

Inequality of Opportunity in Distance Education during the Pandemic Process

Ebru YILMAZ İNCE

*Isparta University of Applied Sciences
ebruince@isparta.edu.tr
Orcid: 0000-0001-9462-0363*

Nurcihan KABUL

*Isparta Gazi Social Sciences High School
nurcihankabul@gmail.com*

Ahmet KABUL

*Isparta University of Applied Sciences
ahmetkabul@isparta.edu.tr*

ABSTRACT

This study was carried out in order to determine whether the distance education carried out during the pandemic period caused inequality in education among students, and designed as a case study. The working group was formed with the participation of 58 students from Isparta Gazi Social Sciences High School. The data were collected through semi-structured interview, one of the qualitative research techniques. The interview was considered appropriate in terms of screening the situation of the students. Interview form technique was used in the interviews. In the preparation of the interview form, the information obtained from the literature review, the opinions of 1 teacher and 2 academicians were used. According to the results of the research, it has been determined that students' access to equipment such as internet and computers increases the inequality of opportunity among students in the distance education process. Also, some students receive help and private lessons from different educational institutions. Almost all of these students live in provinces. In this case, it has been determined that regional and socio-economic inequalities persist in distance education.

INTRODUCTION

The process that started with coronavirus (COVID-19) made the principle of "Equal Opportunity and Opportunity in Education" discussed again. The new type of COVID-19, which started in Wuhan, China and has rapidly become a global problem, has caused daily life to change significantly. COVID-19, which started as a local health problem, has become a global epidemic in a short time due to increasing mobility and rapid contagion factors (Başaran et al., 2020). COVID-19 pandemic, which started in China in December 2019, was declared a pandemic in January 2020. A pandemic is an infectious disease epidemic that starts in a region and expands gradually and can transcend borders and continents (Buluk and Eşitti, 2020).

March 11, 2020, the World Health Organization (WHO) reported that the world is facing a new coronavirus pandemic. Among the international measures taken and practices put into effect to prevent the spread of COVID-19, curfew restrictions, cities, regions and international travel restrictions stand out (Başaran et al., 2020). In this process, how education services will be carried out during the epidemic has become one of the important problems of countries. In many countries, schools have been decided to be closed to reduce the possibility of virus transmission. Many countries were caught unprepared for this problem in the field of education and had to decide to switch to distance education in a very short time (Özer and Suna, 2020).

The Ministry of National Education (MEB) has announced that education services will be provided through distance education in order to meet the educational needs of students during the COVID-19 process. Ministry of Education in Turkey, starting from March 23, 2020, the three television channels and Educational Information Network (EBA) students in each school has taken steps over the scope of distance education. In this way, it was ensured that the lessons conducted on the EBA were given via the internet, TRT channel and television, and the TV and internet-based distance education platforms were actively used (MEB, 2020). Distance education has been brought to the agenda with the unexpected closure of educational institutions all over the world and the initiation of continuing and supporting education from digital platforms at home due to quarantine days (Genç and Gümrukçuoğlu, 2020).

In Turkey, throughout the history of the Republic, various legal regulations in order to enable them to benefit equally from the lower part of education and disadvantaged groups of society has made. Since the early 2000s,

MEB's steps on this issue have been more serious and practical. Important steps have been taken to ensure equality of opportunity in education such as numerical and financial increases in State Free Boarding and Scholarship opportunities, free textbook application, education with smart boards in every classroom, reduction of the average class size, construction of new school buildings, closure of classrooms and exams. free preparatory courses for students (Şahin, 2019). However, the COVID-19 process has added a new dimension to this situation. The obstacles faced by many students in accessing digital tools and the internet interrupted their learning processes.

The fact that the education provided is based on internet-based EBA applications, the internet speed is slow in some regions of our country, and many of the students do not have computer, tablet and internet access have led to an increase in inequality of opportunity among students. Inequality of opportunity in education; It is generally defined as providing the necessary opportunities for all members of the society to demonstrate their abilities without discrimination in terms of gender, language, religion, race, economic level (Canöz, 2014). The concept of equality in education is a legal equality that refuses to make any discrimination between individuals due to the discrimination of religion, language, race, gender, political opinion, philosophical belief and sect (Tunç, 1969). May cause inequality of opportunity in education; There are many factors such as "gender, religion and belief, mother tongue, ethnic origin, socio-economic level, parental characteristics, geography, place of residence". The principle of equal opportunity means more support for disadvantaged groups (Şahin, 2019). Özer and Suna (2020) listed the reasons for inequality that emerged with distance education activities as follows;

- opportunities students have at their homes and inequalities related to the education level of parents,
- differences in infrastructure and familiarity with distance education between countries,
- digital literacy differences among students,
- measurement and evaluation processes.

