. This added burden to parents who had already many tasks at home. Besides this, many parents did not have adequate time or educational qualifications to help their children with the assignments. These situations may negatively affect students' academic activities and lead both parents and students to stress (Mahapatra & Sharma, 2021). When Mahapatra and Sharma's point of view is considered, it can be said that these harmful communications during the pandemic may have been routine. Because parents are stressed and have anxiety about their children's education they may have tried all ways to help the assignments of their children that the teachers once did. Family is an essential aspect of managing the pandemic process to prevent students from being negatively affected by the pandemic (Cao et al., 2020). For this reason, this parent-teacher relationship should be considered to control the crisis periods (Lunn et al., 2020). For this reason, it must deal with communication problems between teachers and parents in urgent education practices, and a healthy communication channel must be created.

According to the research results, although the interaction opportunities are limited, distance education practices positively affect the communication language of the students during the course. Because all interactions were course oriented, the unnecessary dialogues usually lived in face-to-face lessons were limited. Besides this, timid students in the class were braver in talking about the subject, and the communication language was warmer. They pointed out that a quiet lesson environment could be an essential advantage of distance lessons. When the literature is examined, few studies have been found with the positive findings of this research on interaction in distance education applications. For example, Pinar and Akgül (2020) stated that students are more motivated for exams in distance education activities during the pandemic and feel comfortable in their home environment.

Besides these positive ideas, there were some negative emotions felt by students. According to the study's results, it was found that students missed school and sometimes felt helpless and restricted, bored, anxious, hopeless, and lonely. Similarly, the literature found that students experienced boredom learning in front of computers or cellphones (Aydin & Erol, 2021; Hatzichristou et al., 2021; Yudit Tiwery et al., 2021). During the social isolation periods, it can have a detrimental consequence on well-being (Cacioppo et al., 2014), and students' negative emotions may be caused by pandemic isolation. Apart from loneliness some other negative emotions such as anxiety, stress and academic and interpersonal issues may be related to the Covid-19 pandemic times, and the pandemic may have an intensive role on these negative emotions (Tanhan et al., 2020). All these negative emotions may negatively affect education during the Covid-19 period. Chang (2018) emphasizes the pressure students feel to carry out the educational processes independently as one of the main reasons for these negativities. In the literature, there are also findings indicating that the pandemic and the health anxiety create an essential reluctance in students to continue their formal education processes and this reluctance increases towards the high school level (Yilmaz et al., 2020). At this point, the importance of mechanisms and processes of establishing healthy and sustainable communication with students and parents, providing support for transition from formal to distance class, and providing psychological support for students in and after the pandemic is emphasized (Ferdig et al., 2020; Öztürk et al., 2020).

According to the study's results, there are some positive and negative emotions that teachers

experience during urgent education practices, such as happiness, excitement, and peace of mind of being able to carry out educational activities. They also stated that being free and stress-free was one of the positive sides of these times. In their studies, [Karakose et al. \(2022\)](#) found out that there is a close relationship between being alone and feeling happy during the Covid-19 period among the teachers and principals. [Konstantopoulou et al. \(2022\)](#) stated in their study in which they investigated the mental resilience of employees in special education during the pandemic that teachers generally had positive emotions. Despite their difficulties, teachers were optimistic and found distance education adaptive. It is thought that being valid may be effective in making teachers feel happy although they feel alone. So, they may have felt relaxed because they continued their teaching practices despite the challenging conditions and insufficient infrastructure.

In addition to these positive emotions, some teachers said they had no positive ones. They felt inadequate, stressed, anxious, sad restricted in a closed area. Besides this, they also stated they moved away from the sense of reality. Preliminary studies also show that being unprepared for the pandemic creates stress, anxiety, depression, worry, fear and tension ([Cığerci, 2020](#)). Teachers are worried about providing students with the necessary support in teaching, and their financial anxiety increases ([Yilmaz et al., 2020](#)). [Hatzichristou et al. \(2021\)](#) stated that teachers and parents have high-stress levels and resilient coping. They stated that both health and adaptation concerns were evident for teachers and parents. In order to deal with anxiety during the Covid-19 pandemic, [Talidong and Toquero \(2020\)](#) stated that teachers in the Philippines practised virtual learning and communicated with the professional community. Besides this, they find purposeful activities to deal with anxiety. Due to the global affective problems, psychological and professional support for teachers is recommended ([Hatzichristou et al., 2021](#); [Reimers & Schleicher, 2020](#)).

