International Journal of Progressive Education, Volume 18 Number 2, 2022
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Parental Views Regarding Distance Learning of Primary School Children and Screen Time during the Covid-19 Pandemic Process

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Abstract

This research aims to explore the views of parents regarding primary school students' distance education experiences, the difficulties they face, the support they need in this process, and their screen time during the COVID-19 pandemic period during which face-to-face education was suspended and distance education was started. The sample of the study consisted of 400 parents whose children were attending primary school. An online questionnaire was used as a data collection tool. Findings showed that children had difficulty in completing the given learning activities during distance education, and they needed adult support to complete these activities. In general, the participants stated that they were satisfied with the given instruction during the distance education process, but they wanted make-up lessons. It was observed that schools carry out educational activities with simultaneous collective lessons during distance education, and most of the difficulties children faced were caused by a lack of interest and resources. Finally, it was investigated that most of the primary school children spend more than 2 hours a day in front of the screen without parental supervision in this process. At the end of the research, some suggestions were offered such as planning the instructional activities more appropriately by making use of the experiences gained during the pandemic, developing effective learning materials by improving the digital knowledge and skills of teachers, and providing various pieces of training for parents.

Keywords: Coronavirus, Pandemic, Parent, Primary School, Distance Education, Screen Time

DOI: 10.29329/ijpe.2022.431.12

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INTRODUCTION

Coronavirus, which emerged in Wuhan, China in the last days of 2019, spread all over the world in a short time and changed the lives of societies. According to the current statistics announced by the World Health Organization (WHO), as of June 25, 2021, approximately 179 million 500 thousand cases have been detected worldwide, and more than 3.8 million people have died (WHO, 2021). In Turkey, the number of cases exceeded 5 million 380 thousand, and more than 49 thousand people died because of COVID-19 (WHO, 2021). Varieties of measures were taken in Turkey to reduce the spread of the disease, as in many other countries. Policymakers have come up with some necessary actions to be put into effect in social life and public and private institutions. Necessary measures were taken in educational institutions as well. Since social distance is one of the most effective ways to combat the pandemic, it has also been one of the measures to be followed in educational activities at every education level.

Starting from March 2020, educational activities in Turkey at preschool, primary, secondary, and high education levels were conducted either face-to-face (hybrid education, reduced classroom sizes, etc.) or completely online depending on the course of the pandemic. Being able to adapt to the new situation that started with this sudden transition has been the first goal for teachers, students, and parents. Since it is much more difficult for teachers to monitor the learning and development of their students during the process of distance education, responsibility-sharing with parents has gained importance. It can be said that parental support is much more necessary in distance learning, especially since preschool and primary school students need the help of adults more (Lau & Lee, 2020). In this context, the tasks of organizing the resources and environment for learning at home, monitoring, and supporting educational activities are given to parents. Studies reveal that parental encouragement, reinforcement, and modeling in the distance education process have a positive effect on students' learning outcomes (Black, 2009). Thus, it can be said that organizing the distance education process systematically is one of the determining factors of effective distance education (Tran et al., 2020). It is thought that teachers' planning and implementation of effective practices in distance education and parents' meeting the demands of teachers and children will reduce possible negative effects. On the other hand, there are findings in the literature regarding the conclusion that stress increases when a parent perceives an inability to meet parenting demands (Beckerman et al., 2017; Deater-Deckard, 2004). When parents think their child's learning is manageable and they are satisfied with the learning activities offered by the school, parenting stress is reduced and the amount and quality of parent involvement increases (Lau & Ng, 2019; Tao et al., 2019). In this respect, the general evaluation of the process needs to understand what kind of activities the distance education is carried out, the satisfaction levels of the parents, and the concerns they experience during the process.

Digital devices have become an integral part of life with distance education. The time spent by children staying at home with digital devices has increased, because of the curfews. In this context, concerns about excessive screen time arise. In the process of distance education, children are at high risk due to excessive screen use, and this may be detrimental to their development (Bruni et al., 2015; De Jong et al., 2013). The use of devices such as televisions, computers, phones, and tablets often causes physical inactivity. Physical inactivity can also lead to other problems. For example, time spent on screen-based activities causes an increase in general physical complaints, especially headaches and back pain (Domingues-Montanari, 2017), and the risk of obesity increases (Stiglic & Viner, 2019). Watching or reading on a screen at close range may increase the risk of developing myopia in children (Huang et al., 2015). The psychological well-being of children who spend a lot of time on the screen has deteriorated, their attention is easily distracted, these children have difficulty in controlling themselves, finishing the work they have started, and making friends (Twenge & Campbell, 2018). In addition, the decrease in adult supervision during screen time increases the risk of children being exposed to unsafe and inappropriate content. The implementation of curfews due to the pandemic and the fact that schools continue their educational activities with distance education may have triggered children to spend more time in front of the screen.

