

Pre-school teaching students' opinions on distance education: Preferences and emotional states

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Abstract

The COVID-19 pandemic, which has created obstacles in all areas of social and daily life since 2020, has completely prevented educational activities and caused drastic changes. Following the start of the COVID-19 restrictions, preschool education undergraduate students continued to take their music lessons with the distance education applications. It can be said that all of the students continued their distance education activities in these conditions with different socio-economic characteristics, physical opportunities and emotional diversity. In this study, which aims to examine the distance education applications offered to undergraduate students who have taken music lessons through distance education, in terms of their individual preferences and emotional conditions, 103 preschool teaching students took part as participants. The data of the research were obtained through the questionnaire prepared by the researcher and studied with the descriptive survey model. Some of the findings obtained in the research were that 60.2% of the participants' would have preferred face-to-face education if they had a choice in the restrictions, and that there was a significant relationship between participants' being psychologically impacted from the news they watched, their longing for their lives before the lockdown days and their economic status.

Keywords: COVID-19, education, music education, preschool teaching, distanced education.

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1. Introduction

Education faculties are one of our higher education institutions that continue their educational activities with different missions and visions. One of the fields within the faculties of education that train teachers is the field of preschool education. Students in this field take pedagogical courses offered jointly to all education faculty students, specific courses in their field and various general culture courses. While some of these courses are compulsory, some of them are offered as elective courses. Among the teaching fields, preschool teaching can be evaluated from different perspectives due to the characteristics of the students (physical and mental) it teaches and the fact that these students have just taken a new step into the regular education life under the roof of the preschool. In the preschool teaching departments within the faculties of education, art education in early childhood and music education in early childhood are the courses related to field of arts.

Within the scope of preschool and music education, there are studies reporting that music education is an important requirement for preschool education, preschool teachers and teacher candidates. Among these studies can be counted the 'The Opinions of Preschool Teacher Candidates on Preschool Education Undergraduate Programme (2006)' by Ramazan and Tunçeli (2016), the 'The Opinions of Preschool Teacher Candidates on the Preschool Teacher Training Program' by Şahin, et al. (2013), the 'Music in Early Childhood: Multi-disciplinary and Inter-disciplinary Exchanges' by Susan Young and Beatriz Ilari (as editors), and 'The Importance of Music in Early Childhood' by Levinowitz (1998), Compton, et al. (2010), on the other hand, examined the relationship of participant pre-service teachers with anxiety, misconception and prejudice, which can be seen as psychological transmissions of distance education. In this study, it is shown that pre-service teachers may experience difficult processes in terms of obtaining and maintaining a profession in the future due to virtual schooling.

All positive and negative developments in social life can also affect educational activities in positive and negative ways. Plans and programmes made before the start of the education period may encounter obstacles for various reasons. In this context, the negative effects of the COVID-19 virus, which has spread all over the world, on social life and therefore on educational activities can be emphasised.

The World Health Organisation announced that a virus causing a contagious respiratory disease was discovered in China in December 2019 (Marinoni, et al., 2020, p. 8). This virus, which emerged in China in the last days of 2019, was transmitted from person to person rapidly, bypassing countries and even continents, and got out of control in a very short period of time. As stated by Tosuner and Levendoğlu (2020, p. 291), restriction practices and voluntary measures have started to take place rapidly in our country as well as all around the world. As of March 16, 2020, restrictions on international travel were placed, and associate and undergraduate education practices had been suspended.

The world has changed rapidly due to the COVID-19 pandemic. The pandemic has brought about many changes, with a major shock to public health organisations, private and public sector administrations, businesses, pedagogical systems and citizens in many countries. People worked from their homes, studied and taught in their homes, and started communicating from their homes (Schiavio, et al., 2021). It can also be said that individuals have entered into positive negative change processes in their inner worlds in psychological and related emotional manners.

