



Evaluation Of Teachers' Opinions About Problems Encountered In The Distance Education Process

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ABSTRACT

Distance education in the field of education is also one of the applications that entered our lives with the emergence of Covid-19. As of March 23, 2020, 12 days after the first case was seen, the one-week break in education ended and the EBA platform was entered into the distance education process. This platform, which was used intensively by teachers and students during this process, provided and continues to provide services to education and training individuals during the distance education process. New concepts and approaches have entered the lives of educators and students with the distance education period. Since teachers had to teach their lessons remotely, they had to change the plans, materials, techniques, approaches, etc. they used in face-to-face education. With these situations, teachers encountered new situations that they had little or no experience with before. Many elements such as teaching over the internet, assigning homework using a platform and ensuring control, conducting evaluation activities remotely, addressing students without face-to-face interaction and ensuring discipline can be presented as examples of these newly encountered situations. Teachers were expected to cope with such situations and teach their lessons in a healthy way. We can say that this causes the pressure on teachers to increase and they experience problems in terms of professional satisfaction. We see that 50% of our teachers who were caught unprepared in this regard received in-service training on distance education, and we can say that this situation causes teachers to experience adaptation problems. Considering the ages of the teachers, it was understood that all of the

teachers had problems in the lessons carried out during the distance education process.

This research aims to help identify and eliminate the problems in this area by obtaining the opinions of teachers working in schools affiliated with the Ministry of National Education, who have worked intensively in this process, about the problems that arise in distance education. In this study conducted with 40 teachers, it is possible to say that the problems of the teachers are grouped under three main headings. These were determined as "infrastructure problems, technical problems, low participation in the lesson".

Keywords: *Pandemic, Distance education, Problems experienced in distance education*

ÖZET

Eğitim alanında uzaktan eğitim de Covid-19'un ortaya çıkışıyla birlikte hayatımıza giriş yapmış uygulamalardan birisidir. İlk vaka görülmesinden 12 gün sonra 23 Mart 2020 tarihi itibarıyla bir haftalık eğitime verilen ara son bulmuş ve EBA platformu uzaktan eğitim sürecinde girilmiştir. Öğretmen ve öğrencilerin bu süreç içerisinde yoğun olarak kullandığı bu platform uzaktan eğitim sürecinde eğitim öğretim fertlerine hizmet sağlamıştır ve sağlamaya devam etmektedir. Uzaktan eğitim dönemiyle birlikte yeni kavramlar ve yaklaşımlar eğitimcilerin ve öğrencilerin hayatlarına girmiştir. Öğretmenler derslerini uzaktan işlemek zorunda olduklarından dolayı yüz yüze eğitimde kullandıkları planları, materyalleri, teknikleri, yaklaşımları vb. değiştirmek zorunda kalmışlardır. Bu durumlarla birlikte öğretmenler



daha önce az tecrübe ettikleri veya hiç tecrübe etmedikleri yeni bir durumlarla karşılaşmışlardır. İnternet üzerinden ders işlemek, bir platform kullanarak ödev vermek ve kontrolünü sağlamak, değerlendirme faaliyetlerini uzaktan yürütmek, yüz yüze etkileşim olmadan öğrencilere hitap etmek ve disiplini sağlamak gibi birçok unsur bu yeni karşılaşılan durumlara örnek olarak sunulabilir.

Öğretmenlerin bu gibi durumlarla baş etmesi ve derslerini sağlıklı şekilde işlemesi beklenmektedir. Bu da öğretmenler üzerinde baskının artmasına ve mesleki doyum konusunda sorunlar yaşamasına sebep olduğunu söyleyebiliriz. Bu hususta hazırlıksız yakalanan öğretmenlerimizin %50'sinin uzaktan eğitim ile ilgili hizmet içi eğitim aldığını görmekteyiz ve bu durum da öğretmenler uyum sorunu yaşamasına sebep olduğunu söyleyebiliriz. Öğretmenlerin yaşları göz önünde bulundurulduğunda öğretmenlerin tamamının uzaktan eğitim sürecinde yürütülen derslerde problem yaşadığı anlaşılmıştır. Bu araştırma da bu süreçte yoğun bir şekilde çalışmış Milli Eğitim Bakanlığına bağlı okullarda görev yapan öğretmenlerin uzaktan eğitimde ortaya çıkan problemler hakkında görüşleri alınarak bu alandaki sorunları belirlenmesi ve giderilmesi hususunda yardımcı olmaktadır. 40 öğretmen ile yapılan bu çalışmada öğretmenlerinin problemlerinin üç ana başlık altında toplandığını söylemek mümkündür. Bunlar “*altyapı sorunları, teknik problemler, derse katılımın azlığı*” olarak belirlenmiştir.

