



Examination of Teacher Experiences Regarding to the Emergency Remote Teaching Process during the Covid-19 Pandemic: A Phenomenological Study*

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ABSTRACT

Today, countries force all participants in the educational process to optimize their work through the Internet, due to the COVID-19 pandemic. These unexpected online learning applications conducted in extraordinary conditions were discussed differently from routine online learning and named emergency remote teaching. In this context, the educational process continued online in Turkey as well as in the rest of the world. It is thought that the experiences of the stakeholders are significant in these unique online learning practices in terms of creating a consensus. The current study focused on examining the essence of the experiences of the teachers who were assigned to the emergency remote teaching process in Turkey. For this purpose, in the current study, the qualitative research method was employed, and phenomenology was utilized. The study group consisted of 25 teachers who were working in a province center in the Central Black Sea Region of Turkey, in the 2019-2020 academic year. In-depth interviews were held to reveal teachers' experiences, through a semi-structured interview form developed by the researcher. The data were analyzed with the three steps analysis method suggested by Moustakas (1994), which is frequently used in phenomenology studies. The results of the study revealed that, according to the teachers' experiences, the emergency remote teaching process was partially successful. The most common problems that teachers experienced during the synchronous lessons were internet connection problems, teaching management system problems, and low student engagement. Although the majority of the teachers faced many technical, professional ve emotional problems, the synchronous lessons have been a unique and unforgettable professional experience for them.

Keywords: Pandemic period, emergency remote teaching, teacher experiences

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1. INTRODUCTION

Education is a lifelong process that must be continued under all circumstances. Countries and societies may face extraordinary conditions such as war, economic depression, or pandemics. Under these anomalies, authorities may suspend training services temporarily, but may not terminate them completely. Therefore, educational policymakers are expected to produce also emergency action plans, as well as the established system (Rinne, Kivirauma & Simola, 2002).

In the last few months, humanity has been facing a fatal pandemic named as the Covid-19. The Covid-19 pandemic which emerged in China and spread worldwide in a short time, caused all countries to take immediate prevention. Some of these immediate preventions have been travel restrictions, social distancing, ordering a curfew, and interruption of formal education. In this context, many countries around the world have taken a short-term or indefinite break from education within the framework of these emergency action plans. In this context, schools were closed in 102 countries around the world, and 900 million students could not attend school (OECD, 2020). Turkey, one of the countries affected by the pandemic has taken the decision of emergency action plans to prevent the spread of the pandemic, and has put them into practice successfully without delay. One of Turkey's emergency plans was to interrupt education temporarily across the country (Ozer, 2020).

According to actual statistics, in Turkey, the formal education process is performed by face-to-face methods with over 18 million students and nearly one million teachers in 66 thousand schools across the country (TUIK, 2020). With the schools being closed temporarily, the Turkish Ministry of National Education (MEB) decided to continue formal education at home for

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students in all educational levels (MEB, 2020). Naturally, the teaching method which has been put in place to actualize this huge purpose was the distance learning method.

Distance learning, which occurs as an alternative to traditional methods in many educational institutions, is commonly defined as the gathering procedure of teachers, students, and teaching materials in different spaces by using appropriate information and communication technology tools (CDLP, 2012). The distance learning method is seen as advantageous compared to traditional methods in terms of its following features: reaching the large masses easily, ensuring equality of opportunity in education, being easily updated according to individual needs, lowering educational costs, benefiting from experts in different spaces and being learner-centered (Cavanaugh, 2001; Mupinga, 2005; Tao & Yeh, 2008). Besides these advantages, distance education is seen as limited in terms of factors such as lack of face-to-face communication and interaction, indisposition to participate in training, a requirement for technology literacy and internet infrastructure, and lack of experience and motivation (Bork, 1995; Lucky, Branham & Atchison, 2019). Although the advantages of distance learning are impressive, the main determinant of its success is the people who design and use the system. Therefore, for the effectiveness of distance learning, training should be prepared conscientiously, contents should be of high quality, trainers should be experts in the field and the process should be managed productively (Porter, Graham, Spring & Welch, 2014).

With the pandemic, many countries around the world temporarily suspended education services and then had the decision of continuing formal education with alternative methods such as distance learning, blended learning, and online learning. For example, Canada had some combination of face-to-face, hybrid, and/or online instruction in place for students (Barbour, LaBonte, Hodges, Moore, Lockee, Trust, & Kelly, 2020). Similarly, China, Ireland, Malaysia, South Korea, Taiwan, the Netherlands, and the United States continued education services through online and hybrid learning methods (Bozkurt, & Sharma, 2020). As in many countries in the World, Turkey has continued the education process using the online learning method. In Turkey, the distance education process first began as asynchronous by television and via the internet, and later continued with online learning. In this process, the Education and Information Network (EBA), which is the national education network of the country, is used effectively. In Turkey, EBA is an educational network all teachers and students use to share instructional content (EBA, 2020). During the formal education process, teachers have used EBA to assign homework to students, share course contents with students, communicate, and follow students' progress. However, in this extraordinary pandemic period, EBA has been used mostly as an online learning portal by the Ministry of National Education. The online learning procedure was started by school administrators by creating a schedule for teachers. Then, online learning was announced to teachers and students. After the announcements teachers and students joined online learning on EBA (<http://eba.gov.tr/canlidere>) by username and password, and lessons were held at a particular time. At the end of the online learning, the teacher reports the number of students attending the lesson to the school administration. In Turkey, MEB's online learning strategy to continue formal education is actualized in that way. With an online learning strategy, lessons have been planned independently of time and space, and millions of students in any grade benefit from this training.

1.1. Statement of the Problem

Countries have faced decisions about how to continue teaching and learning while keeping their teachers, staff, and students safe from a public health emergency that continues to shift and also is still not well understood. While some countries interrupted education completely during the pandemic period, many countries decided to continue education with online or hybrid methods. Previously, the distance learning method has been used as a strategy to teach theoretical lessons by educational institutions in many countries around the world. However, in the covid-19 pandemic, it has been used as the only method for the first time to carry out educational services entirely. Therefore, we can claim that countries did not prefer the distance learning method as an alternative strategy, but were forced to use it, during the pandemic. This obligation has caused an incomprehensibility related to the distance learning method implemented during the pandemic. As a result, distance learning applications implemented during the pandemic have been named "Emergency Remote Teaching", by many researchers (Bozkurt & Sharma, 2020; Hodges, Moore, Lockee, Trust, & Bond, 2020; Whalen, 2020). Because the online and hybrid learning applications implemented in the pandemic were not well planned and programmed, but an emergency action plan that surprisingly implemented. Since "Emergency Remote Teaching" is an unexpected implementation, and not planned, various deficiencies and problems are probable to occur. During this period, Turkey also decided to conduct educational activities on the internet as in many countries worldwide. In this context, many online learning applications were planned and implemented for students at all grade levels.

