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<https://kerjournal.com/>**Teachers' Views on Distance Education (The Case of Kosovo)**

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**Abstract:** The COVID-19 pandemic, which has affected all the world, has also affected Kosovo in many ways. The pandemic had a negative impact on many other fields, especially health, economy, tourism, and education. While the pandemic process is spreading rapidly, education in Kosovo has transitioned to distance-online education. The positive and negative processes experienced by teachers, administrators, and parents in distance education have also affected education. In this case, the readiness of schools for distance education, the readiness of teachers and parents, and the readiness of the country in terms of technology were important factors. Therefore, the present study aimed to survey the views of teachers working in Turkish education in Kosovo about distance education. Accordingly, the experience of the COVID-19 pandemic and its teachers has been examined in depth.

The research was carried out adopting a quantitative research method. A total of 160 teachers, including preschool teachers, classroom teachers, and other branch teachers, who work in Turkish education in Kosovo, participated in the research. The data collection tool in the study consisted of two sub-dimensions, "Technical Support Competence in the Distance Education Process" and the Benefits of Distance Education. In the study, Cronbach Alpha calculation was carried out for the reliability calculation of the survey. Alpha value was calculated as 0.851. The Jamovi software was used in the data analysis of the study. Frequency and percentage calculations were carried out. To determine whether there is a differentiation, firstly, the Kolmogorov-Smirnov test was performed to determine whether it has a normal distribution. The data were calculated as Kolmogorov-Smirnov 0.0852 ( $p=0.196$ ) in the sub-dimension "Technical Support Competence in the Distance Education Process" and Kolmogorov-Smirnov 0.0649 ( $p=0.511$ ) in the Benefits of Distance Education sub-dimension. Based on these results, independent sample t-tests and ANOVA tests were used in the analyses. As a result, it was emphasized that the COVID-19 pandemic created an economic and educational panic in teachers. In this process, Internet connection, students' motivation, and technical competency of application emerged as the most important factors. Suggestions were made to hold training seminars so that teachers' could better benefit from today's technology.

**Keywords:** Teacher, COVID-19 Pandemic, Distance Education.

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## 1. Introduction

Throughout history, humanity has experienced different crises and chaos. These can be listed as war, natural disasters, or diseases. The recent Covid-19 pandemic is an important crisis for humanity. A pandemic is defined as a large epidemic (Turkish Language Institution [TDK], 2020 Cited by: Bakioğlu & Çevik, 2020) when a disease is common in a continent or several countries at the same time. The World Health Organization (WHO) invented the name Covid-19 as "CO" for "corona", "VI" for "virus" and "D" for "disease" (Turkish Academy of Sciences [TÜBA], 2020). The COVID-19 epidemic had spread from the city of Wuhan in China in December 2019 and was declared as a "pandemic" on March 11 2020 by WHO (WHO, 2020). One of the countries affected by this epidemic is Kosovo. The pandemic has been declared in Kosovo since 13 March, and since that date, health, economy, and social activities, especially education, have undergone serious changes. These include partial or full-time curfews, quarantine processes, self-isolation of individuals, and restrictions such as maintaining social distance. All places where human-to-human contact may occur, all schools and universities where education and training take place are also included in these restriction areas (Bozkurt et al., 2020; Gupta & Goplani, 2020). With the closure of education and training institutions and the interruption of face-to-face education, the education of approximately 1.6 billion students from all education levels in the world had been interrupted (UNESCO, 2020a; UNICEF, 2020; Cited by BOZKURT, A. 2020). With the declaration of curfews and quarantines in Kosovo, face-to-face education in schools was cut off and distance education was initiated. In Kosovo, the distance education process was first started in primary schools, secondary schools, and universities as of March 23, and then continued in pre-schools and high schools. As the COVID-19 pandemic directly affects all other activities in the field of education, public concerns have also emerged.

In accordance with the current laws and the decisions taken by the Government of Kosovo for the teaching organization under the conditions of the COVID-19 pandemic, in cooperation with the Ministry of Education, Science, Technology and Innovation (EBTİB) and the Municipal Education

Directorates (BEM) at all levels of pre-university and University education in Kosovo, measures, and activities for the organization of distance education have been carried out.