When urgent distance education processes were discussed regarding learning-teaching methods and techniques, the teachers who participated in the study stated that using different methods was positive. According to the teachers, with the help of computers and different educational web pages, they had an opportunity to differentiate the teaching-learning activities. A study conducted by OECD, which examines how schools and teachers can be better prepared in the distance education process, states that technology provides teachers and students with the opportunity to access various materials rather than books. That teaching can be diversified according to different learning styles. In this respect, virtual learning environments can be used ([OECD, 2020c](#)). However, many teachers stated that the distance education process was not superior. They had difficulties activating the students and motivating them toward the lesson, they could not use real tools and equipment, and they could not experiment. In the literature, it is stated that it is difficult for teachers to adapt to distance education activities that are new to them ([Kong, 2020](#); [Yilmaz et al., 2020](#)), and they may have difficulties in how to express themselves in distance education, the languages of instruction are not flexible, and the teaching activities are not attractive for students. Besides this, [Bakioğlu and Çevik \(2020\)](#) revealed that teachers' materials during the pandemic changed, and teachers were concerned about not being able to do laboratory activities and complete the distance education program.

As a result of the study, it was found that the urgent distance education process was practical, provided statistical data, and reduced test anxiety in terms of assessment and evaluation. On the other hand, some teachers stated that it did not have a positive side in terms of assessment and evaluation, it was insufficient in terms of validity and reliability, did not allow process evaluation and the system was inadequate. When the literature is reviewed, it is stated that students' confidence in exam results falls during distance education processes ([Basilaiia & Kvavadze, 2020](#); [Khusanov et al., 2020](#)). For this reason, it is stated that it is necessary to deal with new technologies to prevent cheating and increase the reliability during the exams that will be held while the students are out of school ([Basilaiia & Kvavadze, 2020](#); [Kolcu et al., 2020](#)).

The study found that urgent distance education activities were positive in terms of using technological content, economical in terms of time and space, facilitating EBA use and providing students with richer content in terms of preparation for exams. [Pinar and Akgül \(2020\)](#) obtained similar results in their study with secondary school students. It was stated that situations such as exam preparation, rapid access to information and teachers, staying away from education, and being more motivated in the comfort of home are positive for distance education activities. Besides this, it was reported that teachers find it easier to deal with everyday problems, and technology makes life easier ([Karakaya et al., 2021](#)). Despite these positive opinions, some teachers stated that the content was limited for distance education, the EBA was weak in terms of content, especially in English, and they had problems with content sharing. The literature has stated that there may be problems accessing the contents in EBA ([Ekici et al., 2016](#)), and sometimes EBA contents may be insufficient ([Altın & Kalelioğlu, 2015](#)). It is stated in the literature that content for education can ignore students' actual learning needs, and content

that is unsuitable for students may harm students (Kong, 2020). In addition, teachers had an opportunity to improve themselves during this period (Bakioğlu & Çevik, 2020).

In the study, teachers also started positively on urgent distance education as an alternative and ensuring the continuity of education. They also stated that they gained a new experience, became aware of technology, increased motivation, and student follow-up was more effortless. Similarly, in their studies, Karakaya et al. (2021) revealed that teachers find urgent education practices positively in terms of continuing the teaching-learning process. According to their studies, teachers' technological awareness decreased during this period. Pinar and Akgül (2020) also reached similar results in the study in which secondary school students received their opinions about science lessons taught during the pandemic. They stated that the students could continue their education thanks to distance education, were better motivated in the home environment, and we are better prepared for exams. So, it can be said that teachers and students have similar ideas. Apart from the studies conducted during the Covid-19 period, in earlier studies, it was also found that teachers generally are willing to use technology for their teaching sessions (Kafyulilo et al., 2016).