Emotion expresses an individual's inner life state. Everything we hear and feel is the general name of our instinctive tendencies (Cevizci, 2010, p. 156). Emotions are the impressions of certain objects, events or people in the inner world of the individual (Demirel, 2012, p. 40). Students, who are trying to continue their academic development, have also been exposed to emotional and psychological effects

from the environment or from themselves, consciously or unconsciously, under the conditions of the pandemic. Whether they are aware of it or not, they have examined and evaluated the possibilities and gains of Distance Education.

COVID-19 can cause psychological problems such as anxiety, stress and behavioural disorders in patients, and these problems can spread rapidly to large masses (Aslan, 2020, p. 47). People's constant exposure to negative news about the epidemic on social media and the loss of their relatives or acquaintances has caused psychological problems such as desperation, hopelessness and mourning, especially among vulnerable groups (Imga & Ayhan, 2020, pp.7-8).

In educational studies, the face-to-face feature of the courses and training given has changed due to COVID-19. Thanks to various applications with the help of technology and the Internet, DE has been preferred as a necessity. With the World Health Organisation declaring a worldwide pandemic due to an epidemic on 11th March, 2020, on 16th March, 2020, the Council of Higher Education (CoHE) had to suspend education for 3 weeks in all universities in our country due to the COVID-19 disease, which is an unusual sudden infectious disease. This sudden situation has been the case for many educational institutions abroad with the same practices.

In line with the decision of CoHE, universities completed their studies in a short time and teaching practice with the Distance Education (DE) method started on 23rd March, 2020. Universities have used synchronous, asynchronous (pre-recorded) and hybrid education methods within the limits of their technological infrastructure (Özer & Üstün, 2020, p. 557). Distance education is a method in which the teacher and the students communicate through technological tools, completely in an online platform. DE is not new to many universities and it has been appointed to in various periods in the past. In current conditions, it may be appropriate to call it 'web-based DE' (Koloğlu, et al., 2016, p. 54). In this period, the students were or were not able to follow the DE practices in accordance with their social and financial limitations. When they move away from university environments, they may experience positive or negative psychological and emotional changes, and their stress anxiety levels may increase.

Thanks to the internet and technological developments, including in the world's leading music schools, music teaching studies have been used mostly through different applications (Sakarya & Zahal, 2020, p. 799). In the preschool teaching departments, students took music lessons with the DE application during the educational activities carried out during the restrictions. It can be said that examining the possible positive or negative results of DE applications, which had to be preferred at the undergraduate level of higher education due to the sudden epidemic, is one of the bases of this research.

1.1. Purpose and importance of the research

In relation to the information and explanations given, it is aimed in this study to determine the opinions of the undergraduate students in the preschool teaching department, who have received music education, regarding the DE practices they received during the COVID-19 restrictions, in relation to their individual preferences and emotional states. This study is a very important one as it is up to date in the field of COVID-19, distance education, music education and preschool teaching; as it also presents findings and results on DE applications in the field of DE and music, which are not yet clarified and standardised; and because it can offer solutions for the problems that have been identified and may be encountered.

1.2. Problem statements of the research

The study has been conducted with a research question: 'Are the opinions of the undergraduate students in the pre-school teaching department, who received musical training, about the DE they received during the COVID-19 lockdown related to their individual preferences and emotional states?'

The research sought answers to the following sub-problems:

Is there a relationship between the participants' longing for their lives before the COVID-19 restrictions and their DE preferences?

Is there a relationship between the psychological impact of the news about the COVID-19 restrictions on the participants and their ability to add upon their musical knowledge, their hopes for the end of the restrictions, their longing for their pre-restriction life and their economic distress?

Is there a relationship between the participants' hope that the COVID-19 restrictions will end and their need for professional psychological support and longing for their life before the COVID-19 restrictions?

2. Method

2.1. Research model

The research was carried out using the descriptive survey model. According to Creswell (2020, p. 481), the survey research design, which is frequently used in education, is a quantitative research design in which data are collected by scanning a sample group or the whole population with a questionnaire or one-to-one interviews in order to explain the attitudes, views, characteristics and behaviours of a population. According to Karasar (2009, p. 77), in survey research, it is aimed to present a situation that existed in the past or that still exists, by describing it as it is.