The coronavirus pandemic is not the first in world history, nor may it be the last. Pandemics such as plague pandemic, cholera pandemic, influenza (flu) pandemic, Spanish flu, and HIV/AIDS have also affected countries. Therefore, governments need to be prepared to deal with possible pandemics that may affect children's daily lives and the functioning of their education, as in the case of the coronavirus. The present study aimed to reveal the experiences gained in the distance education process of primary school students during the current coronavirus pandemic in terms of the perspective of parents.

The Present Study

The main purpose of this research is to examine parental views on distance education experiences and screen time of children attending primary school during the coronavirus pandemic. For this purpose, answers to the following three research questions were sought:

a) What are the parents' views on the distance education experiences of primary school students?

b) What are the parents' views on the difficulties faced by children during the distance education process, and the support they need and receive?

c) What are the parents' views on children's screen time during the distance education process?

METHODOLOGY

Research Model

This research was designed according to the non-experimental quantitative research approach and the scanning model was used in the study. In the scanning model, an attempt is made to describe a past or present situation as it exists. To reach a general judgment about the universe which consists of many elements, this general scanning model is used when research is conducted on the entire universe or a sample taken from it (İslamoğlu & Alnıçık, 2019; p.101). And in this study survey technique was used to collect data from the sample. The survey is a systematic questionnaire prepared to collect information from primary sources. The purpose of using this technique is to systematically collect and store information that will solve the research problem and test the hypotheses discussed (Islamoğlu & Alnıçık, 2019; p.140).

Research Sample

The sample of the research consisted of the parents of primary school students studying in public schools in the city center of Muş. The parents whose children attend different grades of primary school (1,2,3,4) were tried to reach through stratified sampling. Stratified sampling is a sampling method that aims to determine the subgroups in the population and to ensure that they are represented in the sample with their ratios in the population size (Büyüköztürk et al., 2012). The research questionnaire was prepared online with 'Google forms' and shared with primary school teachers and school administration. The teachers sent this survey to the parents via e-mail and WhatsApp groups. The responders were given 15 days to complete the questionnaire. During this time, a total of 426 parents answered the questionnaire. However, 26 responses were found to have missing data. Thus, the sample of this research consisted of 400 parents who voluntarily participated in the online questionnaire. Demographic data of the parents participating in the study are presented in Table 1.

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Table 1. Participants' Demographic Variables

Variables	n	%
Participant		
Mother	251	62,7
Father	149	37,3
Total	400	100
Number of children attending primary school in the family		
1	295	73,8
2	95	23,8
3	10	2,4
Total	400	100
Grades of the Children		
1	95	23,7
2	108	27
3	101	25,3
4	96	24
Total	400	100
Monthly Household Income Status		
2.825 Turkish lira<	101	25,3
2.825 Turkish lira	69	17,3
2.825-5000 Turkish lira	81	20,3
5.000 – 7.500 Turkish lira	88	22
7.500 – 10.000 Turkish lira	32	8
>10.000 Turkish lira	29	7,1
Total	400	100

When Table 1 is examined, it is seen that the participant group of the research consists of 400 parents, of which 251 (62.7%) are mothers and 149 (37.3%) are fathers. When the number of children attending primary school of the participant parents was examined, 295 (73.8%) parents stated that they had only one child, 95 (23.8) stated that they had two children, and 10 (2.4%) stated that they had three children. Families with more than one child attending primary school were asked to fill in the next questions according to the oldest child. In Turkey, children receive four years of primary school education. According to the variable of grade, the number of students attending the first grade is 95 (23.7%), the number of students attending the second grade is 108 (23.8%), the number of students attending the third grade is 101 (25.3%), and the number of students attending the fourth grade is 95 (24%). Accordingly, it can be said that the participants are closely distributed in terms of the number of children studying at different levels of primary school, which increases the probability that the results of the research reflect the general population. When the monthly income of the participants is examined, 101 (25.3%) stated that they have less than 2.825 TL, which is determined as the minimum wage in Turkey, 69 (17.3%) stated that they have an income equal to the minimum wage, 81 between 2.825 TL and 5.000 TL. (20.33%), 32 (8%) in the range of 7.500 TL – 10.000 TL, and 29 (7.2%) stated that they have more than 10.000 TL income. The minimum wage is the lowest amount of salary that can be legally paid to employees, as a well-established regulation in Turkey as in many other countries in the world (Kahveci & Pelek, 2021). The fact that 42.6% of the participating parents in the current study stated that they have a monthly income below the minimum wage and equal to the minimum wage can be associated with the fact that the data of the present study come from the province of Muş, which is one of the provinces with the lowest economic development in Turkey (SEGE-2017, 2019).

