International Review of Management and Marketing

ISSN: 2146-4405

available at http: www.econjournals.com

International Review of Management and Marketing, 2020, 10(6), 29-36.

The Relationships between Information and Practices of Teaching Staff that Give Courses at Educational Programs during the COVID 19 Pandemic with Regards to Distance Learning

Remziye Terkan*, Onder Ucar

Fifteen November University of Cyprus, Northern Cyprus, Turkey. *Email: remziyeterkan@onbeskku.edu.tr

Received: 10 September 2020 **Accepted:** 25 October 2020 **DOI:** https://doi.org/10.32479/irmm.10765

ABSTRACT

In this study the correlation between information and practices of teaching staff that give courses at educational programs during the COVID 19 pandemic with regards to distance learning was analyzed. 88 teaching staff working at two different universities, Fifteen November University of Cyprus and Near East University, and who gave distance learning lessons during the COVID 19 pandemic participated in this study. The Nicosia district of the Turkish Republic of Northern Cyprus was chosen as hub where 88 Teaching Staff were contacted at 2 universities based on an appropriate sampling method. While some of these 88 teaching staff fully answered the questions of the study, some of the teaching staff provided limited answers to the questions of the study. The study was designed as a blended research model so as to incorporate both qualitative and quantitative research methods at the same time. In order to correctly analyze data descriptive statistics including frequency, percentages, arithmetic means and standard deviation, as well as the ANOVA test were used.

Keywords: Distance Learning, The COVID 19 Pandemic, Distance Learning Practices, North Cyprus
JEL Classification: D83

1. INTRODUCTION

In distance learning there are limited studies in literature when analyzed from a managerial perspective, Kapucu and Uşun, 2020; in distance learning teaching-learning processes are classified into two models as synchronous and asynchronous (Shahabadi and Uplane, 2015). In synchronous teaching-learning processes teachers and students are simultaneously online and establish real time communication, while being able to use technologies that provide instant feedback (Frambaugh-Kritzer and Stolle, 2019). Particularly when synchronous communication is established or learning is realized in virtual classes, the user and manager of the system is essentially the teaching staff that gives lessons under that system. Therefore, the characteristics, capacities with respect to technologies and teaching, perspectives and beliefs with regard to distance learning of teaching staff are of utmost significance (Demirci, 2018). It is believed that the beliefs of teaching staff with respect to teaching are particularly important. Hence, the beliefs with respect to teaching, pedagogic beliefs, and technological beliefs are in simultaneous interaction with each other and have the power to directly influence teaching applications (Çelen et al., 2018). In other words, there is a linear correlation between beliefs and applications. When the distance learning programs and operating structure of universities is analyzed, it can generally be observed that programs of recently opened distance learning centers are conducted asynchronously over a learning management system. In distance learning centers that have converted to a more corporate structure and that have gained more experience it has been observed that, in addition to a learning management system, there are live class applications that allow for synchronous (Gürler, 2020).

(Ismaıl, 2020) When the relevant literature is analyzed we can observe that in addition to studies that depict the difficulties that teaching staff encountered when providing support services, there are also studies that analyze the various support services provided for teaching staff during the online education process (Alemdağ et al., 2019). The development and spreading of distance learning has resulted in many arguments and studies about it (Dalton et al., 2019). When the relevant literature is analyzed it can be seen that there are studies completed on the approach and perspectives towards distance learning, the problems encountered during distance learning, and comparisons of technologies used (Cochrane and Maposa, 2018). In studies where opinions of instructors regarding distance learning were analyzed, it could be observed that the approach and perspective towards distance learning was generally positive. For example; Çelen et al. (2013) in their study found that teachers wanted to give lessons using distance learning and that they believed distance learning developed the learning capacity in general. Horzum (2003) on the other hand presented that teaching staff believed the learning of newly developed technologies was simplified through the use of internet supported education and that they also believed that internet supported education was beneficial. Carr et al, 2019; Kayaduman and Demirel, 2019 in another study that analyzed perspectives on distance learning stated that the majority of teaching staff believed distance learning applications were effective (Alakoç, 2001). Birişçi (2013) on the other hand based on their study conducted with students of distance learning described the approach of students towards distance learning as indecisive. Kapucu and Uşun, 2020; expressed that teaching staff required pedagogic support with regard to distance learning and proper education with regard to the systems used and content preparation. Birişçi (2013) in their study with students of distance learning, identified problems associated with technical problems and that students were not motivated in classes because of these problems which resulted in loss of attention toward classes. Cadag (2017) expressed that it was essential for online students to receive comprehensive academic support. Yılmaz and Aktuğ (2011) also stressed the need for teachers and students to receive training on the use of basic web technologies and distance learning systems, and in order for the training to be effective to inform instructors on the educational process of distance learning. (Aydemir, 2018); When distance learning is considered as a system, a structure consisting of different dynamics appears. These are: Technological structure; any kind of software and hardware technology that has been set up with the purpose of enabling time and location flexibility and supporting the teaching process within the distance learning system, Organizational structure; the corporate structure that musts exist within any educational system, the operation of this structure and the cooperation within the organization, Social structure; the persons in the distance learning system, who are directly or indirectly involved, their roles, responsibilities and communication with each other, educational structure; the process of realizing teaching activities in relation to the distance learning system, Psychological structure; variables affecting the teaching practices of persons within the distance learning system including knowledge, beliefs, approach, motivation (Aksoy, 2018).