However, the success of "Emergency Remote Teaching" applied in these extraordinary conditions is a matter of curiosity and discussion. This topic of curiosity and discussion has been one of the most trendy topics that were studied by educational researchers, in the last few years. In this context, the effectiveness of distance learning implementations that are mandatory during the pandemic period has been studied (Bahasoan, Ayuandiani, Mukhram, & Rahmat, 2020; Nadeak, 2020; Prestiadi, 2020). In addition, there are many findings related to the views of teachers and students about online learning implemented during the pandemic (Dilmaç, 2020; Hebebcı, Bertiz, & Alan, 2020; Kalman, Macias Esparza, & Weston, 2020; Tümen Akyıldız, 2020). However, when the related literature is examined, it has been seen that there are not sufficient findings that describe the experiences of teachers who applied "Emergency Remote Teaching" for the first time (Marek, Chew, & Wu, 2021). Presumptions about the success of a new method or an application performed for the first time can only be reached through the experiences of the practitioners (Kargin, 2007; Stufflebeam, 1999). Therefore, teachers experiences about the process who

are obligatory practitioners in online learning practices implemented in Turkey, have seen significant to examine. By this means, "Emergency Remote Teaching" can be evaluated according to the experiences of the teachers, and suggestions can be presented for similar cases that are likely to be encountered in the future. Thus, it is assumed that the current study will contribute to the relevant literature, and this makes the study unique.

1.2. Purpose of the Study

As expressed above, in Turkey formal education process has been tried to be continued via the internet as a necessity, during the pandemic period. These compulsory online courses implemented for the first time, have been named "Emergency Remote Teaching", and have been exempted from the routine online learning procedure by many researchers. Undoubtedly, one of the most important stakeholders of the "Emergency Remote Teaching" process is the teachers. Concordantly, teachers' experiences with this process which is implemented for the first time, were considered significant. In this context, the main purpose of this study was to reveal the essence of the experiences of the teachers who were assigned to the "Emergency Remote Teaching" process. The research questions that guided the study carried out with this concern are as follows:

- 1- What are the experiences of the teachers about the "Emergency Remote Teaching" process?
- 2- What are the problems that teachers experienced during the "Emergency Remote Teaching" process?
- 3- What are the teachers' suggestions for development of the "Emergency Remote Teaching" process as a result of their individual experiences?

2. METHODOLOGY

This study, which aimed to reveal the essence of the experiences of the teachers assigned to the "Emergency Remote Teaching" process, employed the qualitative research method and utilized the phenomenology research design. According to Creswell (2013), phenomenological studies try to reveal the essence of the experiences of a small study group about a phenomenon or concept. The phenomenon that this study focused on is the "Emergency Remote Teaching" applications carried out during the pandemic period. This study focused to reveal the experiences of the teachers who were teaching in the "Emergency Remote Teaching" process for the first time, in a phenomenological way.

2.1. Participants

In the selection of the participants, special attention was paid to ensuring the diversity of the study group in terms of professional experience, gender, academic degree, and training level. Thus, we aimed to ensure the reflection of as many varied experiences as possible in the study. For this reason, the study group was selected among teachers who were assigned to the "Emergency Remote Teaching" process during the pandemic period and were working in a province center in the Central Black Sea region of Turkey in the 2019-2020 academic year. In the selection of the study group, the convenience sampling technique was used. In this sampling technique, cases that are easily accessible and inexpensive are selected, and it is a commonly used sampling strategy in phenomenological studies (Etikan & Alkassim, 2016). The participant selection process was as follows: First, the list of teachers who participated in the "Emergency Remote Teaching" process was acquired from the Directorate of National Education, then 25 volunteered teachers working at schools that were easily accessible by the researcher were included in the study group. Descriptive information regarding the participants is shown in Table 1.

Table 1.
Description of the Participants

Variables		f	%
Gender	Female	11	44.00
	Male	14	56.00
Professional Experience	1 to10 Years	7	28.00
	11 to 20 Years	11	44.00
	20+ Years	7	28.00
Training Level	Primary School	6	24.00
	Secondary School	8	32.00
	High School	11	44.00
Academic Degree	Graduate	6	24.00
	Undergraduate	19	76.00
Online Learning Experience	First Time	22	88.00
	Experienced	3	12.00
	Total	25	100

As seen in Table 1, the majority of the participants academic degree was undergraduate, 14 were male, and 11 were female. The majority of the teachers had 11 to 20 years of professional experience. The teachers in the study group were working at primary (f=6), secondary (f=8) and high schools (f=11). The majority of the teachers (f=22) experienced an online learning practice for the first time. Only 3 teachers had teaching experience in an online learning activity. These 3 teachers stated that

they previously provided online lessons in in-service trainings for teachers. The names of the teachers in the study group were not used, instead, each teacher was given code names in the form of T1..T25, and these code names were used in the data analysis. In this way, the personal information of the teachers was tried to be protected.

2.2. Data Collection Tool

To determine the demographic characteristics of the participants, and to reveal their experiences with the "Emergency Remote Teaching" process, a form consisting of two sections was created by the researcher. The first section of the form includes questions to determine the demographic characteristics of the participants such as gender, professional experience, training level academic degree, and online learning experience. The second section consists of open-ended and semi-structured questions that aimed to reveal the essence of the participants' experiences with online learning. In qualitative research design, data are collected with interviews, observation, or document analysis technics. In this study, online interviews were adopted, and a semi-structured interview form was developed by the researcher. The preparation procedure of the form began with the relevant literature reviewed (Mailizar, Almanthari, Maulina, & Bruce, 2020; Hebebcı, Bertiz, & Alan, 2020; Karakuş, Ucuzsatar, Karacaoğlu, Esendemir, & Bayraktar, 2020; Metin, Emlık, Gürlek, & Demirbaş, 2021; Tekin, 2020). Based on the relevant literature review, the 8-item draft interview form was developed, and submitted to the opinions of two scholars (who had a PhD. in Curriculum and Instruction) who are experts in qualitative studies, to achieve content validity. As a result of the opinions of the experts, the number of questions in the form was reduced to 6. In addition, to test the comprehensibility of the interview form, it was applied 5 teachers at different training levels. In this way, the content and face validity of the interview form was tried to be ensured.

2.2.1. Validity and Reliability Studies

According to Merriam (2009), some measures have to be taken to ensure the validity and reliability of qualitative research as credibility, confirmability, transferability, and consistency. In this study, some of these specified conditions tried to be ensured, too. To ensure credibility, the demographic characteristics of the teachers in the study group, data collection procedure, and social environments were described in detail. To ensure confirmability, three participant teachers were requested to read the analyzed data and asked whether the analyzed data reflected the essence of their experience, and the participants' confirmation was obtained. To ensure consistency the collected data were shared with another researcher to create common themes and sub-themes. In determining the consistency coefficient of these two analyses, Miles and Huberman's (1994) formula, "Level of reliability = Agreement / Agreement + Disagreement", was used. Based on this formula, the analysis of the researcher and the other expert was substantially consistent (.89).

2.3. Procedure

The basic data collection tool in phenomenology studies is the interview technique (Yıldırım & Şimşek, 2005). The data of this study were collected by interviewing technique too, and each interview was recorded. The interviews were conducted through phone calls and Google forms, at an appropriate time for the participant teachers, due to the social distancing rules. Interviews were repeated with some participants when needed. In this context, 17 participants were interviewed once and 8 participants were interviewed twice. The interviews were held in April and May in the summer term of the 2019-2020 academic year. Each interview lasted approximately 20-30 minutes, and all interviews were recorded with the confirmation of the participants.

2.3.1. Ethical Issues

Ethical issues were taken into consideration in the current study. Before it was conducted, the research was approved by ethical community of the National Education Directorate in which the author would collect data. The permission application was made to the Social and Human Sciences Research Ethics Committee of the Tokat Gaziosmanpaşa University via ayse.meb.gov.tr, and after the approval (Date: 26.03.2020, Number: 33490967-44/ E-13516), the participant teachers were determined, and the study conducted.

