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A study on distance education in high schools from the perspectives of students, teachers, and parents*

Lisede uzaktan eğitim üzerine öğrenci, öğretmen ve veli gözüyle bir araştırma

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ABSTRACT: This study focuses on examining distance education processes that have been implemented during COVID-19 according to the thoughts of teachers, students, and parents. In this investigation, which was planned as a case study, a descriptive survey model was used. For this purpose, interviews and document analysis were utilized as qualitative data collection techniques. Recorded interviews were conducted by a study group with teachers, students, and parents. Data were gathered through the use of a pre-prepared semi-structured interview form. Findings were obtained concerning the positive and negative perceptions of remote education implemented during the COVID-19 period. According to the observations, the positive aspects of distance education compared to traditional face-to-face education included having more time for individual study and increased accessibility to teachers throughout the learning process. Whereas, the negative aspects involved perceptions of distance education being less effective than face-to-face instruction, students' reluctance to attend classes due to technical issues, and difficulties in maintaining focus within the online learning environment.
Keywords: Case study, Distance education, Face to face education, High school

ÖZ: Bu çalışma, COVID-19 döneminde uygulanan uzaktan eğitim süreçlerinin öğretmen, öğrenci ve veli düşüncelerine göre incelenmesine odaklanmıştır. Durum çalışması olarak planlanan bu araştırmada betimsel tarama modeli kullanılmıştır. Bu amaçla nitel veri toplama tekniği olarak görüşme ve doküman analizi kullanılmıştır. Çalışma grubu öğretmen, öğrenci ve velilerle kayıt altına alınmış görüşmeler gerçekleştirmiştir. Görüşme sırasında veriler, önceden hazırlanmış yarı yapılandırılmış görüşme formu kullanılarak oluşturulmuştur. COVID-19 dönemi için uygulanan uzaktan eğitime ilişkin olumlu ve olumsuz görüşlere ilişkin sonuçlar elde edilmiştir. Gözlemlere göre, uzaktan eğitimin karşılıklı eğitime göre olumlu yolları, ders çalışmak için daha fazla zamana sahip olmak ve süreç boyunca öğretmenlerine her an ulaşabilmek olarak belirlenmiştir. Karşılıklı eğitim kadar etkili olamaması, öğrencilerin teknik sorunları gerekçe göstererek derslere katılmak istememesi ve çevrimiçi öğrenme ortamı nedeniyle odaklanmayı sürdürmekte güçlük çekmesi olumsuz yönleridir.
Anahtar Kelimeler: Örnek olay, Uzaktan eğitim, Yüz yüze eğitim, Lise

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GENİŞLETİLMİŞ ÖZET

Literatür taraması

Uzaktan eğitimin tarihi 1700'lere kadar uzanır. İlk başta mektup yoluyla verilen eğitim, 1900'lerin başlarında görsel-işitsel araçların okullara girmesiyle teknoloji tabanlı uzaktan eğitime dönüşmüştür. 1930-1950 yıllarında basılı materyaller, 1950-1980 yıllarında radyo, televizyon ve video kullanımı, 1980-1995 yıllarında ise bilgisayar teknolojisi destekli eğitim öne çıkmıştır. 1995 sonrasında ise internet ve web tabanlı eğitim yaygın olarak kullanılmaya başlanmıştır (Ozan, 2010). COVID-19 öncesinde yapılan çalışmalar, uzaktan eğitimin bireyler üzerindeki etkilerini genel anlamda yansıtırken, pandemi sonrası yapılan araştırmalar, uzaktan eğitimi deneyimleyenlerin gerçek düşüncelerini ortaya koymaktadır (Çok ve Günbatar, 2022).

Uzaktan eğitim, öğrencilere zaman ve mekân açısından esneklik sağlamakta, ancak bazı öğrenciler bu esnekliği avantaj olarak görürken, yüz yüze etkileşimin eksikliğinden dolayı motivasyon kaybı yaşamışlardır. Örneğin, Pınar ve Akgül (2020), öğrencilerin uzaktan eğitimi genellikle faydalı bulduğunu belirtmiştir. Bununla birlikte, Serçemeli ve Kurnaz (2020), öğrencilerin rehberlik konusunda eksiklik hissettiklerini ve öğretmen desteğine ihtiyaç duyduklarını ifade etmişlerdir. Uzaktan eğitim ayrıca öğrenci merkezli bir yaklaşım benimseyerek, fırsat eşitliği sağlamakta ve ekonomik sürdürülebilirlik sağlamaktadır (Altun, 2020).

Uzaktan eğitimde öğretmenler, öğrencilerin ihtiyaçlarına göre ders materyallerini adapte etme konusunda zorluklar yaşamaktadır (Ateş ve Altun, 2008). Wisenöcker vd. (2025), düşük gelirli bölgelerden gelen öğrencilerin büyük öğrenme kayıpları yaşadığını belirtmiştir. Ayrıca, sanal sınıf yönetimi ve teknoloji kullanımındaki zorluklar, öğretmenlerin etkinliğini düşürmüştür (Bakioğlu ve Çevik, 2020). Kim vd. (2025) ise uzaktan eğitimin özellikle dezavantajlı gruptaki öğrenciler için öğrenme fırsatlarını daha da kısıtladığını vurgulamıştır. Bu araştırma, COVID-19 sürecinde Türkiye'deki lise öğrencileri, öğretmenler ve velilerinin uzaktan eğitimle ilgili deneyimlerini ve görüşlerini incelemektedir. Araştırmanın ana problemi COVID-19 pandemisi sırasında Türkiye'de lise öğrencileri, öğretmenler ve veliler tarafından uzaktan eğitim nasıl algılanmış ve deneyimlendiği üzerine oluşturulmuştur. Alt problemler ise şu şekildedir:

- Lise öğrencileri, öğretmenler ve veliler, COVID-19 sürecinde uzaktan eğitimle ilgili olarak hangi olumlu ve olumsuz düşüncelere sahiptir?
- COVID-19 sürecinde uygulanan uzaktan eğitim nasıl değerlendirilmiştir?
- COVID-19 süreci eğitim üzerinde nasıl bir etki yaratmıştır?
- Uzaktan eğitim sürecinde öğretmen ve öğrenci performansı nasıl etkilenmiştir?
- Uzaktan eğitim sürecinde öğrencilerin aileleriyle iletişimi nasıl değişmiştir?
- Öğretmenler, öğrenciler ve veliler, EBA (Eğitim Bilişim Ağı) platformunun yönetimi ve etkinliği hakkında ne düşünmektedir?
- Uzaktan eğitim sürecinde yaşanan donanım, yazılım veya teknolojik dezavantajlar nelerdir?
- Uzaktan eğitimin, geleneksel eğitime kıyasla hangi olumlu ve olumsuz yönleri bulunmaktadır?
- Gelecekteki bir pandemide (COVID-19 gibi) eğitim, yüz yüze mi yoksa uzaktan mı olmalıdır?
- Öğrencilerin uzaktan eğitimle ilgili genel önerileri nelerdir?
- Öğretmenlerin uzaktan eğitimle ilgili genel önerileri nelerdir?
- Velilerin uzaktan eğitimle ilgili genel önerileri nelerdir?

Yöntem

Bu araştırma, COVID-19 pandemisi sürecinde lise öğrencileri, öğretmenler ve velilerin uzaktan eğitime ilişkin deneyim ve algılarını derinlemesine incelemek amacıyla nitel bir durum çalışması deseniyle yürütülmüştür (Merriam, 1998). Güncel bir olgunun kendi bağlamı içinde ayrıntılı biçimde incelenmesini sağlayan bu desen, çalışmanın amacına uygun bulunmuştur (Yin, 2018). Veriler, yarı yapılandırılmış görüşmeler ve doküman analizi yoluyla toplanmıştır (Bogdan ve Biklen, 1992). Katılımcılar, farklı demografik özellikleri yansıtacak biçimde maksimum çeşitlilik örneklemesi ile belirlenmiştir (Patton, 2002). Çalışma grubunu 10 lise öğrencisi (5 kız, 5 erkek), 10 öğretmen (7 kadın, 3 erkek) ve 10 veli (3 kadın, 7 erkek) oluşturmaktadır. Öğrenciler 9-12. sınıflarda öğrenim görmekte olup yaşları 14-18 arasındadır. Öğretmenlerin yaşları 22-31 arasında değişmekte, branşları ve eğitim düzeyleri çeşitlilik göstermektedir. Veliler ise 40-49 yaş aralığında olup, ilkokuldan yüksek lisansa

kadar değişen eğitim düzeylerine sahiptir. Görüşme formu, 5 öğrenci, 5 öğretmen ve 5 veli ile yapılan pilot uygulama sonrası gelen geri bildirimler doğrultusunda düzenlenmiş ve 12 açık uçlu sorudan oluşmuştur. Görüşmeler okul ortamında, katılımcıların uygunluk durumlarına göre yüz yüze gerçekleştirilmiştir. Öğrenci ve velilerin aynı evde yaşaması dikkate alınarak görüşmeler aynı gün planlanmış; ancak mahremiyeti sağlamak amacıyla görüşmeler ayrı ayrı yapılmıştır. Görüşmelerin ses kayıtları kelimesi kelimesine yazıya dökülmüş, her yanıt ayrı ayrı dokümante edilmiştir. İçerik analizi sürecinde tekrarlayan ifadeler belirlenmiş, frekans tabloları oluşturulmuş ve yanıtlar olumlu-olumsuz görüşler şeklinde gruplandırılmıştır. Her görüşme sorusu için temalar belirlenmiş ve bu temalar doğrultusunda kodlama yapılmıştır. Araştırmanın geçerlik ve güvenirliğini artırmak için veri kaynaklarında çeşitlilik (üçgenleme), uzman görüşü alma ve katılımcı doğrulaması (member checking) gibi stratejiler kullanılmıştır.

Bulgular, sonuç ve tartışma

Bu araştırma, COVID-19 sürecinde 2019-2020 eğitim-öğretim yılında uygulanan uzaktan eğitimin etkililiğini öğrenci, öğretmen ve veli görüşleri doğrultusunda değerlendirmeyi amaçlamaktadır. Araştırma bulgularına göre uzaktan eğitim, yüz yüze öğretim kadar etkili olamamıştır. Bu sonuç, Pınar ve Akgül'ün (2020) uzaktan eğitimin faydalı ve alternatif bir yöntem olduğuna dair bulguları ile çelişmektedir. Öğrenciler, uzaktan eğitimde derse katılım oranlarının düştüğünü ve özel okulların devlet okullarına kıyasla daha fazla ilgi gördüğünü belirtmiş, öğretmen ve veliler de bu görüşü desteklemiştir. Bu durum, Bakioğlu ve Çevik'in (2020) öğrencilerin çevrimiçi veya çevrimdışı derslere katılımının düşük olduğunu belirttikleri bulgularla örtüşmektedir. Öğrencilerin uzaktan eğitimde öz disiplin sağlamada zorlandıkları ve sorumluluk bilincinde azalma yaşandığı Arslan, Arı ve Kanat'ın (2021) çalışmalarıyla da desteklenmiştir. Bu nedenle, öğretmen ve kurumların öğrenciyle sürekli ve düzenli iletişim kurmaları önerilmektedir. Bulgular arasında EBA TV'nin yetersizliği, zamanın verimsiz kullanımı, öğretmen ilgisinin yüksek olmasına rağmen odaklanma sorunları ve düşük katılım oranları da yer almaktadır. Öğrencilerin başarı elde edememeleri, öğrenci-öğretmen etkileşiminin eksikliğine bağlanmıştır. Arı ve Kanat (2020) ile Serçemeli ve Kurnaz (2020) da öğrencilerin uzaktan eğitimde zaman kazandıklarını ancak sınıf içi verimliliğe ulaşamadıklarını belirtmişlerdir. Öğrenciler, öğretmenlerin ilgisini olumlu değerlendirseler de yüz yüze öğretimde öğretmenlerin daha etkili olduklarını ifade etmişlerdir. Genç, Engin ve Yardım (2020) pandemi döneminde öğretim elemanları ile iletişimin arttığını belirtirken, Serçemeli ve Kurnaz (2020) birebir iletişim ihtiyacının karşılanamadığını vurgulamışlardır.