It is seen that there are many studies on inequality of opportunity in education in the literature (Buluç, 1997; Büyüköztürk, 1992; Canöz, 2014; Güner et al., 2014; Kala, 2011; Kaya and Aksu, 2009; Malkoç and Yaflar, 2014; Mercik, 2015; Özden, 1997; Petek and Önder, 2015; Sarier, 2010; Tanman, 2008; Karasar, 1979; Tan, 1987; Zoraloğlu, 1998; Akbey, 2006; Uçkaç, 2003; Özer and Suna 2020; Özdoğan and Berkant, 2020). Distance Learning; It is a flexible form of education in which the learner and the trainer are in different places, and the lessons are conducted simultaneously or asynchronously through information and communication technologies (Banar and Firat, 2015).

Advantages of distance education are mentioned in many studies. Advantages of distance education can be listed as follows; It serves a wide range of students. It is an indispensable education system for those who do not benefit from traditional education. It is student-centered and affordable. In distance education, the individual realizes the learning for himself. It offers equal opportunity. It is independent of time and place. It removes geographical and regional barriers. Provides 24/7 access to the education and training environment. Provides the opportunity to teach with advanced tools. It ensures that people who have to work at work can continue their education. It allows each student to learn at their own learning speed. It provides fast and easy access to information. It eliminates additional expenses such as transportation, accommodation, accommodation and nutrition required in face-to-face education. Distance Education allows students to receive education at the quality they want from any place with internet access in terms of being independent of the location (MCBÜ-UZEM, 2021; Çiğlık and Bayrak, 2015; Çiftçi, 2015; Uyar, 2020).

When the studies are examined, disadvantages of distance education can be listed as follows; In distance education, although the student can easily benefit from the educational opportunity remotely and without going to school, in fact, he / she is learning without face-to-face interaction, group work, classroom activities and responsibilities and social development. In addition, lack of measurement and evaluation, loss of motivation, lack of internet and computer, inequality of opportunity, lack of interaction, technical problems, lack of socialization and unpreparedness for the process, ineffectiveness in gaining affective and psycho-motor behaviors, planning, coordination difficulties and inability to access the instructor It is one of the frequently mentioned disadvantages of education. In order for an institution or organization to engage in distance education activities and achieve the desired success in distance education, it must have technological infrastructure, sufficient technical and administrative staff, and field expert lecturers. Lack of timely and continuous support services for students in distance education, lack of extracurricular social activities, insufficient communication infrastructure, and students' inability to manage time effectively due to the busy work life can be listed as student-related problems. Educational problems are; lecturers' inability to adapt to technology, their inability to prepare student-centered course content and their inability to use communication tools effectively (Torkul, 2012; Çiğlık and Bayrak, 2015; Özdoğan and Berkant, 2020; Uşun, 2006).

Distance education, which was previously carried out by letters and then by means of communication such as radio and TV, is becoming increasingly widespread today through computers and internet-based technologies. With its general and inclusive structure, distance education; It is closely related to concepts such as online learning, web-based learning, computer-assisted learning, and even open education. Today, distance education studies are gaining importance every day. As a result, the analyzes conducted in this study, which examines the effect of distance education activities on inequality of opportunity among students, have a value that will shed light on the quality and effectiveness of education for the future. For this purpose, answer was sought to this question "What are the effects of inequality of opportunity in education students between the application of distance education in the formal education conducted in 2020 at the COVID-19 process in Turkey?".

THE STUDY

This study was carried out in order to determine whether the distance education carried out during the pandemic period caused inequality in education among students. One of the most important goals of Turkey's education system, equality of opportunity in education is to be provided. This study aims to contribute to the solution of this problem by revealing the reasons and results of the inequalities of opportunity created by distance education activities among students during the pandemic process in secondary education.