The teachers who participated in the study stated that they experienced technical infrastructure problems in urgent distance education activities. Students were indifferent, there were technological knowledge deficiencies, and some could not participate due to impossibilities, which could lead to inequalities. When the literature is examined, technical background questions will have a significant impact on learning and teaching activities (Alvarez, 2020; Aydın & Erol, 2021; Bakioğlu & Çevik, 2020; Dubey & Pandey, 2020; Karakaya et al., 2021; Karakose et al., 2021; Khusanov et al., 2020; Kong, 2020; Lynch, 2020; Pinar & Akgül, 2020). It was stated that many teachers did not have sufficient knowledge of teaching practices and could not use modern educational technologies to perform live broadcasts (Kong, 2020). It was stated that the participation of many students in the system in urgent distance education activities at the same time might cause various problems such as freezing and internet interruptions (OECD, 2020a; Pinar & Akgül, 2020), which has a significant impact on teaching-learning activities (Kong, 2020; Pinar & Akgül, 2020). In addition to these, situations such as not having access to the internet due to various reasons and not having sufficient technological equipment cause problems for students to participate in distance education activities (Dubey & Pandey, 2020; Khusanov et al., 2020; Yamamoto & Altun, 2020) and this situation causes inequality among students. Bozkurt and Sharma (2020) stated that this inequality was normal and acceptable in the first period of the pandemic, but precautions should be taken in the following processes.

As a result of the study, it was seen that the problems caused by the home environment might cause some problems in terms of distance education activities. When the literature is examined, it is understood that similar problems are experienced in different countries. For example, Yamamoto and Altun (2020), in their study evaluating the distance education activities in different countries during the pandemic period, stated that some students were constantly silent in live lessons due to the unsuitable home environment.

5 Conclusions and recommendations

As a result, it is seen that there were interaction problems among students and between teachers and students during the pandemic period. Teachers had problems motivating them for the lesson, and social ties between students were reduced. It is understood that the interaction was generally cold and one-way, from teacher to student. However, creating an interactive teaching environment is essential to help students structure their learning by experience rather than passive participation. For this reason, it is crucial to plan better in the case of urgent distant education times and create a program draft that takes students from passive participation to an interactive process. Besides this, teachers should be prepared pedagogically for distance education and carry out the teaching process more effectively. For this purpose, it is thought that improving the distance education readiness of teachers through in-service training will pave the way for more effective execution of subsequent processes.

Positive and negative emotions experienced by the teachers and students are another vital issue during the pandemic period educational process. It is a known fact that emotions have a determining role in academic success. For this reason, it is necessary to investigate the causes of negative emotions in depth, reinforce the situations that reveal positive emotions, and thus ensure that teachers and students continue their education processes in a more positive environment. It is considered necessary to provide psychological support for both teachers and students.

One aspect of education is parents. The role of parent interaction cannot be denied during the distance education process. Especially at the primary education level, it is only possible with parents' active participation and support to carry out the educational process effectively.

Ensuring teacher-parent collaboration has become more critical than ever. As a research result, one of the reasons for the students' low participation in the class is the short interaction with the parents. For this reason, it is of foremost importance for schools to manage interaction effectively, create teacher-parent communication channels and ensure the continuity of interaction.

The technological infrastructure insufficiencies interrupted the urgent distance education processes. The inadequacies in the internet infrastructure, the lack of technological equipment and the knowledge of the students and teachers both created an obstacle to the practical carrying out the process, and some students could not participate due to these inadequacies, resulting in inequality between students. In this context, MEB has opened EBA access points in the 2020-2021 academic year to ensure the participation of students to have sufficient equipment, thus providing access opportunities for each student. In subsequent studies, the effectiveness of these access points can be investigated by performing them on the access rates of students.

6 Limitations

This research was carried out with 66 teachers working in primary, secondary and high schools in Turkey. The qualitative research is based on teachers' opinions about the pandemic process. Due to the epidemic, the interviews were held in a digital environment.

Conflicts of interest

The authors declare that they have no conflict of interest.

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