2.2. Participants

Second, third and fourth year undergraduate students who took music lessons in Zonguldak Bülent Ecevit University Ereğli Education Faculty (Turkey) formed the sample group of the research as participants ($n = 103$).

2.3. Data collection tool

The data were collected with the questionnaire prepared by the researcher, titled 'The Opinions of the Students of the Preschool Education Department, Who Took Music Education, on the DE and COVID-19 Quarantine Periods'. In the formation of the data collection tool, the syllabus for the music education for pre school institutions was analysed and a literature review was made for pre-school teacher education, music education in pre-school education, distant education and emotional states, as well as preferences. After inspection of the resources accessed and obtained, a question pool was formed in relation with the problem of the study. The questions were examined with three experts (academicians). After the necessary corrections, content validity was achieved and the final form of the questionnaire was shaped. Before the test was used, it was piloted in a sample participant group to check its suitability for the current study.

2.4. Data collection process

In the course of the study, the questionnaire was prepared on Google Forms because of the distance education process. The questionnaire was sent to the students' cell phones via different applications.

The participants sent back the answers via the send button after filling in the virtual questionnaire. The questionnaires were pooled in the researcher's Google Drive account.

2.5. Data analysis

The data, tested through the Statistical Package for the Social Sciences programme, are indicated by frequency and percentage, which are descriptive statistics of qualitative variables. Pearson, Yates, or Fisher-Freeman-Halton chi-square tests were used to compare the relevant variables in the study between groups. In all statistical analyses in the study, results with a *p* value below 0.05 were considered statistically significant.

3. Findings

It has been determined that the participants were mostly 21 years old (30.1%); female participants (71.8%) were more than male participants; and being interested in music during the COVID-19 restrictions made 58% of the participants feel good.

Gender was one of the preferred variables to see if it is related to the conditions determined for the purpose of examination in the research. Accordingly, the gender variable was examined in the study, and it was found that it did not show significant relationships with the conditions Table 1.

Table 1. Findings on the relationship between participants' longing for their lives before the COVID-19 related restriction days and DE preferences

		Do you miss your life before the lockdown?								Chi-square	
		Yes		No		Undecided		Total		Chi-square	<i>p</i>
		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%		
If you were given a choice regarding the education type in the restrictions, which would you choose?	DE	36	37.9	0	0	5	62.5	41	39.8		
	Face-to-face Education	59	62.1	0	0	3	37.5	62	60.2	*	0.26
	Total	95	100	0	0	8	100	103	100		

There is no significant relationship that can be seen between the answers given to the question 'Do you miss your life before the lockdown?' and the answers to the question 'If you were given a choice regarding the education type in the restrictions, which would you choose?' ($p=0.26 > 0.05$). Although it is not statistically significant, it is seen that the rate of saying 'Face-to-face education' is 62.1% among those who say 'Yes' and this is higher than those who say 'No' (0%) and those who say 'I am undecided' (37.5%).

Table 2. Findings on the relationship between the psychological impact of the news about the COVID-19 restrictions on the participants, their ability to add upon their musical knowledge, their hopes for the end of the restrictions, their longing for their pre-restriction life and their economic distress.

		News about the COVID-19 restrictions make you psychologically						Chi-square	
		Affected		Unaffected		Total		Chi-square	p
		N	%	N	%	N	%		
Did you add new information with your own research and orientation on top of the distanced education and face-to-face music lessons you took during the restrictions?	Yes	42	51.9	10	45.5	52	50.5	0.085	0.77
	No	39	48.1	12	54.5	51	49.5		
	Total	81	100	22	100	103	100		
Do you have hope that the COVID-19 restrictions will end?	Yes	62	76.5	17	77.3	79	76.7	*	0.145
	No	16	19.8	2	9.1	18	17.5		
	Don't care	3	3.7	3	13.6	6	5.8		
	Total	81	100	22	100	103	100		
Do you miss your life before the restrictions?	Yes	79	97.5	16	72.7	95	92.2	*	0.001
	No	0	0	0	0	0	0		
	Undecided	2	2.5	6	27.3	8	7.8		
	Total	81	100	22	100	103	100		
The place I stayed during the restrictions was financially problematic	Yes	32	39.5	3	13.6	35	34	4.07	0.044
	No	49	60.5	19	86.4	68	66		
	Total	81	100	22	100	103	100		

