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A Study on the Examination of the Teaching Problems Experienced in Distance Education during the Covid 19 Pandemic

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Abstract: After the emergence of the Covid-19 outbreak in China, the emergency distance education process has started in many countries after it has spread all over the world and turned into a pandemic. As in many levels of education, universities have tried to continue their education with emergency distance education. In this study, the opinions of the instructors about the instructional problems brought about by the distance education process in the Covid-19 period were included In the research, the qualitative research technique was used and the obtained data were presented by tabulating with Percentage and Frequency distributions. According to the results obtained in the research, it was shown that Instructors and Students had problems in attention access and motivation in the distance education process.

Keywords: *Covid-19; Education; Education Problems; Distance Education.*

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1. Introduction

From the moment the individual is born, he first communicates with his family and as he develops physically and spiritually, he is in exchange information with his environment. The individual, who is in communication at every moment of his life, takes an active role in the communication process both face-to-face and through mass media. In addition to communication activities, education is of great importance for people to continue their lives in a healthier way. During the period of education and self-development, the person can learn the culture, value judgments and traditions of the society he lives in. Today's education model is gradually changing with the effect of developing communication technology. The century we are in; The development in communication technologies has redefined the direction of social, economic and scientific change in human history and has been called the information age in which the increasingly widespread technological communication society has emerged With the development of technology, changes and developments have emerged in many areas as well as new developments in the field of education (Nacak et al., 2020). With these developments, space boundaries in education have been eliminated and the distance education system has emerged. It is seen that many definitions are made in the national and international education world related to distance education: if it is to be presented in the broadest definition, distance education; materials, tools such as written and printed materials, auditory tools (telephone, radio), audio-visual technologies (television, video) and face-to-face education (academic advising) in the learning and teaching processes, where the sources and receivers are located in separate (remote) environments from each other for a large part of the learning and teaching processes, which allow the recipients to be "individuality", "flexibility" and "independence" in subjects such as "teaching age, purpose, time, place and management", is a planned and systematic educational technology application in which technology and methods are used and communication and interaction between resources and receivers are provided by interactive technologies based on television and computer (Oznacar et al., 2020). distance education is rapidly developing in the 20th century and takes place in the education policies of countries, with the inevitable benefits and alternatives with the developing communication technologies for the 21st century and accordingly it is necessary to emphasize the importance of educational programs, policies and investments to be made in this area (Bicen et al., 2021). As schools embrace this shift, both teachers and students have struggled to fill in the gaps in providing

distance learning resources and capacities. In such a case, teachers' self-perceptions of competence and attitudes towards distance education may also be affected (Baloran & Hernan, 2020, p. 2). distance learning; they express a clear commitment to inequalities of opportunity and level, a pedagogy that directs some of the control and authority traditionally inherent in teachers to students, a set of principles and methods of instructional design to facilitate interaction, special leadership and managerial practices, a way of organizing resources that change the balance of capital (technology) and labor (teachers) to rethink education policy and create a more efficient system. As a result of the increasing concerns about the spread of the COVID-19 outbreak, which entered our lives as of December 2019, and the efforts made to control the virus, online education movements around the world have accelerated (Bicen et al., 2022; Topbaş, 2022). Everyone in the world is among the professions and communities affected by COVID-19, but teachers and students are having unique, good, bad experiences in terms of adapting to the future, overcoming the situation, and preparing for the new system while trying to maintain their daily schedules (Haverback, 2020; Isman, 2008). The COVID-19 pandemic reveals an urgent need for global and unplanned change in education. As a result, 7 teachers face significant challenges in adapting to online teaching and communicating with students at least minimally, and supporting students' learning and development. However, it is not known exactly how teachers view their self-efficacy in these challenges and to what extent they are against distance learning. This research aims to contribute to the restructuring of teaching activities in order to identify the problems experienced by teachers in the distance education process by examining the educational problems experienced in the distance education process during the pandemic period on the Turkish Republic of Northern Cyprus, to reveal the causes and to develop a distance education understanding based on the solutions of these reasons. Based on this general purpose, academicians working in the Turkish Republic of Northern Cyprus;

1. Have you encountered any difficulties in your distance education process?

2. Did the Distance Education Process Have Positive Effects on Students?

3. Did the Distance Education Process Have Negative Effects on Students?

4. What are your thoughts on distance education for the future? (Regarding Its Use After the Pandemic) questions were asked and the answers were received.

2. Method

2.1. Model of the Research

Qualitative research method was used in this research Qualitative research is a method defined as the investigation and evaluation of any event, phenomenon and situation within the existing conditions (Yıldırım, 2010). What is done in qualitative research is to reveal and define the existing situation without a general theory or explanation (Büyüköztürk et al., 2018).