According to research findings, opportunities to have internet and digital tools increased the inequality of opportunity among students. In the distance education process, inequalities arising from regional and socio-economic conditions are experienced. Analyzes made in this study, which examines the effects of distance education activities on inequality of opportunity among students, have a value that will shed light on the quality and effectiveness of education for the future. With this study, it is aimed to establish a healthier education system and eliminate inequalities of opportunity by determining the reasons for inequality of opportunity in education with the feedback from students.

METHOD

The study was designed as a case study among qualitative research designs. The purpose of choosing this method is to enable the case study to examine a current and complex phenomenon together with all other variables affecting it (Ekiz, 2003). The situation examined in the research was examined with the theme of inequality of opportunity, the knowledge and opinions of secondary education students about distance education in the 2020-2021 academic year.

Participants

The working group was formed with the participation of 58 students from Isparta Gazi Social Sciences High School. In the selection of the participants of the study group, the volunteering and availability of the interviewees were taken as a basis. The distribution of the participants according to their demographic characteristics is summarized in Table 1 with the variables of gender and place of residence.

Table 1. Demographic characteristics of the participants

Demographic characteristics	Frequencies	Percentages
Gender		
Female	25	43.10
Male	33	56.90
Living place		
Village	9	15.52
Town	2	3.45
District	8	13.79
Province	39	67.24

According to the information obtained from the interviews, 25 of the students are female (43.10%) and 33 are male (56.90). 9 of the participants live in the village (15.52%), 2 in the town (3.45), 8 in the district (13.79%) and 39 in the province (67.24%).

Collection of data

The data were collected through semi-structured interview, one of the qualitative research techniques. The interview was considered appropriate in terms of screening the situation of the students. In studies based on this method, it is desired to answer questions such as what is the situation, where we are, what do we want to do, where should we go, how do we go there, based on the data that is thought to be within the current time section (Kaptan, 1991).

Interview form technique was used in the interviews. In this technique, the interviewer uses the questions prepared beforehand by adhering to the previously prepared topics and fields, and can also get more detailed information from the participants about the subject by asking additional questions (Yıldırım and Şimşek, 2000). In the preparation of the interview form, the information obtained from the literature review, the opinions of 1 teacher and 2 academicians were used.

The interview form was prepared by determining the questions to be asked in the interview in line with the information obtained and the research problems. Since the interview is semi-structured, flexibility such as rearranging the questions, adding new questions and asking questions of the participants were made during the interview in order not to deviate from the purpose of the research and to collect rich data. The interviews with the students were recorded by phone, with the permission of the participants. The interviews lasted approximately 15-30 minutes.

Analysis of data

The data collected from the interviews were analyzed using the content analysis method, which is the basis for qualitative research analysis. Although some ways are suggested in the literature in analyzing qualitative data, Merriam (1998) stated that all paths are very similar to each other and in fact, all of them are content analysis. In this study, content analysis was completed with description, analysis and interpretation processes, which are the basic steps of qualitative data analysis (Yıldırım & Şimşek, 2000).

First of all, the recorded interviews were made in writing by the researcher for text analysis and interview transcripts were issued. In the second step, these transcripts were read carefully and conceptually coded so that the participants' ideas and thoughts were represented with appropriate words and phrases. With the coding process here, it is aimed to simplify the speech recordings and make them concentrate on summarizing. In the last step, thematic findings were interpreted by tabulating with the help of frequencies and conclusions were drawn.

In order to increase the reliability of the research, the opinions of the instructors were directly conveyed where necessary. In the analysis of the data, the coder reliability was determined by calculating the agreement percentage suggested by Miles and Huberman (1994). For this purpose, after one of the interview recordings was coded by the researcher, the same recording was coded independently by another expert in educational technologies. After calculating the consensus and differences between the two analyzes, the agreement percentage was determined as 93%.

FINDINGS

In this section, students' opinions about distance education and opportunities for distance education are presented. The type of warming of the house for distance education, the student having his own room, having a private area during distance education, the device used for distance education, an internet connection other than the telephone internet, internet quality, computer status, the number of people in distance education at home, at home The number of students to take the exam, the study variables were examined in order to get support from a different educational institution during the pandemic process and to contribute financially to the family. In the opinions about distance education, regular follow-up of the live lesson, the follow-up of the lessons that could not be attended, the live lesson times and course schedule in distance education, the efficiency comparison of distance education and formal education, and study motivation variables were examined.

