

OPINIONS OF ENGLISH LANGUAGE TEACHERS AND STUDENTS ON THE EFFECTS  
OF DISTANCE EDUCATION ON CLASSROOM MANAGEMENT IN THE  
COVID-19 PANDEMIC



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M. A. Thesis

Yeditepe University

2022

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PANDEMIC

Master's Thesis Submitted to the Institute of Educational Sciences  
In Partial Fulfillment of the Requirements for  
Master's Degree  
In  
English Language Education

by

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Yeditepe University

2022



YEDİTEPE UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES DIRECTORATE

**THESIS SUBMISSION and APPROVAL FORM**

**TITLE:** OPINIONS OF ENGLISH LANGUAGE TEACHERS AND STUDENTS ON THE EFFECTS OF DISTANCE EDUCATION ON CLASSROOM MANAGEMENT IN THE COVID-19 PANDEMIC

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## DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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## ACKNOWLEDGEMENTS

I'd like to express my sincere appreciation to the following people who contributed to completion of my thesis. I would not have been able to complete this thesis without the insightful expertise, guidance, and patience of my supervisor, Dr. Zeynep Koçoğlu. Knowing she was always there for me to give a hand; I cannot thank her enough for her greatest effort and support. While listening to the lectures of my dear Professor Evrim Eveyik-Aydin, I was inspired and impressed by her personality and hard work. I owe her my warmest gratitude because she encouraged and motivated me to get back to my desk when I had hard times carrying out my research, and provided a great contribution with her brilliant research ideas. I'd also like to express my deepest thanks to Professor Kaine Gülözer for the invaluable feedback she offered during my defense to better my thesis. I owe a big thank to all of my colleagues, as well as the students who supplied detailed responses to the data collection procedure. Finally, the supportive compliments of my family gave me the motivation I needed. I will never be able to repay them for their tremendous sacrifices for my education, but I am content if I can make them happy with such minor achievements. Therefore, my grandparents are also deserving the greatest praise.

## **ABSTRACT**

Teachers and students were faced with an entirely new predicament when the Covid-19 pandemic broke out: distance education. As a result of these new circumstances, educational scholars had to reconsider numerous topics in education in light of the current circumstances. Undoubtedly, classroom management is critical to achieving the desired educational outcomes. Because unruly students can cause disruptions in the classroom and prevent education from taking place. Distance education has caused changes in the execution of components that are the fundamental building blocks of classroom management due to the fact that the teacher and the student are physically separated. The goal of this qualitative study is to delve into the consequences of the transformation; therefore, seven English teachers and ten students were asked open-ended questions and their perspectives were analyzed. Open-ended questions for teachers were designed to elicit information about teachers' views on execution of classroom management components in distance education. Glasser's Choice Theory was used to receive and analyze students' opinions. Findings suggested that classroom management components did not operate well, and that students' basic requirements as defined by Choice Theory were not addressed in distance education.

**KEY WORDS:** classroom management, Glasser's Choice Theory, distance education

## ÖZET

Covid-19 pandemisinin yayılmasıyla birlikte öğretmenler ve öğrenciler yepyeni bir durumla karşı karşıya kaldılar: Uzaktan eğitim. Bu yeni koşullar eğitimde pek çok konunun zamanın şartlarına göre akademisyenler tarafından yeniden ele alınmasını mecbur kıldı. Şüphesiz ki sınıf yönetimi amaçlanan eğitim çıktılarını sağlamada önemli bir unsur. Çünkü istenmeyen öğrenci davranışları sınıf aktivitelerini aksatabilir ve öğretimin gerçekleşmesinin önüne geçebilir. Uzaktan eğitimde fiziksel olarak öğretmen ve öğrencinin birbirlerinden farklı ortamlarda olması sınıf yönetiminin temel yapı taşları olan bileşenlerin uygulanması noktasında farklılıklar yaratmıştır. Bu nitel araştırmanın amacı, farklılaşmanın doğurduğu sonuçları incelemektir, ve bunun için 7 İngilizce öğretmenine ve 10 öğrenciye açık uçlu sorular sorularak görüşleri incelenmiştir. Öğretmenlerle sorulan sorularda sınıf yönetimi bileşenlerinin uzaktan eğitime aktarılmasında ortaya çıkan sonuçları tartışmaya açmak üzere yapılandırılmıştır. Öğrencilerin görüşleri ise Glasser'ın Seçim Teorisi temel alınarak analiz edilmiştir. Açık uçlu sorular sınıf yönetimi bileşenlerinin uzaktan eğitimde etkili olarak işlemediğini, ve öğrencilerin Seçim Teorisi bağlamında temel ihtiyaçlarının uzaktan eğitimde karşılanamadığını ortaya çıkarmıştır.

**ANAHTAR KELİMELER:** sınıf yönetimi, Glasser'ın Seçim Teorisi, uzaktan eğitim

## TABLE OF CONTENTS

|                                                                                              |            |
|----------------------------------------------------------------------------------------------|------------|
| <b>DECLARATION.....</b>                                                                      | <b>iv</b>  |
| <b>ACKNOWLEDGEMENTS .....</b>                                                                | <b>v</b>   |
| <b>ABSTRACT.....</b>                                                                         | <b>vi</b>  |
| <b>ÖZET .....</b>                                                                            | <b>vii</b> |
| <b>CHAPTER I: INTRODUCTION .....</b>                                                         | <b>1</b>   |
| <b>1.1 Background of the Study.....</b>                                                      | <b>1</b>   |
| <b>1.2. Statement of the Problem.....</b>                                                    | <b>4</b>   |
| <b>1.3. Purpose of the Study.....</b>                                                        | <b>8</b>   |
| <b>1.4. Participants and Setting .....</b>                                                   | <b>9</b>   |
| <b>1.5. Research Methodology .....</b>                                                       | <b>10</b>  |
| <b>1.6. Significance of the Study .....</b>                                                  | <b>10</b>  |
| <b>1.7. Definitions of the Significant Terms.....</b>                                        | <b>11</b>  |
| <b>CHAPTER II: LITERATURE REVIEW .....</b>                                                   | <b>12</b>  |
| <b>2.1 Introduction.....</b>                                                                 | <b>12</b>  |
| <b>2.2 Classroom Management and Its Components .....</b>                                     | <b>12</b>  |
| <b>2.2.1 Glasser’s Choice Theory in Classroom Management.....</b>                            | <b>19</b>  |
| <b>2.3 Distance Education .....</b>                                                          | <b>25</b>  |
| <b>2.4 Education during COVID-19 Pandemic.....</b>                                           | <b>28</b>  |
| <b>2.4.1 Contributions of Distance Education during COVID-19 Pandemic.....</b>               | <b>28</b>  |
| <b>2.4.2 Negative Impacts of Distance Education during COVID-19 Pandemic .....</b>           | <b>32</b>  |
| <b>CHAPTER III: METHODOLOGY .....</b>                                                        | <b>40</b>  |
| <b>3.1 A qualitative approach .....</b>                                                      | <b>40</b>  |
| <b>3.2 Participants.....</b>                                                                 | <b>41</b>  |
| <b>3.3. Structuring the Interviews .....</b>                                                 | <b>43</b>  |
| <b>3.4 Ethical Considerations .....</b>                                                      | <b>44</b>  |
| <b>3.5 Data Collection and Analysis .....</b>                                                | <b>44</b>  |
| <b>CHAPTER 4: RESULTS .....</b>                                                              | <b>48</b>  |
| <b>4.1 Teachers views on the effects of distance education on classroom management .....</b> | <b>48</b>  |

|                                                                                           |     |
|-------------------------------------------------------------------------------------------|-----|
| 4.1.1 Setting Expectations Early in School Year .....                                     | 49  |
| 4.1.2 Classroom routines in distance education .....                                      | 58  |
| 4.1.3 Group vs. individual work, and creating opportunities for students to respond. .... | 66  |
| 4.1.4 Active supervision and feedback in distance education .....                         | 72  |
| 4.2 Students' view on distance education in terms of Glasser's Choice Theory .....        | 77  |
| 4.2.1 Survival .....                                                                      | 77  |
| 4.2.2 Belonging .....                                                                     | 79  |
| 4.2.3 Power .....                                                                         | 81  |
| 4.2.4 Fun .....                                                                           | 83  |
| 4.2.5 Freedom .....                                                                       | 84  |
| CHAPTER 5: DISCUSSION AND CONCLUSION .....                                                | 86  |
| 5.1 Teachers' experiences and views on classroom management in distance education ..      | 86  |
| 5.2 Teachers' suggestions for improving classroom management in distance education        | 90  |
| 5.3 Students' experiences and perspectives on distance education .....                    | 92  |
| 5.4 Limitations and Research Implications .....                                           | 94  |
| 5.5 Conclusion and Pedagogical Implications .....                                         | 96  |
| REFERENCES .....                                                                          | 99  |
| Appendix A: Online Teacher Interview Questions Form .....                                 | 112 |
| Appendix B: Online Student Interview Questions Form .....                                 | 114 |

## CHAPTER I: INTRODUCTION

### 1.1 Background of the Study

All parties in education, including students and teachers, had to adjust and adapt to the new reality, distance education, as the consequence of the global spread of Covid-19 pandemic. New instructional objectives, subjects, and circumstances in teacher and student roles arose as a result. All of these factors had an impact on the fields of education, classroom instruction, and human resource management (Stamatis, 2021). As a part of human resource management, there comes classroom management in the first place, which is critical for this transition to be smooth in terms of maximizing adaptation to distance education and achieving the desired educational and behavioral objectives. Therefore, the research's core themes are based and structured on evaluating the consequences of the transition to distance education in general, as well as its implications of classroom management in particular.

Many teachers and parents view education as preparing children for the future, for business world, and elevating their status in society. What should be borne in mind is that time is a dynamic concept. While preparing children for the future, also raising them as individuals who can keep up with the dynamics of time and are open to change is one of the basic functions of education. In this regard, we need to design an environment that will provide opportunities for children's emotional development as well as their academic skills (Shelton & Brownhill, 2008). The way to achieve this as teachers is not only through our academic teaching skills, but also through the classroom management approach we have adopted. This will affect both the quality of teaching in the classroom and emotional well-being of students, while raising them as a qualified member to the society. Classroom norms and procedures set by the teachers contribute

to students to build their moral norms, understand social norms and social systems (Nucci, 2013). Classroom management, thus, can also be seen as a moral activity affecting moral development of students (Fallona & Richardson, 2013).

Classroom management has an important role in establishing an ideal classroom environment, effective teaching, and social learning of students. From a general point of view, classroom management involves establishing and, maintaining order, designing effective instruction, responding to the individual needs of students while dealing with students as a group, and mastering discipline in the classroom (Emmer & Stough, 2001). Borophy (1997) defines classroom management as the set of actions taken to create and maintain a suitable learning environment in order to achieve the goals of instruction.

Among many other responsibilities, teacher is the manager of the classroom. If we are talking about chaos and disorder in the classroom environment, and if the students do not follow the rules and procedures, the teachers will struggle to teach and the students will suffer by learning less than aimed (Marzano, Marzano, & Pickling, 2003). Therefore, classroom management is a central issue in teaching and learning, that's why it has always been an essential concern for, administrators, parents and especially for teachers. On the other hand, it is reported that when teachers experience problems in classroom management, it can cause job dissatisfaction and burnout (Evertson & Weinstein, 2013). Classroom management, thus, is a combination of practices that influences not only students, but all parties included.

Classroom management is essentially the teacher managing the classroom with all aspects. So, there must be a concept of classroom in traditional sense. But the classroom is not always traditionally just a physical room, containing a blackboard or a smart board, students, tables and

such. The classroom environment can also consist of virtual elements in which students and teachers are not in the same place at the same time. Various online tools or resources have been developed to nurture and facilitate students' learning as a result of the development and widespread usage of technology. Simple technical resources have been employed for more than over 20 years, and currently, with distance education, students can take classes at their own pace and from anywhere they are (Lee, 2007) if they have the necessary conditions and technological instruments. In formal education, lessons are held in a traditional classroom. However, distance education largely removes the time and space constraints and creates a virtual classroom environment that consists of students from a wide variety of places.

Towards the end of 2019, a pandemic outbreak caused by the corona virus, which is alleged to have originated in China, spread the globe, posing a serious threat to people's lives. As a result, many schools around the world have been suspended, and governments have chosen to move forward with distance education as an alternative. Essentially, education is the process of a teacher transmitting information to pupils in a physical context where both the students and the instructor are present. However, because the pandemic has prompted countries to abandon regular classrooms, authorities have attempted to close this gap through distance education. Since the beginning and spread of the pandemic, Turkey, and the rest of the world, has been confronted with a novel situation involving hundreds of variables that no one has ever experienced before. To better understand what was going on in education, many educational scholars began looking into the impacts of Covid-19 on education in general (MacIntyre et al., 2020; Nicolau et al., 2020; Amir et al., 2020; Yurtbakan & Akyıldız, 2020; Önal & Önal, 2020; Akyavuz & Çakın, 2020; Bakioğlu & Çevik, 2020; Sahbaz, 2020; Bayburtlu, 2020; Shin, 2020; Al-Nofaie, 2020; Andriivna et al., 2020; Hosszu & Rughiniş, 2020; Alam, 2020), and a few of

them within the scope of classroom management in particular (Baysal & Ocak, 2021; Kiseleva, & Pogolian, 2021; Lathifah et al., 2020; Manea & Gări-Neguț, 2021; Sari & Nayır, 2020; Stamatis, 2021).

Bolick and Cooper (2011) defined distance education as the educational experiences of teachers and students interacting online. They stated that virtual learning settings made innovative contributions to teaching and learning, but also emphasized that it also created novel challenges for teachers. One of the struggles that arise is the absence of a physical environment, the increased distance between the teacher and the students, and consequently the decrease in the teacher's influence and control.

## **1.2. Statement of the Problem**

Teaching profession is very stressful in terms of factors such as workload and time pressure (MacIntyre et al., 2019). Friedman (2013) highlights the fact that it is not the teaching that causes burnout among teachers, but the classroom management, which is reported as the most serious issue in this regard. The uncertainty and stress created by sudden shift to distance education due to the Covid-19 pandemic was added on top of other stressors (Pozo-Rico et al., 2020). Along with distance education, there occurred a responsibility switch from the teacher to students (Liu et al., 2020). Teachers, as well as governments, have been caught in this health, and hence education crisis unprepared and untrained. As of March 17, 2020, formal and non-formal education was suspended in Turkey. Since then, Turkey's Ministry of National Education had taken immediate steps to compensate the suspension of schools with video lectures broadcasted on a national television channel, Turkish Radio and Television Corporation (TRT EBA), specifically launched for this purpose, along with its online platform EBA (Educational

Informatics Network), and also announced the transition from face-to-face to distance education (Özer, 2020). Coming to December 12, 2021, according to the figures announced by Turkey's Ministry of Health (2020), 19,255 new cases and 191 deaths were recorded on a daily basis throughout the country. Also, since the first case was seen, 8,700,641 people have been infected and a total of 76,041 lives have been lost. World Health Organization (WHO) reported that there had been 267,865,289 cases of COVID-19, with 5,285,888 deaths from the outbreak of the pandemic until December 10, 2021. These findings highlight the pandemic's severity; while countries have returned to face-to-face schooling following vaccination, the novel variants revealed raise the potential risk of resuming online education.

Various studies have examined the concerns and obstacles that distance education has posed, as well as the advancements that distance education has provided. It has been criticized that, in comparison to face-to-face education in Turkey, the content offered to students during the pandemic phase and the time allocated for each content by Ministry of National Education was insufficient (Yurtbakan & Akylıdız, 2020). To put it another way, the failure of resource production in such a short period of time has had a negative impact on education. According to another study, the EBA platform does not provide corrective feedback (Önal & Önal, 2020). The following issues were reported in a study involving school administrators: a lack of adequate communication among educational stakeholders, inadequacy of technological devices, teachers' lack of skills and experience with technology, teachers' indifference, and planning problems (Akyavuz & Çakın, 2020). In a survey of instructors' perspectives on distance education, it was discovered that the most significant issues emerge with the usage of computers and technology (Bakioğlu & Çevik, 2020). Teachers reported employing fewer teaching techniques when teaching online due to the physical environment and restricted interaction, according to the same

study. Recent studies concluded that students suffered from the stressful atmosphere of COVID-19 (Sahbaz, 2020), were demotivated due to physical conditions, and the majority of them were unable to adequately and equally access technological infrastructure or tools, depriving many of them of the opportunities and materials offered (Akbal & Akbal, 2020). Above all, it has been observed that because there is no requirement for students to participate, their attendance was considerably low (Bayburtlu, 2020; Shin, 2020).

