Analysis of Primary School Teachers' Distance Education Practices during the Covid-19 Pandemic in the Context of Classroom Management

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Abstract

This research employed a phenomenological design of qualitative research models to examine the views of primary school teachers about distance education during the pandemic in the context of classroom management. Fifteen teachers voluntarily participated in this research, conducted in Antakya, one of the central districts of Hatay province. The interview data collected during the fall semester of the 2020-2021 academic year were analyzed using a content analysis technique. As a result of the research, it was determined that the teachers frequently benefited from digital content and educational websites during the pre-class process and the class. It has been determined that visual materials are used frequently to motivate and attract students' attention to the lesson. The lessons are generally taught through teacher-centered methods. Teachers did not think the environments where students attended online courses were suitable for teaching-learning processes. Teachers mostly determined the classroom rules related to the physical environment and technical subjects (keeping the microphone off, the camera on etc.). Planning and preparing before the lesson, using other lessons' time to fulfill the course objectives, and assigning some activities as homework are the ways followed to manage and use class time effectively. The result showed that during the distance education process the communications with students were established through video calling and messaging after the class. The research showed that turning on the microphone, turning off the camera, being indifferent to the lesson, and interrupting the flow of the lesson are common problems in distance education. In addition, teachers experienced many problems during distance education due to technical/infrastructure issues, not having computers or cell phones for all students, simultaneous connection of more than one sibling to

the lesson, parents' not creating suitable class environments for the children, and incomplete/wrong learning. Teachers, who had constant communication with parents and continued dealing with students through WhatsApp groups after the lesson to cope with these problems, stated that their professional skills improved, but they were exhausted physically and emotionally.

Keywords: Classroom management, distance education, primary school teacher

Introduction

Education is an important part of human life. In addition to managing to survive, human beings, who are in pursuit of discovering the world, have been obliged to use their minds since their existence and needed to educate themselves. The living conditions of humanity have influenced all areas towards which education is heading, and education, which is described as the primary tool of social change based on individuals, has existed in forms and types appropriate to the conditions of the time's context from primitive ages to the present (Akyüz, 2013; Durkheim, 2016; Görgen, 2014; Russell, 2014). Also, distance education is a type of education in which students and teachers in different settings communicate using educational technologies under a specific curriculum (İşman, 2011). Dating back to the 1700s, distance education used to be carried out through written and visual means such as letters, radios, and television broadcasts in the past (Devran & Elitaş, 2016; Kırık, 2014), while today teachers and students can also communicate verbally with the support of Internet and information technology tools and cameras (İşman, 2011; Moore & Kearsley, 2012). Put differently, while students and teachers were away from physical interaction in earlier distance education activities (Başaran, 2020; Eygü & Karaman, 2013), the lessons have started to be conducted interactively in synchronous or asynchronous ways, owing to the rapidly developing technology since the 2000s. Thus, along with the changing conditions, distance education has also played a great role in supporting face-to-face education (Kır & Bozkurt, 2020; Ramiszowski, 2004; Midkiff & DaSilva, 2000).

According to Devran and Elitaş (2016), distance education is a technologically feasible and affordable education in terms of its applicability. Providing an individual and independent learning environment, ensuring flexibility in learning, providing adults with opportunities to continue their education without leaving their job, particularly those working in public organizations or institutions, enriching educational activities using various digital materials, and also reaching out to large masses are highlighted as strong aspects of distance education (Elitaş, 2017, p.94; Eygü & Karaman, 2013, p.42; Galusha, 1998; Uçar, 2016, p.14). The widespread use of

computers, mobile phones, and the Internet at younger ages makes it easier to recognize distance education applications (Fauzi & Khusuma, 2020; Marshall & Wolanskyj-Spinner, 2020). Although distance education is preferred by individuals in need of learning for different reasons, it has become a necessity throughout the world under the health measures taken against the Covid-19 virus. As such, in Turkey, the Ministry of National Education (MoNE) had to temporarily switch to home education practices in all levels of education (primary, secondary, and high school) from 16 March 2020 onward throughout the country. Although the education switched to face-to-face education for a short while during the fall semester of the same year, distance education continued for a long time. Regardless of the gradual transition to formal education, it is still continuing in different types and levels of education. This obligation caused students lacking access to computers and the internet to be deprived of education, and students and teachers having insufficient knowledge and skills concerning distance education experienced different problems in terms of the quality of education (Akdeniz & Uzun, 2022; Mailizar, Almanthari, Maulina, & Bruce, 2020). Inadequate understanding of digital content/teaching materials and course content, students with learning difficulties needing different supports, short course durations, lack of materials, motivation and attention problems, and problematic behaviors observed in students during the lesson were among the problems reported (Rasmitaila et al., 2020; Karadağ & Yücel, 2020). All these issues reveal the necessity of following a planned curriculum, establishing a healthy student-teacher relationship, and managing the process effectively when using technology as the primary tool in distance education practices (Desmond, 2006, as cited in Devran & Elitaş, 2016).

Classroom management involves creating and applying methods that support students' emotional, social, and academic development, making teaching-learning activities effective (Humphreys, 2003). Preparing for the lesson, applying different methods, techniques, and activities in practice, creating a positive learning environment and classroom culture in the classroom, and effective use of time and behavior management are the basis of classroom management (Çalık, 2012), which is a precursor for smooth course delivery and academic achievement. In order to create an effective learning environment that supports effective learning, determining the behavioral norms that guide student behaviors is of great significance. Supportive and reassuring communication between teachers and students plays a critical role in students' emotional and social development and the social relations established with students in behavior management (Emmer & Evertson, 2013). Several studies show that teachers working at different levels experience many problems while managing their classrooms (Akın, Yıldırım, & Goodwin, 2016; Arı, Kızılaslan Tunçer, & Demir, 2016; Erol, Özaydın, &

Koç, 2010; Sadık & Akbulut, 2015; Segalo & Rambuda, 2018; Sieberer-Nagler, 2016; Sullivan, Johnson, Owens, & Conway, 2014). Considering the course delivery through computer screens in distance education and the developmental characteristics of primary school students, teaching-learning processes will become more susceptible to classroom management problems. It is difficult for primary school students who are in the period of concrete operations to sit before the screen and follow the lesson for a long time in a virtual environment (Senemoğlu, 2018). When the lack of social interaction with teachers and classmates is added to these issues, the likelihood of facing different emotional and social problems is high. In terms of increasing educational efficiency, knowing what happened in distance education practices during the pandemic period and how the process was managed is of great importance. When the domestic studies on distance education are examined, they are generally conducted at university (Keskin & Özer Kaya, 2020; Yıldız, 2020; Yılmaz, 2020) and secondary education levels (Başaran, Doğan, Karaoğlu & Şahin, 2020; Yılmaz, Güner, Mutlu & Arın Yılmaz, 2020), and suggestions are provided by focusing on the problems experienced. However, the number of studies directly examining distance education in the context of classroom management is limited (Akdeniz & Uzun, 2022; Göktaş & Sırakaya, 2021; Şeker, Kankanat, & Elmalı, 2022). When studies on classroom management in distance education conducted abroad were searched, they were carried out before and in connection with the pandemic (Balkin, Buckner, Swartz, & Rao, 2005; Graziadei, Gallagher, Brown, & Sasiadek, 1997; Lohmann, Randolph, & Oh, 2021; Stamatis, 2021). In line with these explanations and reasons, there was a need for conducting a study to analyze the distance education practices of classroom teachers during the pandemic in the context of classroom management (teaching process, learning environment, classroom rules, time management, relationships with students, and managing problem behaviors) and examine the general problems they experienced in this process. The findings obtained could be important in terms of not re-experiencing the existing problems in education during Covid-19 or similar disaster events, learning lessons from this process in terms of pedagogy, and ensuring the stable progress of education in emergencies.

Method

Research Model

A phenomenological qualitative research design was employed in this study to examine the views of classroom teachers on distance education conducted during the pandemic. Phenomenological studies aim at obtaining detailed, in-depth, and truth-reflecting information based on the shared experiences of individuals about the phenomenon under investigation

(Creswell, 2018, p.81; Meriam, 2018, p.25). As such, the phenomenon addressed in this study is classroom management.