Öğrenciler, yüz yüze eğitimde daha verimli olduklarını vurgulamış (Arı & Kanat, 2020), öğretmenler ise uzaktan eğitimde daha fazla hazırlık yapmalarına rağmen etkileşimin azaldığını belirtmiştir (Metin vd., 2021). Uzaktan eğitim, akademik başarıyı ve psikolojiyi olumsuz etkilemiş; öğretmenler sürekli iletişim kurmak zorunda kalmış ve bu durum özel hayatlarını yıpratmıştır. Dikkat eksikliği, devamsızlık, öğretmen-öğrenci ilişkisinde zayıflama, bazı bireylerin performansında artış veya azalış, aile içi iletişimde artış ve veli baskısı öne çıkan diğer bulgulardır. EBA'nın verimsizliği, bağlantı ve içerik sorunları, değerlendirme sisteminin olmaması gibi yapısal eksiklikler belirlenmiştir. Uzaktan eğitim orta seviye öğrenciler için avantaj sağlarken, sınava hazırlananlar için dezavantaj oluşturmuştur (Şentürk vd., 2020). Öğrencilerin çoğu yüz yüze eğitimi tercih etmiş; uzaktan eğitim ise kriz sürecinde geçici bir çözüm olarak değerlendirilmiştir (Bennett vd., 2020; Özdoğan & Berkant, 2020; Türküresin, 2020).

Öneriler

Araştırmadan elde edilen bulgular ve sonuçlara ilişkin yapılan yorumlara göre aşağıdaki önerilere ulaşılmıştır. Devlet okullarının öğrencilerle daha yakından ilgilenmesi, öğrencilerin öz disiplin kazanmalarına yönelik çalışmalar yapılması ve eğitim planlamasının kapsamlı hâle getirilmesi önerilmektedir. Velilerin sürece dâhil edilerek bilinçlendirilmesi, öğretmenlerin mesleki desteklerle güçlendirilmesi ve teknolojik yeterliliklerinin artırılması önemlidir. Ayrıca, EBA TV'nin altyapısının iyileştirilmesi ve öğrencilerin seviyelerine uygun ders anlatımı yapılması gerektiği vurgulanmaktadır

Introduction

From past to present, the most essential resource of a country has been its people. Meeting societal needs through the development of individuals can only be accomplished through education (Ekici, 2003). Internet technology, one of the key innovations emerging from Industry 3.0, has increasingly highlighted the need for technological integration in education. Over time, it has removed numerous obstacles to distance learning by facilitating various modes of communication. . Distance education, in its shortest definition, is the education in which the learning environment takes place although teachers and students are physically in different residences (Uzunboylu and Tuncay, 2012). In the face of natural disasters (bad weather conditions such as earthquakes, floods, rains, storms, etc.), terrorist incidents, and epidemic diseases that cause the cessation or disruption of education, it is possible to find quick solutions with distance education applications (Kahraman, 2020; Odabaş, 2003). SARS-CoV-2, i.e., COVID-19, emerged towards the end of December 2019 and rapidly spread worldwide, particularly affecting European countries (WHO, 2020). In response, authorities in Turkey acted quickly and decided to temporarily close primary and secondary institutions under the Ministry of National Education (MEB) on March 16, 2020, and institutions under the Council of Higher Education (YÖK) on March 25, 2020 (MEB, 2020; YÖK, 2020).

Amid the global health crisis, Turkey, along with numerous other nations, adopted emergency distance education as a temporary solution to ensure continuity in education. . However, the effects of this transition varied significantly across different educational levels. While there is an abundance of studies focusing on higher education, fewer studies have examined how high school stakeholders—students, teachers, and parents—perceived and experienced distance education. This gap in the literature highlights the need for a focused exploration of distance education at the high school level.

Can (2020) studied reflections of open and distance education practices in Turkey and concluded that infrastructure, accessibility, security, implementation, and pedagogical aspects of open and distance education practices should be strengthened. Karatepe, Küçükgencay, and Peker (2020) conducted a study on the perspective of pre-service teachers on distance education and found that pre-service teachers did not consider themselves competent enough and were reluctant to provide online education.

However, these studies primarily address teacher training or university-level education. The high school level, characterized by a critical developmental stage and increased academic pressure (e.g., university entrance exams), requires distinct pedagogical and technological considerations (Çelik, 2022). Additionally, high school students may lack the self-regulated learning skills often presumed in distance education contexts, making the effectiveness of such education more complex at this level (He, Zhao, & Su, 2022).

Based on the results of these studies, it is believed that the decision to implement distance education during this period has had both positive and negative sides. With distance education, countries around the world have begun to adapt to digital transformation and development, thereby integrating themselves into the era of knowledge in the education and learning process. The dissemination and sharing of knowledge have been increasing virtually day by day. Due to these reasons, the significance and prevalence of distance education have also been on the rise. While distance education facilitates access to knowledge compared to traditional education, it is also believed to introduce definite challenges in the education and learning process (Duman & Gençel, 2023). Therefore, evaluating the implemented distance education processes, identifying the encountered issues, and increasing efforts for improvement can be considered essential elements that enhance the quality and standard of education.