If we broaden the context and take a look at the research done around the world, MacIntyre et al. (2020) draw our attention to the negative psychological effects of the pandemic on teachers, such as stress, anxiety, sadness and loneliness. Another study reveals that students living in rural areas, which are already in a disadvantaged position in terms of education, are further affected with their limited opportunities compared to children living in urban areas, by increasing the existing learning gap (Balakrishnan, 2020; Hosszu & Rughiniş, 2020; Alam, 2020; Shin, 2020). Several studies reported the students' perceptions toward virtual education that they prefer traditional face-to-face education because they lacked information technology (IT) skills (Nicolau et al., 2020; Amir et al., 2020), needed physical interaction (Al-Nofaie, 2020; Andriivna et al., 2020; Amir et al., 2020), experienced distractions at home and got demotivated as a consequence (Liu et al., 2020, Amir et al., 2020), and felt increasing levels of stress (Hung et al., 2020; Sahbaz, 2020). It's not just students who lacked IT skills, but this group includes teachers too (Nicolau et al., 2020; Hung et al., 2020; Alqahtani & Rajkhan, 2020). Also, there is not a proper internet and digital tools infrastructure (Alam, 2020), and there should be revisions in education curricula (Hung et al., 2020; Shin, 2020). Teachers reported that they use less instructional and assignment techniques due to the restrictions of online education (Tartavuelea et al., 2020). Worst of all, in the case of Kenya, a research criticizes that education has not been

taking place since schools were suspended due to the failure of governmental education response plan for education during Covid-19 (Moyi, 2020).

Despite all these negative effects, we cannot say that the actions taken during pandemic has not contributed in a good way to the education world. Since turning the crisis into an opportunity requires us to be aware of the advantages that distance education brought, so we need to examine the results of such studies. A series of recent studies have given some insights about positive effects of distance education. It provides an advantage in terms of the opportunity that students can access most of the provided course resources whenever, and how many times they desire via the internet (Yurtbakan & Akyıldız, 2020). Apart from that, as online education has gained more importance, the amount of material on the internet has also increased. Teachers had a chance to develop themselves in a way by using new techniques, resources and educational technology in order to adapt to distance education (Hosszu & Rughiniş, 2020; Acar & Kayaoğlu, 2020; Bakioğlu & Çevik, 2020). It is inevitable that the lessons we learn here will affect the future of education and the use of technology. There are studies suggesting that students' anxiety has decreased (Hosszu & Rughiniş, 2020; Önal & Önal, 2020) due to the facts such as not having fear of making mistakes, and not being subject to peer-caused distractions. distance education also brought some advantages such as flexibility in terms of time and place (Alam, 2020), and reaching a large body of audiences (Andriivna et al., 2020) with relatively less problem caused by crowd with regard to classroom management. In the middle of the pandemic crisis, teachers and students established a better and stronger communication (Alam, 2020), by all means of interaction such as video conferencing, e-mailing, chatting, using forums (Tartavuelea et al., 2020), which can be deemed as another positive outcome. There is also a large body of research being conducted in order to understand both positive and negative consequences of the new

educational experience. The findings obtained will undoubtedly shape the future of education and at the same time create a readiness for future crisis situations.

There is research on the effects of distance education on classroom management in the Covid-19 period in the literature (Baysal & Ocak, 2021; Kiseleva & Pogosian, 2021; Lathifah et al., 2020; Manea & Gări-Neguț, 2021; Sari & Nayr, 2020; Stamatis, 2021). According to Kiseleva and Pogosian (2021), the transition to distance education was too quick to adjust to. The greatest challenging area in distance education, according to Baysal & Ocak (2021), was students' disengaged behaviors. Teachers and students were physically separated, which led in poor communication, low engagement, and lower achievement (Sari & Nayır, 2020). The loss of distinction between students' private life and school-related domains was identified as one of the elements that contributed to poor classroom management (Manea & Gări-Neguț, 2021). Because the combination of interconnected elements necessitates delving deep into the source of the problem in distance education, this study was created to provide solutions to the problems that arose, as well as a contribution to the literature's findings.

### **1.3. Purpose of the Study**

The goal of this qualitative research is to evaluate the conditions observed by teachers in classroom management as a result of the transition from face-to-face to distance education during the COVID-19 pandemic, as well as to examine students' perspectives in order to better understand and explain the reasons for teachers' negative experiences. Glasser's choice theory and components of classroom management constitute the basis of conceptual framework of this research. Students' perceptions, experiences, and feelings were examined within the scope of Glasser's choice theory, while teacher perspectives were analyzed in terms of classroom

management components. All of the questions were posed in the context of distance education during the pandemic. Answers to the following study findings are sought in this regard.

What are the challenges encountered by Turkish EFL teachers, who work at different levels and with different age groups, in terms of classroom management after sudden shift to distance education in the COVID-19 pandemic?

1. What are the teachers' experiences and views on classroom management considering the components of classroom management in distance education?
2. What suggestions do the teachers have for improving classroom management in distance education?
3. What are the students' experiences and perspectives on distance education?

#### **1.4. Participants and Setting**

The data in the study were obtained through the written responses to semi-structured interview questions provided by 7 EFL teachers, and 12 EFL students from various primary, secondary and high schools in Turkey. The contexts of these schools, and therefore the experiences of teachers and age groups of the students vary widely. Students of different age groups can exhibit different behaviors. Therefore, teachers' perceptions on classroom management, hence their experiences and struggles may also vary. It is not possible to name the problem, to understand and interpret the differences, or to discover common points by adhering to a single context. For that reason, the present study was conducted with teachers working in different school types in order to better diagnose the problems, if any, and to examine the different challenges and obtain suggestions from several perspectives. Selecting students from various grades also serves the same purpose. Teachers and students were involved in the study voluntarily. Interview questions were shared

with teachers and students via e-mail with a Google Docs link where teachers were asked to respond the questions, and data were collected that way.

### **1.5. Research Methodology**

Due to the nature of the subject matter, it was deemed appropriate to carry out qualitative research for the current study. Fraenkel et al. (2012) defines qualitative research as “studies that investigate the quality of relationships, activities, situations, or materials” (p. 440). Online written interview method was used as a qualitative research technique for data collection. Purposive sampling was used to form the sample. Data were interpreted with content analysis based on the theoretical framework of the research.

### **1.6. Significance of the Study**

Due to the Covid-19 pandemic, a new era has begun with education based on technology. Classes started to be held where everyone attended from home, far from classrooms. The current circumstances, which is brand new for students and teachers, has brought some difficulties into our lives that need to be investigated. However, there are few researches in the literature on the relationship between distance education and classroom management. As a result, it is believed that the study's findings and implications will make a significant contribution to the field. The research, on the other hand, weighed in on the views of both teachers and students. While the teachers' opinions provided practical and experience-based data on the applicability of classroom management components, the questions posed to the students were designed to reveal their emotional state in order to explain the causality that of teachers' negative classroom management experiences. Two-dimension data collection approach provides in - depth data because two distinct sets of samples are used in the same study to corroborate or cross-check each other.

### 1.7. Definitions of the Significant Terms

*Classroom Management:* The set of actions taken to create and maintain a suitable learning environment in order to achieve the goals of instruction (Borophy, 1997) by establishing and, maintaining order, designing effective instruction, responding to the individual needs of students while dealing with students as a group, and mastering discipline in the classroom (Emmer & Stough, 2001).

*Classroom Rules:* “Classroom rules are an integral part of effective classroom management; they refer to general expectations or standards for classroom conduct for all students” (Gettinger & Kohler, 2011, p. 80).

*Problem Behavior:* “Behaviors that do not conform to the established rules of the classroom and school” (Robinson et al., 2011, p. 788).

*Distance Education:* The educational experiences of teachers and students interacting online (Bolick & Cooper, 2011).

## **CHAPTER II: LITERATURE REVIEW**

### **2.1 Introduction**

Classroom management is undoubtedly an important integral part of education, and has a key role for the teacher to form an identity as a teacher. Because how good your course book is, or how much information you put in your backpack as a teacher does not guarantee a successful and effective teaching by itself. Besides a well-designed instruction, it is necessary to think thoroughly how to convey the content to the student. At the same time, it is important for teachers to be consistent and patient in the implementation of theoretical classroom administrative goals as planned.

The period in which this study was conducted coincides with the period of the COVID-19 pandemic. Countries switched from face-to-face to online education worldwide. Therefore, teachers and students faced a completely new and different educational environment and conditions. This change has brought along many positive and negative outcomes. This research intended to figure out the outcomes regarding classroom management, and presented the suggestions of the teachers on the solution of the problems that have arisen.

In this section, various definitions of classroom management, as well as the theoretical aspects of the study are presented, the topics such as classroom management, and distance education are examined, Glasser's choice theory is defined, and finally, related findings brought by the COVID-19 pandemic are compiled.

### **2.2 Classroom Management and Its Components**

Classroom management has been the focus of research and discussion for many years (Shapiro, 2011). It is a vital part of education for sure. Before delving deep into classroom management, it

is useful to take a look at Savage & Savage's (2009) definition of management. They define management as the establishment of an order and its continuity. Organizing the physical environment, arranging the lessons by pursuing a suitable logical flow, using time effectively and efficiently, motivating and encouraging students to achieve their goals, and displaying leadership and authority as a teacher are among the many things to be done while bringing order to a classroom. Therefore, it is argued that being unable to understand the structure of the classroom well causes anxiety in all participants of the education, especially students and teachers (Carter & Doyle, 2006). This causes a tendency for teachers and administrators to strengthen their authority by heading to punitive methods. As a result, all this cause-and-effect relationship may hinder learning and damage students' autonomy and self-esteem (Carter & Doyle, 2006). Bosch (2006) defines classroom management as the cooperation of a number of chains based on each other. That is, the way the teacher, the classroom, as well as the teacher and the student work together, and thus how learning and teaching takes place, constitute classroom management.

According Emmer & Stough (2001), who agreed with Savage & Savage, classroom management is based on establishing and maintaining order, as well as designing good teaching, while taking into account the needs of students as individuals and the class as a whole. Classroom management can be described as all the steps taken to create a suitable environment to fulfill the aims of education (Brophy, 1997). The main purpose of classroom management is about gaining control of the self and accepting responsibility (Bosch, 2006). Education has purposes far beyond learning the content of the course (Savage & Savage, 2009; Milner, 2006). As an observer in the school corridors, you may witness that there is no disruptive sound coming from the classroom, the students are gazing at their papers and books in front of them and are interested in something,

they are listening to their teachers carefully, it may be possible for you to think that things are going well in that classroom and the management procedures has achieved their purpose. Sometimes, although this desired situation seems ideal, it may be an issue that needs to be examined whether the aims of education have been achieved in this classroom. Classroom management should support students to develop critical thinking skills and find solutions to problems inside and outside the school, apart from listening to the lesson carefully and learning academic content (Milner, 2006). As can be seen, classroom management is not regarded in the literature as just the teacher holding the reins of the classroom. On the contrary, classroom management is not an end but a means leading to the way to learning. It has a direct and meaningful influence on student learning and achievement (Brophy, 1984).

Classroom management is largely a social subject. Thus, the way teachers apply the structures they perceive in the classroom can vary from class to class. Therefore, it is possible to talk about good and effective classroom management, and vice versa. The concept of good and effective classroom management is an issue that has been addressed from various angles. A variety of skills are needed for classroom management to be effective. Bosch (2006) characterizes these as teamwork, planning, reflection, and organization. In his study, Bosch evaluates the classroom management process in five basic steps. The first of these is introspection, which is the phase where teachers work on achieving a meaningful unity between their personal self and the teacher self. The second step involves teachers discovering strategies that work in the classroom through monitoring their colleagues. The third step is to prepare an appropriate classroom management plan. In the fourth step, the teacher puts the classroom management plan into practice and teaches the students the rules and procedures. In the fifth and final stage, the current management plan is evaluated and reviewed to be made more effective.

Brophy (1983) suggests that the teacher is not only a didactic figure but also a figure of authority. According to him, instruction and classroom management are interrelated and interdependent phenomena. Being successful in classroom management is essentially twofold. One dimension of this is to increase the time students spend with academic content, the other dimension is to minimize the time students can exhibit disruptive behaviors. Maximized academic engagement, that is student participation in tasks, leads to improved academic achievement (Shapiro, 2011). Similarly, Sugai & Horner (2002) emphasized in their characterization of the components of classroom management that maximizing the time for teaching and encouraging students' participation in the lesson is crucial. It is possible to minimize negative behavior mainly by stimulating student interest. When students are interested, the participation and effectiveness of the students in the tasks increases. This raises academic competence to its maximum (Emmer & Gerwels, 2006).

Lewis & Sugai (1999) attributed the most critical role to preventive procedures rather than reactive procedures in classroom management. They focus on the strengths of preventive action in creating a positive classroom atmosphere. The most critical issue in classroom management is to prevent disruptive behavior caused by difficult students before they occur (Lotan, 2006; Bosch, 2006) as well as reinforcing the good behaviors of the others (Lotan, 2006). Given the fact that following the procedures of good classroom management helps teachers prevent disruptive behaviors (Bosch, 2006), it can be assumed that classroom management begins before the instruction (Simonsen et al., 2008). A management approach that explains what students are expected to do and teaches them what to do is better than a management approach that focuses on misbehavior and emphasizes fixing the problem after it occurred (Brophy, 2006). Effective classroom managers plan their management strategies, and how to teach academic content before

students come to the classroom (Emmer et al., 1980). Teachers should be trained well to have this critical skill (Simonsen et al., 2008). Savage & Savage (2009) noted that especially experienced teachers did their work on classroom management at the very beginning of the year, and that they worked hard in the first few weeks of the instruction to achieve disciplinary goals, while inexperienced teachers reported classroom management as the most difficult challenge.

Looking from different perspectives in order to have a better insight into the dimensions of classroom management can be helpful in understanding the dynamics of the classroom. Good classroom management can mean different things to students and teachers. Hoy & Weinstein (2006) included these different perspectives in their research. Good classroom management, according to students, requires logical rules and procedures that protect them and respect their personalities. Students' respect and collaboration with teachers depends on teachers taking care of students, their learning and personal lives. Teachers, on the contrary, believe that students should deserve this respect, attention, and concern. Choices and autonomy come after self-regulation of students. Some teachers argue that being mean is sometimes a necessity in establishing authority. Especially the pressure to increase the test scores on teachers and maintain order brings along more guiding and punitive strategies to maintain order.

The classroom management approach should not conflict with educational goals and expectations. An understanding of classroom management that encourages students to be passive and accustomed to obeying strict rules can counteract the potential good effects of an education system based on active learning, developing higher-order thinking skills, and social construction of knowledge (Brophy, 2006). Considering the interplay between classroom management and instructional goals, it is not possible to ignore the targeted teaching outcomes and the educational principles adopted while designing classroom management. Therefore, a good managerial

planning should determine the target student outcomes in line with the teaching objectives, then determine what these results mean about learning activities, then understand what these activities mean about the student role, and finally understand what a teacher should do when students work on fulfillment of these roles (Brophy, 2006).

In addition to all these, another dimension of classroom management is the affective dimension for teachers. Effective classroom management is important for teachers' professional satisfaction (Savage & Savage, 2009). It has been reported in the literature that disciplinary problems lead to anxiety and professional burnout on teachers (Good & Brophy, 2003). Failure to address these concerns causes job dissatisfaction and burnout (Evertson & Weinstein, 2013; Friedman, 2013).

Classroom management is a general term that includes many components at the same time.

Therefore, certain components of classroom management were selected in this study in order to make a more in-depth evaluation. Because the research was conducted during the pandemic period, the difference between distance education and the physical classroom environment will be examined in terms of these components. Teachers' perceptions of how these components create differences and challenges in distance education compared to traditional classroom teaching formed the basis of the study.

The components of classroom management are examined by Collier-Meek et al. (2019) under three broad categories: fundamental components, preventive components, and responsive components. It's a fine decision to identify the primary categories first, then browse and expand on their subcategories. Firstly, the physical design of the classroom and clearly stated expectations are fundamental classroom management components (Simonsen et al., 2015). The classroom's physical arrangement can be structured to avoid any sort of chaos or confusion while

promoting smooth transitions and regular activities and routines (Collier-Meek et al., 2019). Secondly, teachers can use active supervision, precorrections, and give opportunities to students to respond in addition to these fundamental components to actively prevent problem behavior (Simonsen et al., 2015). Lastly, to encourage proper student behavior and prevent undesirable behaviors, teachers adopt responsive classroom management components (Simonsen et al., 2015). Responsive classroom components include praising, error correction, systematic reinforcement, harsh, critical or emotional reprimand, planned ignoring, increased proximity, and using nonverbal actions or gestures.