Participants

This study was conducted with fifteen classroom teachers who volunteered to participate in the study from seven randomly-selected schools of different socioeconomic levels in Antakya, one of the central districts of Hatay Province. Of purposive sampling methods, a maximum variation sampling method was followed when forming the study group, paying maximum attention that teachers are different in terms of gender, age, length of service, marital status, the socioeconomic status (SES) of the vicinity where the school they worked located, and the grade levels they taught. Table 1 includes the demographic information of participants.

Table 1. *Demographic characteristics of participants*

Characteristics		N	Characteristics		N
Gender	Female	11	Marital status	Single	1
	Male	4		Married	14
Age	20-30	2	SES of school vicinity	Low	3
	31-40	10		Middle	10
	41 and above	3		High	2
Length of service	0-5 years	1	Grade level taught	First grade	5
	6-10 years	1		Second grade	4
	11-15 years	8		Third grade	4
	15 years and above	5		Fourth grade	2

Data Collection Tools and Collecting the Data

An interview method was used to collect data in the study, and a semi-structured interview form developed by the researchers was employed during the interviews. In order to ensure the validity of the questions prepared by examining the relevant literature, the opinions of faculty members working in this field at the Education Faculty of Çukurova University were obtained. After receiving feedback from the experts, the wording of three questions was changed and two questions were combined. The finalized interview form consisted of 15 questions. Of these questions, eleven were about the classroom management dimensions (instructional management, classroom rules, learning environment, relationship with students, time management, problem behaviors, and management of students), and four were about distance education. Before the actual application, pilot interviews were conducted with three classroom teachers, not included in the study group, and the form was considered applicable since there was no problem. The research data were collected during the fall semester of the 2020-2021 school year. Since face-to-face meetings would be risky due to the pandemic, the interviews were

conducted online through the Zoom program or through video calls via WhatsApp. Before the interviews, the dates and times feasible for teachers to attend the interviews were determined. They were also informed that the interviews would be recorded. The interviews lasted about 19–41 minutes.

Data Analysis

A content analysis technique was used to analyze the collected data after obtaining the raw textual data by transferring the voice recordings into the Word document. The raw textual data were coded independently at different times by the researchers and the inter-coder consistency was calculated as 86% by using Miles and Huberman's (1994, p.64) formula (Reliability = consensus/consensus + disagreement x 100). In cases where there were different opinions, the two researchers discussed and made a joint decision together. Two researchers decided on the final version of the themes and codes together. When presenting the findings, the themes and the codes beneath them were visualized in tables. During the explanation of the themes and codes, quotations from the views of teachers were often provided, and the real identities of teachers were concealed using codes (T1, T2) to identify them. The numbers used in the coding indicate the order in which teachers were interviewed.

Findings

The findings obtained in this study, which examined distance education in the context of classroom management, were presented according to the order of research questions.

Findings Regarding the Instructional Management

In order to learn how teachers, manage the teaching-learning process in online lessons, they were primarily asked about how they prepared before class, and the themes and codes derived from the explanations are summarized in Table 2.

Table 2. *Preparation before lessons*

Theme	Code	Teacher	Total
Mental preparation	Examining the learning outcomes, topics to be covered, and activities in the annual plan	T3,7,10,11,13	5
	Thinking about sounds, syllables, and duration of activities	T7, 12, 15	3
	Exchanging views with group teachers through social media groups like Telegram and Facebook	T6, 14	2
	Examining the EBA broadcast streaming	T13	1

Preparing digital content	Downloading questions from educational websites (e.g., Eğitimhane, Okulistik, Morpakampüs, EBA, Sadık Uygun, and Ufuk Hoca)	T1,2,4,5,6,7,8,9,10,11,12,13,14	14
	Downloading/recording video lectures (YouTube)	T1,2,3,4,5,7,9,10,11,12,13,15	12
	Saving all contents (e.g., e-books, activities, videos, and slides) on desktop	T1,3,4,5,11	5
	Preparing slides	T3,8,9,15	4
Preparing activities and materials	Preparing activities from reference/supporting books	T3,4,5,7,8,11,13,15	8
	Preparing visual materials (e.g., geometric object models, drama materials, puppet-origami materials, animal models with sounds-syllables-sentences printed on, and posters)	T3,4,6,8,10,11,13	7
	Preparing worksheets/tests on relevant subjects	T3,4,5,13,15	5
	Determining activities in the textbook	T1,7,8,11,13	5
	Determining/preparing questions to use in the class	T1,3,8,13,15	5
	Preparing game questions and square texts	T1,2,14	3

As seen in Table 2, teachers' pre-class preparations gathered under three themes: mental preparation, preparing digital content, and preparing activities and materials. Teachers mostly described their mental preparation as examining annual plans (f:5) and EBA broadcast streaming (f:5), followed by thinking about activities and exchanging ideas with colleagues. For instance, T3 had the following opinions in this regard: *"First of all, I look at my annual plan and examine the EBA TV broadcast streaming. But my priority is my own annual plan."* However, T7 expressed the following opinions: "*I decide which units to be covered that week, and what learning outcomes and activities will be covered in which subjects."* Regarding digital content, nearly all participants stated that they visited educational websites (f: 14), benefited from video lectures (f: 12), and prepared slides (f: 12), and five teachers stated that they saved all these contents on the desktop. Some excerpts from the teachers' remarks are as follows:

> "I usually try to prepare for distance education by downloading online videos. I usually try to prepare a presentation in a Word document, prepare a presentation in PowerPoint, or I try to download presentations from educational websites through the internet. I usually use educational

> websites. I follow Okulistik and benefit a lot from Eğitimhane. Particularly, EBA has educational links. For example, there are Ufuk Hoca (www.ufukkoca.com.tr) and Morpa." (T9)
> "Generally, I prepare slides as preliminary preparations for the subjects. I prepare using scanned books. There are many resources on the internet. I get and organize them by myself and provide them in that way. There are some programs. For example, I use Morpa." (T15)
> "Of course, I examine the subject first. There could be visual materials and videos for children in line with the subject matters I cover, especially during the distance education process. I should prepare in advance. Otherwise, it is not possible during the lesson." (T11)

However, under the theme of preparing activities and materials, teachers often benefited from reference books (f:8), prepared 3D materials such as visual and geometric object models, puppets-origamis, and animal models (f:7), and prepared printed materials like subject-related tests and worksheets (f:7). In addition, participants underlined cases such as determining activities in textbooks and preparing questions, square texts, and games. For example, T3 described the preparation process as follows: *"...I have digital resources and my reference books. I look at them. Then, I explore my resources… I do my weekly preparation, do my material preparation."* Other teachers expressed their views as follows:

"For example, there were geometric objects today. I prepared rectangular prism, triangular prism, etc. before class. The resources must be definitely ready before class." (T11)

"We made a dinosaur in D sound from egg packages. I prepared planes in P sound, made clouds from straws and cardboard, and attached those straws to them." (T14)

"If there is an activity in the book, if there is an activity that we can do in line with it, I do. Sometimes, we become clowns. Sometimes, we played a student as Mehmet Akif Ersoy." (T1)

The responses teachers provided to the second question about which strategies, methods, and techniques they followed in the lessons and which materials they used/can use are summarized in Table 3.

Table 3.Methods, materials, and activities used in lessons

Theme	Code	Teacher	Total
Teacher-centered methods and techniques	Question and answer	All	15
	Lecture	T2,4,5,7,8,9,10,12,13,14	10
Student-centered strategies, methods, and techniques	Discovery learning	T2,3,6,9	4
	Discussion	T4,9,13	3
	Experiment	T9,11	2
	Drama	T1,3	2
	Demonstration	T4,14	2
	Brainstorming	T4,13	2
	Project	T2	1
	Fishbone	T3	1
	Six thinking hats technique	T13	1
	Research	T11	1
Materials used and activities conducted	Book (e-book, textbook, workbook, and reference book)	T1,4,8,10,12	5
	Roleplay activities with pictures	T6,8,10,14,15	5
	Video lectures	T2,5,9,11	4
	Text reading	T8,12,15	3
	Game questions	T2,13	2
	Worksheets	T3,12	2
	Poster	T8	1
	Origami	T14	1

Table 3 shows that the question-and-answer method (f:15) is used by all teachers and the lecture method is used by most of them (f:10). A limited number of teachers stated that they use strategies and methods such as discovery learning (f:4), discussion (f:3), experiment (2), and drama (f:2). However, fishbone, six thinking hats technique, and research were implemented by one teacher each. The study revealed that teachers generally use books (f:5) and videos (f:5) in their lessons. Some views in this regard are as follows:

"Actually, lecture takes place more. This becomes somewhat traditional and one-sided like that. This is how the question-answer and lecture work because the time is too limited."

