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EVALUATION of DISTANCE EDUCATION in THE COVID-19 PROCESS and THE FACE-TO-FACE EDUCATION AFTERWARDS: A METAPHOR ANALYSIS STUDY

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Abstract

In this research, it is aimed to examine the opinions of school administrators about distance education carried out during the Covid-19 process and the face-to-face education afterwards through metaphors, compare opinions about these two different methods and determine under which categories metaphors are usually collected. In the 2021-2022 academic year, 22 school administrators working in schools at different levels of Hatay province participated in the research. The participants are school administrators who have experienced the distance education that is compulsory due to Covid-19 and the face-to-face education afterwards. End of the research 29 metaphors in 6 different categories about distance education in the Covid-19 process and 27 metaphors in 3 different categories related to face-to-face education after the Covid-19 were obtained. School administrators have often produced metaphors about distance education during the Covid-19, such as a fish out of water, beat water in amortar, filling the hole bucket with water, smelling flowers from the screen, swinging the lead, playing by yourself, space, beating a dead horse, while producing metaphors similar to vital concepts such as life, water, sun for face-to-face education after the Covid-19. School administrators have largely expressed distance education in the Covid-19 process with ineffective, inefficient, undeterred, uncompensated and unpaid judgments. They saw face-to-face education after the Covid-19 as the method they missed, expected, longed for and as a savior. In addition, they stated that the students developed negative behaviors in distance education during the Covid-19 process and tried to correct these negative behaviors in face-to-face education after the Covid-19.

Anahtar Kelimeler: Distance Education, covid-19, face to face education

Introduction

The COVID-19 pandemic, which first started in China in 2019, spread very quickly due to the impact of this country's trade with the countries of the world and then turned into a global struggle, affected our lives in almost all areas such as health, economy, social life and tourism, as well as the field of education (Ceesay, 2021; Alqraini & Alasim, 2021; Dilekçi & Limon, 2020). The effects of the pandemic have manifested themselves differently in different areas. Due to curfews, production and industrial activities and motor vehicle use have decreased, resulting in reduced air and water pollution levels, climate change rate (Casado-Aranda et al., 2021). At the same time, face-to-face training has been suspended at the global level and distance education has started. With the outbreak occurrence, rapid spread and suspension of face-to-face training activities, the construction of distance education systems has become very important and urgent (Yao et al., 2021).

Since the outbreak, it has been reported by experts that it will be effective in our lives and cause radical changes, including the years ahead. Among the most notable changes are the increase in digitalization and the implementation of previously planned applications in information management (Barnes, 2020). The use of digital technologies enables providing more innovative, flexible, dynamic and collaborative environments. In this respect, online learning environments support innovative learning and bring with them some uncertainties. While online learning was carried out even before the pandemic, the

Covid-19 pandemic has enabled this service to be performed more professionally, with higher quality and more crowded groups (Szopiński & Bachnik, 2022).

Online education is a unique opportunity during the pandemic period, when face-to-face training is not possible, yet online training during this period is quite different from pre-planned online training (Moser, Wei & Brenner, 2021). The fact that distance education was started with completely unprepared, unexpected and sudden decision during the pandemic period made distance education different in this period.

The characteristics that should be found in infrastructure, students and teachers determine the nature of e-learning. High-speed internet connectivity as infrastructure, more interaction and student motivation make distance education more effective (Ibrahim et al., 2021). In addition, the high level of digital literacy of children reduces the risk of online learning and positively affects their self-control. Children with self-control can use the internet for purposes, move away from internet addiction, control themselves in internet use (Purnama et al., 2021). The teacher's skills in e-learning, teaching design, subject matter, interaction, motivation, and the teaching management system used are also effective variables in the form of e-learning (Ibrahim et al., 2021).

While distance education for students is an advantage due to the flexibility of time and location, the lack of interaction is a significant disadvantage (Al-Mawee et al., 2021). Apart from these effects of distance education, there have been many advantages and disadvantages during the pandemic. Teachers who were deeply affected by the Covid-19 pandemic experienced a sense of uncertainty throughout the pandemic. There have also been a disconnection between staff, a decrease in expectations from students, and a decrease in the sense of responsibility in some teachers (Back et al., 2021). During the pandemic, there were a lot of stress, depression and related cognitive impairments and developmental delays on individuals due to the risk of infection, and social isolation due to forced stay at home negatively affected the mental health of children (Araújo, Veloso, Souza, Azevedo & Tarro, 2021). Students stated that they felt helpless since they often encountered malfunctions on the internet, which led them to develop negative attitudes about distance education (Suliman et al., 2021). Han et al. (2021) stated that the biggest challenge encountered by teachers and students in this process is connection problems and technical glitches. In addition, the lack of equipment required for distance education has led to inequality of opportunity among students.

