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Obstacles Faced by Primary School Teachers During the Pandemic

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ABSTRACT

The corona pandemic process, which affects the whole world, has also had significant effects on the education system. Especially in primary school, where literacy is emphasized, this process has been even more difficult for both students, teachers and parents. This period is likely to affect learning pedagogy, which affects both students and teachers. In this context, digital competence requires the ability to teach online and emerges as a necessity for teachers to prepare for the lesson. The aim of this article is to examine the studies on distance education in primary school in the context of methodological approach. It is hoped that the work will be beneficial to education policymakers.


INTRODUCTION

Closure of private and schools, as well as other clubs" due to COVID-19 has affected more than a billion students. In this process, governments have pursued various approaches to reduce school closures. Of course, it is clear that this storm will have an impact on school achievement and learning (The World Bank, 2020).

This process, which is new for everyone, leads to many challenges, open-ended questions and information needs day by day. In order to meet these information needs at least in part, the initiation and implementation of school barometers is a sine qua non for education (Huber et al., 2020). The School Barometer is to examine the various issues with which it relates to the current situation against the background of different research traditions and discourses (Huber et al., 2020).

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According to Holmberg (2003), the dominant elements of distance education are to create an empathy view of individual relationships and motivational characteristics. Especially in online education related to COVID-19, it is important that the work on the freedom of students as well as their motivation is initiated and maintained through learning efforts. It is very important to understand the professional learning of teachers in the distance education process in primary school (Allen, Rowan & Singh, 2020).

Tomasik, Helbling & Moser (2020) summarizes that studies on student absenteeism and school closures due to natural disasters have observed negative effects on student performance development, while studies on the effects of school holidays and teaching times changing between education systems have found almost no significant difference on student performance.

However, digital infrastructure is very important for this performance to be sustainable. Therefore, sufficient equipment for students should be available at home (Köller, Fleckenstein, Guill & Meyer, 2020). In order for distance education not to become a "discriminatory option", it is important to "collaborative learning, and to be compatible with socio-structuralist pedagogical approaches" (Houlden & Veletsianos, 2019). Using digital technology correctly is used to encourage individual talent" (Sandberg, Kallberg & Thibblin, 2022). The OECD (2020b) states that "the COVID-19 process has emerged at a time when education systems are not ready for digital learning alternatives."

The Total Closure Period of Schools during Covid 19 is Shown Below

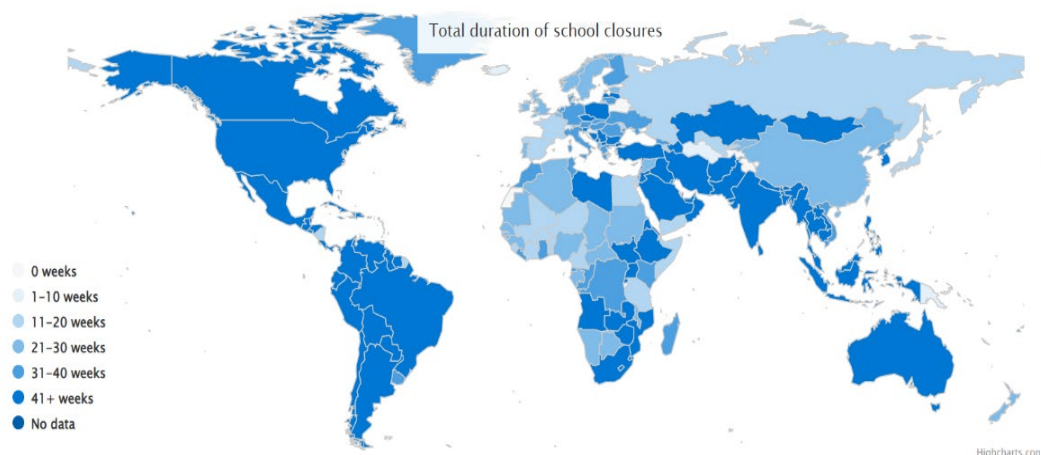


Figure 1. Total Duration of School Closures

Source:

©UNESCO <https://webarchive.unesco.org/web/20220629024039/https://en.unesco.org/covid19/educationresponse/> (accessed on 02.08.2022).

