

The Thoughts of School Directors About Distance Education and Their Work in This Process

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Abstract: The purpose of this research is to put forward the views of school directors about distance education studies that have been carried out during the covid 19 epidemic period in Turkey. The study used a case study method included in the qualitative research approach. The sample of the study was determined by the purposeful sampling method. The study was carried out with 27 school principals working in different school types (middle school and high school). The data were collected through an open-ended questionnaire form prepared by the researchers and six questions. The data obtained from the study were analyzed by content analysis method. As a result of the study, it was found that principals maintained regular continuation of distance education activities with programs such as EBA and Zoom, resolved systematic problems in the distance education process, ensured student attendance, and established EBA live course support points in their schools during the epidemic period. It has been suggested that school administrators may focus more on the delivery of live.

Keywords: Covid-19 outbreak, distance education, school directors.


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Introduction

The coronavirus epidemic first broke out in Wuhan, the capital of Hubei Province in China, in December 2019 and then has spread to the whole world. The epidemic first emerged in Turkey on March 11, 2020. Due to the pandemic that spread rapidly in March, the Ministry of National Education [MEB] and the Council of Higher Education (YOK) decided to suspend formal education and to move to online education through online platforms (Telli Yamamoto & Altun, 2020). About 1.5 billion students with 63 million teachers in 165 countries worldwide have been affected by the school closures on March 27, 2020 (UNESCO, 2020a). Following the decision of the Ministry of National Education and YOK for a compulsory break from education, legislative arrangements were made regarding the implementation of distance education and transition to a flexible academic calendar with the foresight of the uncertainty and prolongation of the process (TUBA, 2020). At this point, weekly course schedules were restructured by the Ministry of National Education (2020a), and distance education started on the internet with the Education Information Network (EBA) and on TV with TRT on March 23, 2020. In this context, it was announced that on March 23, 2020, distance education for primary, secondary, and high school students in our country would be carried out on EBA TV (Education Information Network) with the support of TRT, and that 6 channels, including 3 HD and 3 SD channels, would be purchased for online education. In addition, infrastructure studies were carried out to enable students to easily access the content on EBA. Every student was provided 8 GB free internet services every month by the GSM operators (MEB, 2020b). While distance learning continued in all-class levels on TV, it was stated that live class session applications which would facilitate meeting teachers and students on the digital platforms would start on April 13, 2020 for the 8th and 12th grade students who were to sit the examinations. After that, it was announced that 3rd and 4th graders in primary schools, 5th, 6th, and 7th graders in secondary schools, and 9th, 10th, and 11th graders in high school would begin live class sessions on April 27, 2020 (MEB, 2020c). Thus, students not only had an opportunity to listen to the lectures/lessons on EBA TV but also they could listen to, solve, and follow the content of the subjects they wanted and see the whole content uploaded by their teachers. In addition, they had an opportunity to join live class sessions carried out by their teachers on online platforms with EBA live classroom applications (Dasdemir ve Cengiz, 2022).

Although there has been a dramatic increase in distance education recently, especially due to the new technologies available, the origin of distance education can be traced back to 100 years ago (Mehrotra, Hollister, & McGahey, 2001). Distance education is an educational process in which all or most of the education is carried out by a person removed in space and/or time from the learner and the communication between teachers and students is through an artificial medium, either electronic or print (UNESCO, 2002). In other words, distance education is an education system in which teachers and students carry out teaching and learning processes in different environments through communication technologies and postal services (İsman, 2005). Facilitating lifelong learning is an important advantage of distance education, and other

advantages can be listed as follows: providing different educational opportunities, getting information from the primary sources, offering rich learning environments for students, minimizing inequality of opportunity, and reducing the cost of education (Kaya, 2002). The disadvantages or limitations of distance education include the following: students' Lack of perceived feedback or contact with the teacher (Galusha, 1997), deepening the inequalities in the education system, and depriving children of peer education due to student alienation from school climate (Emin, 2020) and lack of benefit from practical lessons (Kaya, 2002).