Literature review

Distance education

The historical development of distance education dates back to the 1700s. It is seen that it was based on letter teaching in the early 1700s, but technology-based distance education started with the introduction of audiovisual tools to schools in the first half of the 1900s (Bayram, et al., 2019). In the 1930-1950s, while education was given with printed materials, in the 1950-1980s, education was started with television, radio and video, in 1980-1995 it was computer technology-supported education, and after 1995, it can be said that internet and web-based education were widely used (Ozan, 2010). Although the

origins of distance education can be traced back to the 1700s, the term Distance Education first appeared in the 1892 catalog of the University of Wisconsin and was first used in an academic paper by William Lighty in 1906 (Adıyaman, 2002). The studies on distance education conducted before the COVID-19 pandemic generally reflect thoughts of individuals about distance education. While these thoughts reveal the positive or negative thoughts of individuals on issues such as attitudes, interests, perceptions, motivations, etc., to distance education before COVID-19, they reveal situations encountered during distance education including the use of the distance education system by individuals in studies conducted after COVID-19. These self-efficacy and obstacles that emerged after COVID-19 pandemic process show real thoughts about distance education system (Çok & Günbatar, 2022). For instance, Badger and Hernandez-Vo (2025) explored high school teachers' experiences in Georgia during the pandemic, highlighting strategies for coping with technological challenges and emotional strain, while calling for a rethinking of traditional schooling through organizational change theory.

Benefits of distance education

The educational process needs to be evaluated as a whole. Accordingly, it is highly crucial to examine the advantages and disadvantages of the distance education process in previous times. While some students viewed distance education as inefficient and demotivating, others appreciated its flexibility. For instance, Pınar and Akgül (2020) reported that students generally found distance education useful and considered it a viable alternative for continuing their education during the pandemic. Arı and Kanat (2020) also observed that students had more time to study during the pandemic; however, they struggled with maintaining concentration and staying motivated in the absence of in-person interaction. This dual nature of distance education—offering both flexibility and isolation—is supported by Serçemeli and Kurnaz (2020), who noted that although students benefited from flexible schedules, they expressed a need for consistent instructor guidance. Furthermore, Genç, Engin, and Yardım (2020) indicated that the frequency of communication between students and instructors increased during the pandemic, facilitated by the use of messaging and video conferencing tools.

Although students and teachers are not in an identical atmosphere in this type of education, it is possible to have an effective and efficient education process with technological diversity. With the technological developments, we can list the benefits of the distance education process as below (Altun, 2020, p. 11):

1. "Being organized and methodical"
2. "Student-focused"
3. "Presenting equal opportunities for disadvantaged groups"
4. "Flexibility in time and space"
5. "Based on costs and efficiency"

These benefits underscore the potential of distance education to create flexible, inclusive, and economically sustainable learning environments. Its emphasis on student-centered approaches supports personalized learning, while its accessibility features offer broader educational opportunities for individuals who may be underserved in traditional settings.

Recent research supports these benefits in blended learning contexts as well. For example, Pregoner and Baguio (2024) found that Filipino high school students' readiness and use of learning strategies in English courses significantly predicted their satisfaction, emphasizing the importance of preparation and instructional design in hybrid models.

Limitations of distance education

In the traditional classroom setting, teachers can adapt and explain the course materials according to students' demands. In a situation where teacher and student are not in the same environment, it may become inevitable to present the material uniformly as the possibility of adapting it to the needs of the student decreases (Ateş and Altun, 2008). Although distance education brings many advantages, it also has certain limitations compared to traditional education. For instance, Wisenöcker et al. (2025) conducted a meta-analysis during the pandemic that revealed students, particularly those from low-income regions, experienced significant academic learning losses, highlighting the unequal impacts of

distance education. Additionally, a comparative study across three European countries by Gunnes et al. (2025) showed that school climate and students' sense of belonging significantly declined during the pandemic, although targeted interventions helped mitigate some of the negative effects. From the teachers' perspective, the abrupt shift to distance learning posed several challenges. Bakioğlu and Çevik (2020) emphasized that teachers observed lower levels of student engagement, especially in public schools. Many teachers expressed difficulties in managing virtual classrooms, adapting their teaching materials to online platforms, and maintaining student discipline. Selvik and Herrebrøden (2024) argued that distance education highlighted the need for a more personalized, flexible, and self-regulated learning model that goes beyond traditional teaching methods. Furthermore, Kim et al. (2025) examined perceptions of science learning among adolescents from diverse socioeconomic backgrounds during COVID-19 and found that remote education particularly hindered engagement in science among disadvantaged groups, suggesting the need for equity-focused support mechanisms.

In internet-based distance education, it can be seen that if both students and teachers do not have information about computers and the internet, there may be problems in educational practices. Also, the lack of hardware information among students and teachers causes the distance education practices not to be healthy. Discussing the benefits and limitations of the distance education practices in detail, adequacy of the applied training programs, and making inferences from the studies to be carried out will be a guide for the programs to be implemented again in the future. In this context, in the research, it was questioned what are thoughts of teachers, students, and parents are on distance education processes during COVID-19. Although the literature contains numerous studies on distance education during COVID-19, there is a scarcity of research that simultaneously considers the views of high school students, teachers, and parents. The existing studies often treat these groups in isolation or focus on higher education contexts. This research addresses this gap by exploring the experiences and perceptions of key stakeholders in high schools. Thus, it is expected to contribute to a more comprehensive understanding of how distance education was managed, perceived, and evaluated in secondary education. The main research problem of this study is: How was distance education implemented during the COVID-19 pandemic perceived and experienced by high school students, teachers, and parents in Turkey? Sub-problems of investigation are as below:

- What are the positive and negative thoughts of teachers, students, and parents about distance education implemented in high schools during COVID-19?
- How can distance education applied in educational institutions be evaluated during the COVID-19 pandemic?
- What has been the impact of the COVID-19 pandemic on education?
- In what way has the performance of teachers and students been affected during distance education?
- How has distance education implemented during pandemic time affected communication of students with their family members?
- What are the opinions of teachers, students, and parents regarding the management and effectiveness of the online education platform (EBA)?• What are the hardware, software, or technological disadvantages during the distance education period?
- What are the positive and negative sides of distance education compared to traditional education?
- In a future pandemic (such as COVID-19), should education be formal or distant?
- What are the recommendations of students for distance education in general?
- What are teachers' recommendations for distance learning in general?
- What are the recommendations of parents for distance education in general?