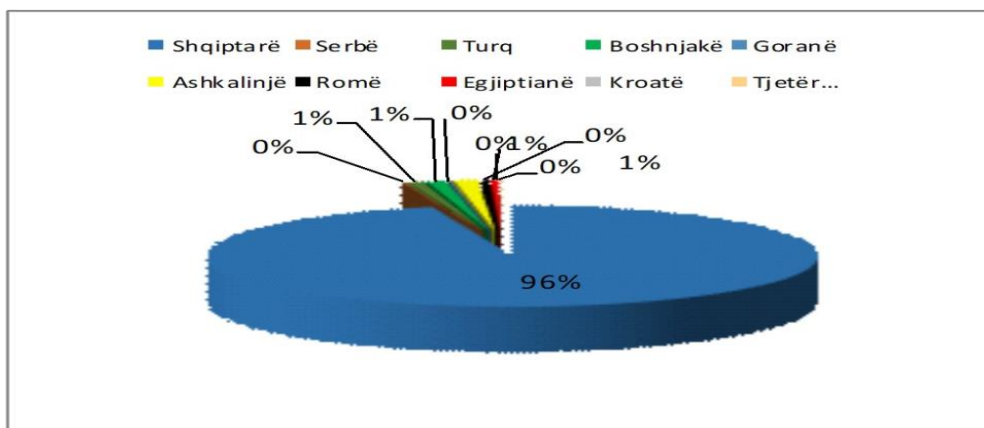
Distance education in Kosovo primarily consisting of primary and secondary education (classes 1-9) officially started on March 23. Initially, distance education in these classes was initiated and continues to be carried out through virtual learning organized by teachers through applications such as Zoom, Google Classroom, etc. On the same date, online courses were officially launched at university institutions via Google Meet.

Also, in pre-university (high schools and vocational schools classes 10-12), distance education has started as of 30 March 2020. Distance education at this level of education was initiated and continues to be carried out in a decentralized way at the school level by teachers, at the classroom level with the help of Zoom, Microsoft Teams, Google Meet, Google Classroom, and other similar applications.

During distance education, it has been made mandatory to prove that the education programs have taken place and that the legal obligations have been fulfilled.

The total number of students affected by the interruption of education in Kosovo is 335,270 (Male 172,643 and Female 162,627). The distribution of students by ethnicity in pre-university and university education is given below.

Figure 1: The number of students affected by the interruption of education in Kosovo by ethnicity



During the pandemic, the purchase of computers, smartphones, laptops, and tablets by families at affordable costs has spread rapidly, and thus the use of technology has increased. Therefore, the researchers have suggested that technology, which affects almost all areas of life in the education sector, witnessed a paradigm shift with this process (Perienen 2020).

Due to the COVID-19 pandemic, teachers and academics have had to learn and teach students in the more effective use of digital devices, online resources, social media technology, and e-learning activities (Mulenga & Marban, 2020). However, Agnoletto and Queiroz (2020), in their article entitled "COVID-19 and Challenges in Education", emphasized that the logic of digitalization is not simple and that "learning technologies", which are used in emergencies, are a starting point. In this manner, distance education can feature many difficulties and restrictions rather than being a simple action carried out from home or a place of residence. Considering the limitations imposed by the pandemic, the weak Internet and technological infrastructures in the region where they live, their computer proficiency, their attitudes towards distance education, their possession of a personal computer, and their feelings of fear and anxiety about the pandemic, the difficulties they may encounter in conducting the process remotely are a topic that should be investigated.

Therefore, the present study aimed to examine the developments in the field of education due to the Covid-19 pandemic, to reveal the difficulties and competencies of teachers, and to examine the evaluation of the process with the view of the teacher. Another aim of the research was to determine the learning barriers in the distance of students from the learning environment, teachers, and social environment and its reflections on education.

For a high-quality education, face-to-face communication of the students in the learning environment and with the teachers is very important. Therefore, the view of the teacher in distance education, the roles of educational institutions in the process, and the efforts of learners to access information from different environments play an important role in the learning process. During the COVID-19 pandemic in Kosovo, there have been very few studies in the field of education or there are only studies on reports. Therefore, it was aimed to conduct a study to determine the pandemic situation in Kosovo. Accordingly, the main aim was to get the opinions of the teachers working in Turkish education in Kosovo on the distance education they carry out.