There are some practices that make classroom management effective, and two of the most fundamental practices are establishing classroom routines and setting expectations early in the school year (Simonsen et al., 2015). Since these practices increase predictability for students, they are less likely to show negative behavior (Kern & Clemens, 2007). Expectations can be exemplified as procedures set for organizing situations such as coming to class on time, taking turns, or following a certain way while completing tasks. Routines may include activities such as singing at the beginning of the lesson, or playing a certain game periodically. Kern and Clemens proposes another classroom management practice, which is the arrangement of classroom seating. Traditionally, it is very common in Turkey to see the desks arranged as rows instead of clusters or groups which is another matter of discussion. Different setting designs have different functions depending on the type of activity (Brophy, 2006). On the other hand, students' behaviors and task engagement may differ depending on seating arrangement (Elias & Schwab, 2006). Another component of classroom management is active supervision by which the teacher moves around the classroom and observe students in order to praise expected behaviors and minimize the use of corrections (Collier-Meek et al., 2018). Praise, error correction,

encouragement, positive teacher-to-student interactions, and providing feedback can be regarded as fundamental elements in active supervision (Lewis, Newcomer, Trussells, & Richter, 2013). The data from the study of Lewis, Colvin, and Sugai (2000) indicated that active supervision and lower rates of problematic behavior are associated. Creating varied opportunities for students to respond to academic requests is another important component promoting fewer disruptions, more correct responses, and better task engagement (Sutherland, Alder, & Gunter, 2003). To summarize, the components of classroom management were gathered under 5 main subcategories. These consist of (a) setting classroom routines, (b) setting expectations, (c) groupwork, (d) active supervision and giving feedback, and (e) providing students to respond with as many opportunities as possible. In the study, the applicability of these classroom components in distance education was examined.

### **2.2.1 Glasser's Choice Theory in Classroom Management**

Glasser is a psychiatrist and educational consultant (Charles & Senter, 1989). He adapted his reality therapy into the educational context, first as control theory and then as choice theory. Glasser's choice theory will constitute the theoretical framework of classroom management in this study. To justify, recent literature about classroom management during Covid-19 pandemic revealed that a great deal of classroom management issues were caused by students' misbehaviors (Baysal & Ocak, 2021; Sari & Nayır, 2020; Mills, 2010). Therefore, it is essential for this research to understand what causes students to demonstrate disengaged behavior. Glasser's choice theory enables us to make meaningful inferences.

Glasser (1999) argues that we choose everything we do, positive or negative. According to Glasser, humans are genetically programmed to satisfy five basic needs. These drives are survival, love and belonging, fun, power, and freedom. Although each student may seem

different from each other, they are driven by the same needs. Glasser (1990) underlines that teachers who are aware of this will channel their efforts towards meeting these basic needs of students while managing the classroom. Charles & Senter (1989) explains how to meet these needs as follows: In order to meet the need for survival, the school must have a climate that is free from threats and that creates a sense of security. The need for belonging is met with the participation of students in matters related to the class. Having noticed by their teachers and peers satisfies students' need of love. Including the student in the decisions concerning the class makes the student feel powerful. Students have fun when they share success, engage in interesting activities, and being in healthy communication with others. Finally, students feel freedom when they are let to make responsible choices regarding the way to do required work the way they exhibit their achievements. If the classroom management strategies are planned considering the needs of the students, then there is no need to coerce them. Students will choose expected behaviors to satisfy their needs in the classroom. Glasser (1999) suggests that when students lose freedom, they also reduce or lose creativity.

All of our behaviors are always our best choice, and made to satisfy one or more of those needs. Glasser (1990) believes, for this reason, that individuals' behavior is internally controlled, and therefore external control cannot be successful. The basic axioms of Glasser's (1999) theory are as follows:

- The individual is in control of his behavior alone, and no one else can direct that person's behavior. Therefore, although we face the threat of punishment, it rarely drives this individual for the better.
- The only thing we can get from someone else is information, and we decide how to use that information.

- We are guided by five genetic needs. These are survival, love and belonging, power, freedom, and fun.
- Everyone pictures a quality world in their mind according to their past lives. What we put into this world is important. Our basic needs determine what is in our world.

Glasser explains *quality education* in his book called *The Quality School*. He defines quality education as the condition where students are provided with opportunities that enable them willingly participate in the curriculum (Charles & Senter, 1989). Glasser (1990) argues that traditional classroom management models consider low-quality student outcomes acceptable. If school work appeals to students' needs, students will want to exhibit expected outcomes themselves. In this way, the needs of teachers are also satisfied. The unsatisfactory and low-quality approach creates a resistance among students and this resistance is considered as a behavioral disorder, which explains the strict and coercive management style applied in classrooms. This way of management pacifies students in the long run, rather than making them individuals actively participating in the process, and may even cause them to lose interest and increase resistance even more.

According to Glasser (1965), all people have similar common physical and psychological needs. He argues that needs do not change according to people's, gender, age, and race. Even if individuals have the same needs, but the ways, abilities, and skills for satisfying their needs may differ. He described the needs as “survival, belonging, power, fun, and freedom” as people's innate needs. People choose behaviors that will most meet their needs in a certain period of time. They prefer whatever meet their needs, whether aware or unaware. According to Glasser (1965), the problems experienced by individuals are caused by their inability to fully meet their basic

requirements. When individuals fully satisfy their needs, the problems and symptoms associated with the problems tend to disappear.

Glasser (1990) examines classroom management models in two categories. According to this categorization, one model is lead management and the other model is boss management. The preferred one is lead management. There is a power sharing between students and teachers in lead management, and power is not a status enhancer that helps teachers to stand out (Savage & Savage, 2009). In this sense, on the path to individual success, school and classes should be made attractive by teachers, and students should be given opportunities to make responsible choices. Schools and teachers should avoid coercion, as it won't work to force students to the way to success. Students will exhibit desired behaviors and create quality work when an environment that will satisfy their five basic needs is created (Charles & Senter, 1989).

Choice theory points out that coercion is not necessary when individuals communicate well with each other. It is important to agree on differences rather than judge. According to the theory, there is more power to get along than to dominate. In boss management, the teacher uses the power as if it consists of a total sum, and fears that students will dominate if he / she decreases his / her dominance. These classes are dominated by a power race. In lead management, power is shared among teachers and students, and they spend all their power on creating a more effective classroom environment, eventually a stronger classroom emerges altogether (Savage & Savage, 2009).

Glasser expresses the difference between lead teachers and boss teachers as follows: While boss teachers set the standard of what to learn, lead teachers encourage students about the subjects they want to explore in depth. Unlike lead teachers, boss teachers leave students out of the

process when evaluating them. What needs to be done is that students constantly revise their work and take a responsibility in determining quality work standards. Lead teacher guides in this regard and demonstrate how school work should be done. While boss teachers use compelling methods to make students comply with expectations, lead teachers know that the motivation comes from within the students. Motivation is therefore key to academic and behavioral success (Charles & Senter, 1989).

As can be understood from all these, choice theory offers a realistic perspective on human behavior. According to Glasser, it is pointless to force students to do something. If they keep up with expectations, they do it because they want to. If they are not satisfied, they rarely work hard. Punishments and threats cannot motivate students. Therefore, boss teaching approach should be abandoned and lead teaching should be favored (Glasser, 1999).

The fact that students do not do their school work does not mean that they are not motivated. Human beings, by their nature, always tend to be motivated. However, one may not always show motivation to do what the teachers or someone else says. Because individuals always choose to do what satisfies them whenever possible. As long as students see the school as an unsatisfactory place, it is not favorable to coerce students to meet academic and behavioral expectations. Therefore, lead teachers should always design the classroom environment to address the five basic needs mentioned above (Glasser, 1990). In terms of the application of choice theory, a classroom management model designed according to the basic needs of students. The mentioned study was conducted with Grade 3 students. The students were asked about their expectations about the subject they would learn at the beginning of the day and the points they wanted to examine, and arrangements were made in the way of the course in accordance with the students' requests. This is an application for students' need for freedom on the subject they will study or

the way they work. Students 'seeing their own progress and feeling how well they are improving satisfies the students' need for power. Therefore, portfolio evaluation was used in the research and it was reviewed with the students at regular intervals. In addition, characters such as the doctor, engineer and teacher of the week were chosen and all students were made to be leaders in different activities. In order for their survival needs to be satisfied, students must feel safe, especially a secure bond with the teacher. Therefore, the teacher regularly wrote supportive notes in the students' diaries. Belonging was achieved by group work and by ensuring that every member of the group takes an active role. Entertainment is provided by satisfying the students' motivation for success through games and creative activities. As a result of this research, according to the feedback received from the teacher, disruptive behavior in the classroom decreased, students voluntarily participated in the lessons, and increased their academic and behavioral performance.

Congruent with Irvine's study, the results of Mills' (2010) intervention study, in which he obtained data through teacher dairies where he defined students' distruptive behaviors by anectodal references of teachers, and then planned and organized the lessons taking choice theory into consideration, indicated that the behaviors of the students in the classroom have improved on an individual and class basis. Disruptions decreased by approximately 72%. This result, according to Mills, is due to the fact that choice theory has a more democratic and humanistic approach to students in order to satisfy the five basic needs of students. Similarly, studies showed that the attendance and conduct of the students in the classroom where choice theory was applied was found to be improved (Garza-Burciaga, 2003; Naderi, Baezzat, & Motaghedifard, 2015). The results of Pfaff's (2017) suggested that students showed increased interest and on task behavior during choice tasks. Paularinne (2009) reaches the conclusion that

choice theory encourages students' commitment to schoolwork, which then resulted in less frequent disruptive behavior.

### **2.3 Distance Education**

Educators must think with the flexibility to adapt technologies to their teachings by following every new development, despite the fact that they were not intended specifically for the field of education. Advances in technology have enabled educators to create a variety of learning settings in which to transmit knowledge, giving them and the students more freedom and interactivity (Bollinger, 2017). As a result of the advancement in technology and telecommunication, the concept of distance education has received attention. A number of important technological developments have resulted in greatly expanded and increased learning options as well as cost-effectiveness, resulting in remarkable popularity (Fincham, 2015). Although distance education has been available for many years, we have been talking and debating it more and more recently, as a result of the global health concerns posed by the COVID-19 pandemic, and the sudden shift from face-to-face education to distance education as a result. We'll look at several definitions from the literature in order to better comprehend distance education.

Distance education typically includes five factors highlighted by Keegan (1988): physical separation of teacher and student, supported by an educational organization, using technological media to deliver educational information, providing two-way communication, and allowing for face-to-face encounters on occasion. Similarly, Moore & Kearsley (2011) defines distance education as planned learning that normally takes place in a different location than traditional teaching and, as a result, necessitates special course design, instructional techniques, electronic and other technology-based communication channels, as well as special organizational and administrative arrangements. Schlosser and Anderson (1997) define distance learning as a

planned and systematic activity that includes the presentation of teaching materials, supervision, and student learning assistance. Distance learning, in their opinion, entails more than merely the separation of student and teacher.

According to distinct delivery systems, there are two forms of distance learning (Holden & Westfall, 2010; Hrastinski, 2008). Students and instructors communicate synchronously in real-time instructional environments such as audiographics, video conferencing, satellite e-learning, and online conversations in synchronous learning systems (Casarotti et al., 2002; Holden & Westfall, 2010). Synchronous instruction benefits students by allowing them to participate in class at the same time and allowing for immediate engagement. Asynchronous learning systems, on the other hand, stress that interaction takes place at different times, and course information is given through learning resources such as e-mails, video and audio recordings, and correspondence courses (Casarotti et al., 2002; Hrastinski, 2008). When opposed to synchronous learning, asynchronous learning systems provide more flexibility, allowing students to set their own learning time frames and timetables.

For distance education forms, Garrison (1985) proposed a three-generation classification: correspondence, telecommunication, and computers. The correspondence courses began with individuals having to wait for printed materials to arrive in the mail for self-study. Kraemer (2008) assigns them the lowest level of interaction due to the slowness of the communication process and the absence of instant feedback. The development of broadcasting media, such as telephone, radio, and television, in the 1960s ushered in the second generation of distance education, which supplemented first-generation courses with multimedia content such as audio- and videocassettes, as well as supported two-way interaction between students and instructors via telephone telecommunication. Despite the fact that the bulk of second-generation multimedia

systems were still asynchronous, they made distance learning a more engaging style of education (Kraemer, 2008). It made studying a second or foreign language at a distance more possible because all four language abilities (listening, speaking, reading, and writing) could be practiced and students could receive immediate feedback from their tutors (White, 2003). However, it also did not allow for truly interactive delivery options (Kraemer, 2008). It's the third generation of distance learning, which is built on information and communication technology, and allows for real-time interactive learning and teaching. Distance learners can now communicate with both teachers and other learners through various forms of synchronous and asynchronous communication channels using computer-mediated communication (CMC) over the Internet. They can also benefit from a greater degree of flexibility in terms of where, when, and how they learn. All of these are thought to be particularly advantageous for language learning (White, 2003).

When students first enter a distance language learning environment, they face a number of conditions that are different from traditional classroom learning, many of which are related to the substantially decreased regular external regulation and social interaction, such as: sense of isolation due to the lack of social contact with teachers and classmates, lack of access to traditional classroom interactions that can construct and support a students' learning, limited opportunities for incidental learning due to the absence of casual communication with peers or teachers, and the necessity to manage work and personal duties. Given that the teacher will not be able to mediate between the learner and the target language materials and activities in a timely manner, such as correcting errors, offering feedback, and clarifying tasks, it is the learner's duty to internalize and take control of the learning (White, 2003). All of these obstacles can lead to varied levels of anxiety and insecurity in distance language learning, particularly in the early

stages of the program. However, learners may lack awareness of self-regulatory and emotional skills that can assist reduce anxiety (Hurd & Xiao, 2010).

## **2.4 Education during COVID-19 Pandemic**

As of March 17, 2020, the closure of schools due to the covid-19 pandemic in Turkey meant the start of a brand-new process in terms of education. On the specified date, the Ministry of National Education in Turkey announced that education will continue online. This period, which caught all the stakeholders of education unprepared to such a wide-spread threat, had obvious impacts on the education which we all have to face and overcome. There are three sections below. The first two contains positive and negative impacts of distance education in general. The third section consists of the studies analyzing impacts of distance education on classroom management. Although findings obtained from the following two sections studies are not directly related to classroom management, which is the main focus of this research, every positive and negative condition experienced during online lessons in the pandemic has an indirect impact on classroom management without any doubt.

### **2.4.1 Contributions of Distance Education during COVID-19 Pandemic**

In this section, the opinions of researchers on the positive contributions of distance education during the pandemic have been compiled. In a study by Yurtbakan & Akyıldız, (2020), which was conducted by taking the opinions of a total of 39 teachers, parents and students in a primary school in a small district of Turkey, it was indicated that the students found the educational activities during the isolation period sufficient. In the study, it was stated that the lessons were taught repeatedly, and because the lessons broadcast on television were broadcast several times, the retention time was prolonged. In the same study, it was found that teachers and students were

contacted more than they could in the face-to-face education period about homework tracking. It was revealed that this developed the student's sense of responsibility for their homework. It was also concluded that the students did not encounter any problems while doing distance education. The reason for this may be that the researched sample did not have problems in accessing tools such as computers, internet, and television. Just like students, parents also found this education sufficient because their children could learn through distance education. Many parents, who witnessed their children's education and training activities for the first time during distance education, had the chance to help and support their children more with their lessons. This contributed to the development of the students in their homework. Parents were satisfied with the fact that they could communicate more intensively with teachers during this period. In the same study, teachers stated that their educational and technological competencies increased because they took many online educational seminars.

Acar and Kayaoğlu (2020) collected data from 44 students aged between 16 and 18, using semi-structured interview method after a 15-week treatment. According to the results of the research, it has been observed that the success of language learning can be increased by distance education when the right technological tools are used. In another study, Bakioğlu and Çevik (2020) asked 75 science teachers working in public and private schools in Turkey about the problems they experienced with distance education, whether they could achieve course gains, and the effects of the pandemic on their professional development. According to the results obtained in line with the answers given by the participants, 53 of whom were women and 22 were men, it was reported that the competence of teachers in the use of technology has increased, leaving aside the problems experienced during the pandemic.