"We do more questions and answers. I ask [questions] and ensure they find [the answers]. Considering the visuals, I try to ask [questions] by having them make comments and finding [the answers]." (T6)

"We employ the question and answer, discovery learning, and lecture, of course. I have them watch videos often. I often give homework with game programs." (T2)

"I give research assignments. Actually, children have already mastered computers." (T11)

"First of all, I use the lecture method. After that, I use the question-and-answer technique and discussion method. Sometimes, there will be brainstorming where I get the views of kids." (T4)

"Since it is grade 1, there is no need for more materials or experiments. Usually, [I teach] using pictures in these reading-writing processes. By preparing images on cardboard, for example, the B sound, I drew a bee using colored cardboard and showed it on the screen." (T15)

Another question directed to teachers regarding the management of teaching-learning processes was about how they drew students' attention to the lesson and motivated them throughout the lesson. Teachers' explanations about drawing student attention to the lesson are summarized under three themes in Table 4.

Table 4.*Strategies of teachers for drawing students' attention to the lesson*

Theme	Code	Teacher	Total
Auditory stimuli	Singing	T1,3,6,11,14,15	6
	Asking intriguing questions	T1,2,5,7	4
	Having a talk	T3,4,6	3
	Telling jokes	T4,15	2
	Talking about news and current topics	T4,5	2
	Making jokes	T1,7	2
	Asking questions through tales	T5,11	2
	Giving examples from the daily life	T9	1
Audiovisual stimuli	Using pictures related to the topic	T1,6,8,10,11,15	6
	Showing videos	T5,6,9,11	4
	Playing musical instrument	T14	1
	Showing animations	T15	1
	Playing puppets	T4	1
Emotional stimuli	Running contests	T1	1
	Playing games	T1	1
	Asking riddles	T4	1
Encouragement	Giving a plus or minus	T4,8	2
	Buying a chocolate	T12	1
	Taking a nature walk	T15	1
Monitoring student work	Allowing different persons to have a say	T2,3	2
	Using guiding phrases (Did you write down? Are you done?)	T6	1

As seen in Table 4, teachers follow the strategies of drawing attention to the lesson by using auditory, audiovisual, and emotional stimuli and encouraging and monitoring student work. Singing (f:5) and asking intriguing questions (f:4) were prominent in auditory stimuli, followed by talking with students, telling jokes, and talking about news/current issues. Generally, they

used subject-related visuals as audiovisual stimuli (f: 6) and showed videos (f: 4). Some remarks of teachers are quoted below.

"Asking the kids questions considering the image I share at that time, I handle it using activities they can do by themselves." (T10)

"I show them videos before starting the day's lesson. In the morning class, we listen to the song 'Good Morning, Good Morning Kids' and we sing it together. In the afternoon, I play our school music, the school bell [song], or songs about balanced nutrition." (T6)

"I open a thread from the news they watched on TV. If I have prepared an activity, I show it. For example, I made a puppet and had it talk to the kids like a teacher." (T4)

"A little more like encouraging students by giving a plus or minus. I take note of these. These make students happy." (T8)

"In the form of mutual competitions. For example, suppose we are doing synonyms and antonyms. Suppose I choose two kids. I would say, come on, you are going to ask each other." (T1)

Table 5 shows the themes and codes obtained from the responses of teachers to the last question about how they motivated students.

Table 5.*Teachers' strategies to motivate students*

Theme	Code	Teacher	Total
Establishing positive communication with students	Having a talk	T6,7,9,13,15	5
	Making jokes	T5,7,12	3
	Encouraging (you can do it, I trust you, etc.)	T3,10	2
	Using nice words (my dears, my flowers, etc.)	T6,8	2
	Telling jokes	T15	1
Establishing a connection with experiences	Talking about current topics	T9,13	2
	Asking questions	T9,13	2
	Giving examples from daily life	T13	1
Making activities meaningful and motivating	Singing	T2,6,10,11,13,14,15	7
	Playing games	T1,2,11,13,14	5
	Making students active	T1,11,13	3
	Running competitions	T1	1
	Asking riddles	T11	1
	Asking tongue twisters	T11	1
	Playing puppets	T14	1
	Showing cartoons	T12	1
	Making origamis	T14	1
	Doing sports	T11	1
Generating expectations	Sending video lectures	T3,4,6,10,12	5
	Arousing curiosity	T5,7,9,14	4
	Reminding what was learned in the previous lesson	T2,3,4	3
	Using phrases such as we will learn a very good topic	T11	1

Making the lesson interesting	Using materials found at home	T2,11	2
	Making a video call to the student whose losing motivation at that moment	T2	1
	Bringing students staying in the background to the forefront by giving them a teacher's role	T1	1
Rewarding	Using phrases like bravo, very nice, etc.	T3,6	2
	Applauding	T3	1
	Giving a plus or minus	T4	1
	Buying a chocolate	T1	1

As seen in Table 5, teachers followed strategies like establishing positive communication (f:13), establishing a connection with experiences (f:5), making activities meaningful and motivating (f:22), generating expectations (f:13), making the lesson interesting to motivate students, (f:4) and rewarding (f:5). Under the theme of establishing positive communication with students, teachers stated that they usually have a talk with students and make jokes. Of these teachers, T9 expressed their rationale with the following words, *"I definitely talk about that lesson. Our topics are usually about social life in the third grade. When I speak, I change my tone of voice. I bounce back by saying, my tone of voice has changed here, for example."* Singing and playing games under the theme of making the activities meaningful were the ways many teachers went for. For example, T11 explained this as follows: *"Kids get bored naturally. We sing, play games, [and use] songs, riddle, tongue twisters as in the classroom setting, but more frequently of course."* While teachers generally follow ways like arousing curiosity and sending children videos about the lesson before the class to generate expectations, some teachers made video calls students getting bored during the lesson, gave the students a teacher's role, and used the materials available at home during the class to make the lesson interesting. A limited number of teachers who went for rewarding provided examples of using verbal expressions, applauding, giving +/-, and buying chocolates. Below are some sample remarks from teachers.

"What shall we do in the next lesson? Which notebook are we going to get out? I say this for them to wait curiously." (T5)

"I send lectures from YouTube channels beforehand. I send videos to parents. I let some students have a say by asking, what did we do in the last lesson?" (T4)

"I give rewards. For example, I say, those who solve this question… I went to them on Monday. Actually, our students live in this neighborhood. They came down in front of their apartments. I went [there] and gave them chocolates one by one."

"For example, I have students who read very slowly and do not want to do questions. I encourage them by saying: No, you can do it. I give a round

of applause if necessary. No applause is heard, but their applause is seen. This encourages them." (T3)

Findings Regarding the Learning Environment

Regarding this issue, the participants were asked about the environments where students attended online classes and how these environments reflected on lessons. The majority of the participants had negative views about the learning environments of students. However, T7, 711, and T13 stated that students who had their own rooms and a family environment that provided academic support (T7) did not experience any problems in their lessons and the lessons were productive even for themselves. Table 6 summarizes teachers' views about the learning environments and their reflections on lessons.