Anahtar Kelimeler: *Pandemi, Uzaktan eğitim, Uzaktan eğitimde yaşanan sorunlar*

I. Introduction

Covid-19, which broke out in the last quarter of 2019, has turned into a pandemic all over the world and has affected all people accordingly. Humanity has started to take some precautions against this pandemic. In this direction, governments have accelerated our return to normal life by using some methods for some restricted facts in order to minimize the damage that may occur in order for life to return to normal. With these methods used, applications that have never been used before or have limited use have emerged in many areas from health to economy, from the service sector to education. Distance education in the field of education is also one of the applications that have entered our lives with the emergence of Covid-19. The definition of distance education can be said to be a planned interdisciplinary activity that offers many learning activities to students in order to minimize or eliminate the limitations that may occur due to time and space using digital

communication tools. (Başaran, Doğan, Karaoğlu & Şahin, 2020). Distance education in Turkey started on March 23, 2020, 12 days after the first case was announced on March 11, 2020. With this decision taken by the government, students who continue their education activities in schools in Turkey have switched from face-to-face education to distance education. Courses were conducted through TRT EBA TV etc. and Education Information Network (EBA) provided by the state. During this process, although the Ministry of National Education (MEB) had previously announced the date when schools would open for face-to-face education, this date was postponed many times due to the increase in Covid-19 cases seen in our country.

MEB announced that first-term grades would be counted as second-term grades and announced that every student would move on to the next level. It also announced that the scope of questions to be asked in large-scale exams such as the university entrance exam to be held during this period would not include second-term subjects that coincide with the pandemic period. Thus, due to the pandemic that did not allow face-to-face education, education and training activities carried out under the roof of MEB were carried out remotely. Schools, which had been carrying out their activities remotely since March 20, 2020, the date of the outbreak of the pandemic in Turkey, switched to face-to-face education on September 6, 2020 for the 2020-2021 academic year through many measures implemented. During this process, students and teachers were able to communicate with each other through distance education, and there were also courses where they could not communicate. This gives rise to the definition of Online and Offline courses in the literature. Online courses are the conduct of education-training activities live and simultaneously with mutual interaction in the internet environment, independent of the traditional classroom environment. Offline education-training activities are carried out independently of the classroom environment, by attending previously recorded lessons on the internet environment, without mutual interaction and asynchrony.

These online and offline courses, which can be evaluated under the umbrella of distance education, are still increasingly used in the field of education, despite the reduction of the measures implemented for the pandemic. Our teachers working in our schools, which have continued face-to-face education activities without interruption since September 6, 2020, and our educators working in this field have formed ideas about the advantages and disadvantages of distance education with the



first-hand experience they have gained. In the past, distance education was only a supporter of face-to-face education, but suddenly it became the main position, causing its efficiency to be questioned under the umbrella of education and training activities. During this period, teachers had to adapt the techniques they used face-to-face to distance education lessons by blending them with technology (Çalışkan, 2023). Many teachers experienced problems during this transition process, and teachers with low digital skills or older teachers had difficulty adapting. The negativities encountered during this period disrupted the education-training process and conflicted with the principle of economy in education. This issue, which also took its place in the literature, has been addressed by many researchers and various studies have been conducted. The fact that the lessons conducted with difficulty even face-to-face are even more disrupted in distance education has led to the questioning of distance education (Çalışkan, 2023). This research focuses on the determination of the problems teachers face during the pandemic process. In this direction, it is anticipated that this research conducted with teachers will help educators solve these problems. It is thought that as a result of this research, which obtains the opinions of teachers in the field, those who carry out education-training activities will have an idea about the success of the system.

Purpose of the Study

The purpose of this study is to determine the problems experienced in the lessons conducted by 40 teachers working in Çankırı Şehit Hasan Gülhan Cumhuriyet Anatolian High School, which continues its activities in Çankırı province, during the pandemic process.