Hosszu and Rughiniş (2020) conducted a content analysis of 152 articles related to education published during the pandemic in the context of Romania. As a result of this study, they summarized the challenges and advantages of online education from three different perspectives; teacher, student, and the civil society. From the students' point of view, discovering new hobbies, having more fun out of school, and being more comfortable to attend classes stand out as positive results. Teachers reported that introverted students had become more spontaneous and active. The feedback received from the civil society emphasizes that learning is fast, teachers and students are more autonomous, and the cooperation between teacher-student-parent has improved.

Önal and Önal (2020) reached the following findings in their study on distance education and science teaching during the pandemic: The Education Information Network (EBA), which was brought into action by the Turkish Ministry of National Education as one of the primary sources to convey the lessons, was found useful in the learning of students. The videos and visuals developed by EBA have the quality of attracting students' attention. Students reported that following EBA lessons was easier than following what was written on the board in class. In addition, students with low self-confidence stated that their anxiety levels decreased because they were freed from their fear of making mistakes. Parents also gave positive feedback on the content of the lessons. It was further concluded that science teaching through EBA positively affected students' interests and motivations.

Alam (2020) reaches following findings on the difficulties and possibilities of distance education in his study. This study discusses that online education creates opportunities. These are summarized as such; students can attend classes with a little effort regardless of time and place, online education allows self-regulated learning for students, increases students' self-confidence

and strengthen their communication with their teachers. Similarly, Andriivna et al. (2020) emphasized in their study in Ukraine that distance education is no longer an option but a necessity. As a result of the research, the main advantages of distance education are listed. According to the results, distance education provides flexibility of time and space. In addition, it has been observed that thanks to distance education, it provides a great advantage in terms of economy, allowing a wider student audience to attend classes at the same time. Also, it becomes easier for teachers to give immediate feedback, which can be counted as one of the strengths of distance education as explained in the study.

Lastly, Tartavulea et al. (2020) investigated the effects of abrupt transition to online education with COVID-19 in their study. The responds of a total of 362 university professors and students from 13 different European countries made up the findings of the research. According to the findings, the pandemic has required stakeholders to use some very useful online and technological tools that they will continue to benefit from even if the pandemic is over and traditional face-to-face education is the case again. In addition, the existence of many online tools and their development in the process acted as a facilitator in the process by eliminating barriers during that sudden shift.

To summarize the results as a big picture, with the transition to distance education during the pandemic, the most common positive gain emerges specifically as the increase in the technological competencies of teachers. In addition, the decrease in the anxiety levels of the students, the opportunity to watch the lessons more than once, the attractiveness of the resources presented by EBA, the temporal and spatial flexibility of online lessons can be listed as other gains.

### **2.4.2 Negative Impacts of Distance Education during COVID-19 Pandemic**

While the COVID-19 pandemic has emerged as the biggest health threat in the 21st century worldwide, it has also shown negative effects in many other areas of life.

The foremost of these is education. We had many habits in the field of education and a systematic set of methods that have been under effect for years. Yet, with the sudden transition to distance education, many problems were triggered. Therefore, it is possible to talk about issues in this area. When we look at the studies, the first problem that stands out is the pressure and stress on students and educators. The other major problem is related to technology-based experiences. The third of the main problems can be considered as the unpreparedness of the states and education stakeholders for this new system, and therefore the disruptions in resource creation. In this section, we will take a look at the findings to make an evaluation on the researches on education during the pandemic. While the previous section focused on the positive reflections of the pandemic on education, in this section researches revealing the negative effects on education were compiled. Looking at these two-way effects will help to make healthier analyzes when interpreting the results of the current research.

There is a relationship between teachers' well-being and their educational performance (Teles et al., 2020). However, COVID-19 emerged as a vital health threat and negatively affected education life with the health risks, stress and anxiety it created (Pozo-Rico et al., 2020). An ordinary day of language teachers is actually quite stressful with busy work schedule and time pressure (MacIntyre et al., 2019). Research suggests that with the advent of COVID-19, this stress has increased exponentially. Many factors are effective in increasing the stress level and a variety of negative emotions such as anger, anxiety, unhappiness, and loneliness. The sudden

transition to online teaching has also changed the definition of workload for teachers, who have had difficulty in balancing their personal and professional roles, and the temporal, physical and emotional boundaries between school and home have disappeared. Teachers have been trying to cope with new and unaccustomed techniques in online delivery of lessons. (MacIntyre, et al., 2020).

In his study, which was carried out with 40 students in a university in Istanbul, Sahbaz (2020) asked open ended questions to figure out students' views about distance education during the COVID-19 pandemic. The results of the study demonstrated that the majority of the university students are against the distance education for mainly two reasons. First, sudden lockdown caused an increase in students' stress levels because of the unusual atmosphere of the pandemic. Second, students were not used to learn online, so embracing a new form of education has been a quite difficult challenge. Parallel with the results of the researches above, Hung et al. (2020) conducted a research with 145 dental students and suggested that students experienced increased levels of stress during distance education in pandemic period. All these studies show that the psychological integrity of students is negatively impacted. Similarly, in another study, it was revealed that teachers experienced anxiety due to not being able to teach in the classroom during the distance education period, the main reasons for which are reported by teachers as having a feeling of inadequacy, unhappiness, not being able to reach the students, and not being satisfied professionally because they think that online courses are not successful enough (Bakioğlu & Çevik, 2020).

Moving on to the second major problem, it can be said that stakeholders' inadequacy and unpreparedness related to technology cause disruptions in education. This problem is not only due to the insufficient resources provided by the state, but also to the fact that teachers and

students do not have sufficient knowledge of educational technologies, or that individuals are not economically able to access the resources, through which they will receive education.

For example, Bakioğlu and Çevik (2020) conducted a study with 75 science teachers and found that the biggest problems expressed by teachers were computer related. Teachers reported that they had experiences such as internet disconnections, software and hardware problems, not knowing how to use computers and new technologies that came into their lives with distance education. Another issue the teachers mentioned was that the students did not have access to the computer, so their participation in the lessons was low and thus the motivation of the students decreased. Likewise, according to the findings obtained from the study of Akyavuz and Çakın (2020), in which 37 school administrators' views on the impact of the pandemic on education were obtained, school administrators reported technical inadequacies and lack of technological knowledge as two important problems. A similar result emerged in another study. Nicolau et al. (2020) carried out their study in Romania with 14 IT specialists from a variety of school levels. The results revealed that schools did not have required infrastructure for tele-education as they call it. Also, the responses of the IT specialists highlighted the fact that teachers' digital competencies were not sufficient enough to quickly adapt to the new education form.

Furthermore, children in rural areas were not able to access to electronic devices required for online education and the same situation existed even in urban areas to some extent. There are other researches revealing the same result that the educational gap between students living in rural and urban areas is increasing, as students living in rural areas are more deprived of technological devices compared to the students living in urban areas (Balakrishnan, 2020; Hosszu & Rughiniş, 2020; Alam, 2020; Shin, 2020).

In Akbal and Akbal (2020)'s research, in which 60 university students' opinions were taken about the problems experienced in distance education, it was determined that the students partially did not have communication tools such as computers, tablets or smart phones. If students do not have access to communication tools, the quality of educational materials does not matter.

Önal and Önal (2020) examined the views of 17 middle school students' parents about the education platform EBA, which was put into practice by the Ministry of National Education. At the end of the study, the conspicuous negative aspects are that EBA does not provide corrective feedback as the lesson goes on, students cannot actively participate in the lessons, learning by experiencing cannot be practiced, and there is no interaction between students. In a way, all these reveal that the opportunities provided to students do not compensate for the opportunities offered by the face-to-face course setting.

### **2.4.3 Classroom management during Covid-19**

With the emergence of Covid-19 and the sudden transition to distance education, many teaching-related topics needed to be adjusted to ensure that all difficulties in this new learning environment were made clear. However, research suggests that the transition to virtual education was too rapid for teachers to adjust to (Kiseleva, & Pogolian, 2021). because there were numerous factors to consider and adapt. Without a doubt, classroom management practices are among the most important issues that deserve special attention during these challenging circumstances (Manea & Gări-Neguț, 2021). According to the research, the most common problem in distance education is behavioral disorder of students (Baysal & Ocak, 2021).

Distance education opens up different insights on classroom management (Lathifah et al., 2020) due to the fact that the context and medium of education creates significant differences in

conveying pedagogical and behavioral goals. Simonds and Cooper suggested that presence of teacher and student in the same room, namely the classroom, as well as interaction between them, are unquestionably recognized a necessary for high-quality education and learning outcomes (as cited in Stamatis, 2021). However, distance education separated teacher and the student, resulting in poor communication, which led teachers not to be able to follow students' behavior, participation, and achievement (Sari & Nayır, 2020).

When we look at the relevant literature, we can see that numerous issues develop in distance education when it comes to classroom management. One of the most main challenges in this regard is the newly observed lack of barrier between children's private and school-related environments (Manea & Gări-Neguț, 2021). Another reason is that face-to-face education allows for direct communication, which is preferable to distance education, which is mediated (Stamatis, 2021). Many issues arise as a result of a lack of physical and direct interaction, which makes classroom management difficult in distance education. Teachers listed the most common behavioral disorders observed in students in a study conducted by Baysal and Ocak (2021) as follows: low participation rate, distractibility, leaving the course at any time, being silent, being late, participating without motivation, turning off the video to go off-task, eating something during the class, not doing homework, listening to the lecture in bed, not using his or her name as the username, scratching the screen, not answering questions. According to similar findings from another study, students used the connection problem to avoid the lesson, but teachers did not believe them. Furthermore, teachers complained that students followed the lesson by lying on their sofas rather than at their desks at home, turned off their cameras and showed indifference to the activities, and used phones instead of computers, which made it hard to display content well (Kiseleva & Pogolian 2002). The same study found that teachers lack a solution and strategy for

dealing with disruptive behaviors. It is a fact that once a teacher loses control of his or her own classroom, taking back control gets nearly impossible.

These studies, of course, offered some recommendations for addressing issues based on the data collected from their participants, along with diagnosing the issues. Teachers' recommendations for adjusting misbehaviors, according to Baysal and Ocak (2021), are, in order of percentage of answers, collaborating with parents, ensuring that students' cameras are on, taking action to increase students' internal motivation, ensuring students' regular participation in the lesson, tracking homework, punishing students, providing psychological support, and muting all students' voices. Participants in Sari and Nayır's (2020) study expressed the following five key strategies: modifying the curriculum, planning new activities for video lectures, taking attendance, motivating students, and using varied course materials. Teachers should customize course materials, negotiate rules from the start to create a democratic and trusting environment, provide individual feedback, gamify the process to make it fun, and plan the teaching by taking different learning styles into consideration according to Manea & Gări-Neguț (2021).

## **2.5. Summary**

The Covid-19 pandemic was an unanticipated calamity that took all stakeholders in education off guard. There were shutdowns all throughout the world, including in the field of education, after the epidemic was understood to pose great threats to human life. States tried to take measures to eliminate the disruptions in education. In Turkey, the Ministry of National Education introduced video lesson broadcasts for each grade level and declared the start of the distance education, in collaboration with state television. Naturally, various difficulties and problems have developed as a result of the abrupt shift to distance education. As a result, academics have conducted

extensive research into the effects of distance education and have proposed solutions to problems. Because there has been little research about the impact of distance education on classroom management during the pandemic, the goal of this study was to generate data that would contribute to this field.

Classroom management is a notion that comprises a number of interconnected components. The components of classroom management were investigated in the literature and reduced to five primary components, which were setting expectations, classroom routines, group work, creating opportunities for students to respond, and active supervision and feedback, and employed as one of the building blocks for this study's conceptual framework. Because there has been little research on the impact of distance education on classroom management during the pandemic period, the goal of this study was to generate data that would contribute to the field.

Although there are many definitions and theories for classroom management in the literature I, as a teacher who has actively been working for 9 years as an EFL teacher, have observed that students are dissatisfied with the distance education. Glasser's Choice Theory is therefore thought to be the best to express the views and experiences of students in the context of classroom management during distance education. I've got to the conclusion that is the Choice Theory. According to choice theory, people make their own decisions, good or bad, based on one or more of their five basic urges. They do it to make themselves happy. Survival, belonging, fun, power, and freedom are the five drives. Students will be channeled into demonstrating the desired behaviors if teachers become aware of this fact and make an effort to meet the needs of the students in the classroom (Glasser, 1990).

To put it another way, if schoolwork appeals to students' needs, they will be automatically directed toward expected actions. In this line, the findings demonstrating whether distance education is sufficient to address those needs will be presented by the data gathered from students in the next chapters, and Glasser's Choice Theory will serve as the research's second theoretical framework.



## **CHAPTER III: METHODOLOGY**

This research intended to explore classroom management experiences of English language teachers and EFL students during the pandemic. The study is a qualitative research and the data were collected via written structured interview protocols. The selection of data collection and analysis methods will be justified in this section.

### **3.1 A qualitative approach**

This research was conducted during the pandemic period. The goal of this research is to evaluate the conditions observed by teachers in classroom management as a result of the transition from face-to-face to distance education during the COVID-19 pandemic, as well as to examine students' perspectives in order to better understand and explain the reasons for teacher experiences, and provide suggestions to reported issues accordingly. To achieve this goal, detailed opinions, analysis, observations, experiences and evaluations of the teachers and students were needed. It was decided that an interpretative approach was required in the first place to examine and fully appreciate participants' perceptions and experiences and therefore a qualitative research was appropriate to obtain all these insights.

In order to justify philosophical background of the methodology, the following explanations and definitions have been made. At the outset of the research, an interpretive orientation was adopted. As Merriam & Tisdell (2016) suggest, the interpretive orientation is the mostly encountered type of qualitative research, assuming that reality is socially constructed, and claiming that there is no single truth, but rather multiple different interpretation and reality of a single event. They further add that instead of seeking to 'find' the knowledge, researchers 'construct' it. In this study, social experiences of teachers and students' perceptions were mainly

discussed. It was decided that data to be obtained had no mathematically equivalent. A suitable path was taken to collect and interpret these data and to evaluate each perspective separately to construct knowledge. This is what constructivist paradigm seeks out. In constructivism, individuals are not passive recipients of cognition, rather they generate and construct their own views in socio-cultural contexts and interactions (Cohen et al., 2017). Hammersley suggests that researchers must focus on the process in which this construction is formed. We could only obtain the experiences and views of teachers emerging from this interaction by communicating with an interactive tool, which is an open-ended interview (as cited in Cohen et al., 2017). Ontological-wise, the constructivist paradigm is relativist, assuming that there are multiple realities; and in epistemological aspect, it is subjectivist, meaning that understanding is co-constructed by knower and respondent (Denzin & Lincoln, 2008), which creates the core methodological approach of the current research.

### **3.2 Participants**

The purpose of this study required the participation of two groups of people. Teachers were asked to provide their classroom management experiences, observations, opinions, and suggestions, while students were asked to share their perceptions, feelings, and thoughts about distance education. To guarantee that the findings were cross-checked and justified, two distinct data sources were used.

As an actively working member of English language teaching community in a state school, I decided to choose the teachers from among my personal acquaintances and contacts that I had access to. While doing this, I was keen to make sure that the teachers had at least five years of experience in the language teaching field, because classroom management is shaped according to the dynamics of social interaction between students and the teacher, and over the years, a

teacher's views changes considerably with experiences gained. Apart from this, I intended to diversify the data by choosing the teachers from different levels of schools. The sample was determined purposefully, with criteria such as working in language teaching field, having experience over five years, and accessibility were sought out. 7 EFL teachers, ranging in age from 27 to 36 and with 5 to 12 years of experience, volunteered to take part in the study. Five of the teachers were female, while the other two were male. While four of the teachers studied BA in English language teaching, three of them studied MA in English language teaching. Two of the participants are teachers in elementary schools, one in a middle school, two in high schools, and two in universities.

12 students participated in the research, whose ages ranged between 10 and 20 from a variety of school types and grades, were also chosen with the same perspective. 7 of the participants were female, while 5 of them were male. 3 of the students were studying at primary school, 3 in the middle school, 4 in high school, and 2 at university. Despite the fact that the research participants were chosen on the basis of convenience, they were not merely randomly selected from among acquaintances; rather, they were individuals who would serve for the purpose of the research. Forming a purposive sample is based on the assumption that the researcher seeks to gain as much information and insight as possible by selecting a sample from among the people that the most can be learned (Merriam & Tisdell, 2016). Practical reasons did not allow me to do my research nationwide. Teachers and students were accessed via e-mail, invited to participate the study, and sent an informed consent form that involved explanations about the online structured interview, and requested approval of the terms.