Methodology

This study was conducted using a qualitative case study design (Merriam, 1998) to examine in depth the experiences and perceptions of high school students, teachers, and parents regarding distance

education during the COVID-19 pandemic. The case study design was preferred as it enables detailed investigation of a current phenomenon within its real-life context (Yin, 2018). Semi-structured interviews and document analysis techniques were employed during the data collection process (Bogdan & Biklen, 1992).

The study group was determined through maximum variation sampling to reflect the experiences of individuals with diverse demographic characteristics (Patton, 2002). The participants consisted of a total of 30 individuals: 10 high school students (5 female, 5 male), 10 teachers (7 female, 3 male), and 10 parents (3 female, 7 male). The students were selected from 9th, 10th, 11th, and 12th grade levels and ranged in age from 14 to 18. The teachers were between the ages of 22 and 31, and their subject areas were as follows: Turkish Language and Literature (2), Mathematics (3), English (1), Biology (1), History (1), Chemistry (1), and Turkish (1). Eight teachers held bachelor's degrees, while two had graduate degrees. The parents were between the ages of 40 and 49, and their educational backgrounds varied: master's degree (2), bachelor's degree (4), high school (3), and primary school (1). All participants were included in the study voluntarily. They were informed about the purpose of the research, the confidentiality of the data, and their right to withdraw from the study at any time, and their informed consent was obtained.

After the initial draft of the interview form was prepared, a pilot study was conducted with 5 teachers, 5 students, and 5 parents to test the clarity and comprehensibility of the questions. Based on the feedback received, necessary revisions were made, and the final interview form, consisting of 12 open-ended questions, was developed. The interviews were conducted face-to-face at school, scheduled according to the availability of the participants. Considering that students and their parents lived in the same household, interviews were planned on the same day, but care was taken to ensure that parents were not present during student interviews and vice versa.

The audio recordings of the interviews were transcribed verbatim, and the responses to each question were transferred to a written format separately. The responses were then analyzed through content analysis. In the initial stage, recurring responses in the statements of teachers, students, and parents were quantified using frequency tables and grouped as positive or negative views. Separate themes were generated for each interview question, and thematic coding was carried out accordingly.

To enhance the validity and reliability of the study, the following strategies were employed:
- Triangulation: Combining the perspectives of students, teachers, and parents.
- Expert review: Two field experts evaluated the interview questions for content validity.
- Member checking: Selected participants were asked to verify the interpretations of their statements.
- Inter-coder reliability: To ensure consistency in thematic analysis, selected interviews were independently coded by a second researcher, and discrepancies were discussed until a consensus was reached.

Findings

This part contains the findings observed as a result of data examination. In the study, teachers, students, and parents, who are among stakeholders of distance education practice, were included in the study. Word cloud analysis and tables were created by extracting positive and negative thoughts of students, teachers, and parents on all processes of distance education from replies they provided to questions in semi-structured form directed to them.

Themes that emerged from students' opinions about teachers' performance in the distance education process

Below is a direct excerpt supporting the table prepared in Table 1 in line with the student's opinion:

S3:".... as every class has a classroom teacher, my teachers do their best to participate in the lesson. When I text my teachers the question I can't solve, they immediately respond and tell me."

Themes of student insights on the COVID-19 pandemic

Table 1: Themes of student opinions about the COVID-19 pandemic

	Opinions		Impact of the COVID-19 pandemic on education		Teachers' performance		Students' performance		Communication with family members		The success of the online platform (EBA)		Education during the pandemic	
	Opinion	**f**	**Opinion**	**f**	**Opinion**	**f**	**Opinion**	**f**	**Opinion**	**f**	**Opinion**	**f**	**Opinion**	**f**
1	Lack of physical environment	**13**	**1** Lack of classroom environment	**28**	**1** Relevant	**15**	**1** Decreased performance	**12**	**1** Communication increased	**10**	**1** Inefficient	**19**	**1** Distance learning is incomplete	**10**
2	Time efficiency and order	**10**	**2** Low efficiency	**11**	**2** Inefficient	**2**	**2** Inability to focus on lessons	**9**	**2** Quality	**3**	**2** Fewer problem solutions	**5**	**2** Distance education is inadequate	**2**
3	Teacher relevance	**4**	**3** Attention deficit	**7**			**3** Lack of lesson attendance	**5**	**3** Social activity increased	**1**	**3** Connection problem	**4**		
4	Inability to focus on lessons	**3**	**4** Time sufficiency	**3**			**4** Missing elimination	**3**			**4** Negative	**4**		
5	EBA TV	**2**	**5** Lack of topics	**3**			**5** Performance development	**1**			**Sum**	**32**		
	Sum	**32**	**Sum**	**52**	**Sum**	**5**	**Sum**	**30**	**Sum**	**14**	**Sum**	**32**	**Sum**	**12**

Themes extracted from students' opinions about their own performance in the distance education process

Below is a direct excerpt supporting the table prepared in Table 1 in line with the student's opinion:
S8: ".... my motivation did not drop in any way, I saw what I could and could not do at home. I think there are a lot of positives to me."

Themes extracted from views of distance education implemented during the pandemic period about the communication of students with family members

Below is a direct excerpt supporting the table prepared in Table 1, in line with the student's opinion:
S3:"..... I could see my family for 3-4 hours except on weekends, but we were all together during this process. My family supported me a lot during this process, my communication level with my family increased."