It has been determined that between the answer given to the question regarding the psychological impact of the news about the COVID-19 restrictions on the participants and the answer given to the question 'Did you add new information with your own research and orientation on top of the distanced

education and face-to-face music lessons you took during the restrictions?', there was no significant dependency ($p = 0.77 > 0.05$). Although it was not statistically significant, it was observed that a higher rate (51.9%) answered 'Yes' and those who answered 'I am affected' (Table 2).

It has been determined that between the answer given to the question regarding the psychological impact of the news about the COVID-19 restrictions on the participants and the answer given to the question 'Do you have hope that the COVID-19 restrictions will end?', there was no significant dependency ($p = 0.145 > 0.05$). Although it was not statistically significant, it was observed that the rate of saying 'No' and those who said 'I am affected' (19.8%) was higher than those who said 'I am unaffected' (9.1%). It can be seen that the rate of loss of hope (19.8%) is higher in those who say 'I am affected', while the rate of 'I Don't Care' (13.6%) is higher in those who say 'I am unaffected'.

It has been determined that between the answer given to the question regarding the psychological impact of the news about the COVID-19 restrictions on the participants and the answer given to the question 'Do you miss your life before the lockdown?', there was a significant dependency ($p = 0.001 < 0.05$), and it can be seen that the rate of saying 'Yes' (97.5%) and those who said 'I am affected' was higher than those who said 'I am unaffected' (72.7%).

It has been determined that between the answer given to the question regarding the psychological impact of the news about the COVID-19 restrictions on the participants and the answer given to the statement 'The place I stayed during the restrictions was financially problematic', there was significant dependency ($p = 0.044 < 0.05$), and it was observed that those who said 'I am affected' answered 'Yes' at a higher rate (39.5%).

Table 3. Findings on the relationship between participants' hope that the COVID-19 restrictions will end and their need for professional psychological support and their longing for their pre-restriction life

		Are you optimistic that the COVID-19 restriction period will end								Chi-square	
		Yes		No		Don't Care		Total		Chi-square	p
		N	%	N	%	N	%	N	%		
The need for professional psychological support during the COVID-19 Restrictions	I was in need of, so I did.	0	0	1	5.6	0	0	1	1	* 0.27	
	I was in need of but I didn't	7	8.9	0	0	1	16.7	8	7.8		
	I was in need of but I couldn't	4	5.1	1	5.6	0	0	5	4.9		
	I wasn't in need of, so I didn't	68	86.1	16	88.9	5	83.3	89	86.4		
	Total	79	100	18	100	6	100	103	100		

Do you miss your life before the lockdown?	Yes	75	94.9	17	94.4	3	50	95	92.2		
	No	0	0	0	0	0	0	0	0		
	Undecided	4	5.1	1	5.6	3	50	8	7.8	*	0.007
	Total	79	100	18	100	6	100	103	100		

It has been determined that between the answers given to the question 'Are you optimistic that the COVID-19 restriction period will end?' and answers given to the statement 'The need for professional psychological support during the COVID-19 Restrictions', there was no significant dependency ($p = 0.27 > 0.05$). Among the answers given about needing and receiving professional psychological support, the rate of agreement with the statement 'I wasn't in need of, so I didn't receive' is quite high compared to the other answers (88.9%; Table 3).

It has been determined that between the answers given to the question 'Are you optimistic that the COVID-19 restriction period will end?' and answers given to the question 'Do you miss your life before the lockdown?', there was a significant dependency ($p = 0,007 < 0,05$). Although it is statistically significant, it has been determined that the rate of saying 'I am undecided' (5.1%) among people who say 'Yes' is lower than those who say 'No' (5.6%), and those who say 'I don't care' (50%).