Data Collection Tools

As a data collection tool, a questionnaire developed by Lau and Lee (2020) called the "class suspension questionnaire" was used. This questionnaire, translated and adapted into Turkish by the

researcher, consists of three categories: a) the status of the child's distance learning b) the difficulties perceived by the parents and the level of satisfaction with distance education c) screen time. The original questionnaire consists of sections covering kindergarten and primary school parents. Since the scope of this research was limited to primary schools, questions regarding kindergarten were not included. In the adaptation process of the form, first, the questionnaire form was translated into Turkish by the researcher by the Turkish culture and education system. Then, two expert academicians working in the field of English Language Teaching were asked to evaluate how well the Turkish-translated items of the questionnaire matched the original. Changes were made to the translated items based on the experts' suggestions. Finally, the conformity of the translated items to the grammatical rules of the Turkish language and their intelligibility were checked by an expert working in the field of the Turkish Language Teaching department. Then, 10 parents were asked to answer the questionnaire for the pilot study. The responses showed that the questions were understood and appropriate.

Data Analysis

The data were collected via the responses given to the online questionnaire. The participants were informed about the purpose and content of the study in the informed consent text at the beginning of the online questionnaire, which was shared with parents via social media (WhatsApp group) and e-mail with the help of primary school teachers, and the participants were also informed that participation was completely voluntary. The parents who agreed to participate in the study responded to the items, and their answers were recorded by the researcher. It is assumed that the participants answered the questionnaire correctly and sincerely.

FINDINGS

Distance Education Experiences

As face-to-face education is suspended due to the pandemic in Turkey and educational activities take place with distance education resources, although a standard is tried to be established by the Ministry of National Education, there are possible differences in the way schools offer distance education. To reveal these possible differences and determine how difficult it is for the child to complete learning tasks at home, the findings regarding the answers to the questions directed to the parents are presented in Table 2.

Table 2. The Number of Assignments Given to the Student During the Distance Education Process and the Assignments' Level of Difficulty

Number of assignments	f	%
None	8	2
1-2 assignments per week	49	12,3
3-4 assignments per week	100	25
1-2 assignments per day	101	25,3
3-4 assignments a day	108	27
More than 5 assignments per day	34	8,4
Difficulty		
None	89	22,3
Low	101	25,3
Medium	140	35
High	70	17,4
Total	400	100

98% of the participating parents stated that the schools gave assignments during the suspension of face-to-face education. The answers to the question regarding how many assignments are given reveal the different ways how each school/teacher handles the process of distance education. However, most of the answers show that 3-4 assignments were given a day. Regarding the responses

given to the question of how difficult it was for the students to complete the given assignments, 22.3% of the parents stated that the children did not have any difficulty, 25.3% stated that they had low difficulty, 25% stated that they had moderate difficulty, and 17.4% stated that they had a high level of difficulty.

Parents who stated that their children had difficulty in completing the given assignments were asked what kind of difficulties their children encountered at home. Findings regarding the responses received are presented in Table 3.

Table 3. Difficulties Encountered at Home During the Process of Distance Learning

Difficulties	f	%
Children's lack of focus & interest	257	73,9
Lack of resources (access to the internet, internet quota, printer etc.)	140	40,2
Not being able to understand the instructions clearly	114	32,8
The disruption caused by other family members	91	26,1
Parent's lack of knowledge	86	24,7
Parent's lack of patience	78	22,4
Improper learning spaces	64	18,4
Insufficient time	61	17,5

According to Table 3, parents stated that their children had difficulties during the learning process at home mostly due to awith the aim of reinforcing lack of focus and interest (73.9%). In addition, when the difficulties experienced by the parents are listed from the most to the least; percentages are as follows: lack of resources (40.2%), inability to fully understand the instructions given by the teacher regarding how to do the homework (32.8%), disturbances caused by other family members at home (26.1%), lack of knowledge of the parents about the subject (24%, 7), the parents' inability to be patient (22.4%), the difficulty in creating a suitable working environment at home (18.4%), and the inability to spare enough time for learning activities (17.5%).