Online learning has been more time consuming for students and they have put more effort into it (Lorenza & Carter, 2021). Therefore, it is seen that the motivation of the students decreases. In particular, students who did not have sufficient self-control could not provide the necessary disciplinary environment and could not create the necessary learning environment for themselves.

It is predicted that more than 30% of children worldwide do not benefit from distance education because they do not have an internet connection. The economic situations of the family and the region in which it lives are the two most important factors in terms of accessibility. Therefore, children living in poor and rural areas were at risk of being left behind in terms of education (Avanesian et al., 2021).

During the pandemic, parents had to carry out the execution of services at the school on their own and faced many difficulties in the process. It is thought that educating and informing parents will be useful to minimize these challenges. Thus, the training process can be managed more professionally in case of a re-occurrence of compulsory distance education (Abuhammad, 2020). In the outbreak, students spent more time at home than ever before. This has had a psychological impact on students and parents (Zhang, 2021). This effect caused an increase in the incidence of depressive symptoms on students (Van de Velde et al., 2021). While restricting anxiety and movements caused by the pandemic is effective for students to show depressive symptoms, it is useful to seek support to deal with this situation (Kamaludin et al., 2020).

In order for education systems to be more resilient to unpredictable situations such as the Covid-19, educational services, outbreaks etc. Should be planned with the possibilities in mind and necessary economic measures should be taken in advance (Lennox et al., 2021). It was understood that students were willing to learn how to use the new system but at times they were incapable of knowing how to use digital systems. Therefore, router guides such as manuals for the use of distance education systems can be prepared (Shim & Lee, 2020). In addition, teaching management systems should be prepared as if they were to be completely switched back to distance education, necessary definitions should be made, technical infrastructures, internet access should be provided.

With the pandemic period, distance education process, students, teachers and school administrators have experienced many advantages and disadvantages related to education and training. At the end of the process, the view of using distance education with face-to-face education was generally dominant after the pandemic. At this point, it is suggested that blended learning would be a better solution (Ibrahim et al., 2021). The implementation of blended learning and online learning in face-to-face education after the pandemic and the provision of necessary infrastructures in this direction are seen as the need of education systems (Mukuka et al., 2021).

School administrators, together with teachers and students, play a leading role in successfully surviving the pandemic process and achieving the goals (Güngör & Yılmaz, 2021). In this process, school administrators have taken on administrative roles such as implementing the curriculum, ensuring students attend classes, equipping teachers with technology uses, and providing students and teachers with the necessary software and hardware infrastructure for distance education (Turan, 2020). During the pandemic, school administrators as well as students and teachers made some determinations. School administrators stated that distance education carried out during the pandemic could not be an alternative to face-to-face education due to criteria such as students' active participation in the course, motivation, use of materials in the course, insecurity in measurement and evaluation (Akyıldız et al., 2021).

Method

Research Model

The research in which data is obtained by qualitative data collection method is in the pattern of phenomenology. With phenomenology, people's knowledge and opinions obtained from their lives, experiences and acquisitions are used. With this research, facts/phenomena about distance education and face-to-face education were tried to be uncovered and determined through the eyes of school administrators.

Metaphor analysis method was used in the collection of data in the research. According to Yıldırım & Şimşek (2008), metaphors are the interpretation of facts with a metaphorical expression using similarities. In metaphor analysis, an unknown event or situation is revealed, while the unknown phenomenon is transformed by analogy with known phenomena. The task of metaphors is to establish a relationship and similarity between two situations, events, facts and to ensure that thoughts and opinions are revealed (Kantekin, 2018). With metaphors, people express their perceptions of concepts and the meanings they attach to these perceptions with a humorous expression (Doğan, 2017).

In the method of metaphor analysis, which is a qualitative research method, ideas are revealed through metaphors by conducting in-depth research. Metaphor analysis studies are more objective because they are far from directing the perceptions of participants. It is very effective to use metaphor analysis method for distance education research (Sun & Euphrates, 2016). In this research, the metaphorical and humorous characteristics of metaphors were used to try to uncover the opinions of school administrators about distance education in the Covid-19 process and face-to-face education after the Covid-19.