The most marked options among the answers given by the participants regarding the situations of not following or failing to follow the DE courses are as follows, from most to least: my motivation was not enough to attend the lesson ($n = 42$: 40.8%); my internet connection was not strong enough ($n = 41$: 39.8%); my internet package was not sufficient enough ($n = 32$: 31.1%); housework and cleaning took a lot of my time ($n = 31$: 30.1%); I could not attend classes because I was negatively affected psychologically during this period ($n = 29$: 28.2%); my environment became unsuitable for me to follow the lessons ($n = 24$: 23.3%); and I have siblings and I had family responsibilities ($n = 24$: 23.3%).

When the opinions of the participants about the uselessness of DE are examined, the answers given are as follows: 76.7% ($n = 79$) think that student teacher interaction in the classroom environment cannot be achieved in DE; 15.5% ($n = 16$) did not agree with the statement that DE is useless; 4.9% ($n = 5$) said that teacher-oriented education was provided in DE; and 2.9% ($n = 3$) stated that they could not ask their questions to teachers about the information presented in DE. In addition, a question was asked regarding the usefulness of the DE in the opposite direction of the question of uselessness and participants were asked to express their opinions with different expressions. When the opinions of the participants about the usefulness of DE are examined, the participants gave the following statements: 64.1% ($n = 66$) did not agree with the idea that DE is beneficial; 14.6% ($n = 15$) stated that the attendance requirements in the classroom environment were eliminated by distanced education; 13.6% ($n = 14$) stated that they do not need to go to school thanks to DE; and 7.8% ($n = 8$) said that the courses uploaded to the DE system provide useful information.

4. Discussion and results

It has been determined that 25.2% of the participants ($n= 26$) stated that education and programmes related to culture and art should be continued as often as they are in the restrictions; 33% ($n = 34$) stated that the DE system should be continued for certain courses; 60.2% ($n = 62$) of the participants expressed their opinion in the direction of strengthening the online education platforms and technology, which will continue after the restrictions; and 63.1% ($n = 65$) of the participants stated that face-to-face

education should be continued. In light of these findings, it can be said that the participants are of the opinion that DE can be used as an option to continue the education and training practices when it is necessary without completely rejecting the DE activities. It can be concluded that they think that DE can be used, albeit in limited ways, in areas and situations that may be necessary. In relation to this finding, the following studies can be examined. In the research of Çetin and Anuk (2020, p. 178), the participants answered the question 'Should DE become widespread in Turkey', as 'No' with a rate of 76.1%. In the research of Uzoğlu (2017, pp. 8-9), some of the participating students stated that 'If the field of DE is expanded and more students are addressed, it can become widespread'; In addition to the question, which was asked to determine their opinions on the expansion of DE activities, 45.5% of the participant students stated that they could not answer this question because they could not understand why DE activities were carried out.

The findings that are close to each other regarding the usefulness and uselessness of DE can be examined in relation to other questions asked: The fact that 64.1% of the participants think that the DE and the courses uploaded to the DE system are not beneficial and 60.2% of the participants prefer face-to-face training in a suitable date range can be considered as data that can support each other. With these findings, it can be seen that more than half of the participants think that education in the DE model is not/ cannot be appropriate. In this context, it can be said that the participants can be sensitive about what is necessary to carry out educational activities with planned and expected gains, and they are aware that face-to-face education practices can offer convenience and useful gains in student teacher communication.

In relation to these findings, the following explanations can be presented as supporting views: The positive or negative state of the functioning in the DE processes can be determined by evaluating the attitudes of the students, who are the most important members of the universities, and managing them correctly (Genç, 2020, p. 3774). Examination of DE applications in terms of their institutional, social and technological dimensions, as well as their communicative aspect, can be considered a necessity for the applications to be purposeful. Identifying communicative problems can help compensate for ongoing limitations or problems (Elcil & Sözen Şahiner, 2014, p. 21).

63.1% ($n = 65$) of the participants stated that it would be appropriate to continue face-to-face education and training after the restrictions. It can be said that the knowledge and experience of the participants, which is thought to be acquired during the restrictions, support the idea that DE is not suitable in the current living conditions, influences this finding. According to Ak, et al. (2020, p. 7), it has been seen that distanced education from home, which is being implemented in many countries due to recent circumstances, cannot replace face-to-face learning practices applied in the school process. The DE model maintained at home did not show the expected positive results.