Opportunities for distance education

When the variables of the type of heating of the house of the secondary school participants who continue their education in the home environment during the pandemic process and the students having their own room; Heating types including air conditioner (f: 1, 1.72%), stove (f: 12, 20.69%) and radiator (f: 45, 77.59%) were determined, 40 of the participants (68.97%) stated that having own room (Table 2).

Table 2. Opportunities for distance education

Opportunities	Frequencies	Percentages
House heating type		
air conditioner	1	1.72
stove	12	20.69
radiator	45	77.59
Having own room		
yes	40	68.97

	no	18	31.03
During distance education, private owning space	yes	23	39.66
	no	35	60.34
Device used for distance education	tablet	1	1.72
	computer	7	12.07
	smartphone and computer	9	15.52
	smartphone	41	70.69
Internet connection except smartphone	yes	55	94.83
	no	3	5.17
Quality of internet	sufficient	18	31.03
	Insufficient	40	68.97
Computer status	no	10	17.24
	yes	48	82.76
Number of people in distance education at home	1	8	13.79
	2	34	58.62
	3	13	22.41
	4	3	5.17
Having a computer for all person in distance education at home	yes	15	25.86
	no	43	74.14
Student who will take the exam at home	yes	11	18,97
	no	47	81,03
During the pandemic, getting support from the educational institution except school	private teaching institution	23	39.66
	Private lesson	11	18.97
During the pandemic, working for financial to contribution	yes	8	13.79
	no	50	86.21

23 of the participants (39.66%) answered about having a private owning space during distance education and their speeches are given below;

"No, I listen in the same room with my brother. We use headphones so that the sounds do not interfere.

"I can't find, suddenly my little brother walks in and is distracted. The sounds outside the room are distracting me. While I am in class, my mother or father is asking me to bring something. "

"I cannot find a suitable environment. We are listening to lessons with my brothers where the stove is burning. We use headphones so that the sounds do not interfere. "

1 of the participants participate in distance education with a tablet (1.72%), 7 with a computer (12.07%), 9 with a phone and computer (15.52%), and 41 with a telephone (70.69%). Some of the participants used the following statements about device preferences.

"The computer is suitable for the computer, if not the phone"

"I use the phone because it is more comfortable than the computer."

"Phone, computer if I can't connect with the phone."

55 of the students stated that they have an internet connection other than the telephone (94.83%) at home. 18 of the participants see the internet quality as sufficient (31.03%). Most of them complain about internet quality as follows;

"Freezes or interruptions occur because many people connect at the same time. I also use my own phone internet. "

"Occasionally cuts off, sometimes the image freezes"

"Internet goes off from time to time, when I connect at the same time with my sister, the internet is intermittent"

“Since we live in the village, sheep gnaw the external network cable of the internet and internet interruptions occur in bad weather. There are times when I can't access lessons. ”

"Insufficient. Because it ends when I use my own phone internet. When I use the home internet, I have problems such as interruptions and freezing. "

When "Is there a computer that you can use separately even if you access by phone?" asked the question, 10 people (17.24%) stated that there was a computer. Since the question of people who are in distance education at home was asked, 8 people answered as 1 (13.79%), 34 people as 2 (58.62%), 13 people as 3 (22.41%) and 3 people as 4 (5.17%). When asked whether there are as many computers as the number of people who take distance education at home, 15 (24.86%) of the participants stated that the computer was sufficient. The speeches of the students about computer sharing are as follows;

“No, there is a computer. My brother uses it when our lessons conflict. ”

"No, there is a computer, and my sister, who is a university student, uses it."

"There is no computer, we are three siblings, my brother who goes to primary school uses it."

“No, we have a laptop. She uses it, because my sister is a senior student. Me and my brother are listening on the phone. ”

“No, there are 2 computers. My parents use it because they are teachers. ”

When asked whether there are students to take the student selection exam at home, 11 of the participants answered yes (18.97). According to the data obtained from the interviews, the facilities at home are provided to more students who will take the exam. When the situation of receiving support from a different educational institution during the pandemic process was examined, it was found that 23 people (39.66%) went to the private teaching institution and 11 people (18.97%) received private lessons. The speeches on the subject are as follows.

“I go to the classroom two days a week. I preferred it because it is face to face. I can understand better when I ask and listen to the questions face to face to teachers. ”

"I do not take it, I do not have such an opportunity in the district, if I were staying in a hostel, I was thinking of going to the private teaching institution."