Study Group

The working group consists of 22 school administrators working in schools at different levels of Hatay province in the 2021-2022 academic year. Participants are school administrators who have experienced compulsory distance education due to the Covid-19 and the face-to-face education that followed. Participants were determined by the appropriate situation working method among the purposeful working group methods. Thus, more participants can be reached more easily (Sönmez & Alacapınar, 2013).

Since qualitative studies cannot be generalized, it is recommended to use the expression working group instead of universe-sample because each qualitative study is unique (Sönmez & Alacapınar, 2013). Therefore, the working group statement is included in the research.

Table 1. Demographic characteristics of the participants

		f	%
Gender	Male	16	72.7
	Female	6	27.3
Year of Management	0-5 years	6	27.3
	6-10 years	6	27.3
	11-15 years	3	13.6
	16-20 years	4	18.2
	21-25 years	3	13.6
Management type	Principal	11	50
	Vice- Principal	11	50
Type of School Managed	Primary school	14	63.6
	Secondary school	7	31.8
	High School	1	4.5
Total Participants		22	100

It was understood that the majority of the participants were male individuals with a management period between 0-5 years and 6-10 years in primary schools, and that there were an equal number of principals and assistant principal participants in terms of management type.

Data Collection and Data Collection Tool

After the metaphor analysis form was prepared, expert opinion was obtained from 2 faculty members in the department of educational sciences in terms of the relationship of the form with the subject, whether it met the scope, and its suitability for purpose, and then the form was examined by a school administrator. Field experts and the school administrator did not propose any changes to the form. The data were collected with "google form" in the internet environment. Thus, wider audiences were reached more quickly.

In the data collection form, the purpose and scope of the research were first mentioned and information was provided that data collection permission was obtained with the necessary ethics committee permission for the research. Then, there was the descriptive brief information about the metaphor, the sample metaphors and the text of the information on how to fill out the form.
"Distance education in the Covid-19 process ..... it's like. Because ...." and "Face-to-face training after the Covid-19 .... it's like. Because........................" shaped form prepared for

both distance education and face-to-face education. It was stated that school administrators can give more than one answer for both questions. At the end of the data collection process, it was determined that many school administrators gave more than one metaphor sample for each question.

Data Analysis

Content analysis from qualitative data analysis methods was used in the analysis of the data. With content analysis, frequency values of the metaphors obtained from the participants were obtained, all metaphors were categorized and each metaphor was placed in the appropriate category. The abbreviation "A." Was used when expressing the metaphor sentences given by school administrators to the questions, school administrators were encoded as "A.1, A.2,...."

50 responses from 22 school administrators about distance education during the Covid-19, 47 responses about face-to-face education after the Covid-19. Some of these responses were not included in the analysis on the grounds that they did not exactly meet metaphorical analogies, only the metaphor is written and the justification is not written after the phrase "because" and were not suitable for the form specified in the data collection form. As a result, 29 metaphors about face-to-face training after the Covid-19 and 27 metaphors about face-to-face training after the Covid-19 were taken into account.

Results

Findings on Distance Education During The Covid-19

At the end of the content analysis, metaphors of the opinions of school administrators regarding distance education were determined and expressed with frequencies during the Covid-19.

Table 2. Metaphors obtained from school administrators about distance education carried out during Covid-19

Metaphor	f	Metaphor	f
Abstract concepts	1	Such as a fish out of water	1
Red light	1	Spending time on the computer	1
Binoculars	1	Water	1
Beat water in amortar	2	Oasis in the desert	1
Watching television	2	Wind	1
Lame person	1	Filling the hole bucket with water	1
Mount kaf	1	Unsalted food	1
Smelling flowers from the screen	1	Birth	1
Wind	1	Boat	1
Virtual media	1	Beating a dead horse	1
Swinging the lead	1	Game	1
Playing by yourself	1	Vitamin	1
Space	1	Orchid	1
Beating a dead horse	1		

Accordingly, school administrators expressed distance education in the Covid-19 process with greatly different metaphors. It is understood that only one metaphor was used by two different school

administrators. School administrators gave 27 different, a total of 29 examples of metaphors about distance education carried out during the Covid-19.