Regarding the nature of the training/education they will receive during the restrictions, 60.2% ($n = 62$) of the participants stated that they wanted to receive face-to-face training/education on a suitable date, and 39.8% ($n = 41$) stated that they wanted to receive DE. It can be said that the fact that the treatment that will completely stop the virus has not yet been found, that the virus is strong enough to cause even loss of life, that the training activities do not have sufficient conditions in order to fulfil the necessary objectives with DE and to achieve the gains, and that the participants missed their social and academic life and habits before the pandemic and restrictions have an effect on the formation of 60.2% rate. In Yalman's (2013, p. 1395) study, 76.5% of the participating undergraduate students stated that they would still choose face-to-face education, even if they had DE options in their related departments after experiencing the DE system, can be given as one of the research results related to the above finding.

There is no significant dependence between the answers given to the question 'Do you miss your life before the lockdown?' and the answers to the question 'If you were given an option regarding the education during the restriction period, which would you choose' ($p = 0.26 > 0.05$). Although it is not statistically significant, it was determined that the rate of people who chose 'Face-to-face training/education' (62.1%) was higher in those who said 'Yes' than those who said 'No' (0%) and those who said 'I am undecided' (37.5%). Due to the spread of the COVID-19 virus and COVID-19 related deaths, restrictions and mandatory implementation of DE activities have been introduced in our country, as in all countries. All individuals in social life had to accept unorthodox education and living conditions after these transition processes were necessarily made with rapid and sudden decisions. It is thought that the rate of participants preferring face-to-face education and the fact that they miss their lives before the lockdown days may have been higher due to the fact that the participants, who had to take DE activities during the restrictions had to stay in limited physical environments in their home and missed the old social life interaction and education conditions. The fact that 69,9% of the participants answered 'socializing' as the first thing they would do when the pandemic process ends in the research of Çetin & Anuk (2020, p. 178), can be given as a result related to this finding.

It has been determined that between the answer given to the question regarding the psychological impact of the news about the COVID-19 restrictions on the participants and the answer given to the question 'Did you add new information with your own research and orientation on top of the distance education and face-to-face music lessons you took during the restrictions?', there was no significant dependency ($p = 0.77 > 0.05$). Although it was not statistically significant, it was observed that a higher rate (51.9%) answered 'Yes' by those who answered 'I am affected'. Music can have an effect on mood and psychology. Individuals might have been involved in the following activities in the field of music as one of the activities that they think will be good for them in different emotional and psychological processes: listening to music, participating in musical activities, renewing their knowledge if they are receiving education in the field of music culture and music, or trying new musical initiatives. It can be said that this finding was influenced by the fact that the participants thought that it would be good for them to be interested in music with their own orientation in order not to be affected by the possible negative features of the restrictions, or that they were willing to complete their missing information by themselves, if any, about music.

It has been determined that between the answer given to the question regarding the psychological impact of the news about the COVID-19 restrictions on the participants and the answer given to the question 'Do you have hope that the COVID-19 restrictions will end?', there was no significant dependency ($p = 0.145 > 0.05$). Although it was not statistically significant, it was observed that the rate of saying 'No' of those who said 'I am affected' (19.8%) was higher than those who said 'I am unaffected' (9.1%). It can be seen that the rate of loss of hope (19.8%) is higher in those who say 'I am affected', while the rate of 'I Don't Care' (13.6%) is higher in those who say 'I am unaffected'. 77.7% of the participants stated that they were psychologically affected as a result of following the news about the contagiousness of the disease, the vital risk of the virus, and the fact that the definitive treatment of the disease has not yet been found. From the point of view of the groups that stated that they were affected, it can be said that 19.8% of the participants have no hope that the restriction days will end, due to the negative information in the news and the uncertainty in the world, having no given end-time to the pandemic, having their life restricted in the pandemic, and the possible effects of these reasons. Regarding the group (13.6%), who stated that they were not affected by the news and were indifferent that the days of restriction would end, an evaluation can be made from two perspectives. First, It can be said that they are a group of participants who have the idea of ignoring the virus disease

contamination risk and news in real terms. Second, in order not to be affected by the negativities and bad news in the restrictions, they have adopted the approach of ignoring and not seeing the negative and not reflecting the energy of bad news on themselves. It is thought that the latter situation may have resulted from individuals' attempts to practice their psychological self-protection belief.