Table 6.*Students' environments and their reflection on lessons*

Theme		Code	Teacher	Total
Environment	Inside the home	Living room/lounges	All	15
		Bedroom	T2,9,	4
		Stove-heated room	T4,5,8,10,12	5
		Kitchen	T2,6,15	3
		Their own room	T7, 11, 13	3
	Outside the home	Workplace	T1	1
		In the car during the trip	T2	1
		Farm/garden	T8	1
		In houses where they visit as a guest	T2	1
		Park	T1,8	2
Reflections on lessons	Challenges in managing the process	Noise (indoor sounds, sounds of conversation and discussion, sounds of TV, etc.)	All	15
		Distraction	T1,3,4,6,7,8,10,11,13	9
		Wasting time	T1, 13	2
	Interfering with the teacher	Individuals in the environment complain about other students	T14	1
		Question not letting their kids speak	T2	1
		Back their own children	T14	1
	Interfering with the student	Individuals in the environment enter and leave the room	T1,7,9,11,14 T3,7 T7	5 2 1
		Warn the kid not to make mistakes		
		People in the environment tell the kid the answers		

As seen in Table 6, the majority of teachers stated that students attended the lessons from living rooms or lounges followed by bedrooms, stove-heated rooms, and kitchens. A teacher describing this by exemplifying crowded families where kids have no room of their own explained, *"Since the population of families in the region where we work is crowded and since they have many children, and it is winter, they attend the [lessons] from a crowded stove-heated room. There is noise and distraction (T8)."* As such, T12 stated, *"There was only one stove-heated room. Either the kid stayed in the cold room, or when staying in the stove-heated room, the sound of the TV, the mother's voice, or other noises. It was very difficult for me and affected me negatively."* Examples from the opinions of other teachers are given below:

"It definitely affects a lot. Yesterday, a kid was listening to me from the car when he was coming home from the village. The situation is the same for all of them. They listen in the car and listen in places they go as guests." (T2)

"For example, their parents are working, and the kids attend from the workplace. The workplace they attend from is not suitable. It's a room for ten people. Even I have my eyes on it. Noises come from there. There is a lesson there. There is a seriousness issue. Their time runs out." (T1)

"Affects a lot, both positively and negatively. Positively, if the kids are in their own room and have direct contact with me. After all, it is like a classroom environment. You are one-to-one with the kid. You feel freer. The kid feels freer, too." (T7)

"They experience difficulties, especially in large families. A constant stimulant. The mom comes, the sibling comes. We do not have such problems in families having one or two children. They have their individual rooms… They are never distracted. They completely focus on the lesson." (T11)

"We even experience this, for example, there are one or two students who tolerate all kinds of jokes, and you stick with them. When you stick with them, this time other parents say, you didn't do anything to my child, you didn't give my child the right to speak." (T2)

"Their parents are in the background, their siblings come to them, and their elder brothers come, and hit them on the head when they cannot answer the question." (T3)

"The main disturbing issue is that parents interfere a lot. They are always by your side. It happened in the early days of school. A mother from there says, 'sir, it is time to tell you that Burak has intruded on Elif at school.' I was shocked. I didn't know how to intervene at that moment." (T14)

Findings regarding the classroom rules

The findings obtained from teachers' explanations about the classroom rules they set during the distance education process are given in Table 7.

Table 7.*Specified classroom rules*

Theme	Code	Teacher	Total
Technical rules	Keeping the microphone off during class	T1,3,4,5,7,8,9,11,12,14,15	11
	Keeping the camera on	T1,2,4,5,8,9,11,15	8
	Not using the chat section	T7,9,13	3
	Not typing on the screen	T7,9,14	3
Rules for the course environment	Preparing the course materials in advance	T1,3,5,6,9,10,12	7
	Being alone in the room during class	T6,7,8,10,11,14	6
	Creating a special environment for the class (sitting at a table, in a specific corner)	T1,6,7,8,9	5
Rules for attending the class	Asking for permission before speaking	T1,2,4,6,8,9,15	7
	Not interrupting/speaking all the time	T6,8,9	3
	Satisfying their needs during the breaks (toilet, water, food, etc.)	T6,10	2
	Sitting upright in front of the screen	T1,9	2
	Not leaving the screen during class	T1	1
Rules regarding the time	Attending the class on time	T1,13,14	3
	Those attending the class late should not disturb the course of the lesson	T13	1
	Sending the homework within the hours specified by the teacher	T15	1

According to Table 7, most teachers set technical rules (f:25) followed by rules for the course environment (f:16), attending the class (f:15), and time (f:5). Among the technical rules, keeping the microphone off (f:11) and keeping the camera on during the class were more prevalent, and teachers described their requirement for mutual interaction as follows: *"For example, I tell them that your microphones will be always turned off. Raise your hand when you want to talk and turn on your microphone when I let you have your words" (T1); "The biggest of our rules is about turning the sound and camera on and off. Of course, the camera is not mandatory. If they are convenient, I ask them to turn it on so I can see them for mutual interaction"* (T3). The rules determined for the course environment were about preparing the course materials before the class (f:7), being alone in the room during the class (f:6), and creating a special environment for the class (f:5), and some relevant remarks are quoted below along with rationales:

"Before the lessons, I write to the WhatsApp group about which lesson I will teach from which book, and how many pages I will cover. I want the kids to be ready before each class. Otherwise, it will be a waste of time." (T5) "I had to talk to the parents during the class so the kid would not be disturbed during the class. Since it was a village environment, both his brothers and late

friends constantly interfered. Regarding this, we decided that there should be no stranger next to the child during the class." (T10)

"They should attend the class at tables and on chairs just like in the classroom. Before attending the class, the necessary books, pens, and tools should be ready." (T6)

Asking for permission to speak when taking part in the lesson (f:7) and attending the lesson on time from time-related rules (f: 3) were emphasized. For instance, regarding the rule of asking for permission before speaking, T4 had the following remarks: *"Everyone turns on their sounds in distance education. I tell them, turn off your sounds kids. Because there will be so much chaos. Second, raising hands. Raise your hands just like in the classroom, I say. Because this time they do things like: Can I say? I already see those who are raising their hands on camera."* As such, T13 described the rule, coming to the class on time, using the following phrases: *"One of our rules is to come to class on time and not disrupt the class. Coming to the class on time applies to distance education, too. Even if they say "Sorry teacher, I'm late" the class will break off at that moment."*

Findings regarding the time management

Another question directed to teachers during the interviews was about time management. While one teacher (T12) stated that they were unable to manage the time well because of discipline issues, other teachers stated that they made effective use of time. The explanations of 14 teachers, who stated that they managed time effectively, are given in Table 8 under two themes of strategies they followed before and during the class.

Table 8.*Strategies followed in time management*

Theme	Code	Teacher	Total
Before the class	Preparing the course materials (material, texts, books, etc.)	T1,3,6,7,13,14	6
	Preparing the activities	T3,7,9	3
	Lesson planning (introduction - development - conclusion)	T4,7,9	3
	Sending a video about the relevant topics/activities the day before the class	T2,12	2
	Asking students to prepare their materials before the class	T1,6	2
	Rehearsing the lesson	T15	1
	Controlling the learning outcomes/annual plan	T3	1
	Choosing between topics/activities	T5	1
	Paying attention to the appropriateness of the activities student level	T8	1
During the class	Extending the course duration by taking from the duration of the other course	T1,6,13,14,15	5
	Giving some activities as homework	T2,8,9	3

No conducting some lessons/subjects (Physical Education and Play, Visual Arts, Music)	T2,5,8	3
Asking students to do time-consuming activities during the breaks	T1	1
Teachers doing difficult activities	T12	1
Giving students the right to choose what they can do by offering different activities	T11	1
Attending the class on time	T8	1

As shown in Table 8, the pre-class preparations involved preparing materials (f:6), activities (f:3), and lesson plans. During the class, teachers went for extending the course duration (f:5), giving some activities as homework (f:3), or not conducting some lessons/subjects (f:3) to complete teaching the topics or activities they were doing. Below are some example quotes from the remarks that teachers had in this regard:

"We come to the class prepared. Which topic we will cover and which activity we will do are clear. We explained the lesson. Let's do an activity. This time Google the activities, search for videos, and so on. The minutes pass like this. That's why we come prepared for them in advance. At least, we prevent wasting three or five minutes during the class." (T7)

"First, I look for course materials, books, and arrange them. When they are ready, we save time from there." (T1)

"First, I prepare a lesson plan. Say, I provide these things at the introduction stag and use these methods and techniques. If I have materials, the introductory, development, and conclusion phases of the lesson become very good." (T4)

"Sometimes, disruptions happen. The flow is such that the kids want to talk about the subject matter, and the discussion prolongs. I tell them, what we are going to explain has not finished, should we take a break or use our break time? Most of them do not want to leave." (T13)

"For example, when there are five examples, we solve two of them in the lesson and give three to students as activities." (T8)

Findings regarding the relationships with students

Teachers' explanations about their efforts to keep/maintain their relationships healthy with students during the distance education process are given in Table 9 under two categories: beyond the class and during the class.