It was stated that school principals would be entitled to create live class sessions and inform teachers and students about live class sessions and hours via EBA (MEB, 2020a). School administrators are expected to play a particularly important role in planning distance education with this application. In our age of rapid change, important changes are experienced in the field of education and training, and school principals are no longer expected to be merely administrators but leaders of schools (Gunduz & Balyer, 2013). School administrators are not only expected to establish effective communication with teachers but also ensure effective distance education, especially in the distance education process during the epidemic period and thus they are expected to be the leaders in increasing school's distance education capacity. The Covid-19 pandemic has significantly changed the concepts of leadership and leadership practices (Harris, 2020). School administrators are expected to plan their distance education activities well during the Covid-19 outbreak and ensure that education and training are carried out without disruption. Both school administrators and teachers must be technologically literate at a certain level at the time of the pandemic when distance education is carried out. During the Covid-19 process, it is stated that primary, secondary, and high school principals have difficulties implementing a technology culture in their schools (Turan, 2020). It is a fact that school administrators have played a particularly important role in the planning, implementation and evaluation of distance education carried out in our country and in the world since the beginning of the Covid-19 epidemic. Therefore, it is an important issue to investigate at what levels they have fulfilled these roles. The leadership skills exhibited by the school principals have been questioned during the period when face-to-face education was interrupted due to the Covid-19 global epidemic (Harris, 2020). There are studies conducted with university students (Altuntas Ylmaz, 2020; Dutta & Smita, 2020; Kuruncu & Kurt, 2020; Shim & Lee, 2020) as well as studies that analyze professors' and students' opinions (Altuntas Ylmaz, 2020; Dutta & Smita, 2020; Kuruncu & Kurt, 2020; Shim & Lee, 2020) when the (Hebebcı, Bertiz & Alan, 2020; Niemi and Kousa, 2020). In addition, there are studies which examined the views of teachers, families, and students together in literature (Bubb and Jones, 2020) as well as studies carried out with teacher candidates (Gorgulu-Ari and Hayir-Kanat, 2020; Karakus, Ucuşsatar, Karacaoglu, Esendemir and Bayraktar, 2020) and teachers (Cakin and Kulekci-Akyavuz, 2020; Dayal and Tiko, 2020; Sokal, Trudel and Babb, 2020; Taskin ve Aksoy, 2021). During the COVID-19 epidemic, the study conducted by Ozdogan and Berkant (2020) indicated that the focus was mostly on studying the perspectives of students and lecturers inside the university environment in distant education. The perspectives of other stakeholders were not conveyed in broad terms because the focus

was on a small number of people from a specific group. However, the COVID-19 pandemic has fundamentally changed the work of school principals around the World (Pollock,2020). Because education is largely carried out remotely through technology during the process of Covid-19, it has become necessary to examine the attitudes and behaviours of school principals (Turan, 2020). In this process, school principals or administrators perform very important duties in the planning, implementation, follow-up, and elimination of distance education problems that are carried out. In this respect, the work of school administrators in this process and their opinions about the process are important. School principals are instructional leaders and responsible for effective pedagogical practices, providing educational environments that will enable students to learn, and supporting individuals to succeed. In the Covid-19 process, they are expected to fulfill these responsibilities by using various web applications, platforms, and technology (Pollock, 2020). The extent to which school administrators fulfill these expectations is an important issue that needs to be investigated. However, there is limited number of studies carried out on this subject in the relevant literature. In the studies conducted by Caglar and Kilic (2020); Gungor and Yilmaz (2021); Han, Demirbilek and Demirtas (2021); Kavrayici and Kesim (2021); Tanhan, Mazlum and Ucar (2021), school administrators' opinions on distance education during the pandemic process were examined. On the other hand, the studies carried out with teachers are mostly found in the literature. It can be stated that the number of studies conducted on school administrators in this area is not sufficient. At this point, this study aimed to examine the opinions and suggestions of school administrators who have undertaken important duties and responsibilities in the distance education process.