## 2. Method

The data collection tool in the study consists of two sub-dimensions, "Technical Support Competence in the Distance Education Process" and the Benefits of Distance Education. Accordingly, 160 teachers working in Turkish schools in Kosovo participated in the study.

Examining the distribution of teachers by gender, 88 of the teachers were female and 72 were male. According to professional seniority, 12 teachers had 1-5 years, 23 teachers 6-10 years, 58 teachers 11-15 years, 32 teachers 16-20 years, and 35 teachers had 21 years or more professional experience. The teachers participating in the survey consisted of 4 pre-school teachers, 35 classroom teachers, and 121 branch teachers. The teachers participating in the research have associate, bachelor's, and master's degrees. Before the survey, the teachers were informed about the content of the data tool and a demonstration was made showing how it was answered.

### 2.1. Data collection tools

Questions were prepared in the survey about teachers' distance education during the pandemic period, the mediator "Technical Support Competence in the Distance Education Process" and the Benefits of Distance Education. The data collection tool consisted of 24 items and 2 factors. The items were measured on a 5-point Likert-type scale as "5=Strongly Agree", 4=Agree", "3=Undecided", 2=Disagree" and "1=Strongly Disagree". Also, opinions about the suitability of the courses for distance education were received from the teachers. In this group of questions, 4 different course areas were asked and on a 5-point Likert-type scale as 5- "I find it very suitable", 4- "I find it suitable", 3- "I am not certain", 2- "I do not find it suitable" and "1- I do not find it suitable at all".

In the study, Cronbach Alpha calculation was carried out for the reliability calculation of the survey. Alpha value was calculated as 0.851.

**Table 1. Distribution of teachers by demographic data**

| Parameter | Value      | N  | %    |
|-----------|------------|----|------|
| Sex       | Female     | 88 | 55.0 |
|           | Male       | 72 | 45   |
| Seniority | 1- 5 years | 12 | 7.5  |

|                        |                       |     |      |
|------------------------|-----------------------|-----|------|
|                        | 6- 10 years           | 23  | 14.4 |
|                        | 11- 15 years          | 58  | 36.3 |
|                        | 16- 20 years          | 32  | 20   |
|                        | 21 years and more     | 35  | 21.9 |
| <b>Branch</b>          | Classroom Teacher     | 35  | 21.9 |
|                        | Pre-school            | 4   | 2.5  |
|                        | Other                 | 121 | 75.6 |
| <b>Education Grade</b> | Pre-school            | 4   | 2.5  |
|                        | Elementary School 1-5 | 27  | 16.9 |
|                        | Secondary School 6- 9 | 40  | 25   |
|                        | High School           | 14  | 8.8  |
|                        | University            | 75  | 46.9 |

## 2.2. Data Analysis

The Jamovi software was used in the data analysis of the study. Frequency and percentage calculations were carried out. To determine whether there is a differentiation, firstly, the Kolmogorov-Smirnov test was performed to determine whether it has a normal distribution. The data were calculated as Kolmogorov-Smirnov 0.0852 ( $p=0.196$ ) in the sub-dimension "Technical Support Competence in the Distance Education Process" and Kolmogorov-Smirnov 0.0649 ( $p=0.511$ ) in the Benefits of Distance Education sub-dimension. Based on these results, independent sample t-tests and ANOVA tests were used in the analyses.

## 3. Results

The findings of the study were collected under four sub-titles: "Technical Support Competency in the Distance Education Process", the Benefits of Distance Education, the suitability of the courses for distance education, and the comparison of various variables.

### 3.1. Findings Related to Technical Support Competency in the Distance Education Process

The present study aimed to evaluate the opinions of teachers about whether they received technical support during the distance education process. Table 2 shows the opinions of teachers about technical support competency throughout distance education.