Table 9.*Strategies of teachers for establishing/maintaining healthy relationships with students*

Theme	Code	Teacher	Total
Beyond the class	Calling, video calling (about academic issues)	T1,3,4,5,6,7,8,9,10, 13	10
	Messaging	T1,2,4,5,7,11,12,13, 14	9
	Meeting with parents (talking and giving advice about students)	T4,6,8,9	4
	Communicating through the classroom WhatsApp group	T1,2,7	3
	Taking a nature walk/face-to-face meeting with students on days designated with parents	T2,15	2
	Calling on special occasions (funeral, illness, birthday)	T4	1
During the class	Talking (about academic and current issues)	T2,5,7,9,10,12,15	7
	Conducting various activities (related to specific days and weeks, intelligence games, keeping rhythm)	T2,4,8,14	4
	Making jokes	T3,5	2
	Playing games	T14	1
	Talking to students about their behaviors after class	T9	1
	Keeping eye contact	T4	1
	Addressing by their names	T4	1
	Using verbal reinforcements (bravo, very good, my flowers, etc.)	T6	1

As shown in Table 9, the majority of teachers stated that they made video calls to their students beyond the class (f:10), sent messages (f:9), and created a classroom WhatsApp group (f:3). Two teachers stated that they took students for a nature walk and meet them face-to-face. T8, who told the kids that they could ask about the issues they find difficult beyond the class at any time, had the following remarks in this regard: *"I try to answer their questions as much as possible. When they send the assignments through WhatsApp, I review them and correct their mistakes."* Stating that they made video calls to their students, T2 said, *"I usually make a video call to my students on the weekends. I talk with their mothers and then with the kids."* Of teachers who stated that they took a nature walk, T15 realized this approach as follows: "*We were already seeing each other in distance education classes. However, the kids always used to say, teacher, we miss you, we want to see you, and so on. So, I said I would choose five students each week to reward those who were the most organized, attended the class most regularly, and had fine handwriting. I used to take them out for a nature walk to reward them."* As shown in the table, during the class, teachers attempted to entertain students by talking with them (f:7), involving them in the process by conducting various activities (f:4), making jokes (f:2), and playing games. Below are some examples from the remarks of teachers:

"I take the kids to the waiting room during the lesson, accepting them one by one. So, it doesn't happen all at once. It happens two minutes later. I definitely talk with them one by one during this process." (T9)
"I try to entertain them in some way, albeit from afar. They received rhythm training as part of the project. Those things also made me have a lot of fun." (T14)

"A conversation during the class. We talk about current issues. I listen to what they have to say, things they are interested in." (T10)
"I keep eye contact very well during the class. I address my students by name. I think it becomes more effective." (T4)

"Apart from the course topics, for example, we organized a Domestic Goods Week this week. In addition, we organize activities related to Specific Days and Weeks. We organize activities for our kids on topics such as love of homeland, freedoms, fundamental rights, and respect for differences." (T8)
Findings regarding the problem behaviors exhibited by students during the class and their management

Teachers' explanations about students' problem behaviors during class and how they manage these behaviors are given in Table 10.

Table 10.*Problem behaviors of students and teachers' disciplining methods*

	Theme	Code	Teacher	Total
Problem behaviors	Failing to comply with technical rules	Turning on the microphone during class	T2,6,11,15	4
			T1,2,5,14	4
		Turning off the camera during class	T1,2,9	3
		Not turning off the microphone during class		
		Scribbling on the screen	T7,11	2
	Being indifferent to the lesson	Doing things unrelated to the lesson (talking, discussing, playing games, surfing the internet, etc.)	T1,4,6,7,9,10, 11,12	8
		Leaving the screen	T10,15	2
		Whining (when will the class end)	T4	1
	Disrupting the class	Talking about issues unrelated to the lesson	T2,6,7,8	4
		Speaking without asking for permission	T12,14,15	3
		Asking unnecessary questions (asking the time, page number, etc.)	T4,11	2
			T6	1
		Interrupting their classmates		
		Playing jokes	T5	1
		Speaking for someone else	T8	1
		Making strange noises (with their mouths, making a crackling sound with paper, etc.)	T13	1

	Failing to fulfill their responsibilities	Listening to the lesson from the bed (participating from unsuitable settings)	T11	1
		Refusing the task (I can't do it, oh no)	T15	1
		Attending the class late	T11	1
Ways to discipline	Preventive strategies	Keeping in constant contact with parents	T2,5,7,11,12,13	6
		Determining classroom rules	T10,13,14	3
		Choosing examples from daily life in lessons	T1,14	2
		Holding parent meetings	T9,10	2
	Instant interventions	Verbal warning	T2,4,5,6,7,8,9,11,13,14	10
		Changing sound, camera, and board settings	T7,9,11,12,13	5
		Talking with parents (at that moment)	T1,6,10,11,14	5
		Reminding the rules	T5,11,13	3
		Highlighting expected/positive behaviors	T5,8	2
		Holding a parent meeting/meeting with parents (after class)	T5,10	2
		Giving the student a teacher role	T1	1
		Reminding the lesson objectives	T8	1
		Taking the student to the waiting room	T9	1

As seen in Table 10, the problems encountered by teachers were mostly related to technical issues. Students did not comply with rules about keeping the camera on (f:4), keeping the microphone off (f:4), keeping the microphone on (f:3), and scribbling on the screen during the class. Being indifferent to the lesson, students mostly engaged in talking with others, playing games, or surfing the Internet during the class (f:8). Also, they disrupted the class by talking about issues unrelated to the lesson, interrupting their friends, and speaking without asking for permission. As shown in Table 10, teachers often intervened in these behaviors by giving verbal warnings (f:10), followed by changing the sound, camera, and board settings (f:5) and meeting with parents at that moment (f:5). Teachers described their preventive strategies spanning throughout the process as being in constant communication with parents (f:6), determining/revising classroom rules (f:3), holding parent meetings (f:2) and giving examples from daily life in lessons (f:2). Some examples of teachers' remarks are as follows:

"The kid may turn off the camera and surf the internet. For example, even though they are small, when I say "It's your turn, son, read this", the kid does not turn on the microphone. No sound. Then, I called and talked to his mother. To prevent these behaviors, I always ask for their ideas and try to keep

them active. For example, there is Kerem. I say: Come on Kerem, you are the teacher, you do it, what can you do about this?" (T1)

"They usually turn off the camera. We experienced this a couple of times. Then, we agreed. No matter how much the rule of asking for permission to speak is in place, there are times that they step in without asking for permission to speak. I always warn." (T14)

"In general, students who talk a lot disrupt the course of the lesson. There are always students who get bored and say: Teacher, how long does it take to finish the class? If you do that again, I say, I'll kick you out of class. They become silent." (T4)

"I definitely meet with the parents. I meet them very often about everything. When something good or bad happens in that lesson, I ask them, did you do something different in your home?" (T5)

"At that time, when the kid does not listen, I try to handle the situation by calling the parent." (T10)

Findings Regarding the general problems experienced during the distance education process and the coping strategies

The other two questions directed to the teachers were about the general problems they experienced during the distance education process and what they did to solve them. The themes derived from their remarks are shown in

Table 11.*Encountered problems and generated solutions*

Theme	Code	Teacher	Total
Technical issues	Internet connection issues	T1,3,4,5,6,7,8,9,10,11,12,13,15	13
	(freezing, disconnection, poor connection, etc.)	T1,2,3,4,5,11,15	7
	Insufficient internet quota in students' homes, and houses with no internet connection	T2,4,5,6,7,11	6
	Electric cut-outs		
	Issues related to EBA and ZOOM	T3,9,10,15	4
	Students have no computer/tablet	T1,2,3,5,11,14	5
Academic issues	Parents' failure to create a suitable classroom	T3,4,7,8,12,13,14	7
	environment for children, their indifference	T2,3,7,9,13	5
	Being outside the home during the class, not making the necessary preparations, and so on.		
	Conditions created by being in front of the screen for a long time (distraction, boredom, etc.)	T9,11,14	3