"I am going to course. Because there are always exams and I find the opportunity to compare myself with others. When I see those who are more successful than me, I tidy myself up. I find the opportunity to ask the professors face to face on issues that I cannot understand. "

“No I didn't. But during this period, I did not fail to watch the free course videos on the internet. ”

“Yes, I go to the classroom. Because I get distracted during live lessons. Here I find the opportunity to do face-to-face lessons with the professors and this environment motivates me. ”

It was determined that 8 students (13.79%) worked to contribute financially to the family during the pandemic process. The students used the following expressions;

"I help my family from time to time with gardening."

"Yes. In my spare time, my father is making dried fruits and I help him. "

"I am working. Since my family is a livestock breeder, I sometimes help them outside of class hours. "

"I work because we are 3 siblings and I want to support my family."

"I am working. As two siblings, we will take the exam and the source books are very expensive, so I have to work to cover both our book expenses and daily expenses without burdening my family."

Opinions on distance education

A great majority of the participants (f: 49, 84.48%) stated that they regularly follow the live lessons in distance education. Distance education live course participation answers are as follows;

"I do not follow regularly, I was disconnected from the lessons and could not get back together because the course schedule is constantly changing.

"I can't, the internet goes down sometimes."

“I cannot follow regularly. I'm trying to get in as much as I can if the internet is pulling or I'm not at work. But I often can't get in while at work. This also affects negatively ”

“Yes, I follow it regularly. I try not to miss it in the morning or in the evening. Sometimes when I have my own work in between, I cannot follow. In general, I follow. ”

“No, I don't follow it regularly because sometimes I want it and sometimes it doesn't. Sometimes it happens that I cannot attend due to reasons other than my influence. ”

Table 3. Opinions on distance education

Distance learning	Frequencies	Percentages
Regular follow-up of the live lesson		
No	9	15.52
Yes	49	84.48
Watching lessons that could not attend later		
Youtube videos	34	58.62
Classroom and private lessons	18	32.03
Dislike recitation	12	20.69
Difference in course flow	8	13.79
Running out of time	4	6.90
Live lesson duration in distance education		
sufficient	14	24.14
insufficient	44	75.86
Live curriculum in distance education		
Satisfied	8	13.79
Unsatisfied	50	86.21
Efficiency comparison		
Screen fatigue	48	82.76
Inability to make eye contact	42	72.41
Lack of socialization	39	67.24
Distractibility	34	58.62
Inability to ask questions	27	46.55
Difficulty concentrating	18	31.03
Lack of communication	16	27.59
Technical problems	15	25.86
Inequality of opportunity	5	8.62
Boredom	4	6.90
Reasons for lack of motivation to study		
Distractions	49	84.48
Sitting in front of a screen	46	79.31
Being in the same environment	43	74.14
Working environment unsuitability	36	62.07
Inability to socialize	33	56.90
Communication disruption	17	29.31
Inequality of opportunity	16	27.59
Pandemic stress	12	20.69
Family conflict	7	12.07
Future anxiety	6	10.34

53 (91.38%) of the participants answered the question "Are you listening to the lessons you could not attend later on EBA TV?" As no. Reasons for not watching EBA TV, youtube videos (f: 34, 58.62%), classroom and private lesson (f: 18, 32.03%), dislike recitation (f: 12 20.69%), difference in course flow (f: 8, 13.79%) and running out of time (f: 4, 6.90%). Statements on the subject are given below;

"I'm not listening because you don't have time to watch EBA TV. It can conflict with my lesson hours. Instead, I listen to lecture videos on youtube. These videos explain the topics in more detail. EBA TV tells the topics more superficially. I do not prefer EBA"

"I listen to live lectures on EBA TV, but I have difficulty understanding because the way my teachers narrate is different from those of the lecturers on EBA TV"

"I don't listen, I don't follow the lectures on EBA TV because I find them superficial."

"No, I'm not listening. I am completing my shortcomings with lecture videos on Youtube. I find EBA TV lectures insufficient and narrow. I can listen to YouTube whenever I want. EBA TV's lesson times do not suit me. "

"No, I'm not listening. The lessons on EBA TV are not parallel to our lessons, they go a little ahead. That's why I don't listen.

