

Communication between school and families during distance learning caused COVID-19 pandemic in Turkey

Ayşe Özge GÜNGÖR^{a*}, Ebru ZENCİR^b, Meral EKİN^c, Ulaş ÇORAK^c & Sibel CAN DOĞANAY^c Rasim ÖZTÜRK

^a*Ege Primary School, Mamak, Ankara, Turkey*

^b*Ege Primary School, Müdür Yardımcısı, Ankara, Turkey*

^c*Ege Primary School, Sınıf Öğretmeni, Ankara, Turkey*

* ayseozgegunor@gmail.com

Abstract: In this study, it is aimed to determine the opinions of the parents of primary school students within the scope of distance education at home provided through Education Informatics Network (EBA) and EBA TV, which has been actively implemented in Turkey for a while during the Covid-19 pandemic process. The study group of the research consists of teachers working in a primary school in the city Mamak, Ankara in the 2020-2021 academic year. The interview form was used as a data collection tool in the research, and the data were analyzed by content analysis technique. The following results were obtained in the study: while the participation of the family in education increases the student's development and academic success, the level of participation is not at the desired level. This situation affects the performance and motivation of the teacher negatively and causes problems such as behavioral disorders, disciplinary problems, academic failure, reluctance, loneliness and insecurity in students. Factors that prevent families from participating in the education process are education, culture, low economic level, intense work tempo, family problems, etc. are the reasons. Meetings, conferences, etc. to increase the participation of families in the education process. Activities, home visits and educational-social activities involving the family should be organized.

Keywords: Family involvement, primary school, teacher, remote education, online education

1. Introduction

Throughout history, nations have developed very different strategies in terms of education systems, used different techniques and methods, and the emergence of new learning environments in line with the differing needs with scientific and technological developments has become inevitable (Yıldız, 2006). The Covid-19 epidemic, which occurred in the spring of 2020, was the most widespread epidemic in our country. The epidemic, which caused the sudden cessation of education in all educational institutions in the country in mid-March, was not only effective in our country, it was also seen in 7 continents and 188 countries in the world and went down in history. Necessary measures have been taken in the field of education, as in all other fields, in our country against the new type of Corona virus that emerged in China and spread rapidly all over the world. At the beginning of the measures taken, weekly lesson programs were restructured by giving a compulsory break to education in all primary and secondary schools.

In Turkey families face with some problems at the beginning of remote education. Internet connection problem was one of the most common complaints of parents. It was stated that the lessons, which were already 30 minutes, were constantly interrupted because the connection was constantly disconnected, the lesson time was over until they reconnected and continued the lesson, and this situation distracted the students.

The lack of a computer and internet connection in every house also made the process difficult. Some families had more than one child attending school. Families and students

stated that only one of the siblings could benefit from the computer at home when their classes conflicted, and that they could not get any results when they tried to listen to the lessons on the phone.

Families also stated that primary school students had difficulty in concentrating during the lesson, and that they had difficulty in pronouncing, but that the students' participation in the lessons was low. In the light of all these problems, various solutions were produced.

At the beginning of these, the EBA system was established by the Ministry of National Education. In addition, tablets were distributed to students who were not in good condition, and the lessons were broadcast both online and on the television channel opened for distance education in parallel with EBA. Education Informatics Network (EBA), which was set up as an online education platform within the framework of the Fatih Project developed by the Ministry of Education in Turkey, offers all course contents to the use of students via the internet (Kurtkede Fidan et al., 2016) The Ministry ensures the permanence and quality of the education given within the scope of FATİH Project and studies are carried out to increase the level of education and present it to the use of teachers, students and parents, who are the components of the education system.

EBA is defined as an online social education platform (Egitim Information Network, 2016) opened for use by the General Directorate of Innovation and Educational Technologies without any charge. EBA, which can be used online, is a very comprehensive social education project and is a system where students, teachers and parents can log in. EBA, which contains many educational services, is widely used by primary and secondary school students. EBA entered the world of education in 2012, has been renewed according to the needs of the changing world and has become the world's largest content service (Aktay and Keskin, 2016, 28). In distance education, which is preferred by many learners, it is possible to receive education from all levels such as secondary education and higher education (Enfiyeci, Büyükalın Filiz, 2019, p. 21).

Due to the emergence of the Corona virus in Turkey, education was suspended for a week, after which it was decided to switch to distance education for a while. During the Covid-19 pandemic process, lessons have been started to be given to primary, secondary and high school students through the EBA online social education platform, which has been actively implemented in Turkey. After the online registration process, the EBA distance education system, which serves students with course videos, lectures and other modules, can be accessed via internet addresses and TRT channels.

As in face-to-face education, school-family cooperation in the distance education process is of great importance in the education process of our children. According to Baltaş (2001, 161), in order to increase the success of students, before school-family cooperation, families and children should cooperate. In order to contribute to the success of their children at school, and to ensure that they are better equipped for life with a better education-teaching environment, parents must first get to know their children well. Parents who do not know their child, do not have information about their positive and negative situations, and are unaware of other children in the age group their child is in, are unlikely to provide sufficient support for school-family cooperation. It will be better understood how important it is for parents to know their children and to have enough information about their behavior, since an efficient school-family relationship will be possible by ensuring a healthy exchange of information about the student between parents and teachers. Relationship of the family with the school; Collaborating with the school, participating in the school processes and supporting the school is one of the issues that are emphasized in every country (Şişman, 2013, 186).