Method

This study aimed to reveal school administrators' views about the distance education studies carried out during the Covid-19 pandemic in Turkey. In line with this purpose, case study, one of the qualitative research approaches, was used in the study. With the case study method, a group of people, subject, problem, or program can be examined closely, or the qualities of an educational program can be explored specifically in terms of subject, content, and character (Marras & Lapan, 2004). Case studies can be used in overly complex situations to inform decision-making mechanisms or explain cause-effect relationships (Yin, 1994). According to Ozan Leylum, Odabasi, and Kabakci Yurdakul (2017), to use a case study, the case to be examined should be up to date, there should be no researcher control over the case, and the examined case should not be manipulated. In this study, the case of school administrators regarding distance education and the work they have done in this process was up-to-date, and a case study was preferred because the researcher had no control over this situation. The ethics committee report of the study was obtained in accordance with the decision of the Educational Sciences Unit Ethics Committee in Ataturk University Social and Human Sciences Ethics Committee dated 05.05.2021 and numbered E-17114001656-2100125116.

Participants

Although there are many studies conducted mainly focusing on the views of teachers, students and parents regarding distance education during the pandemic period, the number of studies carried out with school administrators is extremely low. This study was conducted with school administrators to focus on school administrators' work, especially during the epidemic period. This study was carried out with 27 school administrators working in different school types (secondary school and high school) chosen with convenience sampling, one of the purposeful sampling methods. The reason for using this method is that it provides an opportunity to easily reach the participants who are convenient to the researcher due to the disruption of education by the schools. The convenience sampling technique, allows for quick data collection, and it is practical (Yildirim & Simsek, 2018). 20 school administrators participating in the study work in a secondary school and 7 working in a high school. Out of 27 participant school principals, 2 of them are female and 25 of them are male. Among the school administrators, considering the teaching experience, the minimum year of experience is 10, and the maximum year of experience is 30

Data Collection Tool and Data Collection

The data of this study were gathered via a questionnaire consisting of open-ended questions. The questionnaire was developed by the researchers and consisted of six open-ended questions. The questions are as follows:

1. Can you give information about the educational activities administered in your school in the distance education process?
2. Can you give information about teachers' expectations in your school from the school administration?
3. Can you give information about the expectations of students and parents from the school administration during distance education?
4. Can you give information about the problems the students and teachers encountered during distance education?
5. Can you give information about the actions you have taken to solve teachers and students' problems?
6. As a school administrator, what are your recommendations for making the distance education process more efficient?

These questions were edited in line with the views of the two academicians who are experts in qualitative research design and they were presented to the two school administrators to determine whether the questions were clear and understandable before the study. After two school administrators stated that the questions were clear, the

questionnaires were distributed to all school administrators included in the study by the researchers.

Validity and Reliability

In qualitative research, credibility, transferability, dependability, and confirmability strategies are used to ensure reliability and validity (Lincoln & Guba, 1985). In this study, the opinions of qualitative research experts were consulted for credibility (internal validity) and corrections were made accordingly. Purposeful sampling and detailed description were used for external validity (transferability). For internal reliability (dependability), the analysis of the research data by different experts in qualitative research was performed, while for external reliability (confirmability), the process of data collection and analysis was explained comprehensively.

Data Analysis

The data obtained in this study were analysed via content analysis by the researchers. Content analysis is described as a systematic and replicable technique for summarizing certain words in a text into much smaller categories via specific rule-based coding (Buyukozturk et al., 2014). Before the analysis was performed in this study, the two researchers chose three school administrators randomly, read their papers separately and analysed them. As a result of the comparison of analyses, it was revealed that five of them were similar out of six codes. The codes created were given to an academician, an expert on qualitative research to receive his opinion. The interrater reliability (IRR) formula of Miles and Huberman (1994) was used to calculate the reliability of analysis results. Using Miles and Huberman formula $\text{Reliability Percentage} = \frac{\text{Agreement}}{\text{Total Agreement} + \text{Disagreement}} \times 100$, $(5/6) \cdot 100 = 83\%$ was obtained. When at least 80% and above reliability is obtained, it is considered reliability as reliable for the research (Buyukozturk and et al., 2014, 192; Miles and Huberman, 1994). After that, the other participants' responses to the open-ended questions were analysed one by one. The school administrators participating in the study were coded according to the types of schools. The administrators in secondary schools were coded as S1, S2, S3, ... S20, high school administrators were coded as H1, H2, ... H7.