**Table 2: Findings on Technical Support Competency**

|    |  | I strongly agree | I agree | Undecided | I disagree | I strongly disagree | Average | SD   |
|----|--|------------------|---------|-----------|------------|---------------------|---------|------|
| T1 | I can get technical support when I have problems accessing the system.                             | 28.1             | 34.4    | 15.6      | 13.8       | 8.1                 | 2.39    | 1.25 |
| T2 | Each student has technological tools (computer, smartphone) to attend the lesson.                  | 16.3             | 16.3    | 17.5      | 32.5       | 17.5                | 3.19    | 1.35 |
| T3 | The camera and sound quality are adequate.   | 30               | 35      | 11.9      | 20         | 3.1                 | 2.31    | 1.19 |
| T4 | The facilities offered by the schools to the access of the courses are adequate.                   | 21.3             | 23.8    | 26.3      | 19.4       | 9.4                 | 2.72    | 1.26 |
| T5 | There are difficulties in accessing the distance education system.                                 | 11.3             | 32.5    | 26.3      | 18.8       | 11.3                | 2.86    | 1.18 |
| T6 | Parents offer support when necessary for their children in the establishment of the system         | 15.6             | 37.5    | 30.6      | 14.4       | 1.9                 | 2.49    | 0.98 |
| T7 | Technical problems (such as internet outages) negatively affect the quality of distance education. | 39.4             | 33.8    | 10        | 11.3       | 5.6                 | 2.10    | 1.20 |

1

As seen in Table 2, most of the teachers (39.4%) answered "I strongly agree" and (33.8%) "I agree", arguing that they experienced technical problems (Internet outage, power outage) in the distance education process and that these factors reduced the quality of education. Also, teachers answered the question "Every student has technological tools to participate in the course" as "Disagree" by 33.5% and "Strongly Disagree" by 17%. The majority of the teachers marked the

Calculations were made by reversing the scoring of negative items in the mean calculations.

option "I strongly agree" with 28.1% and "I agree" with 34.4%" for the choice "I can get technical support when I have problems accessing the system". While arguing that technical problems affect distance education negatively based on general average values, it was stated that every student does not have enough tools and equipment to be able to participate in distance education.

### 3.2. Findings on the Benefits of Distance Education

To investigate whether distance education is beneficial or not, questions were directed to the teachers and the results are shown in Table 3.

**Table 3: Findings on the Benefits of Distance Education**

|    |  | I strongly agree | I agree | Undecided | I disagree | I strongly disagree | Average | SD   |
|----|--|------------------|---------|-----------|------------|---------------------|---------|------|
| Y1 | I can easily interact with students in the lessons.  | 35.6             | 34.4    | 11.3      | 13.8       | 5.0                 | 2.18    | 1.20 |
| Y2 | Teaching from home provides comfort.   | 16.3             | 35.6    | 11.3      | 25.6       | 11.3                | 2.80    | 1.30 |
| Y3 | Distance education prevents loss of time in terms of traveling to school.                      | 15.6             | 27.5    | 7.5       | 33.8       | 15.6                | 3.06    | 1.37 |
| Y4 | Lessons can be taught easily without a classroom environment.                                  | 4.4              | 15.0    | 22.5      | 38.8       | 19.4                | 3.54    | 1.10 |
| Y5 | Students can follow the distance education lesson with pleasure.                               | 6.9              | 31.3    | 30.6      | 25.0       | 6.3                 | 2.92    | 1.04 |
| Y6 | Distance education course has a positive effect on students' success                           | 6.3              | 8.1     | 46.3      | 24.4       | 15.0                | 3.34    | 1.03 |
| Y7 | Parents support students with homework   | 10.0             | 31.3    | 41.3      | 13.1       | 4.4                 | 2.71    | 0.97 |
| Y8 | These lessons we do through distance education are not as effective as face-to-face education. | 61.9             | 25.6    | 10.0      | 1.3        | 1.3                 | 1.54    | 0.82 |
| Y9 | Students are distracted because distance education classes are only virtual                    | 26.9             | 33.1    | 29.4      | 9.4        | 1.3                 | 2.25    | 1.00 |