Morse describes a 'good' informant as the one who has the necessary knowledge and experience in the field of inquiry, is able to communicate this knowledge and experience, has time to

participate, and is voluntary to be involved in the study (as cited in Cohen, Manion, & Morrison, 2017). All of the participants fulfilled those criteria. All of participants responded to the e-mail and volunteered to participate, and there was also an unintended gender bias because of the accessibility issues, however this variable does not have any impact on the results.

### **3.3. Structuring the Interviews**

Human consciousness provides access to the most complex social and educational abstractions because these abstractions are built upon the concrete experiences of individuals (Seidman, 2006). Individuals are creatures that communicate by nature. For this reason, there is no doubt that conversation is a crucial and indispensable source of information about social aspects of the life (Brinkmann, 2014). Thus, interviews are key sources of qualitative inquiry. Open-ended interviews try to grasp the essence of the meaning of a situation, with detailed explanations by each participant, being aware that the distinguishing features of the meanings given may be sought in complexity rather than simplicity (Morrison, 2017) Thus, in the present research, open-ended structured interviewing approach was adopted. There are two different forms, one for the teachers, and the other for the students. The interview form for the students were structured to figure out students feeling in distance education in the context of five basic needs of human described in Glasser's Choice theory. The interview questions for teachers basically contained five main components of classroom management. In addition to the questions that reveal the ideas of the teachers about the components of classroom management in distance education, questions that allow them to present their suggestions were also included in the interview.

Both of the interview forms were piloted before implementing in the research with two participants for each. Piloting revealed that some questions needed to be revised, reworded, added, or taken out. The questions and responses were also examined by two colleagues of mine

and their recommendations were noted and thereby the interview forms were modified accordingly.

### **3.4 Ethical Considerations**

Ethical considerations are indispensable for a valid research process, especially when individuals' thoughts, views, and experiences are under exploration. During the interviews, a level of intimacy and rapport can develop between the interviewer and the interviewees, even though there was a lack of intimacy in online interviewing (Brinkman, 2014), thus interviewees may share an information about their lives or the institution they are working for, which can have them invulnerable if shared with third parties (Fraenkel et al., 2012). In addition, the language used in the interview is just as important. The interview should also protect the interviewer by not allowing for any misunderstanding on the part of the interviewee. Interview questions were therefore prepared by taking into account these considerations. Also, the participants were signed an informed consent form, which declared what this interview was for, how the data would be used, how their confidentiality was ensured.

Initially, interview invitations were sent via e-mails to the teachers and students. Informed consent forms were then sent to them who declared that they could participate. It was also stated on this form that the participants could withdraw from the interview any time they wanted. Interviews were conducted online via Google Forms. Confidentiality of the participants were sought; therefore, the online interviewing forms did not require the participants' names.

### **3.5 Data Collection and Analysis**

Digital technologies have made it possible to collect, manage, and analyze qualitative data in new ways. The rise of the Internet has led the most recent qualitative methodological

breakthroughs. The Internet has not only made it possible to collect data in novel ways, but it has also generated new forms of sociability, which has accelerated the advancement of current qualitative methodologies (Brinkmann et al., 2014). Qualitative data can be acquired from or through email, blogs, online discussion forums, Skype, tweets, SMS, and other sorts of social media, thanks to technological advancements (Merriam & Tisdell, 2016). Therefore, interviewing can be adopted as a data collection instrument that may be done through the internet (Hewson, 2014). Online interviewing can be categorized into two divisions. Over e-mail or other kinds of communication, the researcher can conduct an interview synchronously, in real time, or asynchronously, with a time lag (Merriam & Tisdell, 2016).

Brinkmann et al., (2014) define the same concept as “E-Interviewing” and regard it as a good example of how current information and communication technology has inspired new data collection methods. They describe that E-interviewing takes many forms, but it essentially involves a researcher and a study participant (or a group of participants) talking via a series of e-mails including questions and replies. In a nutshell, E-Interviewing resembles traditional e-mail messaging and hence differs from face-to-face interviewing, in which the interviewer and interviewee communicate in a real-time social interaction.

This research addressed the classroom management problems teachers experienced with transition to distance education due to the Covid-19 pandemic, the feelings of students that might be the cause of classroom management issues. Since it is a study based on expression of thoughts and experiences of teachers and students, an interpretative approach was taken as stated in the methods section. Content analysis was the technique to analyze the data. Content analysis is a research technique that allows researchers to investigate human behavior indirectly by analyzing their communications. It's just what it sounds like: an examination of a communication's written

contents (Fraenkel et al., 2012). Qualitative researchers who employ written texts as their resources, however, frequently do not attempt to follow particular predetermined procedure when conducting their analyses, therefore an informal approach focusing on written documents is the best option (Peräkylä, & Ruusuvuori, 2008). Text analysis methods are numerous for researchers to choose from. The level to which they employ predefined techniques ranges; some do so intensively, while others place a greater emphasis on presumptions from the theoretical framework about the cultural and social environments to which the texts relate (Peräkylä, & Ruusuvuori, 2008). Parallel to this, in content analysis, Fraenkel et al. (2012) stated that there are two ways to translate the findings into descriptive information. The researcher becomes familiar with the obtained data in the first of these ways, which permits categories to emerge. The second way is for the researcher to identify the categories before beginning the analysis based on the theory that he or she adopted. This research has predefined categories to analyze the data. Teachers' responses are categorized under main classroom management components, while data obtained from students are categorized based on the basic human needs defined in Glasser's Choice Theory.

It was decided that the most appropriate data collection tool was open-ended online interviews. Interview questions were prepared in a way that could both seek answers to the research questions and be in accordance with the philosophical paradigm of the research. The responds of students and teachers were also read by another English language teacher, and findings were discussed before content analysis. After translating the findings into descriptive information, the data gathered were placed into predefined categories, and analyzed thoroughly.

To sum, online interview forms sent to the teachers and the students, data collected, examined, interpreted and analyzed according to the presuppositions of the researcher. In this chapter,

justification on the philosophical foundations, participants, data collection methods, and data analysis were included. The research was carried out with an interpretative approach, based on the constructivist paradigm, and using the interview method. Of course, there are some limitations in this study as in every qualitative study which was discussed under limitations title in Chapter IV. However, interviewing provided rich detail of what teachers and students experienced in distance education through their own lenses, and the emotional dimensions of this experience. The next chapter will provide and discuss the results of the study.



## CHAPTER 4: RESULTS

In this qualitative research, the effects of distance education, which was put into effect as a result of the COVID-19 pandemic, on classroom management were discussed in the context of the components of classroom management specified in the literature review, by taking the opinions of English language teachers who work with different age groups and school types in Turkey. Secondly, how students are affected by distance education was discussed in the context of Glasser's choice theory, as stated in the literature. First, the data collected from the teachers through an open-ended questionnaire will be analyzed below. In the next section, there is an analysis of the findings obtained from the students with the same method. The themes used while analyzing documents were obtained from the theoretical framework of the research, so deductive content analysis was preferred.

### **4.1 Teachers views on the effects of distance education on classroom management**

Classroom management includes many components with its complex structure. In this research, five main components were taken as a basis, and the opinions of teachers were consulted about the extent to which these components can be realized in the face-to-face education environment and in the distance education model. To remind the components of classroom management before going deep into data analysis here are five main components: (1) setting expectations early in the school year and (2) establishing classroom routines (Simonsen et al., 2015), (3) arrangement of classroom seating for the type of work (Kern & Clemens, 2007), (4) active supervision (Collier-Meek et al., 2018), and (5) creating varied opportunities for students to respond to academic requests (Sutherland et al., 2003). Data will be analyzed around these five main themes.

### 4.1.1 Setting Expectations Early in School Year

In March 2020, after the COVID-19 pandemic began to be seen in Turkey, distance education was started. Therefore, we can assume that March is the beginning of the school term for this new digital environment. When we consider the setting of expectations at the beginning of the school year in the context of classroom management, the first thing that comes to mind is the creation of classroom rules as believed by the teachers. With the sub-themes emerging in the light of the data, how distance education affects the applicability of classroom rules from the perspective of teachers is presented below.

#### 4.1.1.1 Setting rules for distance education

**Reasons to introduce new rules:** According to the data collected from teachers, 6 of the 7 teachers reported that they created new classroom rules when distance education started, and one of the teachers stated that he did not create any new rules. The main reasons for the teachers who created new classroom rules is that a digital classroom is (a) physically, and (b) socially different from a regular classroom.

Four of the teachers made the following comments about physical conditions being a factor to justify why they introduced new classroom rules in distance education.

*“New rules should be introduced because students are home, sitting in their couches and perhaps near the television, therefore the regular classroom conditions do not exist there, no doubt.” (T3)*

*“Because the students are not in the learning environment physically, they feel comfortable, which affects students’ participation and homework that must be*

*strictly controlled by the teacher on the digital platform. That's why setting new rules is a must.” (T4)*

*“Because distance learning takes place on platforms where the children have not encountered before, classroom rules may change accordingly to make sure to help students easily adapt.” (T6)*

Two of the teachers responded to the survey clearly explained why distance education required new rules for students to enter a socially different classroom atmosphere as follows:

*“New rules were quite necessary, because teaching in the classroom is different in terms of interaction. Students used to interact with each other at school, which caused most of the trouble on the part of the teacher. Now they are individuals before the screen on the other edge of the internet and new agreements should be made with them.” (T1)*

*“In distance education, some differences may arise during the lesson (students' opportunity to speak up, courage or will to ask questions, and decreased motivation due to being socially isolated etc.) and in order to eliminate these problems, appropriate rules for the digital lesson environment should be introduced.” (T5)*

Only one teacher stated he did not set new rules at the very beginning. However, he further added that new rules might be of help in distance education after enough observation to make sound judgements about what is for the good of the classroom. He explained as follows:

*“I did not set new rules for the classroom as soon as I started distance education because I had to know how distance education worked first. After a few weeks of*

*experience, I realized that interaction of the student and teacher online from their homes is a different form of communication from the traditional classroom. Therefore, each teacher can determine new rules according to their own teaching styles and behavioral dynamics of students after a good observation period.” (T7)*

In summary, the teachers observed that distance education is a distinct way of teaching with a variety of new parameters; as a result, they determined that new rules were essential to create conditions for adaption and took action accordingly.

#### **4.1.1.2 Problems faced during implementation of classroom rules:**

The answers given to the questions about the applicability of classroom rules in distance education in the survey revealed some results from the teachers' point of view that there are differences between the face-to-face education model and distance education. These differences were described by teachers as both positive and negative. In this section, the disadvantages brought by distance education in the implementation of classroom rules, which were reported by the teachers as (a) systemic problems, (b) observational problems, and (c) technical problems will be discussed.

According to teachers' views, the most striking result regarding the applicability of classroom rules in distance education is not based on the fact that the problem is in distance education itself, but on the fact that it is systematically incorrectly constructed. Data reveals that, it is observed that education policy makers missed some critical points while planning distance education, which weakened the hand of teachers in terms of managing their classrooms. For a

better understanding of the issue, it is useful to take a look at what one of the primary school teachers view:

*“I observed that the rules are not applied or given much attention by the children because they did not have grade concerns during online classes. For example, in the first semester of the last academic year, before the schools were closed and distance education started, we put the students to the exam and gave their grades. When the schools reopened for a while in the second semester, we had the chance to give exams to the students again. Strangely, at the end of the semester, parents are given the authority to decide whether their students' first-term or second-term grades will be used. They, of course, chose whichever semester their children got the higher grades. At this point, the teacher had no decision-making initiative.” (T2)*

Another teacher pointed out the fact that it was not compulsory for students to attend the lessons which was also regarded as a systemic problem. Expressing that leaving the choice of attending the class to the students is a problem, the teacher stated that the motivation of the students to attend the lesson was negatively affected, and as a result, the classroom rules did not make any sense for the student who did not attend the lesson:

*“Student participation was not obligatory, which caused students to choose not to attend to online classes, especially in the morning. Moreover, sometimes no students showed up. In such circumstances, there is no point to talk about classroom rules. Rather, we should discuss the system.” (T4)*

Another problem highlighted by teachers is that, due to the nature of the internet, students' behaviors cannot be observed sufficiently by teachers, so that negative behaviors cannot be

detected by teachers, nor can they be intervened. One of the teachers reports that students' behavioral disorders can occur in the classroom environment despite the presence of teachers, so this is more likely to occur in distance learning.

*The classroom can easily be managed in the face-to-face education because I was able to monitor everything in the classroom unlike distance education. Now I cannot follow up whether students comply with the rules when they are online. (T1)*

*Despite the teacher in the classroom, the student may develop negative behavior. Since it is difficult to follow up the applicability of classroom rules in distance education, we cannot be sure which rule is followed and which is not. (T7)*

One last important issue addressed by the teachers is the problems caused by the technical infrastructure, disrupting the education as a consequence. In their answers, teachers consider the technical problems as internet connectivity issues, constant disruptions in the EBA infrastructure used by the Ministry of National Education, as well as the inequality of opportunity arising from the lack of technological and financial support from the state to all students, or at least to those who do not have access to technological devices required.

“No rules are deemed important by the students due to the lack of connection/equipment and therefore the bitter reality strikes as the student's failure to attend classes and activities. I think some students turned this situation in their favor. Sometimes they leave the class for a while, sometimes they disappear completely and never come back to the class. The excuse for

most of them is that the internet is cut off/not working, or they run out of battery. As a teacher, it is not possible for me to prevent this in distance education.” (T4)

“While in the traditional classroom environment, one can follow the compliance with the classroom rules and immediately appreciate what is right and intervene with what is wrong, some problems may occur in compliance with the classroom rules in the digital environment. Because there are many variables that directly affect the digital course environment; such as internet connection problem, and EBA infrastructure crashing from time to time.” (T5)

The issues that impede the execution of classroom rules stated by teachers can be classified into three categories:

- policymakers did not plan the process successfully,
- teachers were unable to observe due to physical limitations,
- issues that arise as a result of technical equipment and infrastructure.

#### **4.1.1.3 Suggestions made by teachers on classroom rules during distance education**

The teachers who constitute the sample of the research have an average of 8.7 years of experience with a minimum of 4 and a maximum of 12 years. In addition, teachers who have been teaching with distance education for one and a half years were asked for their recommendations in order to find solutions to problems emerged. According to the findings from the responds received, the teachers suggested their colleagues making use of various web or mobile applications, communicating with the students who exhibit behavioral problems individually, supporting students’ mental health by cooperating

with the students, parents and the school's guidance unit, choosing the duration and activities appropriate for the attention span of the students, increasing already socially isolated and students' motivation by encouraging teamwork, and making sure to keep students' cameras on so that students can be observed in order for a better classroom management if not the best.

Two teachers emphasize the importance of using various applications to support classroom management in distance education. Teachers state that it is easier to observe students when applications suitable for the ecosystem of distance education are used, and therefore, a rational solution in terms of preventing problems that may arise in terms of classroom rules.

*“I suggest my colleagues to set extra rules particularly considering the distance education environment. Students should be followed up more often and more seriously. There are applications out there in the market designed particularly for classroom management.” (T1)*

*“Teachers can get help from various applications and tools through which it can be monitored whether the student fulfills their duties.” (T2)*

Teachers believed that students' mental and emotional health takes precedence over anything else. Teachers stated that in order for students to meet behavioral and academic expectations, first of all, they need to be mentally good and feel safe in their environment.

*“During this period, meeting with the student individually or together with the school's guidance unit might be necessary to help student out with his or her personal or emotional issues, and then to cease behavioral problems of the student.” (T2)*

*“A teacher who cares about the mental and emotional state of the students and provides a healthy and positive learning environment will be more efficient in ensuring that the rules are obeyed.” (T3)*

*“We should know much better the value of the warm contact that face-to-face education provides, especially for primary school students. We should also include various different activities that support the mental health, cognitive and psychological development of children who are confined to their homes due to the pandemic.” (T5)*

*“In case of any disruption or problem, the teacher can keep in regular contact with the parents of the students. If teachers cannot identify the underlying causes of students' behavioral disorders, the problem will only escalate.” (T7)*

Teachers also referred to the gravity of considering students' attention spans by providing the fact that if students are distracted, not surprisingly, they spend their time listening in a distracted state of mind or find some other thing to deal with. They suggest to keep activities short and fun

*“If we accept that the attention levels of the students have decreased due to the distractions caused by using a technological device to attend to a class or the*

*issue that they have other distractions at home, various short-time activities should be included in an online lesson.” (T2)*

Teachers argued that students had been socially isolated during the pandemic period due to distance education, which, along with its many other impacts on students, affected their way of studying. They stated that lessons became more individual-oriented and therefore groupwork should have been encouraged so as to get the students motivated.