It has been determined that between the answer given to the question regarding the psychological impact of the news about the COVID-19 restrictions on the participants and the answer given to the question 'Do you miss your life before the lockdown?', there was a significant dependency ($p = 0.001 < 0.05$), and it can be seen that the rate of saying 'Yes' (97.5%) of those who said 'I am affected' was higher than those who said 'I am unaffected' (72.7%). In the restriction days, when the participants tried to live under the risk of contagious disease and its negative impacts, both social (especially the relationships with friends and family) and educational activities of the participants had changed. It can be said that the rate of missing their life before the lockdown was higher due to the COVID-19 related hindrance to following matters: participants were in a healthier energy flow environment with face-to-face training in pre-COVID-19 schools and they were able to travel freely outside their home and do the activities they wanted whenever they wanted.

It has been determined that between the answer given to the question regarding the psychological impact of the news about the COVID-19 restrictions on the participants and the answer given to the statement 'The place I stayed during the restrictions was financially problematic', there was a significant dependency ($p = 0.044 < 0.05$), and it was observed that those who said 'I am affected' were given the answer 'Yes' at a higher rate (39.5%). 34% of the participants stated that they had economic problems during the restrictions, and it can be seen that this rate is noteworthy. The fact that the participants, who mostly stayed with their families during the restrictions, were affected by the following factors may have contributed to this rate: The participants who stayed at home due to the economic difficulties caused by the restriction had to work in order to contribute to the family economy, but could not do this due to distanced education courses. They may have experienced negative financial economic situations or felt the emotional negative pressure of their families due to finance related issues. They may have been negatively affected by negative news on social media and on national international television channels. They may have remained in the negative effects that economic problems and inadequacies have produced psychologically in all individuals.

It has been determined that between the answers given to the question 'Are you optimistic that the COVID-19 restriction period will end?' and answers given to the statement 'The need for professional psychological support during the COVID-19 Restrictions', there was no significant dependency ($p = 0.27 > 0.05$). Among the answers given about needing and receiving professional psychological support, the rate of agreement with the statement 'I wasn't in need of, so I didn't receive' is quite high compared to the other answers (88.9%). The fact that majority of the participants did not need or received professional psychological support can be considered as an indicator that they are successful in protecting themselves in terms of psychological, emotional and cognitive controls. Participants have achieved this despite the restriction of former life opportunities in the living environment and worldwide due to the virus; knowing that people are at risk from the virus wherever they are, knowing that their parents' age group was at greater risk and knowing that the virus was easily transmissible through air and physical contact.

It can be said that the state of being hopeful or not about any concept, idea or behaviour can present findings related to the motivation of individuals. It can be considered an acceptable situation that the motivation of individuals with hope regarding their life or the conditions they are in can be at positive levels. In this context, it is useful to examine the research conducted by Sakarya and Zahal (2020, p.

807). Participants mostly chose expressions such as 'fear', 'anxiety', 'uneasiness' and 'sadness' among the expressions presented to them under the title of "Mental Effects" to reflect the mental situation they were in during the COVID-19 pandemic period. In the research of Çetin and Anuk (2020, p. 180), the participants stated that they were in "pessimistic" thoughts about the possible effects of the events, caused by COVID-19 virus, on the future of the country. As it can be seen in these studies, it can be concluded that the COVID-19 contagious disease can cause negative emotions in individuals. In addition, it can be thought that these emotional accumulations have the power to negatively affect the positive hope attempts of individuals related to themselves or to society.