In addition, it was discovered with the same study that external barriers such as access to sources and technical support did not restrict the usage skills of teachers or affect their pedagogic beliefs. On the other hand the study of Fang (1996), where it was discovered that there are minimal relations between the beliefs of teachers and the educational reading practices; the findings of Palak and Walls (2009), which stressed that beliefs of students or teachers were not strong predictors of teaching practices, and did not have an effect on the approach of teachers toward technology or use of technologies and teaching strategies showed that it was essential to look at other factors when explaining educational practices. Ertmer et al. (2012) opinion which indicated that beliefs of teachers with respect to the use of technology in classes did not always explain the situation with respect to practices, while stressing that factors including program requirements, and social pressure from family, friends, and managers were also effective could be explanatory in that respect. Here the question arises whether knowledge is also a determining factor. Believing in something does not mean that activities required by the belief can be completed by existing skills. Although Pajares (1992) and Kagan (1992) expressed that beliefs played a much greater role in determining and organizing problems and behavior than knowledge, findings of two other more recent studies conducted in Turkey do stress the importance of knowledge and skills.

The study conducted by Dinç and Doğan (2010) involving social studies teachers showed that the majority of teachers approved of a constructivist approach, however that there were problems associated with the comprehension and implementation of the new program particularly with regards to appraisal and evaluation activities. Similarly Dilci and Arseven (2013) found that while Turkish teacher candidates approved of the concept of constructivist learning and considered the mselves to be theoretically sufficient, they encountered problems in the implementation. In that case, where the existing knowledge and skills of students are much different than required by practices expected of them, knowledge and skills can also be important factors influencing practice. This situation shows similarities when requirements of face-to-face learning are compared with those of distance learning. According to Kagan (1992), within the scope of the lenience of instructors toward technology use, instructors were found to be prejudiced toward use of technology in contrast with experience and observations. Aydemir et al. (2016); the previous lives of students, perceptions, experiences and beliefs influence their opinions with respect to new situations. Therefore, we should remember the expression which supports the notion that when instructors are faced with new technologies they are generally inclined to use this technology in parallel with their previous experiences and beliefs. At this point this question arises: What kind of relationship exists between the knowledge and practices of teaching staff in the Turkish Republic of Northern Cyprus with regard to distance learning systems? In line with this question, it is intended that the study performed with teaching staff involved in distance learning sets a guideline for distance learning arrangements and contributes to the literature in this subject as stated above.

1.1. The Goal and Significance of Research

When we examine studies performed on distance learning we see that the individual has been ignored and that the focus is more on

issues pertaining to the technical structure of the system or on a single component of the system. Therefore, it is believed that if distance learning during the COVID 19 pandemic is considered as a system together with the dynamics within this system, the description of the current situation and the analysis of the relationship between the components of the system will contribute to distance learning practices. This study carries great significance as it helps determine how Teaching staff of Fifteen November University of Cyprus and Near East University intensively use basic technologies such as computers, cameras, sound systems and prefer as materials mainly text, narratives and visuals, while their tools for the learning management system and live class system generally focus on sharing of content, presenting of materials and establishing communication. This study focuses on distance learning in the TRNC analyzing behavior of teaching staff of the Fifteen November University of Cyprus and Near East University in Nicosia, the Capital of the Turkish Republic of Northern Cyprus, during the COVID 19 pandemic. It is also important as it is the first study on the subject performed in the TRNC. It is intended that this study provides guidelines for teaching staff that give lessons using distance learning systems in the Turkish Republic of Northern Cyprus during the COVID 19 pandemic while contributing to the preparation of literature on the subject.