*“By giving importance to groupwork, students can be provided to learn from each other and to keep in touch with their friends during the distance education, and to be motivated to learn by socializing.” (T2)*

*“We should encourage more socialization, which is the biggest gain of face-to-face education for younger age group children. (T5)”*

Teachers also voiced their suggestions to the Ministry of National Education. Since the practices put into effect by the Ministry were followed, it was clearly evident in the answers that it would be helpful for the teachers to be working into a well-planned process.

*“In a virtual environment where the student does not take any responsibility and there is no obligation to participate, effective learning was not possible as in the traditional classroom environment.” (T5)*

One last suggestion made by teachers is that due to teachers’ inability to observe students during an online lesson compared to the regular classroom, ensuring students cameras are on may be a partial solution to reduce negative impacts of distance education on implementing classroom rules.

*“To ensure that the terms are complied with by the students, attendance must be taken, students' cameras can be turned on, interactive applications can be used for the whole class to participate in the activity at the same time.” (T2)*

In order to enhance the applicability and sustainability of the classroom rules, the teachers provided some ideas in conjunction with the challenges they presented.

The teachers made following suggestions:

- making use of various web or mobile applications,
- communicating with the students who exhibit behavioral problems individually, supporting students' mental health by cooperating with the students, parents and the school's guidance unit,
- choosing the duration and activities appropriate for the attention span of the students,
- increasing already socially isolated and students' motivation by encouraging teamwork,
- making sure to keep students' cameras on so that students can be observed.

#### **4.1.2 Classroom routines in distance education**

Brophy (2006) argues that routines are useful to minimize frustration in the classroom. Because predictability prevents students from developing anxiety during the lesson. Thus, as Doyle (2006) asserts, routine procedures and activities are become important for maintaining classroom management. In the study, teachers found the use of classroom routines important in terms of organizing their time and workflow in a way that leads to saving time. Besides, teachers stated that setting classroom routines reduces students' stress and anxiety. In line with the answers

given by the teachers to the questions related to this context, in-class routines in face-to-face and online education were discussed comparatively, problems were sought to be diagnosed, and teachers were asked to give recommendations based on their experience in this regard.

Teachers reported that they benefited from routines because they found it useful in face-to-face lessons. It was noted that the majority of teachers tried to continue their routines after distance education was started. It was found that there were teachers who could or could not achieve the desired output while trying to maintain their routines in distance education. The teachers who introduced the new routines suggested they did so by observing the dynamics of online education and decided on setting new routines accordingly. The teachers, who were able to continue their routines stated that they benefited from the fact that the routines they used were suitable for both platforms, namely, face to face education and distance education.

#### **4.1.2.1 Reasons to use routines**

Routines as a time saver: In their evaluations of the use of classroom routines, the teachers underlined that four main factors play an important role in the use of routines. The first of these is that routines have a time-saving effect. Teachers emphasized that some routines before and during the lesson prevent time wasting.

*“For example, at the very beginning of a school year, I ask my students to have their desks tidied, our coursebook put on the desk, their pencils and erasers ready to be used immediately. I teach the ways to do it and I remind it every week. After a couple of weeks, they get used to it and therefore we can start the lesson as soon as I enter the classroom.” (T1)*

*“I have a regular work flow that the students know what comes next. So, it is easy and quick to switch from phase to phase in a lesson.” (T3)*

Routines as an attention grabber: This was the most frequent response by teachers about the role of classroom routines in helping students regain their distracted attention. The majority of responses included attention as a keyword for routines. Teachers pointed out the fact that students have short attention spans, which is even shorter for young learners. Therefore, routines are necessary when the students are distracted. Besides, it is also regarded useful when teachers are introducing new topics.

*“Younger students have shorter attention spans. Whenever I realize that the students are distracted from the lesson, and they start to talk among themselves, I first wait in silence for a short time. Then I start to sing one of their favorite songs. This can be a song from the coursebook or a popular song that they heard about on the net.” (T2)*

*“Routines would get the attention of the students and end their conversations and enable us to quickly switch to the lesson from distraction.” (T5)*

*“While routines act as ice-breakers at the beginning of the lesson, they are useful in increasing student’ concentration and attention in the middle of the lesson.” (T7)*

Routines as stress reducer: Responses from teachers reveal that routines also prevent students from increasing their stress and anxiety levels. In particular, having a regular course flow, and

ensuring the predictability, in a way, ensures that the students have consistent expectations about the course, and ultimately helps students feel comfortable.

*“If you have a systematic and regular course flow and supposing that you explained this to your students well enough, then students and you know what to expect, which consequently turns out to be a great agreement with students. When they know what is to be done next, and if they want to benefit from a lesson they behave as expected. If they don’t want to benefit, it is their choice and responsibility. Again, they don’t fear because they choose that consequence.” (T5)*

Teachers stressed three main roles of classroom routines:

- time saving,
- stress reduction,
- attention capturing.

#### **4.1.2.2 Problems faced regarding routines in distance education**

While some of the teachers stated that they continued the routines they practiced in the classroom, the rest of them stated that they either gave up the routines in online lessons or determined different routines. While the teachers who continued their routines stated that their routines were also suitable for distance education, those who gave up and started new routines identified various problems. Four main problems diagnosed are that some routines do not work in online lessons: (a) there are different interaction patterns in distance education and in the classroom, (b) teachers think that the digital platform restricts their comfort zone because it is

sometimes watched by parents, (c) class times and participation rates decrease, and (d) school and home have different physical settings.

Since students are at a more individual point in distance education, teacher-student, student-student, or student-teacher interaction is restricted during the lesson. Teachers argue that this variable disrupts interactive routines.

*“TPR-based activities are more suitable, especially when working with young learners. While I frequently include games in the context of the classroom, I believe that in distance education, the mobility of the students in front of the screen, and hence their learning, are also restricted.” (T5)*

Teachers stated that the duration of the lessons was shortened by 20%, that is, by 10 minutes, and in this case, they compromised their routines because more intensive work was required while catching up with the targeted curriculum content to the students. Meanwhile, as stated in the previous section, it was observed that certain activities and routines was almost impossible to get done where student participation in the lesson was insufficient.

*“Since the course times are shorter in distance education, we need to hurry a little more while raising the subjects. In this case, I put an end to routines that included fun, such as singing and playing games, and gave priority to academic development.” (T4)*

*“We had team-based competitions in classroom. There have been days when very few students attended to the courses, which made these types of routine group works impossible.” (T6)*

Teachers seem to be uncomfortable with their privacy being invaded with distance education. In cases such as not creating a suitable classroom environment for students in their homes, or crowded families, etc., teachers complain that they teach their families along with the students. The teachers stated that they could not intervene in this situation, as the classroom environment is the privacy area of the teacher, whereas the home is the privacy area of the student and his family.

*“Students’ parents are watching us during the lessons, which disturbs and distracts me at the same time. They can video-record me, anything like this might happen. But I have nothing to do with this, just keep on teaching kids along with their families. I feel my privacy being taken away.” (T7)*

The last problem emerged from the data is that school and home is different, therefore one teacher stated that creating and various activities for the screen where students’ mobility opportunities were restricted had become something to plan for. Furthermore, another teacher reiterated the negative impact of being home from another perspective. She argued that a routine work such as taking attendance and checking students’ homework was an easy task to do in the classroom but in order to check students’ homework in distance education, she had to work beyond the teaching hours. She stated that there had been an increase in her workload.

*“Students are sitting still before the computer. A very boring way to study or listen to the teacher. I mostly got stuck thinking of the ways to make the screen livelier for them. We can’t even sing together because of the delay. As a teacher, it makes me sad that I can’t be productive in producing activities depending on that situation.” (T1)*

*“Homework checks went beyond working hours. In order to ensure the student's participation in the lesson, I had to follow up on informing both the student and the parent, and I had to make do it again for each lesson hour. It was quite a tiring process.” (T4)*

Numerous challenges, according to the teachers, hampered the teachers' ability to maintain classroom routines in distance education. These variables were linked to the conditions created by the physical differences between face-to-face and distance learning and can be categorized as such:

- emergence of different interaction patterns in distance education,
- lack of barrier between students' personal and school-related territories,
- decreased class times,
- reduced student participation rates,

#### **4.1.2.3 Suggestions of teachers on routines during distance education**

One of the problems was that the students could not be active enough in the lessons due to the restrictive nature of the internet on communication and interaction. Since the students were not active enough, the teachers argued that this brought negative outcomes on learning. As a solution, it was suggested by the teachers to their colleagues to ask students video-record the activities and send them via e-mail or instant messaging applications, and create a digital portfolio to evaluate students' homework.

*“Students do not have as much room to move in distance education as they do in the classroom. That's why they can't be active enough in the lessons. But it is very important to learn by doing and experiencing. Despite these conditions of*

*distance education, I assign my students with experiments or performances and ask them to videotape. Then they send it to me. Very helpful.” (T5)*

Secondly, teachers sacrificed from some activities due to the fact that students did not attend to the lessons, and the duration of the lessons were shortened for distance education. That is why some routines or activities were passed, or not implemented as expected or intended. Teachers emphasized the importance of cooperation with parents in students' attendance to lessons. In addition, it is recommended that teachers use various available digital applications to check students' homework or attendance, and introduce subjects with presentations or videos, which might help teachers save time and keep regular logs for students.

*“I use a digital platform to assign my students. They sign in and complete assigned homework. That way I make sure that work has done by the students. I can keep the record of who is completing the missions. I also use another app to take attendance. It takes only a couple of minutes. Thus, I save time and do lots of activities.” (T4)*

*“Sometimes very few students appear on the screen. In order to remind my students about anything, I created a Telegram group and sent invitation links to the parents. I made my homework announcements and course reminders through the groups. I observed a slight increase in students' attendance to the course.” (T6)*

Since the mass suspension of schools during COVID-19 pandemic, teachers have been interacting with their students from home through a variety of digital tools that are not actually designed for educational use. Teaching from a distance makes students and teachers vulnerable

for all sorts of digital bullying, and this raises the question of data privacy that needs an answer. Teachers stated that they are concerned about their privacy and that they do not have any solution other than giving verbal warnings.

*“Teaching online is different. We should use a bunch of activities that are suitable for Zoom. Apparently, in-class activities do not always work. A teacher should observe his or her class and search the internet after identifying problems. There is a great deal of videos on YouTube that teachers can get ideas from. Also, we should read up-to-date academic content. Knowing what to do, we can become more creative.” (T1)*

Teachers claimed that there are difficulties in distance education that limit the execution of routines. To avoid time limitations, teachers should:

- employ methods that speed up presentations,
- use programs that accelerates the tracking of routines such as homework and attendance control,
- provide students opportunities to be active learners by planning the flow of the lectures and evaluation methods,
- develop digital portfolios for each student.

#### **4.1.3 Group vs. individual work, and creating opportunities for students to respond**

Open-ended questions were asked to the teachers in order to diagnose problems about seating arrangement, which is an important component of classroom management, and the functions of individual and group work in distance education that is directly related to it. Teachers reported

that they could diversify their group work at school according to their activity types, and on the contrary, they preferred individual work in distance education.

### **Individual and group work in distance education**

As a result of the survey, it was stated that the teachers preferred either individual or group activities according to the type and purpose of the subject, and then created a suitable seating arrangement. Moreover, teachers think that socialized learning and peer support foster students motivationally, and their learning academically. However, they also talked about the restrictive aspects of distance education on designing group activities.

Teachers' responses indicated that creating appropriate seating arrangements that increase students' attention is crucial for both academic efficiency and classroom management. Regarding management, teachers believed that certain seating arrangement types allow more eye contact between students and the teacher, which ceases behavioral problems to an extent.

*“It has absolutely a huge impact. Sitting as clusters during groupworks, and U-shape seating arrangement is important for students to easily make eye contact with classmates and the teacher. (T1)*

*“Since the arrangement of the seating directly affects the attention of the student, it also affects the classroom management.” (T2)*

*“Yes, it is effective for increasing student concentration.” (T6)*

*“It would help if suitable seating arrangements could be created depending on the type of activity. A productive activity for the student will lead to fewer behavioral problems.” (T7)*

It was stated that the teachers preferred either individual or group activities according to the type and purpose of the subject, and then created a suitable seating arrangement. Moreover, teachers think that socialized learning and peer support foster students motivationally, and their learning academically. However, they also talked about the restrictive aspects of distance education on designing group activities.

### **Problems emerged during individual or group work in distance education**

The data obtained from the online interview results show that teachers generally avoid group work in the distance education process and focus more on individual activities. The underlying reasons for this are the lack of opportunity to observe the rest of the class members, especially in lessons with young learners when students are dealt with in groups in distance education, and low internet, sound and image quality.

*“It was not possible to create a grouping layout as the student did not want to interact. Poor audio and video quality due to connection problems negatively affected the synchronization.” (T2)*

*“I do not find it possible to group in distance education. The student can leave the meeting at any time. That's why I think distance education is an individual way of learning.” (T3)*

*“There are two ways of group work in distance education. If we assign a group work at lesson hour it is synchronous, if we assign it as a homework it is asynchronous. Synchronous group work has challenges such as unstable connection. On the other hand, young learners do not have sharp technological skills. There are geographical issues when we assign group work as a homework. (T4)*

*“Since I was not sure whether I was able to monitor different groups at the same time in distance education, I found it more convenient to use various digital applications where the whole class would participate together. I work with young learners, and they need constant feedbacks and directions. Therefore, group work is not good for young learners on Zoom. That’s what I believe.” (T7)*

Teachers stated that they could not offer enough opportunities for their students to engage in activities in distance education. One of the main reasons for this is that teachers think that distance education prioritizes individualizing teaching, so they teach the lessons in a non-interactive way and with a presentation method, and they cannot give their students more opportunities than traditional face-to-face education because they are deprived of individual observation and the participation rate of students is generally low. Or they just don't know how to do it. Another reason was stated as the reluctance of the students and the loss of initiative in participating in the activities, thus the teachers losing their motivation over time.

“While teaching my lessons, I make presentations due to time constraints and it is difficult for me to interact with the students. I don't know how to make an interactive and highly productive lecture in such a short time.” (T3)

“I saw that the students were generally reluctant in the lessons, but because I couldn't observe enough, I couldn't give more chances to the students who were at least willing. This resulted in my being demotivated as well. Also, being unable to reach almost half of the students since the number of students attending the lesson is another matter of discussion.” (T3)

Teachers expressed the following elements that cause issues in group work:

distance education is not suitable for group work because it does not allow enough observation opportunities;

- students are hesitant to participate in activities,
- students' attendance rate is sometimes too low to make groupwork,
- teachers do not know how to handle groupwork in distance education,
- negative conditions reduce teachers' motivation and thus they avoid interaction and give lectures using presentation.

### **Teachers' suggestions on group work in distance education**

Based on the solutions asked to the teachers about the problems that arise in group work in distance education, it has been revealed that the recommendations of the teachers create a duality. While some of the teachers advocated individual work over group work in distance education, because they find it demanding, the rest claimed that group work is satisfying when

necessary and could be carried out easily in distance education, as in the classroom, by using the grouping feature of various digital tools. When we look at the demographic data, it is evident that teachers who avoid group work teach younger age groups.

*“Break out rooms feature of Zoom, and other digital platforms like Padlet, should be used a lot.” (T1)*

*“In distance education, current meeting software has a choice to enable group work for students, they can take advantage of it. Collaboration among students is important.” (T3)*

*“We can prepare children for activities that require interaction as much as possible and enable them to communicate with each other that way. The word difficult does not mean that we should give up. We are supposed to work harder and find ways to make things easier for our students. I mean, with some effort, we can train our students about any software that students can benefit.” (T6)*

*“Most of the teachers do not really know about how to handle group work I guess. We should get in-service training.” (T7)*

Teachers are divided into two in this discussion, as can be observed. While some teachers believed that distance education is better suited to individual teaching, others stated that group work, while tough, had a nurturing aspect and should be included in distance education. Teachers who want their students to collaborate in distance

education should use the grouping features of the digital conferencing software that they use.

#### **4.1.4 Active supervision and feedback in distance education**

One of the components of classroom management is active supervision, which comprises monitoring and mentoring the students accordingly. The teachers were asked questions about the problems that arise in distance education during observation of the students and they were expected to offer their experiences for the solution of issues emerged. Teachers stated that they are in direct interaction with students in the traditional education system, and they have the opportunity to measure student progress by observing them and regularly using evaluation methods in the classroom. However, teachers reported that in distance education, students, who felt that they were not observed, experienced loss of motivation, so they did not attend to lessons as much as expected, and exhibited behavioral disorders.