Findings

School administrators' views about distance education which started on March 23, 2020 were examined and the findings obtained within the context of the responses given to the research questions by creating codes, categories, and themes are presented below.

The first question asked to the school administrators participating in the study was, "Can you give information about the educational activities administered in your school?" and the findings are presented in Table 1 given below. According to the data in Table 1,

providing live class sessions using EBA and Zoom programs and providing school management-teacher-student and parent coordination by creating WhatsApp groups were two of the distance learning activities carried out by school administrators in the category of technological activities. Considering the category of student-oriented activities, the following were included in this category: creating live class sessions and encouraging participation of students who did not have access, providing homework on EBA, providing guidance to students, enabling students to participate in live class sessions on EBA and informing students and parents about Covid-19.

Table 1.

Opinions Of School Administrators About Distance Educational Activities

Theme	Categories	Codes
School Administrators' distance educational activities	Technological activities	Providing live class sessions using EBA and zoom programs
		Providing school management-teacher-student and parent coordination by creating WhatsApp groups
	Student-oriented activities	Creating live class sessions and encouraging participation of students who did not have access
		Providing homework on EBA
		Providing guidance to students
		Enabling students to participate in live class sessions on EBA
		Informing students and parents about Covid-19

Some school administrators' opinions about distance education included the following:

S3: "In our school, teachers teach their lessons assigned to them weekly with EBA live sessions and Zoom. Students and parents were informed about the Covid-19."

S4: "Our teachers teach on EBA and Zoom, and they assign homework on WhatsApp".

H3: "Live class sessions are done on EBA and Zoom, and communication is established on WhatsApp groups created by the school counselors."

H2: "Live sessions are done on EBA and Zoom, and live class sessions are created to participate in students who do not have access ..."

The second question asked to the school administrators within the context of the study was "Can you give some information about the teachers' expectations from the school administration in your school?" The findings obtained from the responses given to this question are presented in Table 2.

According to the Table 2, the expectations of teachers from the school administration during the distance education included the following: solving systemic internet problems of distance education, increasing the number of EBA support points, and explaining

programs such as EBA and Zoom. The following includes expectations for students: encouraging student participation, increasing the number of EBA live sessions, supplying equipment and tools such as computer and laptops to students, increasing the number of EBA support points, and notifying parents on time. In addition, teachers' expectations regarding teaching included preparing regular lesson schedules, having all the lessons equally distributed, being flexible with the live class sessions, not changing course hours constantly, and not having live class sessions at late hours.

Table 2.

Opinions About the Expectations of Teachers from School Administrators in The Distance Education Process

Theme	Categories	Codes
Teachers' expectations from school administrators in the distance education process	Technology expectations	Solving systemic internet problems of distance education
		Increasing the number of EBA support points explaining programs such as EBA and Zoom
	Expectations for student	Encouraging student participation
		Increasing the number of EBA live sessions
		Supplying equipment and tools such as computer and laptops to students
		Increasing the number of EBA support points
		Notifying parents on time
	Expectations for teaching the course	Preparing regular lesson schedules
		Having all the lessons equally distributed
		Being flexible with the live class sessions
		Not changing course hours constantly
		Not having live class sessions at late hours

Some school administrators stated their teachers' expectations from distance education as follows:

H1: "... Generally, teachers complain about having lessons at late hours. In addition, the teachers demand that there are faults on EBA platform, and they demand that these problems are solved. ..."