Theoretical Framework

Definition and Historical Development of Distance Education

Throughout history, humanity has resorted to implementing distance education using various materials due to the reasons brought by the time it is in. As is the case today due to the ongoing Covid-19 pandemic, people have conducted education remotely for various reasons since industrialization. There are differences between the concept of distance education in the past and the concept of distance education today. In the past, distance education was the education-training activity that took place in situations where the learner and the instructor could not come face to face directly, regardless of the distance (Kırpık & Güreş, 2021).

Today, distance education is the teaching of the teacher and the student, who are in separate places, by interacting with each other via the internet. As can be understood, distance education is a method that enables synchronous or asynchronous teaching with the help of various materials for the instructor and the learner in order to eliminate the situation of not being in the same environment that may cause the disruption of education. Due to the continuous transformation and change movement that occurred after the industrialization in the world, humanity had to adapt to this new order in the world and the importance of education increased. Distance education emerged exactly in this period when industrialization increased rapidly. Distance education, which was used as an educational tool, started in the 1700s by using letters and changed in accordance with the needs of the age by developing following technological developments (Özbay, 2015). When the history of distance education is examined, while letters were at the forefront in the 1800s, it continued with newspapers, which were among the printed materials, until the mid-1900s, and wireless radio and television came to the fore in the 1980s. With the development of computer technology in the 1990s, video education entered our homes, and from the end of 1990, it is possible to say that internet-based education was preferred under the umbrella of distance education (Ozan, 2010, Akt., Özbay, 2015).

In the mid-1700s, an advertisement was given in a local newspaper in America that courses in the fast writing technique called “steno” would be given (Holmberg, 1995, Akt., Özbay, 2015). Again, in those years, advertisements were found in many newspapers in Europe that courses would be given in various fields. However, due to the scarcity of information on how education was given, it is accepted that the first distance education activities were started by Isaac Pitman in England in the 1800s (Banas & Emory, 1998). Pitman taught his students the fast writing technique through distance education. In the late 1800s, some universities in America and Europe opened distance education departments by correspondence, thus paving the way for its further expansion. Distance education activities in Turkey date back to the early years of our republic.

In the period following the alphabet revolution, distance education was discussed in various meetings with the aim of increasing the rate of literate people. Until the late 1950s, distance education could not be started due to the very low literacy rate of the people (Kaya, Odabaşı, 1996, Akt., Özbay, 2015). In these years, a board called



"Teaching by Letters" was formed and the first parts of distance education in Turkey began to be put in place (Özarlan, Ozan, 2014, Akt., Kaçan, Gelen, 2020). In the 1990s, with the arrival of the internet in our country, many universities expanded their open education faculties. Later, with the development of technology, distance education activities were carried out within many universities, while the Ministry of National Education established the Education Information Network (EBA) in the early 2010s. Due to the Covid-19 pandemic, many educational institutions that carry out educational activities continue their education under the name of online tutoring. The Ministry of National Education has also increased the use of EBA due to the pandemic and has made it a part of the education system today. It is thought that distance education, which has become popular thanks to the rapidly developing technology, will have a different area of use in the future with the development of artificial intelligence systems and will be one of the mainstream education techniques.

Basic features of distance education and reasons for use

Education is one of the most basic opportunities that states provide to their citizens. People can improve themselves and change themselves in this direction regardless of their age. The problem of not being able to receive education in traditional education can arise for various reasons. Due to reasons such as inadequate physical conditions, financial insufficiency, infrastructure problems or failure to provide optimum conditions, citizens may encounter situations such as formal or informal education being left unfinished or not starting at all. In order to minimize such situations, distance education activities have begun to be adopted by countries with developing technology. As the world globalizes, societies have become closer, as new business lines emerge, accessing information quickly has become important, as technology develops, the need to access information has increased, and as the population increases, competition in the markets has increased even more. As a result of these, the need for education and naturally educated qualified people has never been as great as it is today. With distance education, individuals who want to improve themselves can easily and quickly access it thanks to various technological opportunities. Traditional education and distance education are two very different concepts (Kırık, 2014). We can list these differences as follows:

- Distance education can continue uninterrupted, while traditional education continues during working hours.
- Distance education can take place at any time a person wants, while there is no such freedom in traditional education. It is carried out within a predetermined time period.
- There is no space restriction in distance education. A person can carry out their education in any place they want. In traditional education, it is carried out in certain places.
- Distance education can take place in a mutually interactive and synchronous manner when the necessary conditions are met. In the absence of one of the basic conditions such as the internet, it is carried out without mutual interaction and synchronously, but the education is not interrupted.
- In distance education, there are no uneconomical materials that need to be prepared materially. If there is an internet, materials that can be easily prepared from the unlimited information pool provided by the internet can be used.

