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The Impacts of Covid 19: An Evaluation of Families' Views on the Effects that Online Education Has on Students

Assoc. Prof. Dr. Şeniz Şensoy *

Near East University, Faculty of Arts and Sciences, Cyprus, Nicosia

ARTICLE INFO	ABSTRACT
	This study evaluates families' views on the effect that online education during Covid 19 has had on students. A personal information form and families' views on the primary school online education process, the advantages of online education for primary school students, the disadvantages of online education for primary school students, the person who is involved in the child's education during the online education phase and the motivation of primary school students receiving online education were obtained in this study. In line with this, the study was carried out as a content analysis with qualitative research patterns. The study group consisted of families of primary school students attending private school in North Cyprus during the 2019-2020 academic year. The criterion sampling method was used as a purposeful sampling method. The data of this study were collected using a semi-structured interview form. The obtained data were analysed with the content analysis method. The findings for the first subdimension of the study show that according to the demographic information (gender, age, level of education, occupation, economic situation, age and education level of children…etc.), the majority of participants were female, in the 30-34 age group, had an undergraduate education level, worked as teachers, were categorised as middle income, their children were aged 9 and they were in the 3rd grade. In terms of the second subdimension, according to the families' opinions, the online education for their primary school students was not very efficient. In the findings of the third subdimension, it was determined that online education resulted in children withdrawing from education life. The fourth subdimension revealed parents' views on lack of concentration, social skill delay and issues regarding the internet network when their children were receiving online education. The results for the fifth subdimension showed that mothers were most involved in taking responsibility in their child's education. According to the sixth subdimension, most of the children attending primary school experienced a decrease in their motivation. It is recommended that in order to increase the motivation of children, education should continue interactively by using methods of animation, video and simulation to enhance the attractiveness and efficiency of the lessons.

INTRODUCTION

Natural disasters that occur due to various reasons in certain countries can affect peoples' whole lives from their social to their work life. One such natural is the pandemic that spread over time. The Covid-19 pandemic first emerged in China and then affected the whole world. As a result of the pandemic, many precautionary measures were implemented around the world and in Türkiye (T.C.Sağlık Bakanlığı, Halk Sağlığı Genel Müdürlüğü, Covid-19 (Sars-CoV2 Enfeksiyonu) Rehberi, 2020). In light of the precautions taken due to the pandemic, education was suspended in primary schools, middle schools, high schools and universities on the 16th of March 2020 including the whole

of the spring semester (YÖK, 2020). During this time, all aspects of teaching within the Republic of Türkiye quickly transferred to digital platforms and online education was quickly adopted without conducting any infrastructure analysis (https://www.bbc.com/turkce/haberler-dunya- 51177538). As this pandemic spread throughout the whole world, every society took different precautions and implemented different measures. Therefore, all societies attempted to protect themselves against the pandemic. For example, some of the measures implemented included flight restrictions, lockdowns, social distancing, quarantine etc. Covid-19 negatively affected first the health sector then the education sector (Yamamoto & Altun, 2020). Students studying in the Turkish Republic of Northern Cyprus were also negatively affected by this pandemic. After the urgent meeting conducted by the TRNC Council of Ministers on the 10th of March 2020, all schools were instructed to stop education. This was a compulsory requirement and resulted in many concerns regarding health and education in particular. The lack of an alternative education model to present to students within the TRNC resulted in significant concern. In order to alleviate this concern, the Ministry of Education found an alternative solution, namely "online education." Online education is an education system where the teacher and the student communicate synchronously using a device (Arı, 2012). This education system was introduced suddenly as a solution to the negative situation and its benefits are still being discussed; this online education approach was used throughout the whole world as the easiest solution to ensure that education continued. Due to the online education system being effectively used, it continues to be used today as an alternative education method. This method especially became more common and accepted as a learning centred education platform for universities (Yamamoto & Altun, 2020). However, for primary school teachers, this situation resulted in concerns including the ability to coordinate with parents and design new programs for online education (Fleming, 2020). Due to students not being in a physical classroom during the pandemic when online education took place, teacher and parent support was necessary. Similar to the teachers, the parents were also responsible for the education of their children. Parents needed to support their children especially during this time when they were required to spend significant amounts of time with them (Ayaz, 2021). This support must be enabled with motivation. The word motivation is derived from the Latin term for "movement". Motivation is the physiological, cognitive and affective power that helps people focus on an aim, initiate a behaviour, conduct an action according to a specified aimed outcome and transform this into a continuous process (Taşdemir, 2013; Topçuoğlu Ünal & Bursalı, 2013; Sevinç, Özmen & Yiğit, 2011).