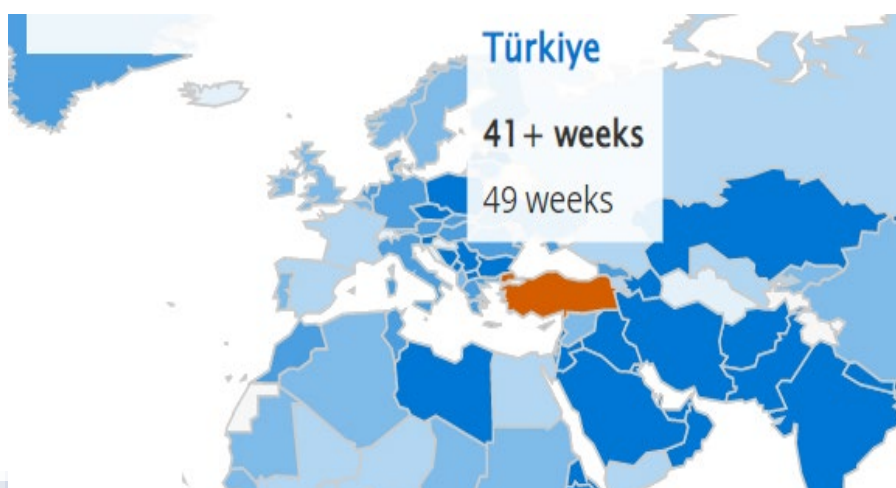


Figure 2. Turkey-Total Duration of School Closures

Source:

©UNESCO <https://webarchive.unesco.org/web/20220629024039/https://en.unesco.org/covid19/educationresponse/> (accessed on 02.08.2022).

From October 31 to November 6, 2022, there was a "15% decrease in the number of weekly cases" compared to the previous week (WHO,2022). In this context, it is also of great importance in terms of education policies to know whether students can meet their educational needs under these conditions and to identify groups under special risk (Engzell, Frey & Mark, 2021).

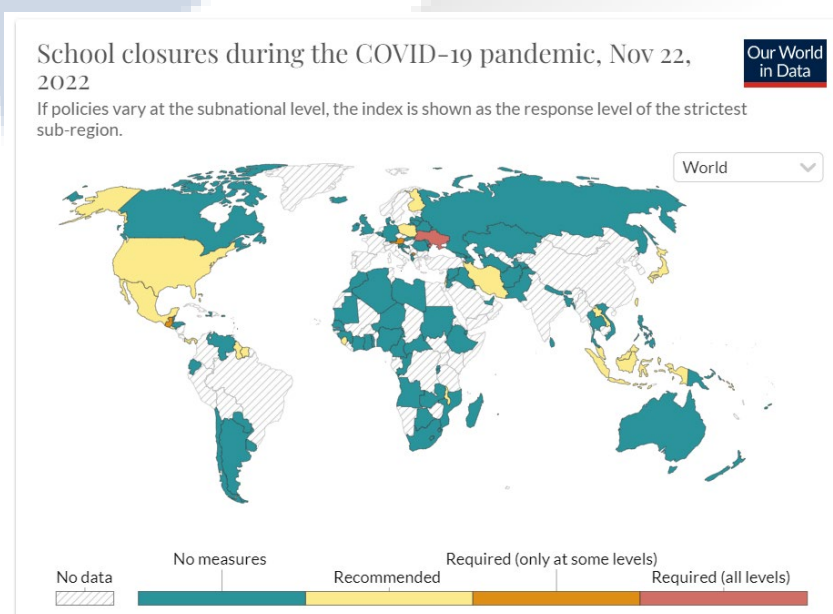


Figure 3. School Closures

Source: Hale, Angrist, Goldszmidt, Kira, Petherick, Phillips, Webster, Cameron-Blake, Hallas, Majumdar, and Tatlow. (2021). Cited by Mathieu, Ritchie, Rodés-Guirao, Appel, Gavrilov, Giattino, Hasell, Macdonald, Dattani, Beltekian, Ortiz-Ospina and Roser, M. (2020). <https://ourworldindata.org/covid-school-workplace-closures#school-closures> (accessed on 17.08.2022).