In another question directed to parents, they were asked whether the school provided any online learning activities. To this question, 263 (65.8%) parents answered "yes" and 137 (34.2%) answered "no". Parents who answered "yes" were asked what kind of online learning activities the school provided. Findings related to this question are presented in Table 4.

Table 4. Types of Online Learning Activities That Schools Offered for the Children

Online Learning Activity	f	%
Synchronized large group teaching	236	70
Synchronized small group teaching	65	18,4
Synchronized one-on-one teaching	60	17
Materials developed and prerecorded by teachers	59	16,7
Resources provided from different online platforms	35	9,9

When Table 4 is examined, it can be seen that schools conduct more synchronized large group teaching (%66,9). In addition, synchronized small group teaching (%18,4), synchronized one-on-one teaching (%17), materials developed and prerecorded by teachers (%16,7), and resources provided from different online platforms (%9,9) are also employed by schools. All the parents participating in the study stated that online learning activities were provided by the schools during the suspension of face-to-face education. Table 5 shows the answers to the question of if adult guidance is needed for the children to complete these learning activities.

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Table 5. Children's Need for Adult Guidance in Completing Distance Learning Activities

Adult guidance	f	%
No guidance is needed	120	30
Occasionally guidance is needed	98	24,5
Sometimes guidance is needed	89	22,3
Most of the time guidance is needed	57	14,2
All the time guidance is needed	36	9

According to Table 5, 70% of primary school students needed varying degrees of parental guidance to complete their online learning activities. The number of parents who stated that their children occasionally needed guidance was 98 (24.5%), 89 (22.3%) stated that they sometimes needed guidance, 57 (14.2%) stated that they needed guidance most of the time, and 36 (9%) stated that they always needed guidance.

The question concerning the satisfaction levels of parents for online learning activities offered by schools, it was found that 280 (70%) of the parents were satisfied and 120 (30%) were not satisfied (see Table 6). The dissatisfied parents were asked about the reasons for their dissatisfaction, and the findings are summarized in Table 6.

Table 6. Parents' Satisfaction with Distance Learning Activities and Reasons for Dissatisfaction

Satisfaction	f	%
Satisfied	280	70
Dissatisfied	120	30
Reasons of Dissatisfaction		
Insufficient communication between home-school	85	41,2
The duration of the activities is too short	44	21,4
Insufficient school/teacher support	40	19,4
The duration of the activities is too long	39	18,9
Very low frequency	28	13,6
Too little variety of activities	26	12,6
High frequency	24	11,7
Content of the activities is challenging	20	9,7
Too many varieties of activities	17	8,3
Content of the activities is unchallenging	12	5,8

During the process of distance education, parents mostly cited the lack of communication between home and school (41.2%) as the reason for dissatisfaction. Other reasons for dissatisfaction are listed from most to least; short or long online learning activities (40.3%), low or high frequency of activities (25.3), little or many varieties of activities (20.9%), insufficient school/teacher support (19.4%), and challenging or unchallenging activities (%15,5).

Perceived difficulties and Needed Support in the Distance Education Process

Another focus of the current research is what kind of support parents are concerned about and what kind of support they need when face-to-face education is interrupted. The findings obtained from the questions asked within the scope of this focus are presented in Table 7.

Table 7. Concerns of Parents and the Types of Support They Hope to Receive During Distance Education

Worries	f	%
Concerns about children's learning process	342	85,5
Concerns about children's overuse of digital devices	271	67,8
Concerns about school attendance	178	44,5
Concerns about own or spouse's job	81	20,3
Concerns about chore arrangements	68	17
Concerns about childcare at home	67	16,8
Concerns about additional expenditures	66	16,5

Support		
Make-up classes	215	53,8
More support for learning at home	174	43,5
More home-school communication	157	39,3
Flexible working hours	136	34
Financial support	100	25

When Table 7 is examined, it is seen that the participating parents are mostly concerned about the decline in their children's learning progress (85.5%). This concern was followed by concerns about children's excessive use of electronic devices with distance education (67.8%) and concerns about school attendance regulations (44.5%). The types of support that parents expected to receive most were, in turn, make-up classes (53.8%), more support for learning at home (43.5%) and strengthening the communication between home and school.