H5: "... Equal division of the course load, preparation of the distance education environment in classrooms, meeting with parents for student participation in the lesson...."

H6: "... To have information about communication channels to reach students and parents better, cooperate in the implementation of education and training programs, and provide necessary opportunities for students who do not have education and training opportunities..."

S1: "... Teachers generally want the solution of problems caused by the system such as not attending the live sessions, not starting the lessons, and students failure to attend...."

S10: "... Allowing flexibility in the live class sessions ...".

S12: "... Ensuring the participation of students who cannot participate in distance education due to social and economic reasons, and starting face-to-face education as soon as possible ..."

The school administrators' responses to the third question "Can you give information about the expectations of students and parents from the school administration during the distance education?" within the study context, were presented in Table 3.

Table 3.

Opinions About the Expectations of Students and Parents from the School Administration During the Distance Education

Theme	Categories	Codes
Expectations of students and parents from the school administration during the distance education	Technological expectations	Meeting the technological needs of students who cannot afford computers and tablets
		Setting-up EBA support points
		Solving systemic internet problems in live class sessions
		Explaining programs such as EBA and Zoom
	Expectations related to learning	Giving the passcodes for programs such as EBA, Microsoft Teams
		Arranging live class session hours
		Starting the normal educational process
		Increasing course hours of online education
	Expectations related to motivation	Distributing course books
		Giving psychological support
		Holding meetings via remote access

According to the data in Table 3, students and parents had technology-related expectations from the school administration during distance education, including meeting the technological needs of students who could not afford computers and tablets, setting EBA support points, solving systemic internet problems in live class sessions, explaining programs like EBA and Zoom, and giving the passLearning-related expectations include arranging live class session hours, starting normal educational process, increasing course hours of online education , and distributing course books. Considering the expectations about student motivation, the following are stated: giving psychological support and holding meetings via remote access. Some school administrators stated the following expectations of students and parents as follows:

H7: "... Computer and tablet demands of students with no financial means were the most intense. ..."

H1: "... Students and parents living in rural areas request assistance from the institution to have tablets and computers and internet access...."

SL2: "... Our students and parents who cannot participate in the live class sessions request tools and equipment from our school administration such as internet and tablet.

S10: "... Live course notifications, establishing EBA support points and admitting students who do not have a computer and internet to the school and teaching the courses..."

S2: "... The expectations of our parents are to start face-to-face education in schools as soon as possible, increase the distance education lesson hours, and ask teachers to keep in touch with students and themselves."

The study presented the school administrators' responses to the fourth question "Can you give information about the problems that students and parents encounter during distance education?" in the study were presented in Table 4.

Table 4.

Opinions About the Problems Which Students and Teachers Encounter During the Distance Education

Theme	Categories	Codes
Problems students and teachers encounter during the distance education	Problems teachers encounter	<i>EBA live class sessions' getting disconnected</i>
		<i>lack of motivation due to the decline in student participation</i>
		<i>allowances being reduced</i>
		<i>parents' following the lesson</i>
		<i>lack of Eba live classes</i>
	Problems students encounter	<i>noise in crowded classrooms</i>
		<i>due to a lack of opportunities such as tablets and internet, students could not attend the live classes</i>
		<i>Siblings' timetable course clashes</i>

According to the data in Table 4, while the teachers mostly encountered the problem of disconnection from EBA live classes, the students stated that due to the Lack of opportunities such as tablets and internet, they could not attend the live sessions. Some school administrators stated the following problems which students and teachers encountered as follows:

S11: "... Not being able to attend live lessons due to siblings' timetable course clashes, not being able to connect to the lessons due to insufficient live class infrastructure, decline in teacher motivation due to low attendance in live classes..."

S14: "... Parents following the lesson in the background while teachers are teaching, or seeing home environment in the background during the live session because EBA is too busy, lack of internet for some students, lack of phones, tablets, or computers in some families because two or three siblings are required to attend classes at the same time, parents following the lesson in the background while teachers are teaching, or seeing home environment in the background during the live session because two or three siblings are required to attend classes at the same time..."