Tablo 3. Metaphor categories related to distance education carried out during the Covid-19

Category	Metaphor
Non-interactivity	abstract concepts, binoculars, smelling flowers from the screen, playing by yourself, watching television
Inefficiency	red light, beat water in amortar, wind, swinging the lead, beating a dead horse, spending time on the computer, filling the hole bucket with water, beating a dead horse
Inadequacy	watching television, lame person, virtual media, unsalted food, orchid
Stranger to distance education	such as a fish out of water, mount kaf
Uncertainty	wind, space, game
Vitaly	water, oasis in the desert, birth, boat,

When metaphors were categorized, at most metaphors are in the category of "inefficiency" (f=8). This category is followed by "non-interactivity" (f=5), "Inadequacy" (f=5), "vitality" (f=4), "uncertainty" (f=3), and "be a stranger to distance education" (f=2) in turn.

Among the metaphorical statements of school administrators about distance education during the Covid-19 process are as follows:

Distance education in the Covid-19 process;

It's like abstract concepts. The student's head is not caressed, a warm smile, gestures and gestures are missing (A.3).

It's like a red light. Because you have to stop occasionally (A.5).

It's like binoculars. Because it is difficult to communicate remotely (A.6).

It's like beat water in a mortar. Because it is very laborable, little yield is obtained (A.7).

It's like Mount Kaf. Because those who have the opportunity can reach (A.10).

It's like the wind. Because it is not permanent (A.12).

It's like virtual media. Because everything looks perfect but is full of shortcomings (A.13).

It's like swinging the lead. Because no matter what the teacher does, it does not get efficient results (A.14).

It's like playing by yourself. Because even if the student does not attend the class, you have to wait for forty minutes in front of the screen (A.15).

It's like a waste of energy. Because there is no learning by living by doing it (A.17).

It's like a fish out of water. Because we all struggled (A.20).

It's like filling the hole bucket with water. Because we try so hard and get little results (A.11).

It's like eating without salt. Because it feeds, but it has no flavor (A.14).

It's like childbirth. Because they are in a lot of pain (A.4).

It's like an orchid. Because it is both expensive and has no smell (A.13).

School administrators have seen distance education during the Covid-19 as a problematic process that has been largely labor-intensive but has achieved its goal. Although this process may seem positive from the outside, it is actually understood that it is inefficient in practice.

Findings on Face-to-Face Training After The Covid-19

The metaphors expressed by school administrators regarding face-to-face education after the Covid-19 have been showed as frequency.

Table 4. Metaphors obtained from school administrators about face-to-face education after Covid-19

Metaphor	f	Metaphor	f
Water	2	Lace	1
Water of life	1	Friendship	1
Life	2	Patch	1
Gold	1	Blessing	1
Fulfilling one's longing	1	A farmer who cultivates his land	1
Tree	1	Start all over again	1
Meeting of water with soil	1	Field	1
Special education	1	Sun	1
Renovating	2	Eat	1
Ditching a camel	1	Oasis in the desert	1
Unique education	1	Live	1
Basil	1	A soaked book	1

Participants reported 24 different, a total of 27 metaphors about face-to-face training after the Covid-19. It is seen that the folders create largely different metaphors and only 3 participants indicated the same metaphor.

Table 5. Metaphor categories about face-to-face education after Covid-19

Category	Metaphor
Missing	fulfilling one's longing, start all over again
Correct mistakes	renovating, ditching a camel, patch, a soaked book
The ideal method	tree, special education, unique education, basil, lace, blessing, a farmer who cultivates his land, field, friendship
Vitality	live, water, water of life, gold, meeting of water with soil, sun, eat, oasis in the desert, life

When the metaphors were grouped by category, it was understood that the category with the highest number of metaphors was the "ideal method" (f=9) and "vitality" (f=9) categories, followed by the categories of "correcting mistakes" (f=4) and "craving" (f=2).

It's like a lifeline to a sapling. Because it greens dry soil (A.6).

It's like life. Because it's real (A.8).

It's like gold. Because the remote trained knows its value (A.9).

It's like catching up. Because education has regained momentum (A.10).

It's like a tree. Because one day it will surely bear fruit (A.11).

It's like life. Because both teachers and students learn by doing, living and gaining experience (A.13).

It's like a meeting of water and soil. Because the course without measuring the student's reactions without seeing them has no efficiency (A.19).

It's like renovating a ruined building. Because we are trying to fix the broken one (A.22).

It's like ditching a camel. Because over time, students forgot the school rules (A.23).

It's like water. Because it gives life (A.24).

It's like basil. Because it is both cheap and smells good (A.26).

It's like lace. Because when the teacher sees the students he embroidered, he is happy to receive the reward for his efforts (A.8).