2.3.2. Researcher Role

The researcher personally carried out all the work and procedures in the preparation of the data collection tool, determination of the participants, application of the interviews, data analysis, and reporting. The researcher directly reached the teachers included in the study group, gave information about the purpose of the study, and applied the interview form. In addition, during the research, it was paid attention that there was no physical or psychological harm to the participants. They also were assured that the research data would be kept in confidence. Raw data were obtained in this way, and the data analysis process was started.

2.4. Data Analysis

Creswell (2020) summarized data analysis in qualitative research as follows: preparing the raw data for analysis, coding the data, gathering the codes together and creating themes and sub-themes, and finally presenting the data in figures, tables, or a discussion. These stages are general processes used by all researchers, and form a general conceptus for qualitative studies. However, especially in phenomenology design, the operation is slightly different, and there are unique structured analysis methods suggested by Moustakas (1994). The three-step method of phenomenological data analysis developed by Moustakas (1994) is summarized as follows: preparing data for analysis (Epoché), phenomenological reduction of data (reduction), creative variation, and revealing the essence of the experience (synthesis of essences).

We followed the phenomenological procedures described by Moustakas (1994) in the current study, too. First, all the data obtained from the interview were read to create a general understanding, and each statement about the experience was listed. This reading resulted in a list of 241 key statements which were directly related to the experience. The aim of these first steps of the analysis was not to distort the original meaning but to discern meaning by reflecting on textual expressions. Then, codes were created by grouping important overlapping statements. These codes formed themes and sub-themes according to their similarities. The themes were verified for their essential or incidental nature through the process of free imaginary variation, and asked the question "Is the phenomenon still the same if we imaginatively delete or change this theme?" As a result of this questioning, no themes or sub-themes were excluded from the analysis. Finally, it was tried to reach the essence of the experience with a holistic approach. To describe the findings as clearly and visualize as possible, the display format shown in Figure 1(Maviş Sevim & Akın, 2021) was used, for theme, sub-themes, and codes.

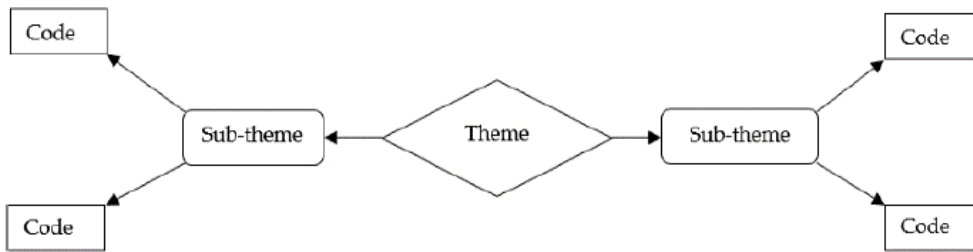


Figure 1. Presenting System of Themes, Sub-themes and Codes

3. FINDINGS

In the current study firstly, the essence of the teachers' experiences with the "Emergency Remote Teaching" practices was tried to be revealed, which was the first research question. The result of the analysis carried out for this purpose, was summarized and visualized in Figure 2.

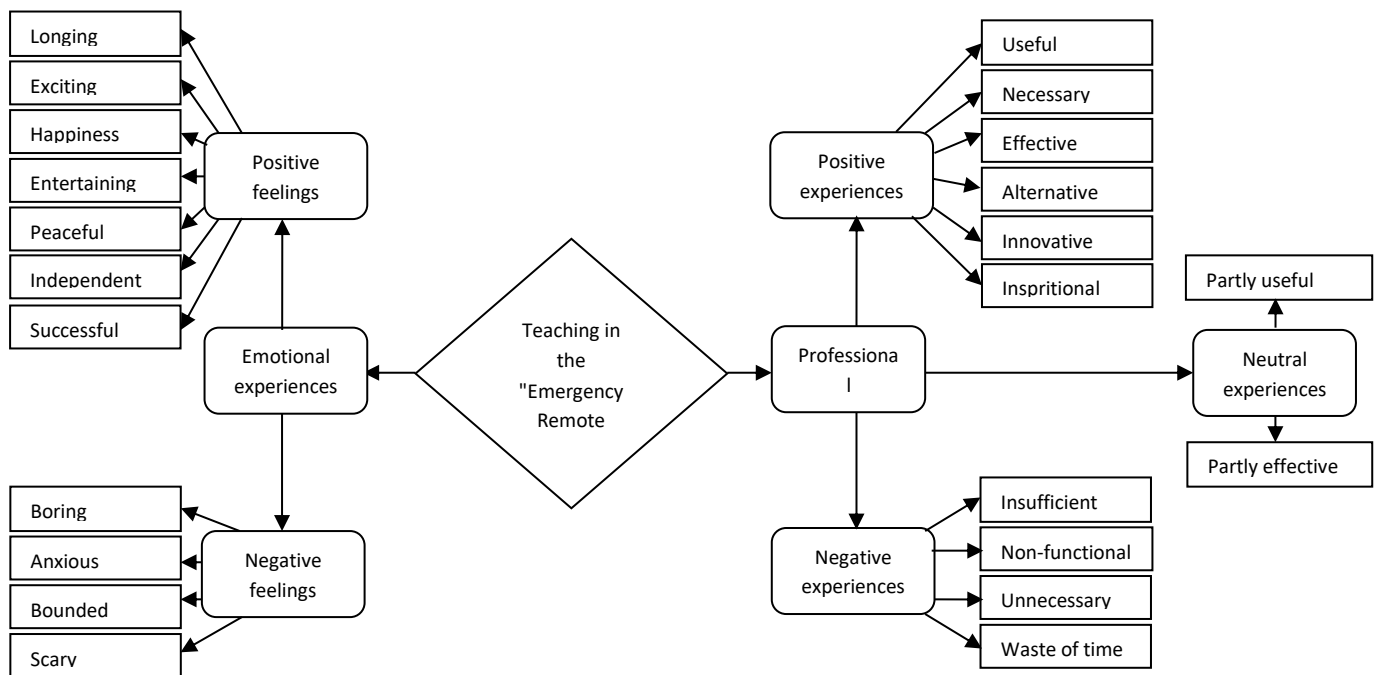


Figure 2. Teachers' Experiences About the Emergency Remote Teaching

As seen in Figure 2, it was observed that teachers' experiences in the Emergency Remote Teaching process are gathered under two themes emotional experiences and professional experiences. Teachers expressed both positive and negative emotional experiences during the online learning process. While the majority of the participants (f=9) expressed positive emotional experiences, only 5 teachers expressed negative emotional experiences. Positive emotional experiences obtained from interviews were feelings of longing, excitement, happiness, entertainment, peace, independence, and success. Teachers who were destitute of the school and classroom for a long time due to the pandemic stated that they longed for the classroom environment, students, and teaching. On the other hand, some of the teachers stated that coming together with their students after a long time and teaching excited them, even if it was online. Teachers who had the opportunity to fulfill their teaching responsibilities thanks to synchronous lessons, stated that they felt happy and peaceful. In addition, some of the teachers emphasized that they easily adapted to the synchronous lessons, and stated that they felt independent and successful in these lessons. The teachers' remarkable views on these experiences are as follows:

During Emergency Remote Teaching process, when I met my students after a long break, I realized how much I missed them. This longing was not only for my students but especially for my school, friends, classroom environment, and doing my profession freely...(T1).