H2: "... They declared that they had problems arising from the system in the lessons on EBA. Teachers stated that students could not attend classes due to impossibilities..."

H7: "... Problems with internet infrastructure, transferring course materials to online platform, computer and tablet prices exceeding purchasing power..."

H4: "... Lack of internet, internet not being available in villages and rural areas, Lack of communication tools and increase in price, disconnection in distance education programs."

The school administrators were asked, "Can you give information about the actions you have taken to solve teachers and students' problems?" as the fifth question in the study. The findings obtained from the responses to this question are presented in Table 5.

Table 5.

The School Administrators' Opinions About the Solutions Regarding the Problems of Teachers and Students During the Distance Education

Theme	Categories	Codes
The school administrators' opinions about the solutions regarding the problems of teachers and students	Solutions for teachers' problems	providing the use of alternative programs such as Zoom due to the Lack of live class sessions on EBA
		asking computer teachers to troubleshoot the disconnection during the live classes
		informing the teachers about the use of distance education programs
		announcement of educational plans on the school website
	Activities for solving the students' problems	setting EBA live class session support points
		enabling students who cannot join live lessons to attend the sessions in the school via smart board
		Meeting the needs of students who cannot attend the live classes through teachers and sponsors.
		making announcements via SMS
		distributing books
		providing a hygienic environment in schools

According to the data presented in Table 5 given above, the school administrators offered the following solutions for the problems of teachers: providing the use of alternative program such as Zoom due to Lack of live class sessions on EBA, asking computer teachers to troubleshoot the disconnection during the live classes, informing the teachers about the use of distance education programs and they also offered some solutions to the student problems such as setting EBA live class session support points. LSome school administrators suggested the following solutions for the problems of students and teachers as follows:

S10: "... We tried to contribute to the access to distance education within limits of our power by constantly communicating with teachers and students, and we set an EBA access point in our school in some areas and offered it to our students' use ...".

S13: "... We solved the problems encountered while connecting to EBA application programs. ...".

H5: "... We established EBA support points in schools, books were distributed, we reached students who did not have internet and guided them to EBA-support points, and students and teachers benefited from the infrastructure in our school...".

H3: "... Continuous information was provided via Whatsapp, live support points were set up in our school, and a school text messaging system was set up..."

The last question asked to the school administrators in the study was, "As a school administrator, what are your recommendations for making the distance education process more efficient?" The findings obtained from the responses to this question are presented in Table 6.

Table 6.

Suggestions of School Administrators About the Distance Education Process

Theme	Categories	Codes
School administrators' recommendations about distance education	Suggestions for teachers	Teachers must be trained in teaching live lessons on online platforms
		Providing cooperation between teachers and parents-students
	Suggestions for technology	Strengthening the infrastructure of EBA platform
		Providing free internet access for distance education to every household
		integration of E-School and EBA
		Not imposing a tax on IT tools for teachers and students
	Suggestions for students	Using Zoom and similar programs
		Meeting the needs of the students who cannot join live sessions
		Increasing live class hours on EBA
		Increasing EBA support points
		Describing courses to all classes at the same time
		Guiding students to exercise in their spare time
		Starting face-to-face education as soon as possible
		Taking deterrent measures for students to attend the course
		Applying course or grade repetition
Suggestions for parents		Enabling parents to urge students to follow the lesson
	Parents' not exhibiting negative attitudes while students are listening to the lessons	

School administrators' suggestions about distance education were presented in different categories in Table 6. When these categories were reviewed in terms of technology, the majority of suggestions were that the EBA platform's infrastructure be strengthened and that every household receive free internet connection for distance education. After considering the teachers, it was proposed that teachers be educated in teaching live courses on online platforms in order to improve the effectiveness of live class sessions. In addition, the following suggestions were made for the students such as meeting the needs of the students who cannot join live sessions, increasing live class hours on EBA and considering suggestions for parents, they were recommended to urge students to

follow the lesson. Some school administrators' suggestions about distance education included the following:

L1: "... Strengthening the infrastructure of the EBA platform, providing internet to families without internet access, meeting students' needs of computers and tablets..."