"No, I'm not listening, I'm always on the screen. I cannot listen to lecture repetitions "

"I'm not listening. I find EBA TV boring because I cannot communicate with the teacher. Instead, I find the lectures in EBA Academic support more efficient. "

Live lesson times in distance education were found sufficient by 14 people (24.14%). Student criticisms about live class time are as follows;

"The lesson times are insufficient, I do not understand for 30 minutes, the voice goes back and forth halfway through the lesson, I miss the subject."

"The lesson ends with very inadequate two or three questions, especially in mathematics lessons, and we cannot ask questions to the teacher because the time is limited."

"When the teacher goes deep into the subject, the lesson ends at the heart of the subject."

"I don't find it enough, but even though it is a long time since I listen on the phone, I won't be able to listen because I am bored. I was not bored even though the course time was long in face-to-face training."

"Live lesson times are sufficient and great. I wish it was the same in formal education. Neither teacher is bored nor student"

"That's enough for me. If it were longer, our concentration would be impaired. "

For the comparison of distance education and formal education, the participants were asked "Do you find distance education more efficient than formal education?" Only 2 of the participants answered yes (3.45%). Inefficiencies of participants were screen fatigue (f: 48, 82.76%), inability to make eye contact (f: 42, 72.41%), lack of socialization (f: 39, 67.24%), distraction (f: 34, 58.62%), inability to ask questions (f: 27, 46.55%), difficulty concentrating at home (f: 18, 31.03%), lack of communication (f: 16, 27.59%) technical problems (f: 15, 25.86%), inequality of opportunity (f: 5, 8.62%), and boredom (f: 4, 6.90%). Statements on the subject are given below;

"I don't find it efficient. I would learn the lesson in the face-to-face education, I wouldn't work extra much. In online education, I try harder to learn in the course, and I have to work again and apply to different sources to fill my deficiencies. Trying to understand everything in online education was tired of me, I got bored. "

"I do not find distance education efficient. We are deprived of school facilities. Teachers had the opportunity to process the lesson differently according to the subject. There is only one type of expression in online education. I have a headache on the screen, my eyes are tired from looking at the screen."

"I don't find it efficient, I get bored at the desk, nobody can attend the lesson, they can't express their opinion, they are afraid. We were more comfortable in the classroom environment. Digital lessons online are getting less efficient. There are a lot of distractions happening. Because we are in a home environment, something happens in the room or something else happens. But we were not distracted because the classroom was an environment reserved for education. Talking and traveling with our friends during breaks at school was relaxing and relaxing. But online, we are always sitting in the same environment. The furthest environment I can go to is my kitchen and my room. "

"No, because it is much easier to express ourselves when communicating face-to-face, and I have a hard time doing that during the distance education period."

"No, my ties are completely broken because we cannot go to school during the pandemic period. I could not create my own layout at home. If there was a formal education, I would concentrate more easily, but I am not in this period. "

"No, I don't find it efficient. Formal education is much more beneficial. Constantly looking at the screen is very tiring for our eyes. It also minimizes sociability. I am getting very little yield seriously. "

"No I don't find it efficient. In formal education, we had a social and dynamic relationship with my teacher and my friends. But I feel mentally and mentally isolated in distance education. Living the same things every day in the same environment and with the same people, the monotony of life gets bored. "

"No I don't find it efficient. It is very disturbing not to interact socially and with blood."

"No I don't find it efficient. The internet is getting broken, the picture freezes, the sound cuts out, and you miss the lecture. There is no eye contact with the teacher. You get distracted quickly. "

"Frankly, I think people focus only on the downsides of distance education. In this process, I focus more comfortably on the lessons. Because there are no students making unnecessary noise that sabotage the lessons. Lesson times are very reasonable. We don't have to go to school in the dark in the morning."