Even if I know all of my students, online learning was an exciting experience for me. Because, meeting the students after a long break, and teaching in front of the camera for the first time excited me. Therefore, I got excited at almost every synchronous lesson like it is my first professional day...(T19).

I was happy because, it was a pleasing experience for me to see my students, communicate with them and perform my profession even with the help of technology...(T15).

We are already using information technology tools in daily and academic life actively. Therefore, the usage of information and technology tools for educational purposes was fun and increased my and my students' motivation...(T6).

The thought of school and education continuing somehow was peaceful. In addition, doing my profession, and deserving the salary I got gave me peace of mind...(T13).

The emergency Remote Teaching process was a unique experience for me, I felt independent because, I continued the lessons regardless of space, time, and educational materials...(T4).

Previously, I was assigned as an educator in online in-service training for teachers. Therefore, I already had the knowledge and skills related to the online learning process. With the help of my previous experiences, synchronous lessons have been a successful experience for me...(T23).

Only 5 of the 25 teachers who participated in the study stated that they experienced negative emotions in the Emergency Remote Teaching process. These teachers associated the reason for their negative emotional experiences with the disadvantages of the distance education method, and their inadequacies in the usage of information technology tools. For example, two teachers pointed out the limitations of communication and interaction in distance learning and stated that they were bored during the synchronous lessons. One teacher stated she felt anxious about whether learning was taking place because she could not make eye contact with her students during synchronous lessons. On the other hand, one teacher emphasized his inadequacy in the usage of technology and expressed that synchronous lessons scared him. The teachers' remarkable views on these experiences are as follows:

The emergency Remote Teaching process was a boring experience for me. Because synchronous lessons continued colorless and monotonously because of the limitation of communication and interaction...(T12).

In synchronous lessons, students did not have to turn on their web cameras. So, I didn't have a chance to control them every time I needed them. Since I was unable to make eye contact with students, I was anxious about whether they understood the lectures, and how efficient I am...(T3).

In the classroom, I used to walk around, talk to students, ask questions, and use different educational materials. I felt bounded as I could not do many of these activities during synchronous lessons...(T21).

I noticed that I am enough inadequate in the usage of information technology tools, during synchronous lessons. This inadequacy caused me a fear of failure for me. And the mechanical aspect of the synchronous lessons scared me...(T24).

Teachers' professional experiences related to the Emergency Remote Teaching process were gathered under three sub-themes positive, negative, and neutral experiences. Teachers, who expressed positive experiences, defined Emergency Remote Teaching as useful, necessary, and effective, by emphasizing that online learning meets educational needs in an emergency such as a pandemic. On the other hand, online learning was seen as a good alternative to face-to-face learning by the teachers experiencing this process for the first time. In addition, some of the teachers described the process as innovative and inspirational, by emphasizing that synchronous lessons were a milestone in the usage of technology in education, for them. The teachers' remarkable views on these experiences are as follows:

Synchronous lessons have been a useful professional experience for me. Because the education process has been continuing via technology when people cannot come together physically because of the social distancing rules during the pandemic. Therefore, for me, every application that contributes to the education process is useful in these extraordinary conditions...(T2).

The emergency Remote Teaching process was necessary for this extraordinary period for students to keep connected with the school and the lectures. Because education has to be sustained somehow...(T8).

For me, the lessons held in the Emergency Remote Teaching process were more effective than I expected. Although this is a method that I have not experienced before and had to do, I consider myself professionally effective in this process. In addition, today, technology is a tool used by almost everyone, and why we shall not use it in education. ...(T17).

Synchronous lessons have proven to us that, distance learning can be a good alternative to face-to-face methods in extreme situations like the pandemic. I expect this experience will contribute to my professional development...(T20).

I can describe my experience in synchronous lessons as innovative. Because I was frequently following scientific papers about these innovative methods. In this process, for the first time, I had the opportunity to use practically an educational technology method that I knew theoretically. This was a unique professional experience for me...(T14).

The emergency Remote Teaching process was an inspirational experience for me. I consider this process a milestone for teachers and administrators in the integration of education and technology. Because most of the teachers applied the educational technologies that they refused before and realized that it can work...(T11).

Some of the teachers emphasized both deficiencies of the method and technical infrastructure and considered their professional experiences as partly useful or partially effective. These teachers stated that the process did not take place exactly as required due to some technical problems they experienced, and their deficiency in distance learning practices. The teachers' remarkable views on these experiences are as follows:

The emergency Remote Teaching process was my first distance learning experience. I did not have sufficient training about how distance learning work, and I did not have the opportunity to prepare for it. Therefore, I cannot say that I was well-planned and programmed in synchronous lessons, I just kept on extemporarily. For that, I consider the process was partially useful for students...(T7).

In the synchronous lessons, both I and the students experienced some technical problems such as internet disconnection and hardware issues. I do not have enough knowledge and skills to solve these technical problems. Therefore, I do not think that the synchronous lessons were effective enough...(T22).

A significant number of teachers stated that they had negative professional experiences, claiming they were insufficient in distance learning, their skills in using information technology tools were weak, they faced various technical problems, and synchronous lessons were against the nature of education. For these teachers, Emergency Remote Teaching process was perceived as insufficient, non-functional, unnecessary, and a waste of time, due to the justifications stated above. The teachers' remarkable views on these experiences are as follows:

In the Emergency Remote Teaching process, I consider both myself and the training insufficient. Because synchronous lessons require a certain professionalism and should be conducted by experts. Although we do not know, the skills and experience regarding this process, we were forced to teach synchronous lessons. Could such a process be efficient?...(T10).

The Emergency Remote Teaching process was non-functional for me. Because I don't consider myself competent in information technologies, nor do I have to be. However, administrators forced me to teach via the internet and technology. So, I was professionally non-functional in these lessons...(T16).

In synchronous lessons, I experienced various technical problems such as internet disconnection, hardware issues, electric cut-outs, and teaching management system problems. In addition, student participation in the synchronous lessons was at a very low level. Therefore, these lessons with so many problems and low attendance are unnecessary for me...(T18).

Synchronous lessons were not well planned. Also, distance learning makes no sense to me. I couldn't see the students, communicate with them, or even make eye contact. This is against the nature of education. Therefore, I just did it to do it. So, it was nothing but a waste of time for me...(T5).

In this section, the findings regarding the essence of the problems experienced by the teachers during the Emergency Remote Teaching process were presented. The result of the analysis carried out for this purpose, was summarized and visualized in Figure 3.