L2: "... Improving the system for our teachers not to have trouble on EBA, providing sufficient amount of internet to ensure the participation of students in the lesson, giving tablets to students who do not have the opportunity to buy one ..."

S1: "... By strengthening the infrastructure on EBA, the course hours for each class should be increased, and the courses for all branches at each grade level should be assigned simultaneously for the course syllabus to be administered effectively and efficiently ..."

S2: "... Planning EBA course hours according to the school, eliminating lack of lesson hours per class in multiple classrooms, eliminating lack of equipment such as internet and tablet for the active participation of all teachers and students ..."

Conclusion and Discussion

The first result of the study revealed that school administrators mostly carried out technological activities regarding distance education, provided live sessions on EBA and Zoom, and coordinated school administration-teacher-student and parents with WhatsApp groups. From these studies carried out by the school administrators, it can be stated that the administrators even in the distance education process have tried to ensure the normal functioning of the school. It can be stated that the result obtained from this study was compatible with the following studies: in the study conducted by Goren, Gok, Yalcin, Goregen, and Caliskan (2020), school administrators systematically followed the teachers' lessons and gave feedback about the courses, and they constantly informed parents and students. In addition, the studies carried out by Turan (2020) and by Keles, Atay, and Karanfil (2020) revealed that the school principals aimed to establish school-parent communication and thus kept in touch. In a study carried out by Tanhan, Mazlum ve Ucar (2020), it was revealed that the school administrators included the parents directly in the process and thus developed cooperation. Therefore, it can be stated that this study is compatible with the results of such studies. On the other hand, it was stated in the study carried out by Kulekci- Akyavuz and Cakin (2020) that school administrators played a crucial role in providing parent and student motivation. Therefore, the result obtained is different from the result of this study.

Another result obtained from this study is that teachers had expectations from school administrators such as solving internet problems, ensuring the participation of students in the lesson, informing parents on time, and making a regular lesson plan in the distance education process. This situation can be interpreted as follows: teachers want to continue education under all circumstances, they expect an appropriate curriculum to be developed so that all students can benefit from this education, and parental support is needed in distance education. In a study conducted by Kavrayici and Kesim (2021) with school principals, the school principals served both in-school and out-of-school and

their in-school duties and responsibilities included activities such as communication, coordination, administration of education, readiness, online project management and assistance. In a study conducted by Tanhan, Mazlum, and Ucar (2020), it is stated that school administrators monitor and control the distance education process to continue education and involve parents in the process by keeping in constant contact with them. It can be said that this result is compatible with the results obtained in this study. Because the design of the curriculum for the distance education process, the involvement of teachers and students in the process and the coordination of teaching are carried out under the leadership of school principals (Turan, 2020), it can be said that teachers have reasonable expectations from school administrators at this point. In a study conducted by Caglar and Kilinc (2020) with school administrators, it was stated that there were limitations in planning the course syllabus as in face-to-face education, and it can be interpreted that the school principals knew the teachers' desire for a regular course syllabus, but this was difficult to carry out.

Another result obtained from this study conducted with school administrators is that the most important expectation of students and parents from the school administrators was to meet the needs of students, who lack financial means, such as internet and tablet in the distance education process. On the other hand, the findings reveal that students' parents had varying expectations, including the establishment of EBA support points, the resolution of systemic internet problems in live class sessions, the adjustment of live class hours, the beginning of the normal education process, and the holding of meetings via remote access. From this point of view, it can be thought that during the pandemic period, families and students who do not have technological tools or who lack them want to supply them in order not fall behind their lessons. On the other hand, although education is undertaken remotely, it is desired that distance education is as effective and efficient as face-to-face education. In addition to this, it is desired that the routine practices performed in face-to-face education should be done. In a study conducted by Caglar and Kilinc (2020) with school principals, it was stated that there were technical problems during the distance education, and some students who did not have the opportunity or means had problems connecting to the lessons. In a study carried out by Kavrayici and Kesim (2021) with school principals, the school administrators stated that it was necessary to provide an opportunity to hold meetings on the EBA platform and to make arrangements to strengthen the internet infrastructures to solve the problems experienced due to the overload on EBA.