2.2. Universe Sample

While the universe of the study consists of academicians working in the Turkish Republic of Northern Cyprus, the sample consists of 41 academicians working in full and part-time universities in Nicosia.

2.3. Collection of Data

As for the collection of data in the research, due to pandemic conditions, data was collected by the participants via Google form. and has been exempted online.

2.4. Analysis of Data

The data obtained in the research were interpreted by descriptive and content analysis. Content analysis involves the systematic systematization and classification of the behavior and attitudes of individuals içerir.ve tabular them Descriptive analysis includes the interpretation of concepts. (Büyüköztürk et al., 2016; Yıldırım and Şimşek, 2011) and the themes of the data obtained from the content analysis were examined after interviewing 41 people and temporary codes were determined. The defined categories were reshaped after consultation with 2 field experts and the exchange of ideas. After the categories were organized and tabulated, the data was interpreted. presented with tables, frequencies and sample quotes from the participants' answers.

3. Findings and Interpretation

3.1. Demeographic information of the participants

Table1 Demographic information of the participants

Code	Gender	Age	Marital Status	Education Status	**How would you describe your technological competence** in the distance education process?
A1	Male	29	Celibate	M.Sc.	Very Good
A2	Woman	23	Celibate	M.Sc.	Good
A3	Woman	25	Celibate	M.Sc.	Very Good
A4	Male	28	Celibate	M.Sc.	Good
A5	Woman	37	Married	DOCTORATE	Good
A6	Woman	43	Married	DOCTORATE	Good
A7	Woman	23	Celibate	DOCTORATE	Good
A8	Woman	44	Celibate	DOCTORATE	Middle
A9	Woman	33	Married	DOCTORATE	Good
A10	Male	42	Married	DOCTORATE	Middle
A11	Woman	39	Married	M.Sc.	Good
A12	Woman	29	Married	DOCTORATE	Very Good
A13	Male	29	Celibate	DOCTORATE	Very Good
A14	Woman	47	Married	DOCTORATE	Very Good
A15	Woman	32	Married	M.Sc.	Very Good
A16	Male	43	Married	M.Sc.	Very Good
A17	Male	50	Married	M.Sc.	Good
A18	Woman	51	Married	M.Sc.	Middle
A19	Woman	54	Married	M.Sc.	Good
A20	Woman	38	Married	M.Sc.	Good
A21	Woman	39	Married	M.Sc.	Good
A22	Woman	53	Married	M.Sc.	Middle
A23	Woman	45	Married	M.Sc.	Good
A24	Male	27	Married	DOCTORATE	Good
A25	Woman	44	Celibate	DOCTORATE	Middle
A26	Woman	55	Celibate	DOCTORATE	Middle
A27	Woman	26	Celibate	M.Sc.	Good
A28	Woman	26	Celibate	M.Sc.	Very good
A29	Woman	41	Celibate	DOCTORATE	Very good

A30	Male	36	Celibate	DOCTORATE	Very good
A31	Male	28	Celibate	DOCTORATE	Very good
A32	Male	32	Married	DOCTORATE	Middle
A33	Male	48	Married	DOCTORATE	Middle
A34	Woman	44	Married	DOCTORATE	Middle
A35	Male	36	Married	DOCTORATE	Middle
A36	Woman	36	Married	DOCTORATE	Middle
A37	Male	40	Married	DOCTORATE	Good
A38	Male	52	Married	DOCTORATE	Very good
A39	Male	38	Married	DOCTORATE	Very good
A40	Male	41	Married	DOCTORATE	Very good
A41	Woman	39	Married	DOCTORATE	Good

Source: Authors' own conception

According to Table 1, when the average age of the academicians participating in the research is taken, the average age of 41 academicians is 38. Of these academics, 16 were men and 25 were women. In light of this, 61% of the participants are women and 39% are men. 27 of the participants are married and 14 people are single, 6% 6% are married and 34% are single 25 of the academicians participating in the research are doctoral and 16 are master's degree graduates, 61% of them are doctoral and 39% are master's degree graduates . How would you describe your technological competence in the distance education process of the participants? When we look at the proportion of the answers they gave to the question, 14 (34%) answered very well, 11 (27%) and middle 16 (39%) answered good.

3.2. Did you encounter any difficulties in your distance education process?

Table 2 Answers to the Question of Have You Experienced Any Difficulties with Distance Education

Participant	Response	N	%
A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12 A13 A14 A15 A16 A17 A18 A19 A20 A21 A22 A23 A24 A25 A26 A27 A28 A29 A30 A31 A32 A33 A34 A35 A36 A37 A38 A39 A40 A41	YES	41	100
-	NO	0	0

Source: Authors' own conception

When Table 2 is examined, it is seen that all of the participants have difficulties or difficulties in the distance education process. In order to have information about the content of these challenges, the responses of the participants were examined and divided into various topics according to the answers given and shown in Table 3.