Screen Time of Children During the Distance Education Process

Finally, it was aimed to determine how much time children spend in front of the screen daily during the distance education process and what level of adult mediation they get when using these devices. The findings obtained from the parents' opinions are presented in Table 8.

Table 8. Daily Amount of Time Spent By Children in Front of the Screen and Adult Mediation During the Distance Education Process

Screen time	**f**	**%**
<1 hour	45	11,1
1-2 hours	43	10,8
2-3 hours	54	13,5
3-4 hours	84	21
4-5 hours	80	20
5-6 hours	61	15,2
> 6 hours	33	8,4
Adult mediation		
%0	84	21
%1-20	169	43,3
%21-40	65	16,2
%41-60	45	11,3
%61-80	15	3,7
%81-99	6	1,5
%100	16	4

According to Table 8, the most frequent interval between parents in terms of screen time was 3-4 hours (21%) and 4-5 hours (20%). The percentage of parents who stated that their children spend more than 6 hours in front of the screen daily was 8%, while the ratio of those who said less than 1 hour and 1-2 hours in total was 21.9%. The rate of adult mediation during the time children spend in front of the screen was mostly in the range of 1-20% (43.3%). The rate of parents who stated that they were never mediated was 21%, while the rate of those who stated that they always mediated was 4%.

CONCLUSION AND DISCUSSION

Distance Learning Experiences

In order not to affect students, teachers, and employees due to the coronavirus pandemic in Turkey, as of March 23, 2020, face-to-face education has been suspended in all official, private, formal and non-formal education activities and it has been decided that educational activities should continue through distance education (MoNE, 2020a). In this new process, approximately 5 million students in primary schools in Turkey have started to take lessons via distance education (MoNE, 2021a). During this period, to minimize learning losses, live classroom broadcasts, EIN internet platform, printed and digital supporting resources, especially TRT Education Information Network

(EIN) TV channel, were offered to teachers and students. In addition, tablet computers were distributed to students who were in need (MoNE, 2020b). In this context, although a standard is tried to be established by the Ministry of Education in terms of educational activities and resources, it is possible to differ in the forms of distance education by schools and teachers who are practitioners of education. In the present study, it was tried to determine these possible differences and to determine how the process works from the eyes of the parents. As a result of the findings of the research, parents stated that an average of 3-4 assignments are given to their children daily during the distance education process. This situation can be associated with the fact that teachers are trying to train primary school programs even with distance education, to reinforce and measure the lessons at home. However, the Ministry of National Education (2020b) emphasized that the assessment and evaluation of the courses offered through distance education will not be carried out, and the aim is to maintain the relationship of the students with the school and education. In this respect, it can be said that the number of assignments given to students is high. Research findings show that primary school students have significant difficulty in completing the assignments given in the distance education process, albeit at different levels. This finding seems to be consistent with the existing literature (Erol & Erol, 2020; Lau & Lee, 2020; Sirem & Baş, 2020). Horton (2000) emphasized the need for students to be able to learn independently, self-discipline, manage time well, enjoy working alone, and have basic computer skills in the distance education process. In this context, it is thought that primary school students are not accustomed to distance education, they do not have the necessary self-regulation skills for distance education, they do not receive sufficient feedback and corrections from their teachers for their studies, and the parents' inability to provide sufficient learning support at home may have caused difficulties in completing the given assignments/tasks.

Distance education can be carried out both simultaneously and asynchronously (Özarslan, 2008). The findings of the present study revealed that schools mostly preferred to conduct simultaneous large group lessons during distance education. Lau and Lee (2020) conducted a study in Hong Kong, and it was investigated those teachers mostly used pre-recorded teaching materials developed by themselves during distance education. Therefore, this result can be interpreted as teachers prefer this method to ensure the interaction of primary school students who are separated from the classroom and their friends. On the other hand, it may be related to the level of technological literacy knowledge and skills of teachers in Turkey and the inability to transfer them to the educational environment. Because, when the studies on the technological literacy level of classroom teachers in Turkey are examined in the literature, there are findings that they cannot use computer technologies and internet-based applications appropriately (Güneş & Buluç, 2017; Hakkari et al., 2016; Ulaş & Ozan 2010).