1.2. The Problem Sentence and Sub Problems

Is there a correlation between the knowledge of teaching staff with regard to distance learning and their practices during the COVID 19 pandemic?

1.2.1. Sub problems

Regarding teaching staff during the COVID 19 pandemic;

1. What are the demographic (personal) characteristics of participants?
2. What is the number of Students in each class of teaching staff?
3. What is the level of distance learning practices?
4. What is their level of knowledge regarding the learning management system and the live class system in distance learning?
5. What is the equipment they use in distance learning?
6. What materials do they use for distance learning?
7. Is there a correlation between the characteristics of knowledge in distance learning and the concepts, beliefs, and practices it comprises?
8. How is the internet connection speed provided by distance learning centers?
9. Do the distance learning centers provide technical support and in-service training?
10. What is the view of teaching staff in distance learning with regard to the role of instructors in distance learning?
11. What are their thoughts with regard to distance learning?

2. METHODS

2.1. Model of the Research

The aim of this research is to analyze the correlation between the knowledge and the practices of teaching staff that gave lessons during the COVID 19 pandemic in distance learning programs at Fifteen November University of Cyprus and Near East University in Nicosia, the Capital of the Turkish Republic of Northern Cyprus. This study has been configured with a blended researching method in conjunction with both qualitative and quantitative research methods.

2.2. Study Group

The study group consists of 88 teaching staff that give lessons in distance learning programs at Fifteen November University of Cyprus and Near East University in Nicosia, the Capital of the Turkish Republic of Northern Cyprus. Within the scope of this research the study group was selected by contacting teaching staff who joined the distance learning programs at the Fifteen November University of Cyprus and Near East University during the COVID 19 pandemic via mail and informing them with regards to the aim, scope and process of the research and obtaining the approval of teaching staff in distance learning that were willing to participate in the study. The Fifteen November University of Cyprus and Near East University have approved the participation of the aforementioned staff in this study. The names and department lists of the 88 teaching staff that accepted to participate in the study have been obtained. With this information at hand the teaching staff were contacted via email and informed with regard to the scope and process of the study.

2.3. Data Collection Tools

With the aim of determining the correlation between the knowledge and the practices of teaching staff with regard to distance learning the web pages of the Fifteen November University of Cyprus and Near East University were visited. Distance learning centers that are involved in education-teaching activities were contacted and informed about the aim, scope and process of the research; permission was asked of teaching staff working at the center that agreed to participate. The Fifteen November University of Cyprus and Near East University of Nicosia have accepted to participate in the study. Permission was also obtained from the Fifteen November University of Cyprus and Near East University for conducting meetings with teaching staff that gave lessons in distance learning who accepted to participate in the study. In order to be able to reach the teaching staff the names and department lists of the teaching staff that gave lessons in distance learning have been obtained. With this information at hand the teaching staff were contacted via email and informed with regard to the scope and process of the study. The survey questions and semi-structured meeting questions were sent to the teaching staff who were voluntarily participating in the study via email. Research information was gathered through survey questions and semi-structured meeting forms. Teaching staff completed the personal information section on meeting forms and multiple choice questions. Participants obtained information from research staff on unclear issues or situations via email. In this way it was ensured that participants gave clear answers to questions asked. Later the survey consisting of 9 questions and the 2-question open-ended meeting questions were presented to the teaching staff, and their answers were recorded using audio recording devices.