The aim of this research is to examine the problems experienced between families and schools in distance education programs and to examine the possibilities for solving these problems. In order to achieve this, first of all, it is necessary to be aware of the problems experienced in existing distance education programs and distance education centers that manage these programs. Thus, plans can be made without ignoring these problems in the planning of new programs to be added to the programs, the number of which is increasing rapidly every day, and it will be possible to prevent these problems from occurring again and again for new programs to be opened.

In the light of all these researches and data, the studies on the family-school cooperation in the distance education process and the results obtained were evaluated, and the importance of the cooperation made in a proper and systematic way in both the social and educational life of the student was understood.

2. Materials and methods

2.1 Study methodology

In this study, qualitative research method was used in order to examine the distance education programs structured in the distance education centers of higher education institutions in depth and to reveal the problems in the existing structure. Qualitative research emerges as the most appropriate method to answer research questions whose variables we do not know and whose variables we want to reveal as a result of an in-depth examination (Creswell, 2007). In this research, it is aimed to determine the problems experienced in the centers through interviews with the administrators and other personnel in the centers providing web-based distance education programs. Criteria were that stakeholders were students and pre-service teachers receiving distance education, teachers and academics who provided distance education, and parents who had children receiving distance education. After approaching stakeholders who abided by these criteria, we approached more volunteer participants with these criteria. The participation rates of stakeholders (400 students, 600 parents, 35 pre-service teachers, 40 teachers, and 12 academics) were close.

2.2 Research Area and Participants

The study group of the research consists of higher education institutions offering web-based distance education services, located in different provinces in different geographical regions, and having different experience periods in web-based distance education.

The study group was formed by purposive sampling method. The experiences of selected higher education institutions in distance education were taken into consideration. The experiences of institutions on distance education service were examined with two indicators. These are the number of years the higher education institution has offered web-based distance education services and the number of web-based distance education programs offered. In this context, it is aimed to increase the representative power of the data by paying attention to the fact that the higher education institutions are located in different geographical locations. Attention has been paid to the fact that higher education institutions within the same geographical region have different levels of experience. Among the higher education institutions that meet the criteria, 4 education institutions that offer web-based distance education services were selected according to their accessibility: Ege Primary school, Ege high School and Ege Nursery, Gazi University, Mamak Municipality.

2.3 Data Collection Tools

Research data were collected with semi-structured interview questions. In addition, in order to support the interview data, the documents shared with the researchers by the interviewees and the notes obtained from the website review of the centers were used. Semi-structured interview questions were developed by the researchers through literature review. For the interview questions, the opinions of 3 field experts were taken and the interview questions were finalized. Two main questions were answered during the interviews:

- Do you think educational organizations in Turkiye were prepared for distance education?
- Are the preparations within a short time promising?

3. Research results

For this purpose, it is to examine and reveal the examination of distance education by students, parents, staff, teacher candidates and the next ones working in education faculties that most affected the transition to distance education in education centers in Turkey during the COVID-19 process. It makes recommendations based on 19 pandemics and perceptions. The limitations obtained in the study are somewhat discussed. In the research, the answers provided by the departments were analyzed within the scope of four main themes: readiness for distance education, benefits of distance education, adequacy of distance education and the continuation of distance education. Several stakeholders participating in this participation

stated that Turkey is not ready for distance education. It has been positively emphasized in the psychology of distance education, economics, gaps and most education. In terms of psychology, positive aspects such as accepting children, adapting, a sense of community depending on time, school and teacher were at the forefront. Just as stakeholders go their way, they have also had to accept or adapt to the details of the details due to remote distance education flights during the pandemic. Since the students could not find the opportunity to socialize in the places they went, they felt the need to experience a sense of community in online environments.

4. Conclusion

The results of the research have reached the effect of the role of educators with distance education used by educational institutions in the pandemic. Some of these participants think that educators do not have enough resources for distance education. This may have resulted from the rapid and unprepared transition to distance education. Listens to the needs of teachers; Many teachers teaching remotely during the pandemic were teaching entirely online for the first time. For example, only 21.1% of public schools had at least one full follow-up course in 2015–2016, according to US National Center for Education Statistics guidelines (Riser-Kositsky, 2019). It is the place among teachers in Turkey and in many countries who raise values to think about accessing and using digital devices. It is seen that this difference is quite low in Turkey. In the process of the COVID-19 pandemic, it can use the generations who receive distance education much better. Prensky (2001) defined this generation as “digital natives”. One of the parents of these children states that the person who educates the children needs education in order to configure this system. On the other hand, it is recommended to use distance education as a preliminary study and to repeat the same subjects in non-formal education.

References

- Bonk, C. (2001). Online teaching in an online world.
http://www.publicationshare.com/docs/faculty_survey_report.pdf Erişim tarihi: 20.06.2015
- Creswell, J.W. (2007). *Qualitative inquiry & research design: Choosing among five approaches*. Thousand Oaks, CA: Sage.
- Cronje, J.C. (2001). Metaphors and models in internet-based learning. *Computers and Education*, 37(3-4), 241-256.
- Denzin, N. K. (1970). *The Research act in sociology*. Chicago, IL: Aldine.
- Denzin, N. K. (1978). *Sociological methods*. New York, NY: McGraw-Hill.
- Falowo, R. O. (2007). Factors impeding implementation of web-based distance learning. *AACE Journal*, 15(3), 315-338.
- Galusha, J. M. (1997). Barriers to learning in distance education. *Interpersonal Computing and Technology: An Electronic Journal of the 21st Century*, 5(3-4), 6-14.
- Glaser, B. G. (1992). *Emergence vs. forcing: Basics of grounded theory analysis*. Mill Valley, CA: The Sociology.