|     |  |      |      |      |      |      |      |      |
|-----|--|------|------|------|------|------|------|------|
| Y10 | Distance education courses do not provide much benefit as they are faster than the learning speed of the students. | 11.3 | 38.1 | 31.9 | 16.3 | 2.5  | 2.61 | 0.97 |
| Y11 | Distance education allows offering richer content (pictures, animations, photos, text, etc.)                       | 13.1 | 43.1 | 15.6 | 24.4 | 3.8  | 2.63 | 1.10 |
| Y12 | I am more helpful to students in their learning with distance education.   | 6.3  | 2.5  | 35.0 | 31.9 | 24.4 | 3.66 | 1.07 |
| Y13 | I can provide faster feedback to my students with distance education.  | 7.5  | 28.7 | 13.1 | 33.1 | 17.5 | 3.24 | 1.25 |
| Y14 | My students have the opportunity to ask more questions compared to the classroom environment.                      | 14.4 | 11.3 | 13.8 | 33.1 | 27.5 | 3.48 | 1.38 |
| Y15 | Distance education limits the control of the learning-teaching process   | 23.1 | 52.5 | 8.8  | 8.8  | 6.9  | 2.24 | 1.11 |
| Y16 | Teaching through distance education is more comfortable than that in the classroom.                                | 10.0 | 21.3 | 18.8 | 20.0 | 30.0 | 3.39 | 1.37 |
| Y17 | Distance education is at least as useful as classroom teaching.  | 5.0  | 8.8  | 25.6 | 31.9 | 28.7 | 3.71 | 1.13 |

2

When teachers were asked questions about the benefits of distance education, it was emphasized that distance education was not as effective as face-to-face education. The teachers answered the question "These courses we teach through distance education are not as effective as face-to-face education" as "Strongly agree" by 62%, and as "Agree" by 26%. Based on these answers, it can be emphasized that the benefits of distance education are not as much as face-to-face education. While 23.1% of the teachers answered "Strongly Agree" to the question "Students are distracted because the distance education lessons are only virtual", 52.5% answered, "Agree". The teachers answered the question "Distance education limits the control of the learning-teaching process" as "Strongly agree" by 23.1%, and as "Agree" by 52.5%, emphasizing that they had difficulties in the control process. The teachers answered the question "Teaching through distance education is more comfortable than that in the classroom", "Strongly disagree" by 30%, and "Disagree" by 20% "Disagree", and they

Calculations were made by reversing the scoring of negative items in the mean calculations.

argued that the classroom environment is a much more important place for teaching. Examining the general mean values, the teachers defended the view that "distance education is not as beneficial as classroom teaching" with an average of 3.71, while "the lessons we do with distance education are not as beneficial as face-to-face education, with an average of 1.54.

### 3.3. Findings on the Suitability of Courses for Distance Education

In the third part of the survey, the teachers were asked whether the courses were suitable for distance education and the answers are presented in Table 4.

**Table 4: Suitability of Courses for Distance Education**

| Courses             | I find it<br>very<br>appropriate | I find it<br>appropriate | I am<br>not<br>certain | I do not find<br>it<br>appropriate | I do find it<br>very not<br>appropriate |
|---------------------|----------------------------------|--------------------------|------------------------|------------------------------------|---|
| 1 Language          | 18.8                             | 34.4                     | 23.1                   | 10.6                               | 13.1                                    |
| 2 Mathematics-Logic | 3.8                              | 31.3                     | 18.8                   | 25                                 | 21.3                                    |
| 3 Art               | 3.1                              | 18.1                     | 31.9                   | 16.3                               | 30.6                                    |
| 4 Area              | 2.5                              | 21.9                     | 31.9                   | 20                                 | 23.8                                    |

Considering the methods and techniques used during the teaching of the courses in education, teachers were asked for their opinions about the courses, considering that some courses might be suitable for distance education whereas some might be not. Of the participants, 18.8% found it very suitable and 34.4% found it suitable that the language courses can be done through distance education by the teachers. Also, 23.8% did not find it suitable at all and 20% did not find it suitable for the field courses to be conducted by distance education. Furthermore, 30.6% answered "I do not find it appropriate at all" and 16.3% "I do not find it appropriate" for the use of distance education in art courses, and they argued that distance education is not effective for conducting arts and field courses.

### 3.4. Findings of various variables

#### 3.4.1. Findings on the Gender Variable of Technical Support Competency and Benefits of Distance Education in the Distance Education Process

It was determined that 88 female and 72 male teachers participated in the research, and there were no significant differences in terms of technical support competency and educational benefits in the distance education process according to gender. Table 5 shows no differentiation.