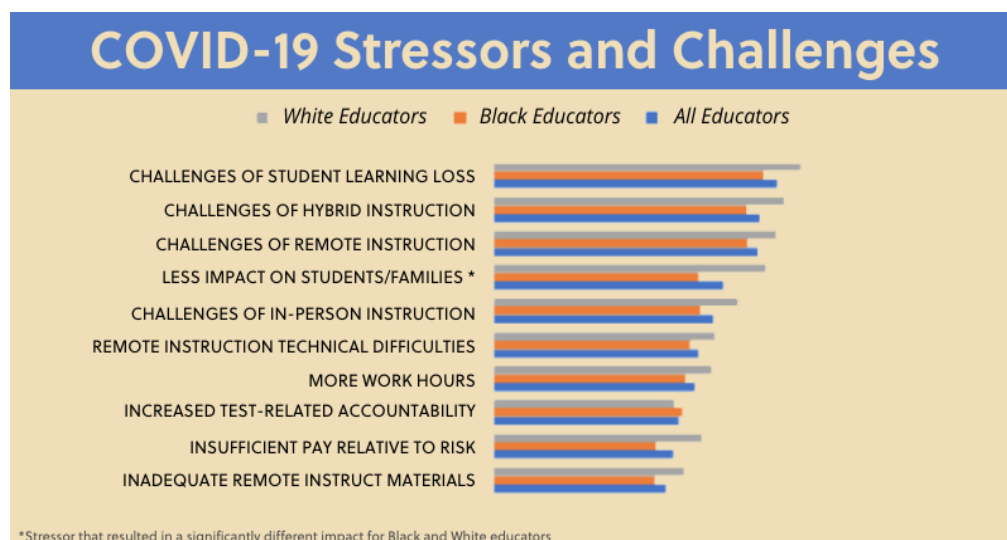


Figure 4. Teacher Trauma

"* New Orleans Researchers Find Educator Mental Health Closely Tied to Pandemic Classroom Effectiveness"

According to a study of New Orleans educators, students' learning loss is the most cited stress factor by teachers.

Source: (Hawkins, B. January 5, 2022)

<https://www.the74million.org/article/teacher-trauma-new-orleans-researchers-find-educator-mental-health-closely-tied-to-pandemic-classroom-effectiveness/> (accessed on 16.08.2022)

Table 1. Effects of the Pandemic on Primary School Students

Author	Year	Aim	Method	Results
Kundu, A. and Bej, T.	2021	The aim is to investigate Indian students' perceptions of readiness for this change in the pandemic.	This study followed quantitative (e.g., survey) and qualitative (e.g., interview) methods	Students have experienced a digital divide to accommodate this process. Therefore, they had difficulties.
Arruti, A., Korres, O. & Castro, J.P.	2022	Purpose of COVID-19 teachers in (Spain) Determine the effect on mood.	This study used a quantitative methodology.	Needs analysis should be carried out to improve teachers' digital skills.
İmran, A., Siddik, M.	2020	The study aims to measure the impact of the pandemic on students' academic performance.	A self-generated questionnaire was developed, approved by a recognized higher education practitioner, used to collect data through convenience sampling from 20 primary school students in Lahore province.	The findings will help teachers and policymakers cope with post-COVID-19 challenges.
Reimers, Fernando M.		The aim is to reveal how the pandemic has led to learning loss and learning disconnection for disadvantaged students.	Comparative studies are included.	Uncertainties about the resolution of the pandemic have created stress.

Social Withdrawal

According to a study conducted by Senft, Liebhauser, Tremschnig, Ferijanz and Wladika (2022), teachers describe the perception that students are not socially the same, they are withdrawn, and that the "shining eyes" are no longer reflected in students. In this context, it can be said that there is a noticeable decrease in communication and socialization and communication skills are gradually disappearing.

Results

In the global sense, it seems unlikely that distance education will replace learning in physical education for students such as learning at school.

"The National Educational Research Foundation (NERF) study concluded by experts that the extent to which six- and seven-year-olds lose what they have learned after their school was disrupted in 2020 is also quite high. The NERF study subjected nearly 6,000 2nd graders in 168 UK primary schools to standardised tests in reading and math, and compared the results with those from tests conducted by a group of students at similar schools. Overall, the interim results indicated that students made slower progress in both subjects by two months on average compared to the previous sample. He therefore suggested that the closure of schools created more difficulties for teachers.

(Adams, 2021) Resources are needed to rebuild the loss in learning after schools reopen. In addition, it is hoped that the processing of lessons will contribute to the teachers only when assessment and evaluation is made about where the students are lagging.

As a result of the researches, it is suggested that theoretical trainings should be carried out to ensure that teachers develop arguments justifying the use of technologies in teaching practices related to practical ICT activities in order to improve digital competence. In addition, it is recommended to provide psychosocial support trainings for students and teachers in schools.

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