For such reasons, technology is now used very intensively in education with the ever-developing technology (Kırık, 2014). Distance education is also included in the intersection of education and technology. For this reason, an education-training that can be carried out without the support of distance education materials in the 21st century world is no longer considered.

Advantages and disadvantages of distance education

Each method, technique and system used has its benefits as well as its harms. With the increasing use of distance education during the pandemic period, educators have necessarily experienced it and their ideas have matured subsequently. When it comes to the benefits of distance education based on these experiences, it is possible to say that students' meta-cognition has developed more with distance education. Students have the opportunity to develop themselves on the path of learning how to learn by developing their independent learning. They can plan and manage their learning better autonomously. With the opportunity to take online and offline courses offered to students with the use of the internet, it offers students equal opportunities by minimizing the negativities that may arise due to time and place. The student has the opportunity to listen as much as he wants after the lesson is taught. Since some negative events brought by the classroom environment do not occur in online sessions, students' psychological readiness increases. In



addition, with distance education, students' tendency to use digital tools increases and their interest in technological developments increases.

From the perspective of educators, distance education provides faster and more practical results when used with the various evaluation tools it contains. By using distance education, the teacher acts in parallel with the principle of economy of education by reducing the material and time burden that occurs in the process of preparing physical materials. Distance education activities also have a very important place in terms of the implementation of lifelong learning. It allows people with disabilities, the elderly, or those whose education has been interrupted or never started due to various reasons to continue their education more easily. Finally, it is seen that individuals who want to apply to various programs and obtain certificates or diplomas to improve themselves also resort to distance education with today's developing technology. Another issue we have noticed since the Covid-19 outbreak is the disadvantages of distance education. A positive classroom climate is an element that naturally emerges with the developing teacher-student interaction and facilitates learning. It is very difficult to create a positive classroom climate with distance education activities.

The Roles of Teachers and Students in Distance Education

As in face-to-face education, there are certain roles and duties assigned to teachers and students in distance education. While the teacher roles in distance education courses have similarities with traditional education, they also have different aspects. The teacher must have the necessary technological knowledge and infrastructure in the distance education process. In addition to having the necessary technological tools, he/she must also have knowledge of the digital materials to be used in the courses. He/she must make the necessary preparations before the course and have a plan B to use in case of unwanted situations such as the material not being opened. Since there will be no interaction in face-to-face courses during the course, internet-based software should be used in order to keep the students' motivation high and to attract their attention to the course. The teacher can give his/her students an assignment to do research using the internet after the course and thus provide measurement and evaluation in a practical way. Thanks to such measurement methods, the teacher has duties such as conducting academic measurement based on distance education.

One of the roles of students in distance education is to keep individuals away from any element that will distract them during the course. Since it will be difficult to follow the course by looking at a single screen during the course, individuals' attention can naturally be easily distracted. It is the student's responsibility to prevent this. In addition, it is the student's responsibility to control the functionality of the necessary internet or technological materials (camera, microphone, etc.). It is also among the student's roles to make backup action plans such as using the phone's mobile data in case of internet outages that are not included in the plans. Also due to age, the student may not have sufficient technological knowledge. However, it is among the student's responsibility and roles to know how to use the platform where the remote course activities are carried out. Since these and similar time traps will affect the efficiency of education and training, it is the student's responsibility to take the necessary precautions.

Principles Necessary for the Efficient Conduct of Distance Education Activities

There are some principles that distance education brings with it for the efficient operation of education and training activities due to its nature. The following principles can be said for the development of distance education:

- When the teacher designs the course, the socio-cultural and economic backgrounds of the students should be taken into consideration and the course should be planned accordingly. Otherwise, the course cannot appeal to the student or the student cannot access the course.
- The teacher should have the necessary technological knowledge. Before, during and after the lesson, the teacher should be familiar with the necessary concepts of the material, software, application or platform he/she uses.
- The teacher should process the lesson synchronously over the internet. In this way, interaction between teacher and student can be ensured.
- The teacher should record the lesson while teaching. Students who have the opportunity to listen to the lesson again can improve themselves better or make up for it later if they could not attend the lesson live.
- During the lesson phase, the teacher should decorate the lesson with visual materials (video, moving pictures) instead of just text-based lectures to keep the students motivated. Where necessary, the teacher should use game software (web 2.0 tools) simultaneously with the students.