According to an examination of recent studies on online education and motivation, Yurtbakan and Akyıldız (2020) concluded that primary school students learn better with the face-to-face education approach as teachers can communicate more effectively and obtain feedback from their students. Hebebci et al. (2020) concluded that student and teacher views were the most obvious limitations regarding online education. Aksoğan (2020) found that online education has a negative effect on the socialisation of students. Özdoğan and Berkant (2020) stated that the disadvantages of online education are that it results in a loss of motivation, it has no method of assessment and evaluation, the lack of technological resources such as internet and computers, lack of communication and interaction, technical issues, lack of socialisation and being unprepared for the online education process. When the related literature is examined, it is found that there are few studies regarding the development of primary school children motivation from the perspective of parents.

In this regard, this study evaluates the effects that online education has had on students during the Covid 19 pandemic. In accordance with this aim, answers to the following questions were sought:

1. According to the families, what are their opinions of the online education process in primary schools?

2. According to the families, what are the advantages of online education for children in primary school?

3. According to the families, what are the disadvantages of online education for children in primary school?

4. According to the families, who is the person involved in the education of children during online education?

5. According to the families, what are their views on the motivation of primary school children during online education?

METHOD

Research model

In the this study that examined parents' evaluations of the effect that online education had during the pandemic on the motivation of primary school children, a case study design was adopted using the qualitative research method. The most obvious aspect of case studies is that they present the opportunity to carefully examine detailed information that other methods do not (Punch, 2014).

Study Group

The study group consisted of those studying in North Cyprus during the 2019-2020 education yeas and criterion sampling was used as the purposeful sampling method. According to Yıldırım and Şimşek (2013), the criterion sampling method is essentially the examination of all situations that meet a previously specified set of criteria. The criteria or criterion mentioned here can be created by the researcher or a pre-prepared criterion list can be used. When preparing the study group, the criterion considered were: 1- that they are primary school students 2- assessment of student motivation levels during the online education phase. A total of 25 parents participated in the study. Most of the parents that took part in the study were female, their age range was 30-34, their education situation was undergraduate, they worked as teachers, they had a middle income, and their children were in the 3rd grade.

Data Collection Tool, Data Collection and Data Analysis

As the primary data collection tool for case studies is the interview, an interview form was selected for this study. In the data collection stage, a semi structured interview form that was developed by the researcher was used. In a structured interview, the questions are prepared before the interview and data are collected using these questions (Karasar, 1998). In this study, the data were analysed using descriptive statistics (percentage and frequency), some open-ended questions, and the content analysis method from the question forms prepared online. Content analysis is used for visuals and text, which compares related categories and is used in examining data obtained from interviews (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2019).

FINDINGS AND COMMENTS

Table 1: Findings according the families' views of the online education process in primary school

THEMES	F	%
Not Effective	10	40
Insufficient	1	4
Average	1	4
Effective	2	8
Productive	7	28
Unproductive	2	8
Unsuccessful	1	4
Distraction	1	4

Total	25	100

As can be seen in Table 1, when the families participating in the study were asked about their views on online education, the majority (40%) stated that online education was not effective, 28% stated that it was productive and 4% stated that it was academically unsuccessful and resulted in distraction.

Some of the opinions of parents regarding online education for primary school children are given below.

"EG6: I do not think it is productive due to the young age of the children"

"EG23: It was very effective for my child to be able to watch the lesson videos repeatedly in line with their own learning speed in whichever setting and whatever time they want."

EG16: I do not think that online education is as effective as face-to-face education. It is difficult to make people sit in front of a screen for a long time. Children get distracted easily.

Table 2 : Findings according to the families' views of the advantages of online education for children in primary school

THEMES	F	%
Not advantageous	12	52
Different teaching techniques	1	4
They did not withdraw from education	1	4
Spreads	2	8
Parent and child communication	6	24
House setting	2	8
Comfortable environment	1	4
Technology	1	4
Total	25	100

Table 2 shows that 52% of patents did not think that online education was advantageous, 24% thought that it increased the communication between the parents and child and 4% stated that there were different teaching techniques, the children did not withdraw from education, they were in a comfortable environment and that their use of technology increased.