Table 3 Conclusions on the Categorization of the Difficulties Experienced in the Distance Education Process

Category	Participant	N	%
Technical/ Infrastructure	A1 A2 A 4 A5 A6 A9 A10 A11 A12 A13 A15 A29 A30 A38 A39	15	36
Pedagogical Information	A16 A17 A18 A 19A20 A31	6	14
Accession	A33 A 36A37	3	8
Environmental Factors (Family)	A7 A8 A21 A32 A34 A35	6	14
Accessibility	A14 A41 A22 A23 A24 A25 A26 A27 A28	9	22
Assessment and Evaluation	A3, A40	2	6

Source: Authors' own conception

When Table 3 is examined, it is seen that the category in which the participating academics have suffered the most from the difficulties experienced in the distance education process is Technical/Infrastructure with 36% Accessibility follows this category with 22% while Environmental factors and Pedagogical Information are the third category they have the most problems with 14% has been. It was determined that academicians had less difficulties compared to other categories with 8% participation and 6% measurement and evaluation.

3.3. Did the Distance Education Process Have Positive Effects on Students?

Table 4 Did the distance education process have positive effects on the students? Answers to the Question

Participant	Response	N	%
A11 A12 A13 A14 A15 A16 A6 A18 A19 A20 A21 A22 A23 A25 A26 A27 A29 A30 A10 A32 A33 A34 A35 A36 A37 A38 A39 A40 A41	Yes	29	70
A1 A2 A3 A4 A5 A17 A7 A8 A28 A9 A31 A24	No	12	30

Source: Authors' own conception

Looking at Table 4, has distance education had positive effects on students? 29 academics said yes to the problem with 70% of the votes and 12 academicians said no with 30% The categorization of the answers given to this question is shown in Table 5.

Table 5: Results on the Categorization of the Positive Effects of the Distance Education Process on Students

Category	Participant	N	%
Use of Technology	A28 A29 A30 A36 A1 A2 A3 A4 A 5 A18 A19 A20 A21 A22 A23 A24 A25 A26 A27 A37 A38	21	51
Access	A31 A32 A33 A34 A35 A9 A10 A11 A12	9	22
Family Communication	A39 A40 A41	3	8
Sense of Responsibility	A6 A7 A8 A13 A14 A15 A16 A17	8	19

Source: Authors' own conception

When the responses that emerged in the categories for the positive effects of the Distance Education Process on the students were examined, it was determined that the category with the highest positive effect was the use of Technology with a rate of 51% and 21%, followed by the Access category with 9 responses and 22% of the technology use. Another category with the most positive is Responsibility awareness with 19% and 8 responses, while the least positive effect is communication within the family with 8% and 3 responses.

3.4. Did the Distance Education Process Have Negative Effects on Students?

Table 6 Academicians' answers to the question that distance education has had negative effects on students

Participant	Response	N	%
A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12 A13 A14 A15 A16 A17 A18 A19 A20 A21 A22 A23 A24 A25 A26 A27 A28 A29 A30 A31 A32 A33 A34 A35 A36 A37 A38 A39 A40 A41	YES	41	100
-	NO	0	0

Source: Authors' own conception

When Table 6 was examined, all of the participants stated that they had negative effects on the students in the distance education process. In order to have information about the contents of these problems, the responses of the participants were examined and according to the answers given, various are divided into topic headings and are shown in Table 7.

Table 7. Conclusions on the Categorization of the Negative Effects of the Distance Education Process on Students

Category	Participant	N	%
Training Efficiency	A1 A2 A3 A4 A5 A6 A7 A8 A14 A15 A37 A26 A38 A39 A40 A41	16	39
Loss of Motivation	A17 A18 A19 A20 A21 A22 A27 A28 A29 A30 A31	11	27
Inattention	A23 A24 A25 A32 A33 A34 A35 A36 A9 A10 A11 A12 A13 A16	14	34

Source: Authors' own conception

When Table 7 is examined, according to the results obtained from the categories of negative effects faced by students in the distance education process, the category with the highest response was Education efficiency with 39% and 16 responses. Training efficiency was followed by Inattention with 34% and 14 responses, while the category with the fewest responses was loss of motivation with 27% and 11% responses.

3.5. What are your thoughts on distance education for the future? Questions (Regarding Its Use After the Pandemic) were asked and their answers were obtained.