• Since the lessons are conducted with internet support, the teacher can give research-based homework to the students and perform measurement and evaluation activities by taking advantage of the opportunities of the internet.

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- Since the lessons are conducted with internet support, the teacher can give research-based homework to the students and perform measurement and evaluation activities by taking advantage of the opportunities of the internet.

Teachers also mentioned the positive aspects of distance education. In addition to 7 teachers who determined that students are more likely to become digital natives with the increasing use of technology, 5 teachers said that distance education is useful in terms of developing digital content. 2 teachers stated that it is more suitable for individual development through distance education activities. It was determined that teachers preferred the Zoom program because the EBA platform caused problems at times. Therefore, it was said that the EBA platform should be developed. On the other hand, it was said that alternative evaluation tools should be developed because evaluation activities became difficult with distance education.

It was emphasized that distance education and face-to-face education should be used in a



mutually supportive way. In their study, Öğdem and Sönmez (2022) obtained the opinions of teachers about the distance education process they experienced during the Covid-19 pandemic. 10 teachers were interviewed through a semi-structured interview form. In line with other studies in the literature, school administrations stated that they did not provide sufficient support to teachers during this process. Teachers stated that they received the necessary support from their colleagues. Teachers stated that students' participation in the lesson was very low. In order to prevent this, it was emphasized that awareness seminars should be given to students and parents. They stated that EBA did not work properly and constantly froze, especially in the first days of the pandemic, and that homework or projects could not be evaluated sufficiently. Regardless of their socioeconomic status, parents stated that their students were disconnected from the lessons because they were not interested in the lessons. In addition to providing assistance to students and parents in order to prevent problems caused by the infrastructure, it was emphasized that digital literacy training should be given to administrators.

Uysal and Kıvanç Çağanağa (2022) asked the opinions of 13 English teachers working in Northern Cyprus to obtain the opinions of teachers who worked during the pandemic period. As in previous studies, in this study, teachers focused on students' failure to attend classes, inadequate infrastructure, incompatibility of lessons with distance education, and lesson planning problems. Teachers in particular had problems with lesson planning during the distance education process. Because students did not attend classes due to lack of interest in the lesson, or students who attended classes did not answer their teachers' questions. Therefore, teachers had difficulty deciding how and what kind of activities to do in their classes. Since it was necessary to ensure that students had equal

conditions, it was emphasized that the state should provide unlimited internet to teachers and students and provide technological devices. It was said that the program being more flexible would make teachers more comfortable in planning. In addition, it was emphasized that in-service training activities should be organized to help teachers with planning in distance education. Teachers stated that conducting face-to-face and distance education in a hybrid way would improve both educational activities.

Method of the Research

A case study, one of the qualitative research methods, was preferred in order to evaluate the opinions of high school teachers regarding the efficiency of the courses that had to be conducted remotely during the Covid-19 outbreak. In examining the situations whose causes are sought in social events, the qualitative research method can provide detailed information about small groups or situations (Çağlar, 2009). In order to collect information, the opinions of teachers who conducted distance education activities during the outbreak period were obtained with an interview form.

Assumptions and limitations

It was assumed that the teachers answered the problem question in return for their online education applications objectively. On the other hand this research was limited with the participant teachers.

Participants

The participants of the study consist of 40 teachers who worked during the 2019-2020 academic year, which was the Covid-19 outbreak period, and who are currently continuing their duties at Şehit Hasan Gülhan Cumhuriyet Anatolian High School registered in Çankırı province in the 2023-2024 academic year. Information about the participants is given in Table 1.

Table 1. Table of personal information about the participants

		Frequency
GENDER	Female	18
	Male	22
Age	30 and Lower	3
	31-39	7
	40-49	14
	50 and Ower	16
Evperience yuears	1-5 years	5
	6-10 years	9
	11-19	17
	20 years and Ower	9



According to Table 1, 18 of the teachers who participated in the study were female and 22 were male. 3 teachers were 30 years old or younger, 7 were between 31 and 39 years old, 14 were between 40 and 49 years old, and finally, 16 were over 50 years old. When the years spent by teachers in their profession are examined, the number of teachers in the first 5 years of their profession is 5, the number of teachers with 6 to 10 years of experience is 9, the number of teachers with 11 to 19 years of experience is 17, and the number of teachers with 20 years or more of experience is 9.