Concerns of Parents and the Support They Need

Another focus of the present study was on the kind of concerns experienced during the suspension of face-to-face education. The findings showed that parents were most concerned about the decline in their children's learning and learning progress with the transition to distance education. Research on the subject also confirms this result. Horowitz (2020) stated in his study that after the closure of schools due to the pandemic, parents are concerned about the disruption of their children's education and the possibility that their children will be academically lagged. Children who are out of school for various compulsory reasons such as the pandemic may face the risk of forgetting the information they have learned (Baz, 2021). Therefore, it is understood that these concerns of the parents are not unfounded. Learning losses can be seen more in children from families with low socioeconomic status (UNICEF, 2020). The fact that the present study was conducted in the city of Muş, whose population has a considerably low socioeconomic status, may be an important factor in the frequent expression of this concern among parents. In this respect, the learning level may differ between students who do not have facilities such as internet access, personal computers, tablets at home and those who do. This concern was followed by concerns about excessive use of electronic devices by children during distance education. The support that the parents expected to receive the most was the make-up lesson and the strengthening of the communication between home and school. Similar demands are in line with previous studies. Başaran et al. (2020) conducted a study on the

effectiveness of distance education given during the pandemic process, it is seen that teachers have similar views with parents. In that study, teachers stated that distance education is not suitable for primary school students. In addition, in the study by Yurtbakan and Akyıldız (2020) in which students, teachers and parents' views on distance education activities implemented during the Covid-19 isolation period were examined, parents stated that adequate interaction with teachers could not be established. In this respect, the parents' request for make-up lessons for their children can be associated with their concerns that their children experience learning losses during the distance education process. Regarding this issue, the Ministry of National Education (2021b) announced that a compensation plan that will last for 1.5 years will be prepared within the scope of the National Support Program (NSP) and that appropriate study plans will be prepared according to the learning level of the students. In this context, it is seen that parents' desire for compensatory education is tried to be met.

Primary School Children's Screen Time and Parental Control

The American Paediatric Association (2013) states that children should not have more than 2 hours of screen time. According to the findings of the current study, 79.1% of parents report that their children spend more than 2 hours in front of the screen during the distance education process. Studies show that excessive screen time can have negative effects on general health, physical activity, cognitive and social development (Lanotti et al., 2009; Must & Tybor, 2005; Steiner-Adair & Barker, 2013; Zimmerman & Christakis, 2005). In this context, excessive screen time is worrisome in terms of its possible consequences. In particular, children's screen use without parental control and supervision poses the risk of exposure to inappropriate content. The findings of the current study show that children are not adequately supervised by their parents when they are in front of the screen. UNESCO (2020) stated that parents should be supported in the use of digital tools during the pandemic process, the duration of distance learning units should be defined according to students' self-regulation skills, and a lesson should be no more than 20 minutes for primary school students. Therefore, it is important to educate and raise awareness of parents to prevent these possible harms.

LIMITATIONS

This study has the following limitations regarding the research design and methodology. The sample of the study does not have the potential to represent a wider population at the national level. The study examined a relatively small sample of the primary schools in the city of Muş, Turkey. In addition, a questionnaire was employed in this study. The survey design has two important limitations. First, the survey design describes ‘associations’ not ‘causality’ in relationships among the variables. Second, the survey design does not provide a detailed, up-close view of the study dynamics.

RECOMMENDATIONS

Distance learning, which is implemented because of the closure of schools due to the pandemic, requires students to have self-regulation skills. In this respect, children can gain self-regulation skills by further supporting their personal characteristics such as work ethic, diligence, and perseverance (Huber & Helm, 2020). During the suspension of face-to-face education, parents need to be contacted frequently to find out what kind of support they need. In distance education, parents stated that students had difficulties in completing the given tasks. Specially designed booklets can be prepared to meet the educational needs of families and students without overburdening them. By learning from the experiences gained during the pandemic process, stronger planning should be made for extraordinary situations that may occur in the future, more effective policies should be developed, and the infrastructure required to implement these plans should be improved. For the children of families with low socioeconomic status not to be disadvantaged in education, lack of resources regarding their access to distance education should be identified and eliminated. Parents' concerns about their children's development should be addressed by providing family trainings and increasing school-family cooperation to support the child’s learning at home. Teachers should be provided with in-service training to improve their knowledge and skills of digital literacy, and they should be provided with enriched learning activities both online and offline. Media literacy training can be

provided for children to use digital devices appropriately and for effective supervision of parents. Since most of the sample of the present study consists of low-income families, it can be said that high-income families are not adequately represented. Researchers can consider distance learning experiences by comparing them with high-income families. In addition, due to the suspension of face-to-face education, studies can be carried out on how to identify the possible learning losses of children and how to eliminate them.

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