In this study which examined the views of school administrators regarding the distance education process, the school administrators stated that teachers faced the problem of disconnected live classes on EBA while students had a problem with attending live classes due to Lack of opportunities such as tablet and internet. It can be stated that there are two basic components of online education including the online platform to have lessons and technological equipment and tools necessary to connect to the lessons. However, if these two basic components are not effective and sufficient, the desired level of efficiency cannot be obtained from the live lessons. Many related studies have mentioned technological tools and online course platforms required for distance education. In a

study conducted by Han, Demirbilek, and Demirtas (2021), the most common negative attitude of remote education reported by participants was internet access and technology-related issues. In their study, alar and Klnc (2020) found that distant education lacked technological infrastructure and that internet access was expensive. In addition, in a study conducted by Dogan and Kocak (2020), teachers stated that there were infrastructure weaknesses on the EBA platform, and they experienced technical problems.

Another finding of the study is that school administrators solved teacher problems with distance education by providing alternative programs such as Zoom due to insufficient EBA live classes, having computer teachers troubleshoot technical issues during live sessions, informing teachers about the use of distance education programs, and the school administration solved student problems by establishing EB. Another result obtained from the study is that they solved the problem by creating EBA live course support points. In general, it can be stated that school principals have found a solution to the main problems encountered in distance education activities carried out in schools and they try to support the continuity of distance learning in this way. It can be stated that the result obtained from the study conducted by Tanhan, Mazlum, and Ucar (2020) with school administrators reveal that school administrators provided the necessary support for teachers within the means at their disposal and this is compatible with the result of this study. In the relevant literature, it has been suggested that there should be a team that deals with the technical problems that may occur in the distance education process and can solve these problems (Salleh, Ghazali, İsmail, Alias, & Rahim, 2020). In a study conducted by Han, Demirbilek, and Demirtas (2021), it was stated that Information Technologies (IT) teachers provided guidance and technical support to teachers in other branches during the pandemic. UNESCO (2020b) recommends that school administrators should create peer support networks and communities of practice for teachers in this process.

The final outcome of this study included school administrators' suggestions related to distance learning, such as strengthening the EBA platform infrastructure, providing free Internet access to all households for distance learning, offering training to teachers on how to make live classes more effective, meeting the needs of students who do not have the opportunity to attend live sessions, and increasing live EBA classes. Based on the experiences of school administrators in the distance education process, it can be said that they want distance education to be carried out more actively with fewer problems with the participation of more students and with more course hours. In a study conducted with school administrators by Tanhan, Mazlum, and Ucar (2020), they indicated that the Ministry of Education could take more initiatives on issues such as developing infrastructure options for distance learning, providing documents to students who lack the resources, and providing a free Internet quota for students in live classes. In a study conducted by Han, Demirbilek and Demirtas (2021), it was stated that the use of technology in education became widespread thanks to distance education and the school administrators, teachers, parents and students' abilities to use educational technologies increased. In addition, the result of a study conducted by Turan (2020)

revealed that school principals supported teachers' professional development in technology. This result is compatible with the result of this study.

In the light of the results obtained from the research, the following suggestions can be listed about this study:

1. Compared to the early periods of distance education, teachers can now assign their live class sessions themselves. Therefore, school administrators can focus more on administering live sessions.
2. School administrators can focus more on planning the distance education process and student participation in classes.
3. School administrators can communicate with non-governmental organizations to obtain the technological equipment and tools required for distance education,
4. School administrators can continue the process by diversifying the practices carried out to administer distance education more effectively and efficiently.

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