Table 8: "What are your thoughts on distance education for the future?" Answers to the Question

Participant	Response	N	%
A14 A15 A16 A17 A18 A19 A20 A21 A22 A23 A24 A25 A26 A27 A28 A29 A30 A31 A32 A33	Distance Learning Required	20	48
A7 A8 A9 A10 A11 A12 A13 A34 A35 A36 A37 A38	Distance Education Unnecessary	12	30
A1 A2 A3 A4 A5 A6 A39 A40 A41	The two must be used together (HYBRID)	9	22

Source: Authors' own conception

When the answers given by academicians regarding their thoughts on distance education for the future, which is the last sub-dimension of the research, are examined, 48% state that distance education is necessary and should be used, while 30% think that it should not be used, and the remaining 20% stated that distance education is a system where formal education will be used together with formal education and a hybrid education system can be made.

4. Conclusion, Discussion and Suggestions

When the results of the problems experienced in the distance education process, which is the first sub-dimension of the research, are examined, it is seen that the category in which they suffered the most was Technical/Infrastructure with 36% Accessibility followed this category with 22%, while Environmental Factors and Pedagogical Knowledge were the third category they had the most problems with 14%. It was determined that academicians had less difficulties compared to other categories with 8% participation and 6% measurement and evaluation (Tschannen-Moran & Johnson, 2011). In his study, similar to the result reached in this research, a teacher who strongly agreed with the statement that environmental factors constitute an important factor in the education awe and that they affect all kinds of power of teachers, stated that environmental factors affect all kinds of power that teachers can apply in schools. In the study, when the attitudes of the teachers who provide distance education in the pandemic process about the advantages of distance education and the limitations of distance education are examined, it is seen that teachers find distance education partially advantageous. In the research conducted by Karabatak et al. (2020), they emphasize that they have the ability and technological opportunities to use against the distance education system as if they support the results of this research and that they cause a positive change in attitudes due to accessing information when and where they are wanted. According to the results of the second sub-dimension of the research, when the responses that emerged in the categories for the positive effects of the Distance Education Process on the students were examined, it was determined that the category with the highest positive effect was the use of Technology with a rate of 51% and 21%, followed by the Access category with 9 responses and 22% of the technology use. Another category with the most positive is Responsibility awareness with 19% and 8 responses, while the least positive effect is communication within the family with 8% and 3 responses. In the Yolcu's (2020) research, according to a similar result to this research, among the positive aspects of distance education according to students is the

opportunity to follow the lessons in a comfortable environment and to watch the lessons again. Duman (2020) in the research he conducted, the fact that students and teachers do not have sufficient technical knowledge, and that the teaching method techniques that are constantly done in the same way are used by teachers, contrary to the results obtained in this research, constitute a disadvantage for students who receive distance education (Yang and Cornelius, 2004). In his research, Yadigar (2010) stated that distance education can be preferred because it provides advantages in meeting the educational needs of students who cannot receive education for any reason or who can fully develop themselves. According to the results obtained from the categories of negative effects faced by students in the distance education process, which is the third sub-dimension of the research, the category with the highest response was Education efficiency with 39% and 16 responses. Training efficiency was followed by Inattention with 34% and 14 responses, while the category with the fewest responses was loss of motivation with 27% and 11% responses. In their study, Bakioğlu and Çevik (2020) tried to understand their experiences with 75 people working as science teachers in secondary schools in different regions of Turkey during the Covid-19 outbreak and what happened with distance education. According to the content analysis, as if supporting the results obtained in this research, it was determined that teachers encountered negativities such as internet access during distance education, disruptions in communicating with students, participation rates in classes being below expectations, and pressure from the school administration. Markova, Glazkova and Zaborova (2017) In their studies, student perceptions were examined mainly because it is known that students' positive or negative attitudes have an effect on learning satisfaction and retention rates. Students generally evaluated their distance education experiences positively. Distance education provides advantages in time, space and student work motivations. However, as if to support the results obtained in this research, students think that distance education is not of high quality.

When the answers given by academicians regarding their thoughts on distance education for the future, which is the last sub-dimension of the research, are examined, 48% state that distance education is necessary and should be used, while 30% think that it should not be used, and the remaining 20% stated that distance education is a system where formal education will be used together with formal education and a hybrid education system can be made. When we look at the literature, similar to this research, in the researches conducted by Ağır (2007) and Kuşkonmaz (2011), it was seen that the attitudes of teachers towards distance education were

moderate and positive. On the other hand, with the interpretation of the research findings of Ülkü (2018), the attitudes of the teachers participating in the research towards distance education were moderate, but mostly negative. According to the results of the research conducted by Ateş and Altun (2008), it is seen that teachers are at the level of indecision on this issue. This research is limited to the Turkish Republic of Northern Cyprus and a research with a different country using the same variables can be proposed. In addition, the same research structure can be compared again with the academicians working in universities in other cities in the Turkish Republic of Northern Cyprus. It is recommended that a study be carried out by applying these variables to school and university administrators.

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