*“I personally believe that being able to observe students and witness their progress in real time along with giving immediate feedbacks and intervening when necessary play a key role in fostering students’ learning.” (T7)*

The statement above made by one of the participants clearly summarizes what teachers think about the value of monitoring students. Therefore, it is important to reveal the problems and figure out solutions in this matter.

#### **Problems**

The results indicated that teachers had several issues. However, although teachers reported they had issues while observing students’ behaviors, the fundamental problem lies in the failure of the

teacher to intervene in the observed behavior disorder. Despite the fact that students are not observed enough in distance education, as teachers argued, it is suggested by teachers that students are more prone to behavioral disengagement because students think they are not observed by the teacher at all. In addition, teachers noted that students developed negative behaviors specific to distance education, and supported this opinion by providing examples.

Teachers argued that they had difficulties while observing students due to both technological and physical conditions. They discussed that it is not possible to check all students during the online lesson as they do in the classroom. Moreover, they stated that they could not adequately interfere with the negative behaviors they saw.

*“In the classroom I can see, hear, and feel all of the students at once. I can notice whether they are off-task, bored, unhappy, or eager. In distance education, I constantly share the screen to present a topic. Meanwhile, if students have cameras, I can see them in a small screen nearly a quarter of the size of my laptop screen. This enables me to see only a small portion of the class at once, where students are within tiny frames, and prevents me to see what is going on.” (T3)*

Teachers also reported that students can sometimes went off-task or displayed various behavioral disengagements because they felt like they were not noticed by the teacher or classmates.

*“Sometimes I realize that a student deals with something else in the room, dances, sings, surfs on the net, or perhaps play a game on the laptop. Many of them eats something during the lesson despite warnings. Students told me that they sometimes forget the camera and act naturally. Some of my students*

*confessed that they exhibited negative behaviors because they got bored or confused from time to time, and they knew that I was not able to interfere. Students always know to take advantage of the moment and conditions.” (T4)*

In addition to all these, teachers observed that students developed new behaviors and attitudes specific to distance education.

*“Many students miss classes or join the meeting with a considerable delay. Some of them wear clothes, like shorts, which are not suitable for a class. They use embedded tools to scratch the screen or write something. They sometimes use the mic without permission, or distract friends through the camera. They eat during the live lessons. They misuse the computers, tablets, or phones by playing games or doing any sort of actions that get students off-task. Some students share meeting ID and password, I guess, because we have undesired and malicious visitors. This is an open threat to the privacy of the students and myself.” (T7)*

Teachers stated that they experienced the following problems in observing and giving feedback to their students:

- distance education does not provide sufficient opportunity to observe students,
- even if disengaged behavior is observed in the student, it is a challenge for teachers to intervene,
- students are more off-task because they think they are not being observed,
- students develop behavioral problems specific to distance education.

### Solutions suggested by teachers

Emphasizing that distance education is a new experience for students, the teachers suggested that the behaviors expected from them should be clearly stated and taught in order for students to recognize the expectations before they meet them, and that the negative consequences of unexpected behaviors should be discussed with students and interventions should be carried out accordingly if disengaged behaviors occur. Teachers believe that this approach should be acquired from the beginning, otherwise a delayed intervention may cause more time loss in the future.

*“When distance education first started, I noticed that students were experiencing a great deal of confusion, which was evident in both academically and behaviorally. In the first semester that the distance education started, things did not go very well because I was also inexperienced. At the beginning of the next semester, I specified what kind of behavior is expected of them. Then I made evaluations on the behaviors they should not display and their probable negative consequences. For this, I have presented the positive and negative situations with animations in a catchy way. I can say that it worked very well.” (T2)*

Secondly, according to the feedback they received from their parents in distance education, teachers stated that parents' motivation and expectations from distance education were also low, so they could not guide students correctly. In addition, teachers found that students often could not find the ideal study environment at home. It was underlined that awareness-raising activities with parents would be beneficial in terms of involving them in the process.

*“We need to make an effort for parents to cooperate with their children in this process. Because in face-to-face education, we were in control to a large extent, parents now have it. If they follow the students, help them in their lessons, teach the awareness of responsibility, provide an ideal working environment, and make them feel that they are supported at any time, the students will undoubtedly get through this difficult process more successfully. That's why I think it's important to cooperate with parents.” (T7)*

Third, the teachers think that it was necessary to ensure that students were observable in all circumstances during an online lesson. Because they stated that they could not interfere with disengaged behavior at a point they could not observe, and thus the learning of students would be adversely affected. They believe that the most effective way to achieve this is to not let students turn off their cameras at any time whatsoever, if possible.

*“We don't have the chance to observe the students as well as in the classroom anyway, we still have to get as much as possible. That's why it makes sense for us to at least see the students. Students are more attentive and attentive when their cameras are on. It is not known whether the students are on the screen when it is closed, we cannot turn a blind eye to this fact. Therefore, it is wisest to have students' cameras turned on to observe students, unless otherwise is required.” (T7)*

According to the teachers, solution suggestions for the difficulties experienced in observing students can be evaluated under three main headings. These include:

- working with students on teaching expected behaviors,

- collaborating with parents,
- and making sure students are in observable condition at any time during the lessons.

## **4.2 Students' view on distance education in terms of Glasser's Choice Theory**

In this part of the study, open-ended questions were asked to 12 students, ranging in age from 10 to 21, from primary, high school, and university, in order to get their opinions about the needs, which are based on Glasser's Choice Theory and defined as five basic needs of the students as discussed in the Literature Review. These five basic needs are survival, belonging, power, fun, and freedom (Glasser, 1999). The main headings of the section were determined accordingly. The results will be presented in this section and will later be discussed in detail in the discussion section.

### **4.2.1 Survival**

The need for survival is met when the school has a climate that is free from threats and creates a sense of security as Charles & Senter (1989) explained. In this regard, the students were asked questions about how the school environment and distance education made them feel, the anxiety and stress levels of the students in both settings and the reasons for this. When we examine the answers given by the students to the related questions, 9 of the 12 students answered that they felt more comfortable in face-to-face education, while 3 students answered that they felt better in distance education.

Students stated that (a) they could not actively take part in the activities which made the lessons less effective, (b) could not communicate effectively with the teacher or their peers, (c) found the distance education system not efficient enough to gain sufficient knowledge, and (d) could not

attend the lesson due to economic reasons or infrastructural problems, all of which made them feel insecure.

*“Since we can't stand out enough in distance education, I can't be very active when the teacher usually presents the lesson. That's why I can't put what I learned into practice. Because of this, I think that I did not learn the subjects in the best way. (S2)*

*“Although we see the house as our comfort zone, I realized during the lessons that our comfort zone is actually the school. Because I can't communicate well with my friends and my teacher, and this makes me feel uncomfortable.” (S4)*

*“In distance education, we learn in a more limited time frame. I cannot be sure of the correctness of what I have learned because the teacher did not provide enough guidance. I can say that the platforms offered by the state and the planning made are insufficient to fill these gaps.” (S5)*

*“We are three siblings at home. Sometimes our lesson times overlap and we cannot find enough devices to enter the lessons. Sometimes I can't attend the class due to connection problems. The feeling of missing classes makes me sad and stressed.” (S7)*

Students who prefer distance education in this respect stated that (a) the classes at school are crowded, so it is not a suitable environment to prove themselves, (b) distance education is more advantageous in terms time, and (c) they feel better in distance education due to reasons such as shyness.

*“Since there are 35 students in our class, I usually don't get a chance to speak when I raise my hand, so I gave up raising my hand to avoid disappointment at school. In that sense, I feel more comfortable in distance education. There are generally fewer students and less participation.” (S6)*

*“It takes a long time to get ready and go to school. It's 7pm when we leave school. Therefore, if we do not count the negative aspects, I feel more comfortable and safer in distance education.” (S11)*

*“I usually hesitate to speak in front of my friends in class. I perceive the teacher's random selection of me as a threat. Distance education took me away from this stress.” (S7)*

Students' responses revealed that their need of survival is not met in distance education due to the following reasons:

- they could not actively take part in the activities which made the lessons less effective,
- could not communicate effectively with the teacher or their peers,
- found the distance education system not efficient enough to gain sufficient knowledge,
- and could not attend the lesson due to technical, socio-economic or infrastructural issues, all of which made them feel insecure.

#### **4.2.2 Belonging**

Belonging is defined as receiving the attention of teachers and peers, feeling to be a part of the classroom by building relationships and social connections with class members, and getting involved in matters concerning the class (Charles & Senter, 1989). In the questions structured by

taking this definition into account, the students were asked to what extent they were a part of the classroom in distance education, and whether their opinions were considered important on matters concerning the classroom. In addition, students were asked to evaluate the points where they did not sense the feeling of belonging to the classroom in distance education. Responses received from 12 students, 7 of whom said that they could not find a ground where they could express their thoughts enough to contribute to the issues concerning the classroom in distance education. In parallel with this, 7 students think that there is less interpersonal communication in distance education compared to face-to-face education. Below you can find the answers of two different students briefly summarizing the situation.

*“After the pandemic spread in our country, we did not hold classes like in school in the three-month period until the summer, after taking a break from face-to-face education and switching to distance education. We were not sufficiently supported and informed by our teachers or the school. I felt as if we were not students of this school. (S5)*

*“Since distance education takes place on a virtual platform, I could not communicate with my friends as much as in face-to-face education. Maybe to make up for this, I would have felt better if we had scheduled class hours where we could chat and just talk about our thoughts and experiences. (S8)*

*“We could have been more successful if we talked about lessons, assignments, and responsibilities in distance education and made a joint decision, because this was a new process for us and we had a hard time adapting. I felt that our ideas were not worth considering.” (S2)*

The majority of the participants expressed dissatisfaction with their sense of belonging. The following reasons can be deduced from the responses of the students:

- they were unable to participate in subjects related to the classroom in distance education,
- they did not feel like members of the class society because they were unable to interact with their teachers and peers.

#### **4.2.3 Power**

When students are asked to take part in decisions like topics to study or procedures for working in the class, they sense power (Charles & Senter, 1989). In this context, the answers received from the students revealed that the students were not given the opportunity to contribute to the decisions taken about classroom studies in distance education. The majority of the students stated that with the start of distance education, there was no constructive meeting where they could convey their ideas. In addition, the students said that the flow in the face-to-face classroom is generally tried to be ensured in distance education, although this could not be fully achieved, the students were not contacted about what the problem is and how to solve it.

One of the students complained that the transition to distance education was considered quite normal, so the ideas of the students were not taken into account.

*“There was no special arrangement for distance education. We entered the application and attended our online classes. In fact, it was clear that we had different conditions than face-to-face education. We were not active in listening*

*to these conditions, operating the process for measurement/evaluation, homework, or in-class studies.” (S7)*

Another student stated that the students experienced various problems related to distance education, but the process did not work successfully because they could not convey them to the teachers.

*“Unfortunately, distance education was not very successful for me. Maybe some of the reasons for this were related to the system, but some of the reasons were also related to us. If these problems were discussed, it would be better if the course of the lesson and the teachers' approaches were changed accordingly and in favor of us students.” (S12)*

The students stated that the various duties and responsibilities they have in the classroom contributed to their feeling of empowerment. They referred to the fact that staying away from similar responsibilities in distance education makes them ordinary.

*“We have various roles and responsibilities in the classroom and these are our strengths. I feel like we're just there as usernames in distance education, and I don't think I'm doing anything for the course.” (S11)*

Students stated the following reasons why distance education did not satisfy their power needs:

- they were unable to contribute to class decisions or flow of the course,
- they felt ordinary since there were no duties and responsibilities in the classroom, as there were in face-to-face instruction.

#### 4.2.4 Fun

According to Charles and Senter (1989), fun refers to the feeling that students experience when they talk with each other, take part in interesting activities, accomplish something and share it with others. In line with the findings obtained from the questions asked about the students' evaluation of their enjoyment of distance education within the scope of this definition, it is concluded that the majority of students feel happier in face-to-face education. Only four of the twelve students found distance education enjoyable. The reason why the school stands out in the findings is that (a) students can physically participate in activities at school and therefore actively learn the subjects, (b) fun activities such as games are given more opportunities at school, and (c) students have the opportunity to socialize by spending time with their friends outside of class time.

*“In online lessons, most of the time is spent by the teacher presenting the topic. We cannot practice on the subjects we have learned, so we cannot internalize them because we do not learn by doing. It's boring to just sit there and listen to the teacher.” (S6)*

*“It's more fun because we play games at school. In distance education, there is not that much time for such activities.” (S3)*

*“In face-to-face education, we could chat with our friends during the lesson or during breaks and have a good time. There is no trace of socialization in distance education. When the lesson is over, communication channels are also closed.” (S12)*

The majority of the students reported that they did not prefer or have fun with remote education, expressing the following reasons:

- students were unable to physically participate in activities and actively study the subjects,
- entertaining activities like games were provided less in distance education,
- they did not have the opportunity to socialize by spending time with their friends outside of lecture time.

#### **4.2.5 Freedom**

Freedom stands for students' ability to make responsible choices (Charles & Senter, 1989). In line with the answers received from the students, it is seen that distance education directs students to become more autonomous learners. In this sense, students mainly agree that they feel free about how to do their homework, when and how they will research the subjects they will study, whether they will attend the classes and to what extent they will participate in the activities in distance education. Students added that they realized how important their own efforts were to reach their goals to achieve success.

*“Distance education has given me more responsibility. I am currently studying more. But this is my own choice because I realized that I need to work harder to be successful compared to face-to-face training.” (S1)*

*“At school we were checked to see if we did our homework, and when we didn't understand, we asked our teachers because it was easier for us to access them. Now I do my homework not because I have to, but because I want to, and when*

*I don't understand, I have to research it myself. I feel that it has improved some aspects of me.” (S5)*

*“When I want to participate in classes and in-class activities, I participate. I like that it's my choice. I am able to avoid the ones I am not interested in while I attend more classes that I am more interested in. I don't know if this is good or bad.” (S11)*

The only satisfied need expressed by the students, according to the data, was freedom. This is because with distance education, students can choose from a range of activities and perform them whenever and in any way they desire.

The findings in the five items above lead to the following conclusions. Students believe four of their five basic needs seem to be mostly unsatisfied. According to the theory, since whatever an individual do is to meet these basic drives, therefore, if the school-related work does not appeal to at least one or more needs, students find other ways to satisfy them, and display what is called as disengaged behaviors. As a result, it is critical for teachers to consider the needs of their students and plan accordingly.

## **CHAPTER 5: DISCUSSION AND CONCLUSION**

The purpose of this research is to evaluate the observations and opinions of teachers in classroom management with the transition to distance education in the COVID-19 pandemic, as well as to examine students' opinions based on Glasser's theory of choice in order to gain a second perspective and better understand the reasons for teacher opinions. This chapter compares and contrasts the research findings with the findings of previous research. In addition, this section includes some recommendations for teachers about the likelihood of re-transitioning from face-to-face to blended or distance education. Finally, this chapter contains research suggestions for the future.

The research is structured to address three key questions:

1. What are the teachers' experiences and views on classroom management when considering the components of classroom management in distance education?
2. What suggestions do the teachers have for improving classroom management in distance education?
3. In the context of Glasser's Choice Theory of Classroom Management, what are the students' experiences and perspectives on distance education?

### **5.1 Teachers' experiences and views on classroom management in distance education**

The aim of the first research question is to enable teachers to evaluate the components of classroom management in the context of distance education, and in this way, to discover and reveal if there is a problem with classroom management in distance education. Therefore,

findings were obtained from questions about five main classroom management components in online interview questions.

Parallel to Keegan's (1988) definition of distance education, that is teachers are physically distant from students, they argued that distance education necessitates specific classroom rules and expectations. Cotton (1995) emphasizes the need of teachers effectively communicating behavioral and performance requirements in order to boost students' achievement and lead them to demonstrate appropriate behavior (as cited in Gettinger & Kohler, 2006). Manea, & Gări-Neguț (2021) highlights the importance of negotiating classroom rules and procedures in order to create a democratic and trustful classroom climate. Yet, the teachers discussed not being able to find the suitable ground to set their expectations and classroom rules for their students, which was a noteworthy finding in the research. The reason was that there was a systemic uncertainty associated with the sudden transition from face-to face to distance education, and it took time for teachers to fully comprehend what they were up against and how they would handle the situation because they had not been adequately informed and directed by higher authorities. Teachers agreed that policymakers did not do a good job planning distance learning. Positively communicated expectations, according to Simonsen et al., (2015), positively impact student behavior. However, because of the issues such as systemic ambiguity about students' participation in the course, also mentioned in relevant literature (Sari, & Nayır, 2020), assessment and evaluation criteria in distance education, teachers complained that they were stuck in a crisis when it came to determining expectations and classroom rules. This had a negative impact on the motivation of the students because a student-centered environment was unable to be created in distance education as this research and the literature implied (Manea, & Gări-Neguț, 2021). Hung et al., (2020) also came to the conclusion that distance education

causes pupils to be unmotivated. Furthermore, as a result of the aforementioned problems, teachers have been found to experience stress, discontent, and inadequacy. This finding is consistent with previous research (Bakioğlu & Çevik, 2020; Sahbaz, 2020). Another concern revealed in this research was that in distance education, there is a limitation for teachers in monitoring and evaluating the outcomes of the established rules and expectations, which was also figured out by Sari and Nayır (2020).