It's like friendship. Because there is a more intimate environment in between (A.9).

It's like a renovation. Because the shortcomings of the students are too great (A.11).

It's like a blessing. Because problems are one-on-one (A.13).

He's like a farmer who cultivates his land. Because he is hopeful to be rewarded for his labor (A.14).

It's like a field. Because whatever you plant ends (A.4).

It's like the sun. Because it allows your student to grow and develop (A.5).

It's like an oasis in the desert. Because it is the first step towards the right after wrong (A.6).

It's like life. Because the more you live, the more experience you get (A.9).

It is understood that school administrators yearn for face-to-face education after the Covid-19 and are not satisfied with the distance education before them. The yearning for face-to-face education is so great that face-to-face education has been likened to vital concepts such as life, water, sun, soil, life water. Comparing the education to the farmer's student's soil shows that efforts have been rewarded in this process. Similarly, the tree metaphor indicates that fruits can be collected at the end of the process and they are hopeful that learning will happen.

Discussion and Conclusion

Metaphors often mention the negative characteristics of distance education in the Covid-19 process. It has been concluded that the education in this process remains abstract, is not effective and efficient, communication and interaction are limited, it is a problematic process, the student cannot be shaped in the direction expected, and there are students who do not have the opportunity for distance education. Similarly, prospective university students have produced metaphors such as inefficient, boring, non-interactive, callous about distance education (Yilmaz & Güven, 2015). Demirbilek (2021) examined the metaphorical views of university students about distance education carried out during the pandemic and found metaphors for the category of inadequate education. In the study conducted with middle school students, more than half described distance education carried out throughout the pandemic with negative metaphors (non-interactive, effortless, technologically demanding, abstract), while nearly half interpreted positively (savior, fun, diversity) (Akpolat, 2021). Çivril et al. (2018) obtained metaphors for the positive characteristics of distance education in their work and reached accessible, flexible, emotional, educational, interactive metaphors. Bozkurt (2020) reached negative metaphors such as non-interactive, imperative and inadequacy in addition to positive metaphors such as flexible, educational and useful for distance education in the pandemic process of primary school students.

Due to the pandemic, the distance education of university students has reduced students' interest in their courses (Martín-Sómer et al., 2021). Since online education is a comfortable educational environment, students can rest easy. Apart from the advantage of providing effective time management,

distance education has mentioned its disadvantages such as network-induced problems, one-way communication, decreased concentrations. They stated that the teachers who teach and the technology used increase the quality of online learning (Shim & Lee, 2020).

In this method, more students are in control of the process. This may lead to a decrease in discipline in learning. Therefore, it can be said that this situation has an effect on experiencing the disadvantages of distance education. Suliman et al. (2021) since students have other roles at home, they reported that it takes time to manage the education process and to perform the correct time management in fulfilling the requirements of their other roles.

School administrators have often praised the assessments of the face-to-face education process after the Covid-19. Results have been obtained such as the fact that it is like life, that efforts are rewarded, that a more intimate environment is formed with students, that face-to-face education and learning can be realized. School administrators have often likened the student or process to a plant or soil. In this direction, they have produced metaphors. There have been analogies such as the sun being effective in the growth and development of the plant, the fruiting of the tree, the mowing of what is planted in the field, the water bringing the living to life, the soil meeting with the water, the smell of basil.

School administrators found that the behavior of the students changed negatively in distance education during the Covid-19 process and stated that they made efforts to correct these negative behaviors in the face-to-face education afterwards. Metaphors such as renovations and the right step after burning support this.

As is known, in the Covid-19 process, face-to-face education was suddenly suspended in Turkey as in all countries around the world and compulsory distance education was introduced. Since this transition is unexpected and unpredictable, students, teachers, administrators and institutions may lack technical infrastructure, knowledge, skills and experience. Therefore, there may be a prejudice against distance education. In contrast, face-to-face training carried out for many years is carried out more systematically, more professionally. Stakeholders of face-to-face education are more accustomed. This difference between distance education and face-to-face education may be one of the reasons why school administrators have negative attitudes and opinions about distance education in this research.

Although there are negative criticisms of distance education, the best alternative to ensuring the sustainability of education during the compulsory suspension of face-to-face education is distance education. Undoubtedly, distance education has brought many advantages. For this reason, even after the pandemic, the use of distance education and face-to-face education has been raised. (Light & Bahat, 2021) stated that even if face-to-face training are introduced after the pandemic, there is a general belief that distance education will be continued.

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