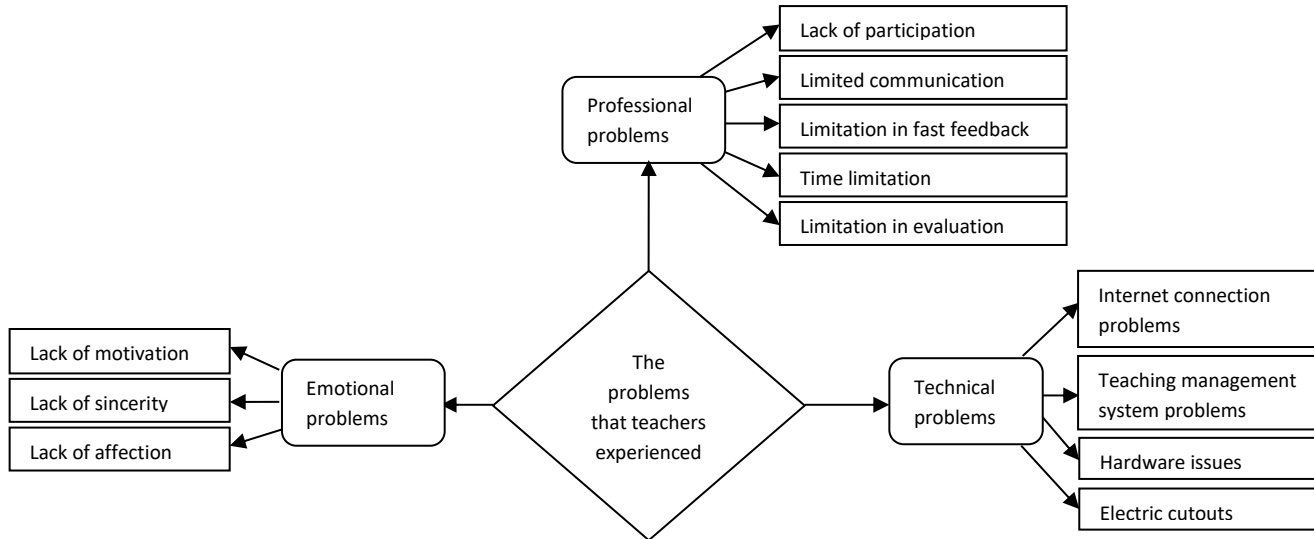


Figure 3. The Problems that Teachers Experienced in Synchronous Lessons.

As seen in Figure 3, the problems that teachers experienced were gathered in three categories professional, technical, and emotional. Professional problems were examined in 5 themes. While the majority of teachers complained about low student participation in synchronous lessons, some of them emphasized the lack of communication and interaction. In addition, limitations in fast feedback, time limitation, and lack of evaluation were other professional problems experienced by teachers. The teachers' remarkable views on these experiences are as follows:

Student participation in synchronous lessons was mostly at a low level. For example, a maximum of 12-13 students attended the course, which should have been 24 students. Accordingly, some students claimed that they did not have an internet connection at home, while others had no justification. Therefore I think synchronous lessons did not meet the equality of opportunity in education...(T10).

For me, teaching is a communication business. The live lessons were quite limited in terms of communication and interaction. It was a stressful professional experience for me to teach without communication and interaction with students...(T22).

When I asked questions to the students, I did not get quick feedback. Without feedback, I could not understand whether learning has taken place. It was not possible to make out for me, whether this case was due to technical problems or students...(T17).

Course periods were very short in synchronous lessons. It was very difficult to concentrate, motivate and lecture the students in this short time...(T12).

I have experienced evaluation problems in synchronous lessons. For example, I held on quizzes for evaluation at the end of the courses, but I am not sure if these quizzes reached their purpose, because controlling students in quizzes was a handicap...(T7).

The majority of the teachers stated that they experienced several technical problems during synchronous lessons. The most common technical problem was internet connection problems. Teachers emphasized that they had problems with internet connection during synchronous lessons, the connection was slow or the internet quota was insufficient. Some of the teachers complained about the problems arising from the teaching management system. In addition, a few teachers stated that they

experienced hardware issues and electric cutouts during synchronous lessons. The remarkable expressions about these experiences were given below:

As thousands of teachers and hundreds of thousands of students tried to reach the synchronous lessons simultaneously, the internet connection link slowed down, and sometimes completely stopped...(T8). Synchronous lessons consume a huge internet quota. Since I don't have an unlimited internet quota at home, my quota ran out in a few lessons...(T3).

I experienced technical difficulties in starting synchronous lessons and adding my students to the lessons. I think these problems were caused by EBA. Sometimes I could not start the synchronous lessons, sometimes the system canceled the lesson in the middle of it, and I could not connect again...(T9).

I had audio and video interruptions caused by the microphone and web camera. For that, I had difficulties in sharing audio and video with my students...(T14). My home computer is very old. Since we were faced with Emergency Remote Teaching unexpectedly, I did not have the opportunity to buy a new one. Therefore, I experienced many hardware problems in synchronous lessons...(T24).

Once, while I was fully focused on the lesson, the electricity went out in the middle of the lesson. When the power was on, the time allotted for the lesson was already over, so I could not complete the lesson...(T11).

Once, while I was fully focused on the lesson, the electricity went out in the middle of the lesson. When the power on, the time allotted for the lesson was already over, so I could not complete the lesson...(T11).

In addition to these professional and technical problems, some of the teachers also expressed that they experienced various emotional problems during synchronous lessons. According to some of the teachers, both teachers' and students' motivation levels were very low during synchronous lessons. While some teachers described synchronous lessons as insincere, for others the lessons were cold and lack of affection. The remarkable expressions about these experiences were given below:

Since I could not make eye contact with the students, I had trouble motivating them to the lesson and attracting students attention to the lesson in the virtual environment...(T6). I couldn't motivate my students to synchronous lessons, because I couldn't even motivate myself...(T20).

Since there is no face-to-face communication and interaction, you cannot be sure if the students are sincere...(T19).

Education is a love and soul business. Since the synchronous learning environment is not as friendly and warm as the classroom environment, it seems to me loveless and cold...(T21). We can only make feel students that we love and value them by looking into their eyes or touching them with compassion. Since these features are limited in distance learning, I could not establish an attachment with my students...(T10).

Finally, the participant teachers were asked about their suggestions for the development of the Emergency Remote Teaching process, in line with their individual experiences. The result of the analysis carried out for this purpose was summarized and visualized in Figure 4.

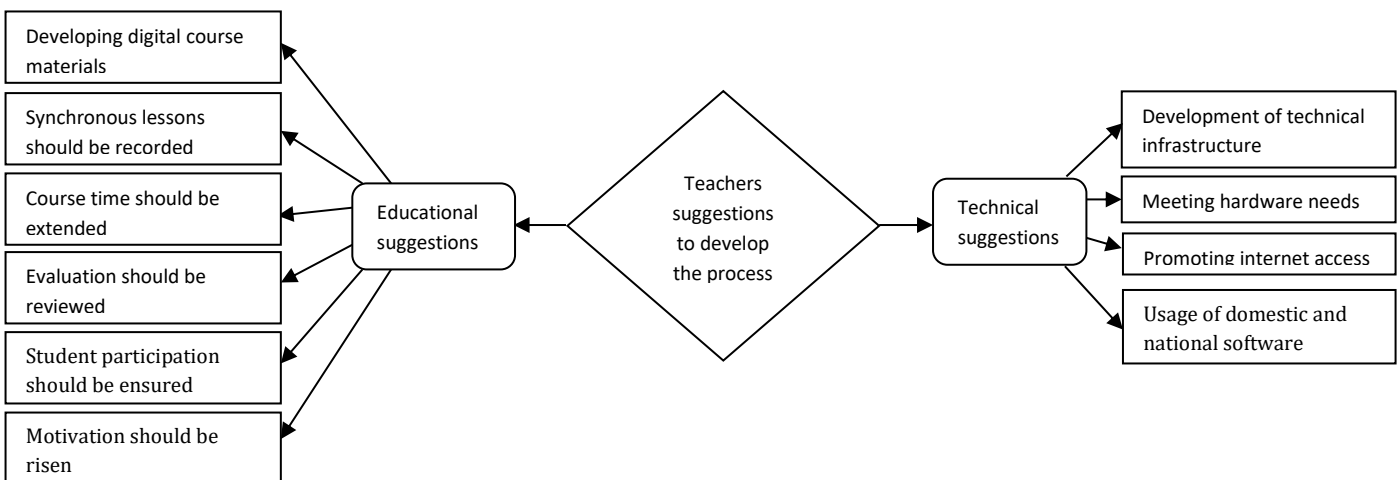


Figure 4. Teachers' Suggestions for Developing the Emergency Remote Teaching Process.