Themes drawn from their views on the success of the online platform (EBA) in distance education

Below is a direct excerpt supporting the table prepared in Table 1, in line with the student's opinion:
S1:".... in the distance education management of the Ministry of National Education, the instructors through EBA try to explain the subject by focusing on 10-15 minutes only through the question solutions. I think they should have developed EBA further."

Themes related to their views on whether education should be formal or remote during pandemics (such as COVID-19)

Below is a direct excerpt supporting the table prepared in Table 1, in line with the student's opinion:
S2:".... I wish there were formal education. We're used to formal education by this time, and just being in a classroom setting is enough for me to want formal education."

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Teacher insights themes on COVID-19 pandemic

Table 2: Teacher insights' themes on the COVID-19 pandemic

	Opinions			**Impact of the COVID-19 pandemic on education**			**Teachers' performance**			**Students' performance**			**Communication of students with family members**			**The success of the online platform (EBA)**			**Education during the pandemic**	
	Opinion	**f**		**Opinion**	**f**		**Opinion**	**f**		**Opinion**	**f**		**Opinion**	**f**		**Opinion**	**f**		**Opinion**	**f**
1	Inefficient training process	**10**	**1**	Inability to evaluate time	**8**	**1**	Increased performance	**6**	**1**	Decreased performance	**12**	**1**	Parents pressure	**12**	**1**	Topics are superficial	**10**	**1**	Formal education is useful	**10**
2	Novice	**5**	**2**	Unconscious student	**5**	**2**	More preparation	**6**	**2**	Difficulty focusing on the lesson	**9**	**2**	Polarization	**3**	**2**	Useful for intermediate classes	**5**	**2**	Distance education is inadequate	**7**
3	Low motivation	**5**	**3**	Negative impact	**4**	**3**	Low motivation	**4**	**3**	Lack of lesson attendance	**5**				**3**	Unchecked	**4**	**3**	Distance learning takes a lot of time	**3**
4	Lack of supervision	**5**	**4**	Apathy of parents	**2**	**4**	Reduced engagement	**4**	**4**	Missing elimination	**3**				**4**	Incomplete	**4**			
5	EBA deficiencies	**3**	**5**	Distrust of education	**2**	**5**	Emotional exhaustion	**3**	**5**	Performance development	**1**									
	Sum	**28**		**Sum**	**21**		**Sum**	**23**		**Sum**	**30**		**Sum**	15		**Sum**	23		**Sum**	**20**

Emerging themes about distance education evaluation opinions implemented in educational institutions during COVID-19

Below is a direct excerpt supporting the table prepared in Table 2, in line with the teacher's opinion:

T2:".... We had the opportunity to communicate with our students whom we could not communicate with in distance education. I also had a lot of my students pretending to be attending class and playing in the background."

Themes emerging from his views on the impact of the COVID-19 pandemic on education

Below is a direct excerpt supporting the table prepared in Table 2, in line with the teacher's opinion:

T3:".... The student spent the time he did not go to the shuttle, the time he did not spend on the road, playing games in front of the computer, so he could not evaluate the time. So in summary, the student could not use this time sparingly."

Themes drawn from teachers' opinions about their own performance in the distance education process

Below is a direct excerpt supporting the table prepared in Table 2, in line with the teacher's opinion:

T10:".... I think I put in an effort in distance education, like face-to-face education, or even more. I even shot and sent video lectures for my students who didn't have internet. I left a door open where students could always ask questions. I think I dedicate every hour of the day to my students."

Themes that emerge from teachers' opinions about students' performance in the distance education process

Below is a direct excerpt supporting the table prepared in Table 2 in line with the teacher's opinion:

T5:".... If the remote process continues for a little longer, I think Turkey will suffer a great weakness in the field of education. The student could not adapt to this process. We, as teachers, have done our best, but I can't imagine it will ever be like face-to-face education."

Themes extracted from views of distance education implemented during the pandemic period about the communication of students with family members

Below is a direct excerpt supporting the table prepared in Table 2 in line with the teacher's opinion:

T9:"..... Since the parents were more intertwined with the students, the parents at home put pressure on the students by forcing them to solve questions and write essays. This has increased conflicts at home."

Themes drawn from their views on the success of the online platform (EBA) in distance education

Below is a direct excerpt supporting the table prepared in Table 2 in line with the teacher's opinion:

T7:".... While there is no infrastructure like EBA TV anywhere in the world, Turkey's having this infrastructure has benefited tremendously, but I think there are weaknesses in terms of usage. I can say that it is negative not to follow the course on EBA TV".

Themes related to their views on whether education should be formal or remote during pandemics (such as COVID-19)

Below is a direct excerpt supporting the table prepared in Table 2 in line with the teacher's opinion:

T1:".... I would definitely like it to be formal. Distance education can only be complementary to face-to-face education".

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Themes of parent opinions on the COVID-19 pandemic

Table 3: Themes of parent feedback on the COVID-19 pandemic

Distance education evaluation opinions			**Impact of the COVID-19 pandemic on education**			**Teacher and student performance in the distance education process**			**Communication between family members in distance education**			**Online platform (EBA) success in distance education**			**Education during the pandemic**		
	Opinion	**f**		**Opinion**	**f**		**Opinion**	**f**		**Opinion**	**f**		**Opinion**	**f**		**Opinion**	**f**
1	Disadvantage	**8**	**1**	Lesson time negativity	**10**	**1**	Keeping a close eye on the student	**12**	**1**	Better quality communication	**17**	**1**	Early lesson hours	**6**	**1**	Negative view of distance education	**8**
2	EBA TV deficiencies	**4**	**2**	Making snap decisions	**4**	**2**	Increased teacher effectiveness	**7**	**2**	Lack of parents	**2**	**2**	Topics are simple	**6**	**2**	Need for lesson make-up	**3**
3	Lack of topics	**2**	**3**	Time management problem	**4**							**3**	Technical infrastructure is insufficient	**5**	**3**	Necessity of education place	**1**
4	Tracking progress in lessons is better	**2**	**4**	Lack of supervision	**2**							**4**	Useful	**2**		**Sum**	**12**
												5	To gain responsibility	**1**			
	Sum	**16**		**Sum**	**20**		**Sum**	**19**		**Sum**	**19**		**Sum**	**20**		**Sum**	**12**

Emerging themes about distance education evaluation opinions implemented in educational institutions during COVID-19

Below is a direct excerpt supporting the table prepared in Table 3, in line with the parents' opinion:

P1:".... First of all, I find distance education negative. The student had more success in school, but my son feels frustrated and reluctant in distance learning."