	Others help students at home during the class	T6,13	2
	Inability to do effective measurement and evaluation	T6,7	2
	Students not attending the English classes	T9	1
	Crowded classrooms	T14	1
	Inability to work with students individually	T14	1
Curriculum-related issues	Overlapping class times of other children in the house	T3,5,11	3
	Inability to reach the foreign origin students	T7,12	2
	Dense course content	T6	1
Generated solutions	Meeting with parents	T3,6,7,9,10,11,13,14	8
	Sending/checking homework and activities via the class WhatsApp group	T3,7,12,15	4
	Providing suggestions for those who cannot attend the class (connecting the internet, using it alternately with their siblings)	T2,5,11	3
	Warning	T8,12	2
	Setting rules	T8,12	2
	Repeating that day's lesson the next day	T4	1

According to Table 11, under the technical issues, most teachers (f:13) stated that they experienced connection issues. Other technical issues they expressed were EBA and Zoom-related issues, students' having no computers/tablets, and those having one had inadequate technical equipment. For example, regarding the internet connection problems, T12 stated, *"We had many technical and internet problems. Disconnections happened. My voice would transmit interruptedly during the class and their voices would come interruptedly."* T5 had the following comments regarding the electricity cut-outs: *"Half of the village had electricity, and half did not. There are many houses with no internet line connected. There they go to others. I have many students who attend the class together."* As such, T2 stated, *"Electricity cut-outs happen here most often. Also, all students do not have the same equipment, which largely affects [the teaching-learning process]. Some have the display but have no sound. Unfortunately, these [issues] negatively affected our classes."* Deficient/incorrect learning (f:13), conditions created by being in front of the screen for a long time (f:5), and parents' failure to create suitable class environments for children (f:5) were the major problems from an academic perspective.

"Lagging in lessons and the kids' failure to achieve the learning outcomes effectively. I mean, all of them cannot be achieved. We cannot provide them effectively. We cannot evaluate them effectively… Now, it's the second semester of the second grade. There are still ten students who cannot read and write. When you tell the parents to come to the online class, they don't. Send their videos, they don't. In general, parents are indifferent." (T7) "This did not work from the screen. This was our biggest problem. The kids learned incorrectly. Ok, thanks to the parents. They have them study. However, we read the sound as -b-, the parent reads and teaches as –be-." (T12)

"It's difficult to keep the child in front of the screen. They get bored." (T14)

The curriculum/syllabus-related problems were the overlapping class times of kids at home (f:3), inability to reach the foreign origin students (f:2), and dense course content (f:1). T3 provided the following examples in this regard: *"For example, when there are six classes, they attend two classes and leave. We are constantly experiencing problems like my brother has a class, my mother will go to the hospital, our internet is out."* As such, T11 provided the following examples: *"Some do not have computers and some do not have enough quota. Parents work, and there is no phone at home. One of our students' elder sister goes to secondary school. I told them to take turns now."* As seen in Table 11, teachers opted for meeting with parents (f:8) as well as sending and checking homework/activities through the WhatsApp group of the class (f:4) against these problems. For instance, T9 had the following views in this regard: *"I call the parents one by one. Actually, it's harder to get them together than at school."* Further, T15 stated, *"I take pictures of extra activities we will do from our books and send them through WhatsApp. Let's say that sentences would be written about the 'a' sound. I would edit the sentences about them and send them screenshots or send them through WhatsApp."*

Findings regarding the views on distance education

The last question directed to the participants during the interviews was about what the group thought about distance education and how they were affected by this process as teachers. The themes and codes obtained from their explanations are summarized in Table 12.

Table 12.*Views on distance education*

	Theme	Code	Teacher	Total
Distance education	Positive views	Easy access to different materials	T3,4,6,7,9,13	6
		Increase in the achievement of students who attend the class regularly	T2,5,10,15	4
		No interruption in education	T4,5,11	3

	Use of educational technology	T2,9	2
	Save time spent during transportation to school	T6,11	2
	Class durations (30 minutes)	T3	1
	Learning to access information	T1	1
	Learning to learn	T14	1
	Attracting students' attention to online courses	T3	1
	Shy students feel more comfortable at home	T5	1
	Allocating more time to learning	T8	1
	Involving families in the process	T8	1
Negative views	Presence of students who cannot participate in classes/inequality	T3,4,5,7,8,11,13	7
	Deficient/incorrect learning (failing to intervene as required)	T2,6,7,9,12,13,15	7
	Being physically distant from students/not being in the same setting	T1,6,9	3
	Decrease in academic achievement	T2,8	2
	Large number of courses	T3,13	2
	Short class durations	T5,8	2
	Families' lack of knowledge about distance education platforms	T10	1
	Families' indifference	T11	1
	The density of the content	T5	1
	Students stay before the screen for a long time	T3	1
Suggestions	Providing internet, computer, tablet, and so forth to students and teachers	T2,4,5,6,7,8,11, 13,15	9
	Developing curriculum for distance education	T1,3,5,9,13	5
	Strengthening the technical infrastructure	T5,6,7,8,12	5
	Teachers' self-development	T2,9,14	3
	Improving the EBA	T8,9	2
	Informing families about distance education	T10,12	2
	The syllabus should not constantly be changed but kept fixed	T5	1
	Recording the courses for asynchronous participation	T2	1
	Developing professional skills	All	15
	Getting to know students closely	T3,5	2

Effects on teachers	The opportunities it provides	Spending time with their children and getting to know them closely	T2,5 T14	2 1
		Gaining distance education experiences		
	The problems it creates	Physical ailments (lumber pain, backache, neck pain, eye pain, headache)	T1,2,5,6,7,8,9,11,13,15	10
		Negative emotions (Stress, unhappiness, tension, boredom)	T3,4,5,8,9,11,12,14	8
		Being unable to devote time to one's own family	T8,9,13	3
		Expansion of the scope of teaching in terms of time and space	T2,4	2
		Additional workload created by indifferent families	T8	1

As seen in Table 12, teachers generally perceived distance education positively in terms of easy access to different materials (f:6), and increase in achievement of those who attend the classes regularly (f:4), and the fact that no interruption occurs in the education process. Use of educational technologies (f:3), suitability of course duration (f:2), students' learning to access and learn information, and the like were the positively perceived features relating to distance education. For instance, T7 had the following views regarding access: *"I feel we have more resources at our disposal. We choose whatever we want in this world. According to the conditions of the kids, the learning outcomes, and the difficulty level, we choose what we want and reflect them on the screen.*" T8 stated that they were able to allocate time for learning with the following phrases: *"Students who are interested in the lesson spend more time on the lesson than they used to because they can't leave the house. For example, students have not come to school until today after three months, but there are students who can read very fluently and have very good writing and can do whatever asked to do."* The presence of students who cannot access education, in other words, inequality is the most frequently mentioned negative feature (f:6), followed by students' deficient/incorrect learning (f:7), being physically distant from students (f:3), and large number of courses (f:2), and students' excessive exposure to technology/screen (f:1). For example, T11 stated that many students could not attend the classes: *"Unfortunately, it is a disadvantage that not every student can participate in this. For example, out of my 25 students, 15-16-17 attend the classes."* T3, who had a similar opinion, stated, *"I think there is inequality of opportunities in education. Children who have this opportunity can attend the class, and the*

children who do not cannot. What's their fault?" Sample comments from other teachers are as follows:

"A complete learning does not take place. I think learning is incomplete." (T9)

"For example, I think it would be incredibly effective if we had four classes instead of six in five days, and if we did it in the form of two plus two." (T13)

"The six-class thing seems like too much to me. A child's presence in front of the screen for six hours, on top of that, the homework we send through EBA, and being constantly exposed to mobile phone and technology are the negative features." (T3)

Participants mostly emphasized providing internet, computer, tablet, and the like to students (f:9), developing the curriculum in line with distance education (f:5), and strengthening the technical infrastructure (f:5) as aspects of distance education that should be improved. Teachers' self-development (f:3), keeping the curricula fixed (f:2), and improving EBA (f:2) were among the other suggestions that teachers expressed. For example, T4 had the following views about providing internet support: *"The internet should be free for everyone. For kids, you know, for those who do not have stable internet. For example, there are five siblings at home and two telephones. They have no tablets or computers. I think a solution should be found for this, too".* T5, who had a similar opinion, said, *"In order to solve the infrastructure problems fully and eliminate inequality, the kids should be provided with equipment. After all, the 8 GB internet provided is useless."* Sample comments from other teachers are quoted below:

"We can reduce the curriculum a little more… It shouldn't be too heavy for the kids." (T1)

"We still have many gaps in distance education. For example, the ministry can create its own channel in this regard. In other words, we can connect directly from EBA's own connection. We still use foreign-origin [programs], and all of them are in English. Since I don't know English, I may use many features of Zoom." (T9)

"I think our teachers should improve themselves a little bit. It doesn't work by just saying, open the book from here and read and write, my child. Actually, there are very effective internet tools and websites." (T2)

The majority of teachers participating in the study believed that distance improved their professional skills (f:13). For instance, T6 stated that they learned technology through this: *"I learned a little more technology. I cannot use these kinds of things too much. I mean I don't tire myself too much. I have mastered how to use EBA."* T8 realized that they needed to be ready for any kind of change. *"It drew my attention to the fact that education can be continued with different methods, education will not be only in the classroom,*

and that we and the governments should be prepared for such negative conditions and that we should develop ourselves more in this field." T14 said that they constantly did research, "*I read more children's books. I constantly search about how can I relate it to the subject?"* Gaining distance education experience (f:2) and the opportunity to get to know their students (f:2) and their own children closely (f:1) were other positive reflections. For example, of these teachers, T5 stated that they had the opportunity to know their kids closely: *"We do face-to-face education when we go to school and come back. Since we couldn't spend more time with our children, I learned that I have failed to know my own children enough. Since I spent more time with my children, I know their expectations better, and I approach my students with that view."* T14 said that they gained distance education experiences saying: *"It has been an incredible experience. How can I make myself loved even from distance, and what do I do to get their attention? It is good to make people laugh face to face, but it's very difficult to have 32-33 children at the same time from distance."*

The negative effects of distance education on teachers were expressed as health problems (f: 10), negative emotions (f: 8), not being able to spare time for themselves and their families (f: 3), and the expansion of the scope of their professional responsibilities (f: 2). Some of the explanations are quoted below:

"Inactivity. Constantly sitting. My eyes weakened because I was constantly looking at the screen." (T15)

"Being afar. I love doing activities, watching them while they are doing, and making them laugh. Not being able to touch or hug them is very bad. I am unhappy." (T14)

"Unstable class hours bothered me a lot. It greatly messed up the order in my home." (T5)

Discussion and Comments

As a result of the study, it was determined that teachers prepared for distance education courses by creating digital content and materials. In this process, they made choices by examining videos, slides, questions, and the like from educational websites on the internet, downloaded them to their personal computers, and used reference books in the activities. Many studies show that teachers often employ digital contents to positively influence student perceptions (Aktay & Keskin, 2016; Cahapay, 2020; Elçiçek, 2019; Elitaş, 2017; Ergüney, 2017; Hromalik & Koszalka, 2018; Kalemkuş, 2016; Koohang, 2008; Sharifabadi, 2006). It is also common for reference books to be preferred more than textbooks because they are interesting and more understandable, appeal to individual differences, contain questions suitable for the central examination system, and are diverse (Gökçek & Hacısalihoğlu

Karadeniz, 2013; Özmantar, Dapgın, Çırak Kurt, & İlgün, 2017; Taş & Minaz, 2018). It is of primary importance for the success of the course that teachers prepare the content and materials they will use in distance courses in advance by referring to different sources and keeping them within their reach (Alea, Fabrea, Roldan, & Farooqi, 2020; Dilci, 2012; Yıldırım, 2020). Past studies also support that coming to the class planned provides advantages in time management and that time management changes in direct proportion to academic achievement (DonGiovanni ONeil, 2009; Gözel & Halat, 2010; Kayode & Ayodele, 2015; Üstün, Nural, & Değer, 2005). Therefore, the preparations that teachers make before the lesson could be evaluated functionally under the principles of relevance to students, being up-to-date and affordability, as well as in terms of effective teaching and time management.

Students are more interested in methods and techniques appropriate to them (Gaytan & MxEwen, 2007). Therefore, be it face-to-face or distance education, uncovering students' potential and increasing their success depends on the use of teaching strategies, methods, and principles that suit their individual differences (Arı, 2014). In particular, considering that teacher-student interaction is relatively less in distance education, it is necessary to employ various strategies, methods, and techniques in the lesson to offer more opportunities to students who learn in different styles. However, the results obtained in this study indicated that besides using visual materials, teachers mostly teach their lessons using the lecture and question-answer methods. This situation, which does not meet the principle of student-friendliness, may have resulted from a swift shift to online education during the pandemic. In other words, the curricula that are not adapted to distance education and short online course durations may have led teachers to convey the course content directly to complete the curriculum on time. Supporting this comment, teachers who participated in this study also stated that they had to prolong the course duration despite having plans and being prepared to complete the subject matters, they took the time of other courses (Physical Education, Music), and gave some activities as homework. It is not possible to discover all conditions that are suitable for every student in the teaching-learning process (Felder & Brent, 2005). However, the current technological developments provide great opportunities for teachers in terms of applying more innovative teaching strategies (Natarajan, 2005). Thus, teachers' keeping on applying traditional teaching methods (Apaydın & Kandemir, 2018; Demir & Özden, 2013; Karasu Avcı & Ketenoğlu Kayabaşı, 2019; Koçak, Demirel, Karakuş, & Göktaş, 2016) and experiencing problems in enriching their lessons (Akdeniz & Uzun, 2022; Şenocak, 2020) may stem from their techno-pedagogical inadequacies and their unawareness of distant classroom applications such as Google Class, Kahoot, Quizizz, and the like.

The study showed that teachers mostly used similar strategies such as using pictures/images relating to the topic, singing, playing games, asking riddles, talking, making jokes, encouraging, using nice words, and so forth to motivate and attract student attention. Several studies have also determined that teachers use visual materials, reinforcements, and humor to motivate and grab student attention toward the course (Erdem & Bayraktar, 2018; Faruzi & Khusuma, 2020; Godwin & Fisher, 2011; & Ceyhan, 2018; Uçar, 2016). Stimuli appealing to students' knowledge, desires, interests, needs, curiosities, and expectations attract their attention more easily (Wei, Wang, & Klausner, 2012) and effective teaching practices (Risko, Anderson, Sarwal, Engelhardt, & Kingstone, 2012; Wang, 2015), learning something new (El Hmoudova, 2014), and materials (Senemoğlu, 2018) positively influence student motivation. In this case, one could argue that the participant teachers in this study applied attention-grabbing and motivational strategies appropriate to students' developmental characteristics. However, the fact that teachers used the same stimuli to ensure attention and motivation suggests that they may have failed to distinguish the difference between these two variables that affect learning. Attention refers to when individuals focus their mental power on a certain stimulus (Solso, MacLin, & McLin, 2011), and the motivation is moving individuals toward action (Bandura, 2009). The motivation level of individuals facilitates gathering attention (Smith & Kosslyn, 2014; Wei, Wang, & Klausner, 2012), however, every attractive stimulus does not provide motivation. Focusing on the same topic for a long time, having to do the same thing (listening, watching, etc.) and encountering the same stimuli cause decreased attention, experiencing difficulties in perception, and decreased motivation (Cummings Hlas, Neyers, & Molitor, 2017). According to studies, student motivation in online courses is influenced by group sizes and students' interaction with each other (Barak, Watted & Haick, 2016), and the absence of face-to-face education reduces motivation (Galusha, 1998; Hebebci, Bertiz, & Alan, 2020). Motivation means keeping students' energy high and giving them the strength to maintain their active states in learning. Therefore, it could be stated that teachers should go beyond constantly offering similar stimuli and try to create meaningful and diverse learning opportunities where students can interact directly with each other and the subject matter they are learning. Otherwise, students' inclination towards off-class behaviors would be inevitable.