As seen in Figure 4, the suggestions of teachers for developing the Emergency Remote Teaching process gathered in two categories educational and technical. Educational suggestions were examined in 6 themes. The majority of the teachers stated that digital course materials should be developed for synchronous lessons. Teachers emphasized that synchronous lessons

should be recorded so that they can be used asynchronously in the future, and the course durations should be extended. The majority of the teachers complained about the non-functionality of the evaluation process of synchronous lessons and suggested that the evaluation process should be reviewed. In addition, teachers also suggested taking measures to motivate student participation and motivation in synchronous lessons. The remarkable expressions about these suggestions were given below:

I had trouble finding digital content to use in synchronous lessons because I did not experience teaching online learning before. I think digital content suitable for online learning should be developed by experts and shared with teachers for future applications...(T6).

Synchronous lessons should be recorded digital. In this way, students can repeat lessons until they understand, and these records can be used in asynchronous lessons later...(T13).

I could not complete the lessons due to time constraints in most of the synchronous lessons. Course periods should be extended, so that we can get the required learning outcomes from the students...(T25).

The evaluation process in the Emergency Remote Teaching process has remained uncertain. I completed all the courses, but I could not do the evaluation process as desired. For the evaluation to be objective and serious, different evaluation methods should be used, and the control mechanism should be set on...(T1). I have no idea how to evaluate synchronous lessons. In-service training should be planned and implemented about evaluation methods in distance learning for teachers, thus the future applications can be more efficient...(T13).

Student participation in synchronous lessons was not at the desired level. Because there was no obligation to attend the lessons, and attendance was not taken. To increase student participation in the lessons, teachers should take attendance and mark absent the students who do not attend the lesson...(T2).

Mostly, students' motivation levels were at a low level during synchronous lessons, because they were in a passive role. I think motivation problems can be solved only if synchronous lessons are conducted in such a way that students are more active...(T9).

Teachers made suggestions for the operation of the synchronous lessons system, by emphasizing the problems and deficiencies they experienced. In this context, the majority of the teachers stated that synchronous lessons require too much internet quota, and suggested the development of internet infrastructure. Teachers stated that they were caught unaware of synchronous lessons because they do not have the necessary equipment such as computers, cameras, and microphones, and suggested their hardware needs must be met. According to teachers' experiences, especially the students living in rural areas could not attend the lessons, because they did not have an internet connection. Therefore, these teachers suggested that internet access should be expanded to include all students to provide equal opportunities. Finally, the teachers stated that the EBA system could not handle the entire burden of synchronous lessons, and they used other video conference programs when needed. Teachers suggested the development of domestic and national video conferencing programs as an alternative to EBA. The remarkable expressions about these suggestions were given below:

During the synchronous lessons, I experienced that the technical infrastructure was not at a sufficient level. Internet connection problems badgered us. Therefore, a very strong technical infrastructure is needed for synchronous lessons to be effective and to achieve their goals in total...(T8).

Synchronous lessons require certain hardware such as a good computer, microphone, and webcam. As we faced synchronous lessons unexpectedly, we did not have time to fix our hardware deficiencies. Also, these are expensive items. All of the students and teachers are not computer owners. The same was true for students. Therefore hardware requirement of all students and teachers should be met, to increase the participation and the quality of the training...(T10).

Especially the students living in the villages could not attend the training, because they did not have an internet connection at home. This case caused inequality of opportunity between students in the city center and the countryside. Internet access should be provided for all students to benefit from this opportunity equally...(T15).

The EBA system could not handle the intensity of the training most of the time. During these times I had to use alternative video conferencing programs. Since these programs were of foreign origin and demo, information security was a question mark. I've even heard of some teachers who were scammed by these programs. To ensure the information security of students and teachers, domestic software should be acquired which is controlled by the Ministry of National Education...(T13). We heard that some teachers were victims of fraud due to various programs used in online lessons. Therefore the software that will be used in online lessons must be safe and domestic...(T24).

4. RESULTS, DISCUSSION AND RECOMMENDATIONS

In the current study, the experiences of teachers assigned to the Emergency Remote Teaching process during the Covid-19 pandemic were examined. It was concluded that teachers' experiences were gathered in two categories emotional and professional. Teachers experienced both positive and negative emotions in synchronous lessons. Teachers' longing for school, classroom environment, and face-to-face education was leading to positive emotions. Besides, according to the teachers who experienced synchronous lessons for the first time due to the pandemic, synchronous lessons were exciting and entertaining. The basic reason for the excitement of the teachers was teaching synchronously via the Internet after a long break from education. Online learning applications which they are forced to conduct for the first time, have been an exciting experience for teachers. Teachers experienced the clear conscience, peace, and happiness of fulfilling their teaching responsibilities even in extraordinary conditions such as pandemics. Teachers experienced independent and successful moments despite teaching synchronous lessons for the first time, by emphasizing the advantages of distance learning such as being independent of time and space. Such positive emotions experienced by teachers in synchronous lessons, despite what they are forced to do and do not have enough knowledge, may be considered a remarkable finding. It is thought that teachers' positive emotional experiences stem from the sense of fulfilling their responsibilities, and their voluntary and self-sacrificing approach to the synchronous lessons. In addition to these positive emotional experiences, some of the teachers expressed negative emotional experiences, too. It was seen that negative emotional experiences stem from mostly the disadvantages of the distance education method. As known distance learning method is limited to communication and interaction between teachers and students. In addition, distance learning is a process that requires a certain specialty, technology literacy, and digital materials for educators (Tekin, 2020). Whenas, teachers were caught unaware of Emergency Remote Teaching process, and they were compulsorily included in the process. So, we can say that teachers are not accustomed to teaching online, and they do not have enough knowledge, skills, and experience in distance learning. That's why some of the teachers experienced negative emotions such as boredom, anxiety, bounded, and scary during synchronous lessons. In the previous literature, there are many findings indicating the views of teachers about online learning held during the pandemic period. For example, An, Kaplan-Rakowski, Yang, Conan, Kinard, and Daughrity (2021) stated that teachers felt confident and sufficient in the online teaching process. In Literat's (2021) study, teachers stated that they felt like robots in online teaching. In addition, some findings aimed to evaluate online learning by teachers' views (Mailizar, Almanthari, Maulina, & Bruce, 2020; Balaman & Hanbay Tiryaki, 2021; Pustika, 2020; Sayan, 2020; Yolcu, 2020). It can be said that these studies present findings about how teachers generally felt about online learning, and they are far from an in-depth analysis. The current study aimed to raise awareness of the complexity of teaching synchronous lessons through teachers' experiences first hand. These experiences and emotions are closely tied to teachers' identities, calling into question how teachers conceptualize their teacher hood during a pandemic. We hope that others will consider how teachers worked during the pandemic, and what they felt. Therefore, the current findings can be considered significant, in terms of reflecting many complex emotional experiences of teachers in depth during the Emergency Remote Teaching process.