Some of the parents' views of the advantages of online education for primary school children are given below.

EG2: They did not withdraw from education

EG18: They do not have any advantages regarding concentration in a home setting

EG25: I think that is advantageous with regard to more communication between the child and their parents . It is an advantage that both take responsibility.

Table 3: Findings according to the families' views of the advantages of online education for children in primary school

THEMES	F	%
Lacking Socially	11	44
Lack of Concentration	4	16
Discipline İssue	4	16

No eye contact	3	12
Cannot interact	1	4
Inequal opportunities	2	8
Total	25	100

According to Table 3, 44% of the families stated that the disadvantages of online education were that it was lacking socially, 16% stated that they had a lack of concentration and a discipline issue and 4% stated that they could not interact.

Details of the views of families regarding the disadvantages of online education for primary school children are given below

EG15: Every child may not have the same education opportunities.

There is an inequality in terms of opportunities. The parent may work in the private sector and return home late. The child may not have internet or a smart phone to access the online education.

EG4: It is far from a social atmosphere, there are no classrooms or competition

EG22: Lack of concentration due to the inability to create an effective classroom setting.

Table 4: The person dealing with the education of children during the online education phase according to the families.

THEMES	F	%
Mother	15	60
Mother-Father	6	24
Father	4	16
Total	25	100

Table 4 shows that in the 60% of the families, the people dealing with the education of the child were mothers, 24% were mothers-fathers and 16% were fathers.

Table 5: Findings according to the families' views on the motivation of primary school children during the online education phase

THEMES	F	%
Low	18	72
Average	1	4
High	6	24
Total	25	100

In Table 5, it is seen that the motivation of 72% of students dropped, 24% increased and 4% remained average.

Some of the opinions on the motivation of primary school children during the online education phase are given:

EG7: Drop in motivation occurred

EG19: Average

EG14: Very intrigued and willing. High

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

With regard to the views of families about online education at the primary school level during the pandemic, the study concluded that most of them viewed online education as ineffective. Additionally, with regard to the advantages and disadvantages, it was concluded that they did not perceive it to be advantageous and that children had could not socialise and they had a loss of motivation. The findings obtained from these conclusions were discussed and evaluated in five paragraphs.

The first of the sub aims was to obtain the views of families towards online education in primary school. With regard to this aim, according to the parents' views it was found that they mostly did not find online education for primary school children effective. In a study conducted by İnci Kuzun (2020), parents stated that two lessons per day was insufficient, that the lessons were not supported with homework, that children were easily distracted due to environmental factors and that they could watch the lessons on TV but faced connection issues by phone. According to the second and third sub aims, the parents stated their views regarding the advantages and disadvantages of online education, indicating that it was not advantageous and that children were deprived of the ability to socialise. According to Yılmaz et al. (2020), technology-supported online education was not a basic education method but only a supportive tool. The inability to establish student and teacher relationships, inability to display attention, knowledge and care as in a face-to-face setting is one of the main disadvantages of online education. According to Ataş (2021), social communication problems are the cause of the decrease in academic success and social alienation. According to the results of the fourth sub aim of the study, the mother was the person who was mostly involved in the education of the child during the online education phase. In a similar study conducted by İnci Kuzu, (2020), it was determined that most of the participants were mothers. The fifth sub aim of the study shows that parents observed a decrease in motivation in their children during the online education phase. According to Şimşek (2022), the student motivation decreased due to communication issues within the household where the online education took place. It was also concluded that the approach of the teacher during this phase significantly affected the students' attention and ability to follow lessons.

In light of the results obtained in this study, the following recommendations can be made;

- Different sample groups (teacher, student) can be used.

- The motivation levels of students in private and state schools can be compared.

- The sample size can be increased.

- Different research method design plans and applications can be recommended.

- Live lessons can be given within interactive education. Teachers can provide interservice education in this area. Technical issues must be solved to reduce technical problems within online education. The necessary infrastructure and equipment can be prepared.

- Awareness programs can be organised for families to understand the problems that students experience during online education and how they can support their children.

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