Another important result of the study was that students often exhibited behaviors such as doing things unrelated to the lesson, turning the camera/microphone on and off, scribbling on the screen, speaking without asking for permission, and speaking about issues unrelated to the lesson during the distance education process. Although indifference to the lesson, disrupting the class, and not fulfilling one's responsibilities are the problem behaviors

observed in face-to-face education (Arı, Kızılaslan Tunçer, & Demir, 2016; Erol, Özaydın, & Koç, 2010; Tonbuloğlu, 2017), novel negative behavior patterns relating to technology utilization have also emerged in students in the education process (Akdeniz & Uzun, 2022; Can, 2020; Choudhary, Noor, & Khushnood, 2020; Efriana, 2021; Fidan, 2020; Özdoğan & Berkant, 2020). These behaviors may stem from the attention and motivation problems of students who spend a significant part of the day sitting before the screen and not knowing about how to use the platforms where distance education is provided. Students have remained afar from structured learning environments (school, classroom) during the pandemic, and since they were dependent on their parents to use technological tools because of their age (Fauzi & Khusuma, 2020), they attended the lesson from learning environments created for them. According to studies, how well families can prepare an appropriate educational environment for their children is closely related to their education level, sociocultural status, and economic conditions (Behtoui & Neergaard, 2016, Flores-Vance, 2013; Mollegaard & Meier Jeager, 2015; Pitzalis & Porcu, 2016; Radu, 2018; Sheng, 2016). Whether there is an internet connection at home, how much support they will provide to their children since they are the owners of the mobile phone, how many children go to school in the home environment, and whether the child is alone at home or not are very important in terms of providing support and cooperation to teachers (Rasmitadila et al., 2020). In this case, the characteristics of the environments where children attended classes during distance education may also have led to the development negative behavior patterns. Supporting this interoperation, as in this study, many studies have determined that teachers consider the environments where students attend classes unsuitable for learning (Arslan, Görgülü Arı, & Hayır Kanat, 2021; Başaran, Doğan, Karaoğlu, & Şahin, 2020; Hebebci, Bertiz, & Alan, 2020; Yılmaz, Güner, Mutlu, & Arın Yılmaz, 2020).

Students need to receive education in suitable environments to prevent problems related to attending courses and fulfilling their responsibilities. In this context, one could consider it a natural result of the process and a preventive approach that teachers who participated in this study determined new classroom rules regarding the use of computers, microphones, and cameras, learning environment, class participation, and time management. Classroom rules support organizing the teaching-learning processes, helping students to develop positive personality traits and acquire self-discipline. For instance, Frazier and Sterling (2010) determined in their study that gaining a habit of preparing course materials in advance contributes to students' being respectful towards each other. As such, when students' course materials are ready, their communication increases with the class (Şahin, 2014), and following the rules gives the students positive habits over time (Yılmazsoy, Özdinç, & Kahraman, 2018). According to Bickford (2020), the fact that

students come to the class unprepared may even discourage teachers from their planned activities. However, the interventions made when the rules were not obeyed were mostly limited to verbal warnings, changing the sound and camera settings, and meeting with family members present at home at that moment, which could be interpreted as focusing on short-term solutions or teachers not going beyond certain coping strategies.

Studies show that with positive teacher communication, children feel safer at school (Kıldan, 2011), feel connected to school (Birch & Ladd, 1997), and students who think that they are valued by their teachers adapt to school more easily (Hallinan, 2008). In this study, the fact that teachers spared time for talking with their students about current issues, making jokes, and having fun with activities such as mind games and keeping rhythm is critical in terms of not neglecting to establish emotional bonds with their students. On the other hand, the fact that teachers do not refer to channels such as body language and tone of voice that affect the communication quality suggests that they do not employ all communication channels in the lesson and do not employ an alternative that could be effective in preventing undesirable behaviors. The reason behind this might be problems related to the internet and technical issues, as mentioned by teachers and supported by the literature (Choudhary, Noor, & Khushnood, 2020; Çilek, Uçan, & Ermiş, 2021; Dubey & Pandey, 2020; Fidan, 2020; Mahasneh, Al-kremieen, Alrammana, & Murad, 2021; Özdoğan & Berkant, 2020). The probability of experiencing problems with the connection may have made teachers allocate more time to activities and stop communicating with students after the class. In this context, the fact that after-class virtual socialization, making video calls, creating WhatsApp groups, and messaging stand out in the research could be considered natural as a requirement of the pandemic process. Research studies indicate that parents expect teachers to call students as often as they consider convenient (Yılmaz, Güner, Mutlu, & Arın Yılmaz, 2020) and that teachers value establishing communication with them (Koç, 2018), showing that communication channels should be kept active even beyond the class. Other problems experienced by teachers during the distance education process were related to the curriculum/syllabus and practices, which were attempted to be solved with parents' cooperation, similar to the relevant literature (Adıgüzel, 2020; Özdoğan & Berkant, 2020; Sarı, 2020; Şeren, Tut, & Kesten, 2020). According to the results of the study, distance education was perceived positively in terms of easy access to different materials, an uninterrupted continuation of education, and an increase in the academic achievement of students who regularly attended the courses during the pandemic. This result is also supported by relevant studies, and access to materials, not being deprived of education, and the opportunity to study in a comfortable environment are emphasized as positive features of distance education

(Başaran, Doğan, Karaoğlu, & Şahin, 2020; Demir, 2014; Fadillah, Nopitasari, & Pradja, 2020; Hebebci, Bertiz, & Alan, 2020; Mulenga & Marban, 2020b; Mulenga & Marban, 2020a). The factors that have a negative impact on distance education processes are that students who have no technological tools cannot attend class, deficient and incorrect learning occurs, and not being in the same environment with students. Students not experiencing distance education in rural areas, deficient or incorrect learning, decrease in academic achievement, and excessive exposure of young students to the screen are the factors mentioned as negative aspects of distance education in many studies (Çilek, Uçan, & Ermiş, 2021; Dubey & Pandey, 2020; Jena, 2020; Kaynar, Kurnaz, Doğrukök, & Şentürk Barışık, 2020; Mailizar, Almanthari, Maulina, & Bruce, 2020; Radha, Mahalakshmi, Sathish Kumar, & Saravanakumar, 2020). In this case, the participant teachers in this research suggested increasing efficiency in distance education by providing students with internet, computer, tablet, printer, and so forth, adapting the curriculum to distance education, and strengthening the technical infrastructure, which could be interpreted as the consistency of research findings. Although teachers addressed the negative effects of distance education processes in terms of physical (lower back, back, and neck pain), emotional (stress, unhappiness, tension) and social (failing to spare time for oneself and family), teachers' seeing distance education as an opportunity for professional development could be interpreted as a positive result in terms of cognitive awareness. Supporting this interpretation, in a study by Cao, Zhang, Chan, and Kang (2021), the majority of teachers stated that they learned how to use different functions of digital platforms during distance education.

Conclusion and Implications

The study showed that the preparations made by the teachers before the class are functional in terms of both effective teaching and time management (1), however, teaching strategies, methods, and techniques cannot be adapted to distance education (2), teacher-centered processes are dominant during the class (3), and there are time management problems (4). Teachers (5) who employ attention-grabbing and motivational strategies through strategies suitable for students' developmental characteristics fail to ensure persistence in attention and motivation (6). The distance education process has necessitated new classroom rules regarding participation in online classes, the use of microphones and cameras during the class, and the learning environment (7). Although some preventive approaches have been followed, efforts to provide discipline have been limited to strategies that focus on short-term solutions (8). During the pandemic, distance education practices took teacher-student communication beyond the class and expanded it to a much wider period of time, and virtual socialization (making video calls, creating

WhatsApp groups, and voice or text messaging) has become a natural and desired type of communication (9). Quick access to materials, increase in the achievement of students who attend classes regularly, and not being deprived of education during the pandemic have been the positively perceived features of distance education (10). The problems experienced showed that the key point in distance education is the technological infrastructure, appropriate learning environment, and curriculum (11). Despite experiencing many problems, gaining distance education experience was perceived as an opportunity for professional development (12).

In the distance education process, which entered our lives along with the Covid-19 pandemic in a mandatory and unprepared way at all educational levels, every teacher had to create a new order in their classrooms or in the lessons they thought. Therefore, in order to improve the deficiencies identified in terms of classroom management in teachers' practices and to strengthen distance education practices, one could suggest:

- Providing techno-pedagogical training programs that focus on teachers' and prospective teachers' competencies to integrate technology, pedagogy, and content knowledge into the teaching process
- Enriching digital content and material resources appropriate for all levels of education and increasing accessibility
- Ensuring the integration of the curricula with technology and distance education
- Providing information and support to all stakeholders on distance education

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