It was concluded that the professional experiences of the teachers were gathered in three categories positive, negative, and neutral experiences. The majority of the teachers emphasized that the emergency remote teaching process has met the education needs under pandemic conditions, and stated they had positive professional experiences during the process. In this context, teachers interpreted the emergency remote teaching process as useful, necessary, effective, alternative, innovative, and inspirational, according to their professional experiences. For teachers, the most important advantage of the emergency remote teaching process was meeting educational needs even online, during the pandemic period. Because during the pandemic period, when schools were closed and measures such as social distancing and lockdown were taken, continuing teaching online was a unique experience. The majority of the teachers were satisfied with this unique teaching experience, even though they experienced many problems during synchronous lessons. Because, according to these teachers, meeting the educational needs of the students was more important than their professional comfort. Therefore, teachers have interpreted their professional experiences in the emergency remote teaching process as innovative and inspirational. In support of these findings, Bayburtlu's (2020) study aimed to evaluate Turkish lessons during the pandemic period according to teachers' views, approximately 87% of the teachers stated that synchronous lessons were useful and partially achieved their purpose. In the related literature, about the subject, there are different findings, too. For example, Emin and Elaldı (2020) stated that synchronous lessons were far from functional, and did not meet the needs of students. Since the emergency remote teaching process has not been experienced before, it can be expected that studies are reporting different results in the literature. In the current study, teachers reported positive professional experiences by highlighting the positive aspects of the emergency remote teaching process such as continuing education, and at least doing something for education.

On the other hand, some teachers stated that they had negative professional experiences in synchronous lessons. The main reason for the negative professional experiences of these teachers was the technical problems experienced in synchronous lessons. As known the emergency remote teaching process was not a well-planned application, it was an emergency action plan that was set on during the pandemic period. Therefore, it is possible to encounter many problems arising from both the lack of technological infrastructure and personnel inadequacy. Almost all of the teachers experienced teaching synchronous lessons for the first time. Accordingly, online learning was a foreign environment that teachers were not accustomed to before, and the majority of the teachers did not have the necessary professional equipment to teach synchronous lessons. With the addition of many technical problems experienced during synchronous lessons to that, some of the teachers reported negative professional experiences. Arising from the justifications stated above, teachers used expressions such as insufficient,

unnecessary, un-functional, and waste of time while making sense of their experiences in synchronous lessons. In the related literature there are similar findings as synchronous courses are insufficient (Basaran, Doğan, Karaoğlu, & Şahin, 2020; Karatepe, Küçükgençay, & Peker, 2020; Potyrała, Demeshkant, Czerwiec, Jancarz-Łanczkowska, & Tomczyk, 2021; Wilcox & Vignal, 2020), and not reaching the desired purpose (Jimoyiannis, Koukis, & Tsiotakis, 2020; Gorham & Ogata, 2020).

It was observed that the problems experienced by the teachers during the emergency remote teaching process were collected under three categories: technical, professional, and emotional problems. The majority of the teachers experienced technical problems such as internet connection problems, teaching management system problems, hardware issues, and electric cut-outs. Since the synchronous lessons have been held across the country, millions of students and thousands of teachers needed simultaneous internet access. This internet access density may have caused infrastructure insufficiency and bandwidth problems. Therefore, in synchronous lessons, it was an expected result that teachers and students experience problems due to internet connection. Teachers stated that this handicap caused the synchronous lessons to slow down and sometimes to be left half finished. As a matter of fact, in the related literature, it was seen that the most prevalent handicap in the emergency remote teaching held during the pandemic period was internet connection problems (Alvarez, 2020; Ferri, Grifoni, & Guzzo, 2020; Fuchs, 2021; Toquero, 2021). Besides, teachers experienced problems due to the teaching management system (EBA) during synchronous lessons. According to these teachers' experiences, generally, EBA could not meet the density of lessons and had too many clients. Therefore, teachers emphasized that they often used alternative video conferencing programs to continue their courses. Some of the teachers have reported that they experienced private problems due to alternative video conferencing programs which are not licensed and unsecured. For example, one teacher shared private information such as their credit card number while downloading a video conferencing program, and became a victim of fraud. Similarly, there are findings in the national literature that reveal EBA cannot meet the density in synchronous lessons (Aydın, 2020; Doğan & Koçak, 2020; Pınar & Dönel Akgül, 2020).

In addition, although not often, teachers experienced hardware problems, and the synchronous lessons were disrupted due to an electric cut-out. These hardware problems experienced may be caused by the lack of equipment, as well as the inadequacy of teachers in using this equipment. Because some of the teachers stated that they do not have the necessary equipment such as a notebook, webcam, and microphone to perform synchronous lessons. On the other hand, a few teachers admitted that although they have the necessary equipment, they are insufficient for effective usage of them. According to this result, we cannot claim that all of the teachers have sufficient information and technology literacy for synchronous lessons. Relevant previous literature already tells us that teachers experienced problems due to a lack of equipment during the emergency remote teaching process (Demir & Kale, 2020; Ertuğ, 2020; Leung & Chu, 2020; Novikov, 2020; Rahim, 2020). Unlike these studies, the current findings reveal the lack of equipment as well as the inadequacy of teachers in using the necessary equipment. Therefore, current findings can be considered valuable in this respect and can contribute to the relevant literature. We know that to produce desired results from online learning various preconditions such as telecommunications infrastructure, wide internet access, hardware requirements, and technical infrastructure must be met (Glazier, 2016). Establishing these preconditions for online learning requires high costs for national economies. Therefore, it is not possible to discuss the success of online learning in underdeveloped countries due to technical and economic problems. Recent study findings show that online learning in underdeveloped countries does not provide the desired results due to the justifications mentioned above (Adnan & Anwar, 2020; Aguayo & Ramírez, 2020; Dhawan, 2020; Hasanova, Najafova & Karimova, 2020). Therefore, as highlighted in the current findings, developing technical infrastructure, extending internet access, and meeting hardware needs are necessary conditions for the success of online learning. In this study, according to the teachers' experiences, although there are various technical problems faced, online learning seems to be even partially successful. It is thought that the major reason for this is due to teachers' attitudes and positive approaches toward online learning. Thus, in developing countries such as Turkey or undeveloped countries, the success of online learning may be directly related to teachers' positive attitudes, interests, behaviors, and efforts.

In addition to these technical problems, teachers have experienced various professional problems during the emergency remote teaching process. The most prevalent professional problem experienced by the teachers was the low student participation in synchronous lessons. In Turkey, the household internet access rate continuously increases year by year, but it is not yet at the desired level. According to the 2019 actual statistics, in Turkey, 88.3 % of households have internet access at home. These results show that there are households without internet access even if at least (about 12%). Therefore, students without internet access at home cannot be expected to participate in synchronous lessons. However, teachers experienced that the rate of students who did not attend live classes was much higher than those who did not have internet access. This case was also a handicap for synchronous lessons held around the world during the pandemic (Amin & Sundari, 2020; Green, Burrow, & Carvalho, 2020; Iglesias-Pradas, Hernández-García, Chaparro-Peláez, & Prieto, 2021; Whalen, 2020). According to these findings, it was seen that the most important reason for the low student participation in synchronous lessons is the lack of internet connection. In the current study, this case has been supported by the experiences of the teachers, too. Unlike the previous findings, in the current study, teachers experienced that some students prefer not to attend synchronous lessons even though they have an internet connection. Teachers argue that the reasons for low student participation in synchronous lessons were, there was no obligation for students and there was no comprehensive evaluation at the end of the lesson.