Do you experience any negativity in the motivation to study during the pandemic process? " Only 2 of the participants answered the question no (3.45%). The reasons for lack of motivation for studying are distractions (f: 49, 84.48%), sitting in front of a screen (f: 46, 79.31%), being in the same environment (f: 43, 74.14%), working environment unsuitability (f: 36, 62.07%), inability to socialize (f: 33, 56.9%), communication disruption (f: 17, 29.31%), inequality of opportunity (f: 16, 27.59%), pandemic stress (f: 12, 20.69%), family conflict (f: 7, 12.07%) and future anxiety (f: 6, 10.34%), that can be expressed by their themes. Student lectures are listed below;

"You are always sitting in the same environment and screen while online, this situation is very boring; table, room and screen. It gets distracted after a certain period of time. It is not like the school environment, there are many distractions. "

"My motivation is low, I don't understand anything from the math lesson, I can't ask questions, this situation makes me depressed. I am having conflicts with my family because I have stayed in the hostel for three years. I had a layout in the hostel, my meal and study hours were clear, I could not establish this order at home. "

"I had a drop in motivation. When not in the classroom environment, the racing environment does not occur. I was working when I saw my friends working. The same environment is always boring in online education. But at school, talking with friends and spending time during breaks relaxed and entertained us. "

"I am having a motivation problem, I am challenging myself to follow the course, thinking that I will lose a lot. If I were at school, I would have completed my missing subjects better, I could ask questions to my teachers. "

"I live. The uncertainty of everything negatively affects my motivation. Uncertainties such as whether schools will open or not, whether the virus will end, and when the exams will take puts my enthusiasm to study. "

CONCLUSIONS

The COVID-19 pandemic has been one of the biggest problems faced by education systems to date. Distance education solutions have become the mandatory choice of countries to ensure the continuity of their education processes in this period. In order to slow down the spread of the virus epidemic during the COVID-19 pandemic process, the Ministry of National Education has decided to suspend face-to-face education. The pandemic process in question made it compulsory to continue with distance education in order not to interrupt the education. Since distance education is not dependent on space and time, it is accepted that it is a suitable system for this process. In this regard, the Ministry of digital education platform of distance education process within the Ministry of Education Education Information Network (EBA) and Turkey Radio and Television Corporation (TRT) was carried through. Purpose in distance education; It offers the opportunity to eliminate the factors that cause disruptions in formal education, unsuitable time and situations where geographical conditions do not allow education (Özbay, 2015). Inequalities seen in traditional education processes become stronger and more pronounced in distance education processes. The differences in the use of information technologies (digital divide) among individuals are affected by many different characteristics, especially their socioeconomic characteristics, and increase inequalities (Özer & Suna, 2020). However, it is expected that digital channels will be integrated into the education system at a time when technology advances so much.

In the scope of this research, the students were asked whether they participated in the distance education organized by the Ministry of National Education. Looking at the answers given, it is seen that many students attend regularly but some of them could not. Some problems as living in rural, internet interruptions, not having a suitable environment to listen to lessons, and the class schedule is early in the morning and late in the evening were said. They stated that they could not follow due to. It has been determined that some parents have low level of awareness about distance education and they exhibit distancing attitudes instead of encouraging students to participate in the lesson.

Parents' education level is an important factor regarding the participation of students in the distance education process and their academic success. It has been determined in many studies that students with higher education levels of their mothers and fathers receive more academic support from their families and are more successful academically (Özer & Suna, 2020). Parents' education level is a determining factor on the academic performance of students. Students who receive more academic support from their families and have more facilities at home during the distance education process are more advantageous than other students. Based on this, it can be said that socio-economic levels of the family cause inequality of opportunity in distance education.

When the opinions of the participants on distance education during the pandemic process are examined, it is frequently stated that the internet infrastructure is not sufficient and this situation negatively affects the distance education. The fact that some of the participants do not have materials to be used for educational purposes such as computers and tablets or they have to share the existing computer and tablet with other siblings participating in distance education are among the situations that make the process difficult. It can be said that in the distance education process applied in line with these issues, the inequality of opportunity and opportunity arising from the socio-economic situation and the region of residence.

According to the obtained data, the students stated that while listening to the EBA live lesson, they only listened to the lesson and could not participate actively. Students complain that the lessons are not efficient because they cannot actively participate in the lessons. In addition, it was stated that there is no interaction in online courses. It was mentioned that distance education is an abstract environment and there is no strong communication like face-

to-face education. Due to the lack of interaction between students and teachers, distance education is both criticized and motivation problem is experienced because it cannot replace face-to-face education. Therefore, sufficient efficiency could not be obtained in distance education due to the lack of communication. Some students find the lessons inadequate and boring due to the uniformity of lectures. For this reason, it is important to consider the individual differences of the students in lecture methods and techniques.