**Table 5: Differentiation by Gender Variable**

|                  |        | N  | Average | SD    | T:     | p     |
|------------------|--------|----|---------|-------|--------|-------|
| <b>Technical</b> | Female | 88 | 2.86    | 0.662 | -0.469 | 0.640 |
|                  | Male   | 72 | 2.90    | 0.660 |        |       |
| <b>Benefit</b>   | Female | 88 | 3.34    | 0.669 | 0.973  | 0.332 |
|                  | Male   | 72 | 3.24    | 0.653 |        |       |

In the findings obtained according to the gender variable, no significant differences were found in the parameters for Technical Support Competency in the Distance Education Process and the Benefits of Distance Education.

#### 3.4.2. Findings on Technical Support Competency and Benefits of Distance Education on the Variable of Seniority in the Distance Education Process

The seniority of the teachers participating in the research was determined as 1-5 years, 6-10 years, 11-15 years, 16-20 years, 20 years, and more. It was determined that there was a significant difference in the sub-dimension of Technical Support Competency in the Distance Education Process according to the seniority of the teachers. The Tukey test was used as a Post-Hoc test to determine which seniority group of teachers showed significant differentiation. The groups with significant differences are shown in Table 6.

**Table 6: Differentiation by Seniority Variable**

|                  | Seniority   | N  | Average | SD    | F    | SD      | p       | Differentiation            |
|------------------|-------------|----|---------|-------|------|---------|---------|----------------------------|
| <b>Technical</b> | 1- 5 years  | 12 | 3.18    | 0.503 | 5.67 | 4, 52.4 | < .001* | 1- 5 > 21 years and more   |
|                  | 6- 10 years | 23 | 2.86    | 0.753 |      |         |         | 11- 15 > 21 years and more |

|                |                   |    |      |       |      |         |       |
|----------------|-------------------|----|------|-------|------|---------|-------|
|                | 11- 15 years      | 58 | 3.05 | 0.670 |      |         |       |
|                | 16- 20 years      | 32 | 2.88 | 0.565 |      |         |       |
|                | 21 years and more | 35 | 2.50 | 0.562 |      |         |       |
| <b>Benefit</b> | 1- 5 years        | 12 | 3.67 | 0,557 | 1.94 | 4, 53.6 | 0,116 |
|                | 6- 10 years       | 23 | 3.25 | 0.313 |      |         |       |
|                | 11- 15 years      | 58 | 3.20 | 0.704 |      |         |       |
|                | 16- 20 years      | 32 | 3.41 | 0.638 |      |         |       |
|                | 21 years and more | 35 | 3.26 | 0.777 |      |         |       |

Examining the Technical Support Competency parameter in the distance education process, there were no significant differences between the teachers whose seniority was between 1-5 years and those between 11-15 years. However, the mean scores of these two groups were significantly higher than those with a seniority of 20 years or more for the Technical Support Competency parameter. This means that these two groups find the Technical Support in the Distance Education Process more suitable than the teachers with 20 years or more seniority.

### 3.4.3. Findings on Technical Support Competency and Benefits of Distance Education on the Level Variable in the Distance Education Process

The levels of the teachers participating in the research were determined as pre-school, primary education (classes 1-5), secondary education (classes 6-9), high school, and university. It was determined that there was a significant difference in the sub-dimension of Technical Support Competency in the Distance Education Process according to the levels of the teachers. The Tukey test was used as a Post-Hoc test to determine which level group of teachers showed significant differentiation. The groups with significant differences are shown in Table 7.

**Table 7: Differentiation by Level Variable**

|                  | Education Level       | N  | Mean | SD    | F    | SD      | p       | Differentiation                    |
|------------------|-----------------------|----|------|-------|------|---------|---------|------------------------------------|
| <b>Technical</b> | Pre-school            | 4  | 2.29 | 0.481 | 7.72 | 4, 19.3 | < .001* | Pre-school < Secondary School 6- 9 |
|                  | Elementry School 1-5  | 27 | 3.01 | 0.626 |      |         |         | Secondary School 6- 9 > University |
|                  | Secondary School 6- 9 | 40 | 3.23 | 0.676 |      |         |         | High School > University           |
|                  | High School           | 14 | 3.12 | 0,498 |      |         |         |                                    |

|                |                          |    |      |       |      |            |       |
|----------------|--------------------------|----|------|-------|------|------------|-------|
|                | University               | 75 | 2.63 | 0,584 |      |            |       |
| <b>Benefit</b> | Pre-school               | 4  | 3.31 | 1.300 | 1.77 | 4,<br>18.1 | 0.179 |
|                | Elementary<br>School 1-5 | 27 | 3.54 | 0.592 |      |            |       |
|                | Secondary<br>School 6- 9 | 40 | 3.37 | 0.655 |      |            |       |
|                | High School              | 14 | 3.07 | 0.812 |      |            |       |
|                | University               | 75 | 3.21 | 0.604 |      |            |       |