Another issue raised by the teachers in this research was indeed the compromise of activities and routines due to time constraints. Teachers addressed the issue of time restrictions in online education in Yurtbakan and Ayyıldız's (2020) study. Brophy (2006) emphasized the necessity of establishing classroom routines from the outset, stating that the execution of classroom routines is one of the two key layers of classroom management, the other being the structuring of students' behavior in this way. Routines, according to the same study, reduced confusion and frustration, resulting in much less stress and a sense of security among students. Cotton (1995) emphasizes the need of teachers effectively communicating behavioral and performance requirements in order to boost students' achievement and lead them to demonstrate appropriate behavior (as referenced in Gettinger & Kohler, 2006).

Routines and procedures, according to Doyle (2006), are essential for assuring classroom management's long-term viability. Routines have three roles, according to the teachers participated in the study: time saving, attention grabbing, and stress reducing. Teachers, on the other hand, claimed that distance education made it impossible for them to keep their routines, particularly owing to physical limitations. An example is that TPR exercises are particularly effective for classes with young learners, but kids are not as willing to participate in such activities at home as they are at school, according to teachers.

Another key component of classroom management deals with the physical design of the classroom according to the type of activity. Teachers indicated that in the classroom, there are both group and individual activities, and that different settings are created for them as needed. The teachers noted that while group activities are important for students' social learning, they were unable to provide a variety of activities in remote education and hence concentrated on individual study. Lotan (2006) claims that traditional classroom management practices are based on individual and psychological orientation, but that this does not extend beyond preventing or correcting disruptions caused by so-called “difficult” students, and focusing on reinforcing the positive behaviors of “well-adjusted” ones. She maintains that because students are intellectual, linguistic, and social resources to one another, they should all be treated as members of the group, highlighting the nurturing feature of group activities. She adds that group work thus enables peer interaction, leads students to self-manage, and prevents unequal participation. According to the study's findings, many teachers agree that group work is almost impossible to perform. As a result, teachers admitted that they communicated content to students through presentation, prioritizing individual work, and pacifying them. A recent study found that in distance education, teacher-student and student-student interaction is minimized (Önal & Önal, 2020). These circumstances can be regarded as a crucial barrier to students' social learning from one another.

When evaluating the active supervision component of classroom management, we might consider the definition of the teacher moving around the classroom, observing the students, and communicating with the students on a regular basis (Collier-Meek et al., 2019). According to Lewis, Colvin, and Sugai (2000), enhanced active supervision by teachers correlates with improved student behavior. Teachers are able to observe students and intervene when necessary

with active supervision. At this point, teachers reported that they were unable to provide sufficient feedback and mentoring to their distance education students. Students who felt they were not being monitored or receiving feedback became demotivated as a result of this. Teachers claim that this situation generates a complete paradox, and that pupils in distance education exhibit more off-task behavior.

Apart from individual and physical characteristics, teachers emphasized that technical and socioeconomic conditions played a role in all of these issues. Recent literature backs up the technical issues raised in this study. Software, hardware, or internet provider failures (Bakioğlu & Çevik, 2020), teachers' inadequacy in digital skills (Akyavuz & Çakın, 2020; Bakişolu & Çevik, 2020, Nicolau et al., 2020), and some students' lack of access to technological tools such as computers, smartphones, and tablets (Akbal & Akbal, 2020; Alam, 2020; Balakrishnan, 2020; Hosszu & Rughiniş, 2020; Shin, 2020) contributed to the problems emerged.

## **5.2 Teachers' suggestions for improving classroom management in distance education**

In this study, questions were included to diagnose the issues that develop in the name of classroom management in distance education, as well as to ask teachers for their opinions and solutions for resolving the issues that arose from their own personal experiences. Student-related, teacher-related, technology-related, and socioeconomic-related concerns are the four basic headings that can be used to identify difficulties that directly or indirectly affect classroom management.

Teachers underlined the significance of collaborating with, first and foremost, students, then their families, and finally the school's guidance unit, in attempt to settle the students' emotional, psychological, and motivational issues. Furthermore, it was expressed by the teachers that the

students' opinions should be taken about the subjects that would be of interest to them in distance education and that the activities should be determined accordingly. It was also suggested that the course flow be planned according to the students' attention spans, and that students who are demotivated due to social isolation be encouraged to work in groups. It was also mentioned that having students' cameras on all the time would benefit teachers in ensuring that students behave appropriately and avoid off-task conduct. Aside from that, teachers noted that because children cannot get enough verbal or nonverbal feedback in distance education, their behaviors and accomplishments should be recorded via digital classroom management applications or on paper, and the data shared with students and their families on a regular basis.

Teachers stated that they need to become more equipped with technological knowledge in order to solve the problems arising from them. Teachers should be encouraged to perform their own research for solutions, collaborate with other colleagues and share knowledge through social media platforms, and consider the variations produced by distance education when planning classroom management and course flow in distance education. They also recommended that teachers give a range of activities or adapt and improve existing ones to new situations like the one occurred during pandemic. In addition, teachers have requested that authorities give in-service training about technological literacy and other distance education-related topics.

Teachers did not offer advice on elimination of technical infrastructural difficulties because it is a subject that extends beyond teachers' and students' expertise. The teachers, however, emphasized the inequality of opportunity caused by the socioeconomic gap, stating that states and policymakers should take measures to equalize possibilities, and that this issue is so important that it cannot be overlooked.

### 5.3 Students' experiences and perspectives on distance education

The third research question was designed to assess students' experiences with distance education using Glasser's Choice Theory, identifying the factors that influence students' classroom management. Humans, according to Glasser (1999), are organisms with five primary impulses that are genetically programmed to be satisfied. These are survival, belonging, fun, power, and freedom. All of our behaviors, according to Glasser, are our best options and are chosen to meet one or more of the five basic needs. As a result, his classroom management strategy has a noncoercive characteristic. Because Glasser (1990) believes that individual behavior is governed from within, he argues that external control and coercion will fail. Glasser was the one to introduce the concept of high-quality education to the literature. Quality education is where students are provided with opportunities that leads them willingly participate in the curriculum (Charles & Senter, 1989). The conclusions in these sections are derived from the questions asked to the students in order to understand whether distance education provides quality education and analyze the causality of circumstances that emerge in classroom management by determining what extent those five basic needs are satisfied in distance education.

The vast majority of the students who took part in the study said that their experience with distance education was unsatisfactory, and that the negative conditions made them feel insecure.

One reason for this anxiety is that the lessons are ineffective and inefficient, do not support students socially; another reason is that distance education is vulnerable to cyberbullying. Some pupils claimed to have witnessed malicious people breaching their classes on occasion.

Furthermore, some students said that the possibility of their voice and video being recorded by others made them feel insecure. Only a small percentage of the participants said they felt safer

because they were introverts who liked not standing out in distance learning. As seen by all of this, distance education falls far short of meeting students' survival needs.

Again, the majority of the students in the study gave answers indicating that distance education did not satisfy their need of belonging. The reason for this is that students are unable to express their thoughts and feelings about the class they are in, and hence do not feel like members of the class community, because they are unable to interact effectively with their classmates.

When students compare face-to-face and distance education, they indicated that in the classroom, they were given certain responsibilities and that these minor but important statuses genuinely met their power needs. Aside from that, having a say in some of the decisions made in the classroom while at school satisfied the same need. As a result, the children stated that having responsibilities and a voice at school contributes to them feeling important and valuable. The findings, on the other hand, suggested that they were pacified and that their opinions were not valued enough in the distance education. However, as the literature review revealed, students in distance education face anxiety, stress, and uncertainty for a myriad of reasons. As a result, in distance educational contexts, it is vital to take steps to support students' power drives.

Students satisfy their need of fun, according to Charles and Senter (1989), through interacting with their peers, participating in interesting activities, and sharing their success with others around them. Because they couldn't find a suitable basis for the experiences indicated in the definition above in distance education, the majority of students preferred face-to-face education to meet their need of fun. As a result, including activities that will allow students to socialize online, as well as the involving of extracurricular themes in some sessions would be beneficial

for students who are experiencing social isolation due to quarantine closures and distance education.

Freedom has been defined as students' ability to make responsible choices (Charles & Senter, 1989). Since students think that they are less lead, observed and evaluated by teachers in distance education, they stated that their academic responsibilities increased, but in a sense, this improved their ability to regulate how, what and when they should study, thus liberating them in their choices. Without being academically led, the majority of the pupils reported that they became stronger students in that sense.

#### **5.4 Limitations and Research Implications**

There are some limitations to this study. First and foremost, the small number of participants in the study severely limits the data's generalizability. Future research should be expanded by sample size and geography to ensure generalizability.

Second, there are several disadvantages of asynchronous online interviews. Because this method excludes extralinguistic signs like body language and facial expression, it diminishes the data's detail and quality (Hewson, 2014). On the other hand, not everyone has the skills to communicate themselves through writing (Brinkman, 2014). In this study, students, particularly those who were younger, gave fewer elaborate replies to the questions compared to the ones that are older. There is also a lack of immediacy between questions, replies, follow-ups, and subsequent responses in asynchronous interviews (Hewson, 2014), depriving the researcher of the opportunity to ask for more specific answers when they do not understand or believe the answer is insufficient.

Another limitation was that teachers' insight towards the issue differed. Eraut (2000) suggested that since individual variations can occur as the careers of individuals let them experience a number of different contexts. This may create variations in revealing their formal and informal social knowledge. Thus, every single teacher expressed the same subject matter in a different way and depth, and might have lacked reflecting their opinions to the greatest extent.

It is also another limitation to only interview teachers and students, but not observe the lessons as well. Observing the lectures would not be pragmatic and economic in terms of time and workload. Moreover, the observation would cover a limited period of time and be too subjective to generalize. For this reason, it was assumed that teachers' narrating their own experiences was an accurate source of data. Of course, this limitation can be eliminated in future studies if the researcher has the chance to observe the participants lectures for a considerable amount of time.

The limitations of this research can be eliminated and then a replicate study can be implemented. Thus, more in-depth findings can be obtained about the current issue. Since the diversification of the findings regarding classroom management, and also discovering recurring themes can lead us to the source of the problem. Taking steps to solve the problems by implementing case studies and intervention studies will greatly contribute to the field.

The issues and recommendations of teachers concerning the execution of classroom management components were investigated in this study. In addition, students' perceptions of how well their basic needs are met in distance education were explored using Glasser's Choice Theory. Both data were analyzed with qualitative content analysis. In future researches, qualitative data can be derived by asking questions that imply the components of classroom management and basic

human needs separately with a large sample using Likert-scale questionnaires, and thus, more generalizable data can be generated.

### **5.5 Conclusion and Pedagogical Implications**

In education, the pandemic has emerged as a new and dramatic reality. Although mortality rates fall when immunization is implemented, new variants might cause sudden and unexpected rises in cases from time to time. As a result, even though there is a global trend toward face-to-face education, some schools continue to offer distance education. Furthermore, it appears that the educational community's readiness in the face of similar challenges on a worldwide scale is dependent on how well we understand the lessons learned here. As a result, keeping the distance education infrastructure functional at all times is vital to ensuring that instruction is not disrupted.

With the transition to distance education, the data of the research led to the questioning of the technological competence of teachers. For this reason, it is clear and that all elements in traditional education should be handled by academics for distance education environments and that teachers are equipped with in-service training in this regard. Classroom management makes a great contribution to improving the quality of education. Here, it is essential for teachers to have a good grasp of the components required to build classroom management properly. In this respect, it can be helpful to determine the guidelines and ground rules for teachers by policy makers and deliver them to teachers.

Teachers can affect student behavior positively by employing choice theory and democratic leadership principles, cultivating positive student-teacher interactions, and establishing guidelines for a well-managed classroom environment. Teachers and students usually regarded

distance education as a poor experience. The data indicate that the five basic needs, identified by Glasser in his Choice Theory, cannot be met through online education. According to the theory, rather than externally managing student behavior, teachers should organize lessons so that students can satisfy their basic needs, as articulated by Glasser (1999). In this scenario, it would not be unrealistic to expect teachers to take on the position of lead teacher rather than boss teacher. To sum, teachers should avoid using coercion in the classroom, since the human being is motivated to do what satisfies them. In order to meet five basic needs of students in distance education, teachers should remove distance education from being a threat to students, focus on teamwork and allocate time for daily issues for the socialization of students, take into account the opinions, suggestions and feelings of students, provide a variety of opportunities to choose from, engage students with interesting activities, and allow students to self-manage. Thus, it is aimed that students exhibit expected behaviors with their own wishes and motivations. On the other hand, teachers should develop their technological literacy, adapt their activities to distance education, plan the curriculum considering the age, readiness, and interests of the students, and provide regular feedback to their students. In order to be more successful classroom managers, teachers are responsible for researching and learning to integrate as many classroom management components as possible in their online classes.

Given the inequality of opportunity, despite the fact that not all students can benefit from online education simultaneously, these courses should be recorded and stored in a re-accessible form. This way, students can access lessons anytime, anywhere, as well as multiple times.

Another recommendation for teachers is to seek assistance when necessary. If the instructor believes he has tried all other options and the problem is with a single student, cooperation is one

of the greatest options for classroom management. A teacher may seek help from colleagues, school counseling, or parents to resolve the issue.



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## **Appendix A: Online Teacher Interview Questions Form**

### **A: Demographic part**

Gender: Male \_\_\_ Female\_\_\_

Age: \_\_\_\_\_

Highest degree of qualification: BA \_\_\_ MA\_\_\_ PhD\_\_\_

Years of teaching experience: \_\_\_\_\_

Institution in which you are currently employed: \_\_\_\_\_

### **B: Interview questions**

#### **I. Setting expectations at the onset**

1. Were there any classroom rules you agreed upon with the students at the very beginning of distance education? Please give some examples.
2. Do you think there should be different rules since the traditional classroom setting and online education environment are completely different?
3. What differences did you observe if we were to compare the application of classroom rules?
4. What do you suggest?

#### **II. Establishing classroom routines**

5. Did you have routines before distance education? What were they good for?
6. Have you transferred your routines to distance education or set new routines?
7. What kind of problems did you experience as routines changed or disappeared with the transition to distance education?
8. What do you suggest?

### **III. Group work**

9. Were you able to diversify your activities so as to enable students to study individually and as a group in distance education?
10. Have you had any issues related to classroom management while carrying group work in online lessons? Do you think the students contributed to and interacted with each other?
11. If grouping is not possible, what difficulties are there in managing the class?
12. What do you suggest?

### **IV. Active supervision**

13. Do you have a chance to observe and intervene in student behavior or give feedback? Does this bring new challenges in distance education compared to the traditional classroom?
14. What do you suggest?

### **V. Creating opportunities**

15. Compared to the classroom environment, do you think you can give enough opportunities for students to participate in tasks? Provide details.
16. What do you suggest?

## **Appendix B: Online Student Interview Questions Form**

### **A: Demographic Part**

Age: \_\_\_\_\_

Gender: Female \_\_\_ Male\_\_\_

Grade: \_\_\_\_\_

### **B: Interview Questions**

#### **I. Survival:**

1. Are you more comfortable asking questions to teachers during the online class or at school?
2. Which is a more stressful environment, school or distance learning at home? Why?

#### **II. Belonging**

3. Distance education is new to us all. Have your feelings and thoughts on this subject been taken into account by the teachers from the beginning, and were you able to share them with your friends and teacher?
4. Did your teacher consult your ideas about the teaching of the lessons? Did you make suggestions?

#### **III. Fun**

5. When you compare the activities you do in face-to-face education with what you do in distance education in terms of entertainment, which one would you prefer, can you give examples?

#### **IV. Power**

6. Have you determined the rules for the live lesson together with your teacher, have your decisions been implemented?

**V.Freedom**

7. Do you think distance education gives you extra responsibility? Are you satisfied with this situation?
8. Your teacher was not always by your side. In the meantime, were you able to direct your work at home as you wished? How did this affect your habits like doing homework?