2.4. The Analysis and Evaluation of Data

During the examination of data collected from the study the technique of "content analysis" was used. Content analysis is

defined as the breaking down of a certain text using a coding method into a summary of smaller content categories. Quantitative and qualitative analyses were conducted on the data collected to determine the correlation between the knowledge, beliefs and practices of teaching staff with regard to the distance learning system. Quantitative data were analyzed using figurative statistics including frequency and percentages, while qualitative data were analyzed using the content analysis method. The content analysis allows for the comprehensive analysis of collected data rather than superficial analysis, thus enabling previously unclear topics and dimensions to emerge. The main goal with this method of analysis is to reach concepts that can explain the collected data. With content analysis there are four stages that are required in order to attain comprehensive information: The coding of data, the determination of topics, the organization of codes and topics, the definition and interpretation of findings (Yıldırım and Şimşek, 2003). While conducting thematic coding, caution must be taken for consistency purposes to ensure that data under topics that emerge form a meaningful whole (Yıldırım and Şimşek, 2003). In this study the opinion and views of an academician at BÖTE was obtained to ensure consistency after data obtained from meeting questions was analyzed and thematic coding was formed (Büyüköztürk ao., 2010). Out of content analysis types categorized analysis was used during the research. Categorized analysis in general represents the division of a certain message into units and hence the grouping of these units into categories based on certain criteria (Bilgin, 2006). In this study data was presented taking into consideration the questions asked in the meetings. From the answers to each question messages (codes) were derived. Later similar codes were gather under the same group and categorized. Afterwards frequencies were produced from categories formed. Frequencies were not presented based on the number of participating teaching staff, but rather based on the messages produced by them. The reason for this was the fact that teaching staff produced more than one message (code) in some questions, and that they did not provide answers to other questions. Direct citations were frequently used in order to effectively present the opinions of individuals met. Data collected was noted in detail and it was also clearly explained how results were obtained. The thoughts of teaching staff met were frequently included by direct citations from meetings; the results of the research were explained using these facts.

3. FINDINGS

As can be seen from Table 1, 71.8% (61) of teaching staff that participated in the study consisted of females while 28.2% (24) consisted of males. It was observed that the majority of teaching staff were represented by females.

While 22.4% (26) of teaching staff were in the 26–30 age group, 22.4% (30) were in the 31–35 age group, 30.6% (26) were in the 36–40 age group, 9.4% (8) were in the 41–45 age group and 15.3% (13) were in the 45 and above age group. According to these findings participants in the study represented teaching staff from all age groups.

While 74.1% (63) of teaching staff had doctorate degrees, 23.5% (20) had master's degrees, and 2.4% (2) had undergraduate degrees. According to these findings the majority of teaching staff had doctorate and master's degrees.

Table 1: Demographic (personal) characteristics of participants

Gender	Teaching staff	
	f	%
Female	61	71,8
Male	24	28,2
Total	85	100
Age	**f**	**%**
26-30	19	22.4
31-35	19	22.4
36-40	26	30.6
41-45	08	9.4
45 and above	13	15.3
Total	85	100
Education	**f**	**%**
PhD	63	74.1
Graduate (Master's degree)	20	23.5
Undergraduate	2	2.4
Total	85	100

Table 2: Numerical statistical findings with regard to number of students in classes

Size	Number of students in class	n	$\bar{X}$	S
	18-20	18	3.82	0.477
	21-22	16	3.84	0.362
	23-24	24	4.02	0.461
	24-30	19	4.01	0.405
	30 and above	08	3.86	0.112
	Total	85	3.93	0.415

As can be seen from Table 1 the arithmetic mean and standard deviation scores of teaching staff in accordance with the number of students attending classes were ($\overline{X}$=3.82 S=0.477) for classes with 16-20 students, ($\overline{X}$=3.84 S=0.362) for classes with 21-25 students, ($\overline{X}$=4,02 S=.461) for classes with 26-30 students, ($\overline{X}$=4.01 S=0.405) for classes with 31-35 students and ($\overline{X}$=3.86 S=0.112) for classes with 36 and above students.

According to our findings the opinion of teaching staff with respect to the number of students attending classes was positive.

As can be seen like Table 2 that shows teaching staff opinion with respect to the number of students attending classes was positive, from Table 3 no significant difference was found based on the number of students participating in classes ($F(4;80)= .983$, $P>0.05$). These findings can be summarized as: the number of students participating in classes does not influence the opinions of teaching staff with respect to using this approach.

When we analyze Table 4 it can be seen that the majority of teaching staff that participated in the study (68.75%) provided interaction in a solely synchronous (simultaneous) manner, while 31.25% provided it in a blended manner in both synchronous and asynchronous fashion.