It has been determined that between the answers given to the question 'Are you optimistic that the COVID-19 restriction period will end?' and answers given to the question 'Do you miss your life before the lockdown?', there was significant dependency ($p = 0.007 < 0.05$). Although it is statistically significant, it has been determined that the rate of saying 'I am undecided' (5.1%) among people who say 'Yes' is lower than those who say 'No' (5.6%), and those who say 'I don't care' (50%). As it is seen in Table 3, in this finding, the group who said "I don't care" about the end of the restrictions were also undecided in terms of missing their lives before the lockdown days. It is thought that this finding (I am undecided and I don't care) may have been due to the fact that the participants did not have enough clarity to make predictions about their future (might be due to inadequacy of social information by the necessary authorities and the indifference that can be considered as a result of the participants).

5. Suggestions

It is one of the biggest requirements for educational institutions to create scenarios and make backup plans against COVID-19 and all negative obstacles that may be experienced in the future. In this way, it is thought that countries can prevent confusion, unnecessary time losses, and make retrospective plans. Discussing the hybrid education model, which has attracted attention especially in the modern education approach and even partially started to be implemented, and making preparations for this model will provide benefits to education administrators. In addition, in order to further advance the DE facilities, incentives should be provided for projects where various initiatives can be made.

It is a known fact that individuals who can think clearly in social life can direct their physical and mental states and emotions in line with their own choices. During the COVID-19 restrictions and lockdowns, people have been left with financial, moral and mental negativity. It may be necessary for people to receive professional psychological support in order to achieve self-emotion management, keep their psychological state healthy, and minimise the effect of individual or environmental negative factors on themselves. In order to ensure the sustainability of positive emotions individually and socially and to provide professional psychological support during the COVID-19 process, health institutions and other relevant institutions of the countries need to work and take measures. It is thought that providing people with professional psychological support on social media or through other audio-visual tools and various programmes so that they can spend their time at home can provide positive results, since they cannot leave their homes.

Detailed studies can be carried out so that people can turn their time into positive gains, in places where they are residing during the process of lockdown and restriction, by dealing with culture, art and music. It is thought that the development of technological platforms, mobile phone computer applications where educational institutions can offer synchronous and asynchronous music studies under private initiatives or government support, considering the possibility of prolongation or resumption of the restrictions, can provide useful gains. In this way, it is thought that it will be easier to achieve planned and programmed gains. It is thought that re-examination and revision of pedagogical

approaches, which are the important guides of educational activities, with processes such as DE, which are used during the current COVID-19 period, can also provide significant benefits.

As he presented in his study on the functioning of online music education studies, Ruippo (2003, p. 7) stated that distanced music studies, which are tried to be carried out with a single method and tools, are not useful, and teachers should be supported in terms of different learning styles and flexibility that can be used. According to Demirel (2009, p. 696), it is an important necessity to provide education on the use of information technologies in order to raise individuals who can meet the needs of the future at all educational levels in schools.

This pandemic has provided a great example of how and why music is important in the lives of all people. If we have learned anything from this worldwide epidemic (other than to wash our hands), we have seen that people also need music in difficult times. If we can strengthen the links between music at home and music at school, we can help students and their families believe in the healing power of music and participate in community building elements (Stark, 2020, pp. 12-14). Based on this idea, it can be concluded that music is one of the most important areas of art that shares all negative and positive emotions of life, which is one of the important findings we have reached in recent months.

Music educators are aware that preschool years are critical years for music learning. Because children can acquire information faster than at any other time during their growth (Andress, 1986, p. 10). In the research on early childhood, it is crucial that there are publications that advocate and try to demonstrate the need to make art and music a priority in teaching and early childhood education (Niland, 2019, p. 34). Music has many features and duties such as a communication tool in our social life, as a cultural product, as a field of professional specialisation, in terms of therapeutic, personal development and an activity area based on preference, the earlier the development of these musical fields is started, the more talent this special talent field can bring to the individual. In this respect, the instructors who give education in the field of music in the preschool teaching departments and the undergraduate students who will receive this education have great duties in the face-to-face education and DE stages. Because both parties have a great role to play in order to progress at the expected speed and competence.

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