Although there were no significant differences between secondary and high school teachers, the average scores of the Benefits of Distance Education parameter differed significantly according to the university teachers of these two groups. It can be argued that university teachers think that distance education is more beneficial than these two groups of teachers.

#### 4. Conclusion and Recommendations

The present study examined whether the opinions of teachers about the distance education process, which has become the most used model in Kosovo as well as all over the world due to the COVID-19 pandemic, differ significantly according to certain variables.

The study was carried out as a quantitative study and the data collection tool was discussed in two sub-dimensions, "Technical Support Competence in the Distance Education Process" and the Benefits of Distance Education. The data of the study were collected in the 2019-2020 academic year. To apply the data collection tools, the survey was applied to 160 teachers working in schools where Turkish education was given by obtaining permission from the education directorates at the level of municipalities.

Examining the opinions of teachers about distance education, the readiness of schools for distance education, the readiness of teachers and parents on this issue, and the readiness of the country in terms of technology were important factors.

Although Kosovo's infrastructure works in education started to increase rapidly during the pandemic period, it is seen that economic crises and the country's educational problems negatively affect the transition to distance education. In the study conducted with the teachers, it was stated that there were problems in accessing distance education and that the main problems were the

Internet or power outages. In this case, it can be argued that the government does not have a quality Internet infrastructure yet and that there was no special Internet access for education. Students and teachers cannot easily access the distance education system from their homes and this affects distance education negatively. In this case, improving the technical infrastructure positively affects distance education. The students living in the houses with technical infrastructure problems of the village schools in rural areas have stated that they were negatively affected by the distance education process (Alpago & Oduncu Alpago, 2020).

The studies conducted with teachers revealed that there were no significant differences in terms of gender. While studies have revealed that there were no gender differences (Barış 2015); Oztas & Kılıç (2017) it has been stated that in distance education given to university students, male students have more positive attitudes towards distance education.

Emphasizing that the benefits of distance education are not as effective as the benefits of face-to-face education, most of the teachers put forward the view that distance education limits the control of the learning-teaching process.

It was assumed that the teachers who participated in the study between 1-5 years and those between 11-15 years of seniority found the Technical Support in the Distance Education Process more sufficient than the teachers with 20 years or more seniority. As a result, it can be argued that younger teachers do not need technical support as they have the skills to use technological tools. Although the distance education process is a new phenomenon, senior teachers inevitably need more technical support.

As a result of the study, the teachers expressed their general opinions about distance education stating that it is quite difficult to prepare for the courses, and that material preparation was much harder and time-consuming compared to those for face-to-face education. It has been stated that it is urgent to give training seminars to teachers about distance education and to inform these seminars in terms of both the teaching of the course and the use of support programs (Zoom, Teams, Google Classroom, Meet). Also, within the framework of school-family cooperation, it has been suggested that families should be educated about the educational support they need to do to their children in this process.

When the teachers participating in the study were asked about the suitability of courses related to distance education, considering the methods and techniques, environments, tools, and materials

used in the lessons during education and training, they stated that language lessons can be done with distance education, while art lessons are more effective face-to-face.

In line with the results obtained from the study, considering the fact that education is a very important structure, it is obvious that our future generations will be creative individuals, and that they have undergone a quality education process. Therefore, especially the state educational institutions and state-affiliated educational institutions should restructure the curricula for both face-to-face and distance education, and necessary measures should be taken to make education quality. Also, educational environments should be prepared for both alternatives, course contents should be flexible for distance education, and teachers should be trained to use all these innovations. In today's changing and developing world, we believe that distance education will be an inevitable part of our lives, even if the pandemic process ends with the rapid advancement of technology.

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