Themes emerging from parents' views on the impact of COVID-19 on education

Below is a direct excerpt supporting the table prepared in Table 3, in line with the parents' opinion:

P4:".... During the distance education process, I realized that the loss of time in my son's commute to and from school was not importante. Class hours were too early."

Themes that emerged from parents' opinions about the performance of students and teachers in the distance education process

Below is a direct excerpt supporting the table prepared in Table 3, in line with the parents' opinion:

P5: "...our teacher was very interested in my child, he provided a serious one-on-one follow-up, I think he did what he could."

Themes that emerged from views of distance education implemented during the pandemic period about the communication of students between family members

Below is a direct excerpt supporting the table prepared in Table 3, in line with the parents' opinion:

P9: ".... I can say that it was good... I think it has affected our communication within the family very well."

Themes drawn from their views on the success of the online platform (EBA) in distance education

Below is a direct excerpt supporting the table prepared in Table 3, in line with the parents' opinion:

P7:".... I definitely think that class hours may be later. I also think that the course contents should be enriched."

Themes related to their views on whether education should be formal or remote during pandemics (such as COVID-19)

Below is a direct excerpt supporting the table prepared in Table 3, in line with the parents' opinion:

P5:"... I would definitely like to continue face-to-face education. I think there are many reasons for face-to-face education."

Results, discussion, and recommendations

This study explored the perceptions of high school students, teachers, and parents regarding distance education during the COVID-19 pandemic in Turkey. The findings revealed that students experienced a range of difficulties, including reduced motivation, lack of interaction, and challenges related to internet connectivity and access to digital devices. Teachers highlighted concerns about decreased student engagement, assessment difficulties, and unequal access to educational resources. Parents, meanwhile, expressed the burden of additional responsibilities and concerns about their children's academic and emotional well-being.

According to the findings, it was determined that distance education could not be as effective as in-person instruction, as echoed by the views of students, teachers, and parents. This result contradicts Pınar and Akgül's (2020) conclusion that students found distance education during the pandemic useful and saw it as a viable alternative for continuing education while staying at home. Students reported a decrease in course participation rates and highlighted the higher engagement and quality of education in private schools compared to public schools, a view shared equally by teachers and parents. This finding aligns with the observations of Bakioğlu and Çevik (2020), who noted that, according to teachers, their students' participation in online and offline classes was lower. The ability of private

schools to engage more effectively with students during the pandemic allowed them to mitigate some of the disruptions that public schools faced, as education was seriously interrupted for two academic years.

This research was conducted to assess the effectiveness of distant learning during the 2019-2020 academic year in the context of the COVID-19 pandemic, gathering opinions from students, teachers, and parents. According to the research findings, it was determined that distance education could not be as effective as in-person instruction, as echoed by the views of students, teachers, and parents. This result contradicts Pınar and Akgül's (2020) conclusion that students found distance education during the pandemic useful and saw it as a viable alternative for continuing education while staying at home. Students reported a decrease in course participation rates and highlighted the higher engagement and quality of education in private schools compared to public schools, a view shared equally by teachers and parents. This finding aligns with the observations of Bakioğlu and Çevik (2020), who noted that, according to teachers, their students' participation in online and offline classes was lower. The ability of private schools to engage more effectively with students during the pandemic allowed them to mitigate some of the disruptions that public schools faced, as education was seriously interrupted for two academic years. Another finding in the research is that EBA TV is insufficient in line with the teacher-student and parent opinions, time is not used efficiently, teacher interest level is high, there are problems focusing on the lesson, and participation in class is low. Accordingly, it can be thought that the reason why students cannot achieve success in distance education practice despite their coursework is that the courses are not as efficient as in traditional education and that students lack student-teacher interaction in class environment. Arı and Kanat (2020), as well as Serçemeli and Kurnaz (2020), concluded in their studies that students can dedicate more time to studying during distance education and that the distance education process provides them with additional time. These findings support the conclusions of the present study. In the research, in line with the teacher-student and parent opinions, the main themes that emerged about distance education were lack of attention, lack of efficiency, lack of supervision mechanism, insufficient time to evaluate, indifference of parents, and inadequate evaluation of time. In addition, it has been concluded that this period has been positive because students can reach teachers when they need them in the distance education process. Genç, Engin, and Yardim (2020) reported that the communication of students with the instructors accelerated during the pandemic period, but Serçemeli and Kurnaz (2020) concluded that they always needed an instructor who could ask what they did not understand and who would be in one-to-one communication in distance education. As another result, the students stated that although the teachers were interested in them, they were able to teach more effectively in mutual education.

According to another finding of research, students stated that they were more efficient in mutual education than in distance education, that they had problems focusing on lessons because they did not have an environment like in mutual education, and that their participation rates in distance education decreased. Similarly, in the study of Arı ve Kanat's (2020), students had problems focusing on the course due to online education. On the other hand, it was observed that teachers assumed a greater workload and increased their efforts during distance education. Pre-class preparation was more intensive in the distance learning context; however, teachers did not express the same level of enthusiasm as in face-to-face education. Additionally, their interactions with students were negatively affected during the distance education process. Similarly, in Metin et al. (2021), it was concluded that since teachers could not see students face-to-face, student-teacher interaction decreased, and accordingly, there was difficulty in activities to be carried out with students and in evaluating students. In line with these views, distance education affects the educational life of students more negatively, and considering that students are also affected psychologically due to being at home constantly, their course success decreases. It has been concluded that teachers are in contact with their students and parents at all hours of the day for students to overcome process in better way without the concepts of overtime in distance education practice, that they keep up with technological developments, that they encounter problems in their private lives because they do not have the concept of overtime and that the process wears them out excessively.