Besides, teachers also experienced professional problems arising from the disadvantages of the distance learning method. One of these problems was synchronous lessons were limited in communication and interaction between students and teachers. In

addition, teachers also complained about not getting quick feedback when they asked questions to students. Teachers who are accustomed to the physical classroom environment could not fully adapt to the synchronous lessons at first. When their inexperience in synchronous teaching and various disadvantages of the distance learning method is added to this, it has become inevitable for them to experience professional problems. There are many findings in the previous literature stating that distance learning is limited in communication and interaction compared to face-to-face methods (Leh, 2001; Moore, 2002; Vercellone-Smith, Jablowski & Friedel, 2012; Watts, 2016). Since the emergency remote teaching process is not well planned and is an emergency action plan, experiencing the mentioned professional problems can be considered ordinary. Similar professional experiences were frequently mentioned in previous findings (Albó, Beardsley, Martínez-Moreno, Santos, & Hernández-Leo, 2020; Manca & Delfino, 2021; Zhang, 2020). Teachers stated that the lesson period in synchronous lessons was too short, and therefore they could not teach the essence of the lesson many times. Another professional problem experienced by the teachers was that synchronous lessons were weak in terms of evaluation. A weak evaluation process resulted in students did not take seriously the lessons enough, and low participation in the lesson. In the previous literature, findings are emphasizing the evaluation process was weak in the emergency remote teaching applications carried out during the pandemic (Bingimlas, 2021; Hodges, Moore, Lockee, Trust, & Bond, 2020; Mohammed, Khidhir, Nazeer, & Vijayan, 2020).

Besides technical and professional problems teachers experienced also emotional problems such as a lack of motivation, and lack of sincerity and affection during synchronous lessons. Teachers experienced motivation problems because they could not make eye contact with their students and could not focus students' attention on the courses in a virtual environment. Teachers were not sure whether the communication and interaction in the virtual environment were sincere. According to the experiences of some of the teachers, the virtual environment was lack of affection. Because teachers are accustomed to communicating with their students and making eye contact with them in a warm classroom environment. It is thought that the source of these emotional experiences of the teachers was that they were forced by the administrators to synchronous lessons. Because teachers were completely inexperienced in online teaching and might have a prejudiced approach to the synchronous lessons which they were obliged to conduct. Recent studies emphasized that similar emotional problems were experienced in online learning (Humphry & Hampden-Thompson, 2019; Ozhan & Kocadere, 2020; Satova & Mustafayeva, 2020). However, in this study, teachers expressed much more positive emotions rather than negative ones about online learning. It is thought that this case resulted from teachers' desires to teach, and be together with their students, even online, after a long break given to education due to the pandemic. Therefore, it is thought that teachers' and students' emotional approaches may also consider important in the success of online learning.

In the current study, teachers' suggestions based on their experiences for improving the emergency remote teaching process were examined, too. In this context, it was concluded that the suggestions were concentrated in technical and educational categories. The majority of the teachers suggested developing the technical infrastructure and the teaching management system so that synchronous lessons can be carried out smoothly. At the essence of these experiences were internet access problems, teaching management system problems, and hardware problems that teachers encounter in synchronous lessons. By emphasizing these problems, teachers suggested developing the internet infrastructure, meeting hardware needs, and producing domestic and national video conferencing software. Similar recommendations for developing online learning have been made in many studies conducted during the pandemic period (Dhawan, 2020; Gunawan, Suranti & Fathoroni, 2020).

Teachers needed digital materials to support teaching in synchronous lessons, therefore they suggested the development of materials suitable for the content of each discipline for synchronous lessons. Martin and Bolliger, (2018) pointed out that the content for online learning should be carefully selected, should be learner-centered, linked to real life, and involve interaction. Teachers suggested course videos should be recorded, thus students can repeat the lessons till absorbed, and they can be used in future applications. In addition, teachers complained about short lesson time in synchronous lessons and suggested that the lesson time should be extended to meet the pedagogical needs of the students. According to teachers' experiences, the evaluation process in emergency remote teaching was uncertain and weak. They suggested that the evaluation process should be developed using different evaluation methods and techniques. Another suggestion based on teacher experiences was to take measures to increase student participation and motivation in synchronous lessons. Today, many countries forced teachers to optimize their work through the Internet in the educational process due to the pandemic. Therefore, many studies have been conducted and continue to be conducted about emergency remote teaching applied around the world. In these studies which were conducted around the world, many researchers made similar suggestions supporting the current findings (Basilaia & Kvavadze, 2020; Cai, Wang, Xu & Zhou, 2020; Gunawan, Suranti & Fathoroni, 2020; Nadeak, 2020).

According to the current findings, the following suggestions were presented for administrators, teachers, and further studies:

In the current study, the experiences of teachers regarding the emergency remote teaching process carried out during the pandemic period were examined. According to the teachers' experiences, it was seen that online learning activities partially achieved the purpose. Considering the possibility of these conditions continuing, and the possibility of encountering similar conditions in the future, we can recommend that the authorities should take measures to reduce the disadvantages of distance learning. In this context, we recommended developing technical infrastructure, to provide internet access for all students at home and to meet the hardware needs of education stakeholders, to support synchronous lessons. In addition, it has been revealed that the majority of the teachers were not prepared to teach online both professionally and sensually. Within this framework, it is recommended to plan and studiously implement in-service training for teachers about distance learning and

its applications. In addition, measures should be taken to develop teachers' motivations and positive approaches to online learning. Instead of foreign-origin video conferencing programs, which are experienced as a serious problem by teachers, domestic and national video conferencing software should be produced and made available for all teachers' use. In addition, it was observed that teachers had difficulties in synchronous lessons due to a lack of digital educational materials. It may be beneficial to prepare and share with teachers sufficient online learning materials for each course and subject.

One of the most important stakeholders of the emergency remote teaching process is undoubtedly teachers. Because they are the instructors of synchronous lessons, we cannot say that they are quite ready for this process. Considering the possibility of encountering a similar condition, it may be beneficial for teachers to develop themselves in the usage of information and communication tools and online learning practices. Thus, teachers can feel competent in synchronous lessons, and synchronous lessons can be implemented more effectively. The most common complaint of teachers in synchronous lessons was the low participation level of students. For similar situations, it may be useful for teachers to raise awareness and encourage students to participate in online learning. According to teachers' experiences, it has been observed that the evaluation phase of emergency remote teaching was weak and uncertain. It is recommended that teachers receive training about evaluation methods in online learning, follow current academic papers related to the subject, and improve themselves.

Studies examining the experiences of the stakeholders regarding the functioning of the emergency remote teaching process, which was implemented for the first time due to the pandemic, are valuable. It is recommended that much more studies focused to evaluate the emergency remote teaching process according to stakeholder views and experiences should be conducted with wider sample groups. Thus, a general consensus can be put forward about the effectiveness of online learning activities carried out throughout the country, under extraordinary conditions. In addition, It is also recommended to conduct experimental studies on the relevant subject. Thus, we can discuss the effect of the emergency remote teaching process on the academic achievement, attitudes, engagements, and motivations of the students.

Research and Publication Ethics Statement

Ethical issues were taken into consideration in the current study. Before it was conducted, the research was approved by the Social and Human Sciences Research Ethics Committee of the Tokat Gaziosmanpaşa University with the date: 26.03.2020 and number: 33490967-44/ E-13516 in which the author would collect data. In addition, during the research, it was paid attention that there was no physical or psychological harm to the participants. They also were assured that the research data would be kept in confidence.

Contribution Rates of Author to the Article

The author participated in every part of the research such as data collection, data analysis, and writing this document.

Statement of Interest

None.

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