While studying on EBA TV, the student can watch the lesson they missed again during the day. However, in our study, it was determined that the students did not use this method. The students explained their reasons for not watching EBA TV, such as preferring lecture videos on the internet, not being satisfied with EBA TV lectures, and not going parallel with school lessons. Within the scope of the research, when students are asked about their opinions on distance education and formal education; They stated that they were not satisfied with distance education and that it was not as efficient as face-to-face education. Considering the reasons for dissatisfaction with distance education, they expressed the tiredness of sitting in front of the screen, not being able to make eye contact with the teacher, lack of socialization, distraction, not being able to ask questions in lessons, difficulty concentrating, technical problems, and inequality of opportunity.

The student who provides mutual communication in face-to-face education can perceive the teacher's tone of voice, gestures and gestures, body language, and eye contact as feedback. Therefore, sufficient efficiency could not be obtained in distance education due to the lack of communication. In the classroom environment, teachers can establish eye contact and emotional communication with their students while lecturing. The students within the scope of the study stated that they understood the value and value of face-to-face education at school better, since there was no live environment in the distance education process. They stated that they missed chatting with their friends and teachers, playing games, having fun and learning environment at school, and being able to benefit from school facilities. In this period when face-to-face education did not take place, distance education prevented students from socializing.

The discourse that students experience motivation problems during the distance education process during the pandemic is widely used. As the reasons for low motivation; Excessive distractions, sitting in front of the screen for a long time, being in the same environment, inappropriateness of the working environment, inability to socialize, lack of communication, inequality of opportunity, and pandemic stress were mentioned by the participants. The students stated that they experienced anxiety due to the uncertainty in measurement and evaluation and how they would continue their education, and this situation negatively affected their motivation.

Students who cannot have a private space in the home to study and attend classes, especially have problems in listening to and participating in live lessons, and they fall behind other students who have the necessary conditions. Therefore, it can be said that there is inequality in access to education with the pandemic process. Especially the students who had to return to their families with the closure of the student hostels stated that they had a lot of trouble in participating in the lessons during the distance education process. Because many students who are dependent on the campus have problems in participating in distance education in terms of opportunities such as fast and unlimited internet connection and suitable study environment. Therefore, it can be said that in the process of distance education, inequality of opportunity and opportunity arises due to the socio-economic situation and the region of residence.

Within the scope of the research, when the students were asked whether they received support from a different educational institution (private course, private course) during the distance education process; It has been determined that a non-negligible part of the students went to the classroom and took private lessons. When the research findings are examined, almost all of the students who receive support from a different educational institution live in the provinces. Students living in rural areas stated that they could not get such support as they could not stay in hostels during this process and that their friends living in the provinces got ahead of them because they had this opportunity and this situation caused inequality. Therefore, it can be said that the inequality of opportunity and opportunity arises from the region of residence and socio-economic differences.

In line with the Covid-19 pandemic process, it is obvious that distance education has benefits, but the findings of the research show that students are exposed to disadvantages rather than the advantages of distance education. When distance education is compared with formal education, it is understood that the system has a number of deficiencies.

Previously, geographical conditions, gender, financial opportunities, socio-economic and socio-cultural differences threatened the equality of opportunity in education. Technology ownership and internet access have now created a similar problem.

Suggestions

In today's world where distance learning is spreading rapidly, it is of great importance to identify and prevent problems that may lead to deepening of educational inequalities among students due to inequality in access to equipment such as the internet and computers. For this, some suggestions that can be presented using the research are listed below.

- Conducting infrastructure studies to provide broadband internet required by online services and applications in all geographical regions,
- In accordance with the principle of equal opportunity in education, distance education should cover every student, increase the opportunities of families to use technical tools and internet with state support, ensure that disadvantaged students are provided with a computer or tablet that can do their job,
- Providing compensatory additional training in disadvantaged groups in order that the inequalities of opportunity that the epidemic may cause in the new period after the pandemic do not become permanent and deepen in the society
- Designing an application that will make students feel the classroom environment and increase their participation,
- Providing necessary in-service training for teachers to use distance education efficiently,
- Preparation of course materials suitable for distance education,
- For the development and improvement of distance education; Encouraging student participation, providing necessary information to students and parents about distance education by school counselors through conferences.
- Providing a certain monthly free internet support to each student will contribute to the elimination of inequality of opportunity.

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