The research findings indicate that students experienced difficulties focusing during lessons, attendance rates were low, and student performance showed some improvement. Additionally, teachers' performance and pre-class preparation increased; however, there was a high rate of attrition in distance

education, and the student-teacher relationship was negatively affected. . In line with the themes obtained, it is concluded that some students and teachers have increased their own performance, while some teachers and students have decreased their performance. In addition, according to the perspectives of students and parents, spending more time together has positively influenced communication between students and their families. They also strive to strengthen these relationships by engaging in social activities within the family. However, according to the teachers' opinions, they stated that they had conflicts between the student and the parents at home because the parents constantly put pressure on the student to study at home, and that the parents were deficient in supporting the education of the students.

As a result of the findings, it was determined that the EBA platform was inefficient. The number of courses and available question-solving opportunities were limited, there were connection problems with the website, and the content of branch courses was incomplete. Moreover, the platform lacked a student course tracking system. While the process appeared to work relatively well for intermediate-level students due to a simpler curriculum and increased student responsibility, it posed significant disadvantages for final-year students preparing for national exams. In line with these findings, Şentürk et al. (2020) reported that the lack of interactive lessons hindered students' understanding of topics, and that video and audio issues stemming from system infrastructure were common. Similarly, Bennett et al. (2020) emphasized that distance education could not reach all students equally, as not every student had the same access to technological resources, and the infrastructure in some regions was inadequate. Socio-economic disparities among families contributed to unequal educational opportunities. Özdoğan and Berkant (2020) also reported the presence of technical problems during the distance education process.

The findings from this study are consistent with those of Kim et al. (2025), who highlighted a decline in academic achievement, reduced motivation, and increased inequality of opportunity during distance education. Likewise, Wisenöcker et al. (2025) observed a deterioration in the school climate and a rise in psychological stress among students due to extended home confinement. Gunnes et al. (2025) pointed out that socio-economic disparities deepened during this period, further restricting disadvantaged students' access to effective learning environments. Additionally, Selvik and Herrebrøden (2024) stressed the need for instructional approaches that support student autonomy and flexibility, echoing this study's finding that a one-size-fits-all approach to distance education is insufficient. The results also indicated that distractions, lack of a proper classroom-like environment at home, and the absence of a supervision mechanism led to decreased student engagement and increased academic dishonesty. According to the views of teachers, students, and parents, the themes that emerged included flexibility in study time, difficulties in maintaining student focus, opportunities to re-engage previously disengaged learners, increased tendencies toward cheating, and the overall inadequacy of the home environment for effective learning. Although distance education offers students the flexibility to study at any time, it was observed that this flexibility often results in reduced concentration and greater instances of cheating due to insufficient supervision. Türküresin (2020) concluded, based on student interviews, that distance education has both advantages and disadvantages. The research suggests that distance education is neither entirely successful nor entirely unsuccessful. However, students generally prefer face-to-face education and consider distance learning more suitable as an emergency solution in times of crisis. According to the perspectives of teachers, students, and parents, other emerging themes included the inadequacy of distance education, lack of classroom interaction, lack of time efficiency, the need for compensatory instruction, and the importance of a physical learning environment. Collectively, these results indicate that distance education is unable to completely replace traditional face-to-face education. Based on the findings and analysis of the results, several recommendations were formulated. To translate the outcomes of the investigation into practical guidance, the research results have been presented as suggestions for educational practitioners and researchers.

Recommendations Based on Research Findings

It is essential that public schools, much like private schools, closely monitor and support their students during the distance education period to ensure that students engage more effectively in the learning process. Furthermore, distance education programs should include activities aimed at helping students develop self-discipline, particularly in terms of keeping up with their coursework. Another important recommendation is to consider increasing the duration and number of courses during distance education.

This would help ensure that all subjects are adequately covered and that students have enough time to grasp the material. Additionally, raising awareness among parents about the importance of the process is crucial to enhancing students' performance during distance education. Teachers who maintain constant contact with students throughout the day and face exhaustion due to this increased workload should receive professional development to address these challenges. Teachers should also undergo in-service training to make more effective use of technological tools, ensuring they can better support students in the online environment.

Strengthening the technical infrastructure of platforms such as EBA TV is also a vital recommendation. Addressing any errors and improving the platform's performance will create a more effective learning environment for students. Lastly, categorizing students according to their capacity levels and tailoring the lessons to their needs would be beneficial in distance education, ensuring that students receive the appropriate level of instruction for their abilities.

Recommendations for education practitioners

Students often face difficulties in following their courses independently and developing self-discipline. To address these issues, continuous and systematic communication between educators and students is essential. Educators should also be well-prepared for classes, as pre-class training will significantly improve the quality of distance education. Additionally, equipping educators with the tools to use technological facilities efficiently will positively impact the learning experience. Maintaining close communication with parents during the distance education period is also key, as it directly affects student performance.

Recommendations for researchers

The process of distance learning has been assessed periodically in literature, but there is a need for a more comprehensive evaluation of distance education that considers all its aspects. Unlike this research, which is descriptive in nature, experimental studies should be conducted to explore potential attitude differences among groups that take courses through distance education programs versus those who do not. This would provide a deeper understanding of how distance education influences students' attitudes and overall learning experiences.

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Ethics approval

This study has been approved by the Social Sciences and Humanities ethic committee of Ondokuz Mayis University with 15235 number and 29.05.2020 date.

Contribution rate of researchers

1st author contributed 40%, 2nd author contributed 40%, 3rd author contributed 20% to the study.

Conflict of interest

There is no potential conflict of interest in this study.