Data Collection Tools

The data obtained in the research was obtained using a semi-structured interview form, which is one of the qualitative data collection methods consisting of a total of 1 item. A semi-structured interview is the collection of questions posed to participants through pre-prepared forms with specific answers (Shaikh & Özdaş, 2022).

The items created were carefully prepared in order to measure and describe the efficiency of distance education during the pandemic period, which is the subject of the research. The opinions of 40 teachers who participated completely voluntarily were obtained through the face-to-face form. No names were included in the applied form while the items were applied. Within the framework of ethical rules, information was conveyed to the participants before applying the items that the information obtained would not be shared with a third party or institution. In order to increase reliability, the participants confirmed the data by member checking.

Research Problem

The participants were asked to specify the problems they encountered in distance education. 1 question asked in the interview form is given below such as research problem:

“What were the problems you experienced with the education of students during the distance education process? Can you explain?”

Sub Problems

- 1-What were the technological problems you experienced with the education of students during the distance education process?
- 2- What were the interactivity problems you experienced with the education of students during the distance education process?
- 3- What were the communication problems you experienced with the education of students during the distance education process?
- 4- What were the financial problems you experienced with the education of students during the distance education process?
- 5- What were the time problems you experienced with the education of students during the distance education process?

The data was collected by the researcher and was conducted face to face with the participants. The interviews lasted an average of 5 minutes.

Analysis of Data

Research Data analyses were conducted using content analysis, which is one of the methods of analyzing qualitative data. The aim of this type of analysis is to present the findings to the reader in an organized and interpreted form (Topkaya, 2013). In order to simplify the analysis of the data, teachers were coded as Ö1, Ö2... and turned into subject headings according to the problems they encountered in distance education that they stated in the interview form, and these subject headings are shown in a table format. They stated that both educational activities would improve each other

II. Findings

Regarding the problems experienced in the lessons conducted via distance education during the pandemic, teachers stated the problems of “infrastructure problems, technical problems, low participation in the lesson” in the interview form. Table 2 focuses on these three problems stated in the interviews conducted with 40 teachers and shows how many problems the teachers mentioned. Table 2. Teachers' opinions on problems in distance education courses during the pandemic.

Table 2. Teachers' opinions on problems in distance education courses during the pandemic

Problem Title	Cods	Frequency
Infrastructure problems	ö1,2,3,4,5,6,7,8,9,10,11,12,13,15,17 19,21,22,25,28,34,39,40	23
Technical problems	ö1,2,4,8,9,10,11,17,18,19,20,21,22,23, 24,28,29,30,32,33,35,36,37,38,40	25
Lack of participation in class	ö1,2,3,4,5,6,7,8,9,10,11,12,13,14,15 16,17,18,19,20,22,23,24,25,26	39



According to the information in Table 2, when the opinions of the participating teachers are examined, we can say that the problems related to distance education activities are gathered under three problem headings. The first of these problem headings, “infrastructure problems”, was mentioned by 23 different teachers in the interview. Under this heading, not having internet access, limited access to technology and the programs/software used not being properly

The teacher stated that it did not work. Some of the teachers who expressed their opinions about “infrastructure problems” said the following: “One of the problems I frequently encountered was that I could not find a program that would carry out distance education simultaneously.” (S4), I had many students who did not have internet, not to mention students who did not have phones or computers.” (S17), “I had many students who did not have computers or phones and therefore missed the lesson by using a family member’s phone.” (S19), “There were students who had difficulty following the EBA channel because they had only one TV at home.” (S25), “...the biggest problem was not being able to access the internet easily.” (S34), “Unfortunately, siblings studying at different levels could not attend the lesson if they had only one device at home.” (S39), “...young people whose internet packages ran out quickly because they were always at home could not attend the lessons.” (S40). 25 different teachers expressed their opinions under the problem heading of “Technical problems”. Some of the teachers who expressed their opinions about “technical problems” said the following: “...the internet was constantly disconnecting at that time.” (S1), “...most of the students wanted to participate in the lesson but they couldn’t.” (S2), “the students said they turned on their microphones but no sound was transmitted.” (S11), “the thing I don’t like the most about distance education is the students’ voices being disconnected.” (S17), “...the lesson was interrupted by the constant words “teacher, the sound went out” or “teacher, the image went out”.” (S20), “in my opinion, the most annoying technical problem was the crackling sound.” (S24), “I had many students who didn’t have phone signal because they lived in a village.” (S29), “connecting to EBA was a complete burden, we were constantly disconnecting.” (S30), “...it was very difficult to open a connection from EBA.” (S40). 39 teachers expressed their opinions under the problem heading

of “low participation in the lesson”. Some of the teachers who expressed their opinions about “low participation in the class” said the following: “... students’ internet packages would naturally run out, and since they could not enter the class, I often had to teach the class with a third of the class size.” (S6), “I taught the class with so few students.” (S7), “... the classes were not taken seriously.” (S8), “my biggest problem was the irregularity in class participation.” (S10), “There were very few students who attended my class due to disinterest and focus problems.” (S13). “When the students were not in the class, I had great difficulties in terms of professional pleasure and I still do now.” (S18), “There were very few students in my class who had technological infrastructure problems, yet class participation was very limited.” (S27), “... the problem was lack of motivation, so classes were taught with few people.” (S31), “the classes were not taken seriously at all.” (S38). When the statements of the interviewed teachers are examined, it is seen that the most complained problem in the distance education process is low participation in the class. Teachers mentioned that students were not interested in their lessons. They stated that they lost their focus for various reasons and as a result, they did not follow the lessons.

The second most mentioned problem was technical problems. They stated that students encountered problems such as not being able to attend the lesson, not being able to connect or having connection problems during the lesson, and therefore the efficiency of the lessons decreased. The least mentioned problem was infrastructure problems. It was said that the desired efficiency could not be achieved due to the situations where students had little or no access to the internet or computers.

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The materials that are used in order to conduct the lessons in a healthy way are either not available to the students or they are broken. The fact that students who want to attend the lesson cannot attend the lesson due to such reasons has negatively affected the situation. In addition to these, the fact that parents have little or no support for both teachers and students during the process, inaccessibility and indifference have negatively affected these activities (Çakın & Akyavuz, 2020). When the participating teachers are asked to talk about the problems they have experienced in distance education, it is seen that they touched on the subject of “infrastructure questions” the least. Students studying during this period could not access sufficient infrastructure equipment or, even if they did, they could not attend the lesson due to infrastructure problems. Shaikh and Özdaş (2022) revealed in their research that students often could not access distance education platforms for reasons not of their own. These reasons can be stated as problems such as the platform lagging or freezing due to density and internet connection problems. The measurement and evaluation activities of the students were also carried out remotely during this period.

Teachers have evaluated their students by giving them homework or by taking time-limited exams, which has caused students with internet connection problems to experience problems and caused a loss of motivation. From the teachers’ perspective, internet connection problems or not having sufficient technological device infrastructure is also a situation that disrupts learning. It is seen that teachers develop negative attitudes and behaviors towards internet-based lessons as their seniority increases (Birişçi, Metin & Demiryürek, 2011). In other words, as teachers get older, their perspectives on computers and the internet will be negative according to their digital literacy status, and therefore their skills in distance education activities will be low.

This is another factor that disrupts education and training activities during that period.



Because students who cannot find the motivational support they will receive from their teachers will have problems in attending distance education courses. This study conducted with 40 participants has shown the problems teachers experience with distance education. These problems are not unsolvable problems, but rather problems that need to be thought about and taken action. The following solution suggestions are presented against the identified problems of “infrastructure issues, technical problems, low participation in classes”:

- The state should support students with tablets, laptops, and free internet in order to eliminate the infrastructure problem.
- Digital literacy courses should be given to students and parents. In this way, students can do their own learning better on the internet, while their parents can follow their children’s lessons better.
- The resources of platforms such as EBA provided by the Ministry of National Education should be developed and there should be easier access.
- The infrastructure of platforms such as EBA should be strengthened by IT experts. In this way, there should be no interruption in access.
- Teachers with high seniority years in particular should be supported with in-service trainings in order to create awareness in distance education. They should be provided with the opportunity to develop themselves.
- The Ministry of National Education should inform that distance education is a supportive element for face-to-face education, and the perception of teachers and the public towards distance education should be changed.
- The state should provide support to institutions that carry out distance education activities in order to reduce software costs, and thus individuals of all ages who want to realize themselves should be introduced to this service.

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