When we analyze Table 5 we can see that a majority of teaching staff participating in the study (81.25%) do not know the learning

Table 3: ANOVA results of scores of teaching staff with respect to number of students attending class during the COVID 19 pandemic

Size	Source of variance	Total of squares	SD	Mean of squares	F	P	Explanation
	Between groups	0.679	4	0.170	0.983	0.421	P>0.05
	Within groups	13.806	80	0.173			Meaningless difference
	Total	14,484	84				

management system; however all of them (100%) know the live class system they used. It is natural that all of the teaching staff knows the live class system as interaction was synchronous and as synchronous systems directly require the management of the teaching staff. It is sufficient to know some usage characteristics of learning management systems which require asynchronous use. Therefore, it is believed that it is not necessary to know what the learning management system used actually is, as a limited number of teaching staff (32.25%) used the blended learning setup anyhow.

When we analyze Table 6, we can see that all of the teaching staff that participated in the study used computers, cameras, and sound systems during distance learning. However, when we look at other equipment, 3 persons (18.75%) used sound/video rooms, 2 persons used projectors (12.50%), one person each used (6.25%) a tablet, a smart board, a smart class, a smart phone, a digital pen and a graphic tablet. When we consider the fact that teaching staff realized interaction in a synchronous manner during distance learning, computers, cameras, and sound systems are essential for live classroom practices. This situation shows that the majority of teaching staff did not feel the need to use tools or equipment apart from those required by the system during distance learning, or simply did not prefer to do so.

When we look at Table 7 we can see that teaching staff frequently preferred to use text (93.75%), narratives (87.50%) and pictures (68.75%) as materials during distance learning. In addition, while 6 persons (37.50%) used video, 5 persons (31.25%) used animations and 2 persons (12.50%) used simulations, games were not a preferred material by any of the teaching staff. Distance learning is conducted in a synchronous manner; therefore as a result of this process narratives are frequently used. However, the limited use of materials apart from texts, narratives, and pictures shows that teaching staff prefer to conduct distance learning in a monotone fashion.

In Table 8 the responses obtained from teaching staff on interview questions aimed at evaluating the correlation between their knowledge, beliefs and practices on distance learning have been converted to quantitative format. As a result these have been gathered under four characteristic headings based on information on distance learning as possibilities offered, function, technological structure and teaching process.

When we look at Table 9 we can see that 5 of the teaching staff (31.25%) stated that the internet speed provided by their university or the distance learning center was sufficient, 6 stated it was acceptable (37.25%) and 5 stated (31.25%) it was insufficient. This finding supports the statements by some teaching staff that they had difficulty in conducting classes in a regular manner due to frequent system failures.

Table 4: Distance learning applications of teaching staff during the COVID 19 pandemic

Size	f	%
Synchronicity	11	68.75
Blended (synchronous+asynchronous)	5	31.25

Table 5: Knowledge level of the learning management systems and live class systems teaching staff used by teaching staff during the COVID 19 pandemic

Dimension	n	f
Knows learning management system	3	18.75
Does not know	13	81.25
Knows the live class system	16	100.00
Does not know	0	00.00

Table 6: Equipment used by distance learning teaching staff during the COVID 19 pandemic

Dimension	n	f
Computer	3	18.75
Camera	3	18.75
Sound system	3	18.75
Sound/video room	3	18.75
Projector	2	12.50
Tablet	1	06.25
Smart board	1	06.25
Smart class	1	06.25
Smart phone	1	06.25
Other (digital pen, graphic tablet)	1	06.25

Table 7: Materials used by teaching staff in distance learning during the COVID 19 pandemic

Dimension	n	f
Text	15	93.75
Narrative (voice)	14	87.50
Picture (drawing, graph, visuals)	11	68.75
Video	6	37.50
Animation	5	31.25
Simulation	2	12.50
Game	0	00.00

When we analyze Table 10 we can see that all of the participating teaching staff (100%) believed distance learning centers only provided technical support when necessary, the majority (87.50%) stated they did not receive in service training on distance learning within the process. When we consider the fact that the relationship between students, instructors, administrators, experts and technical staff in the distance learning system makes up the society, we can say that the interaction between the organizational structure and the social structure within the distance learning system is not very strong.

When we look at Table 11 we see that the majority of teaching staff participating in the study (7 persons) expressed the opinion

Table 8: Characteristics and concepts of information on distance learning during the COVID 19 pandemic

Dimension	Concepts
Possibilities offered	Versatile interaction
	Flexibility of location
	Time independence
	Attractiveness
Function	Purpose
	Attribute
	Target group
	Type of communication
Technological structure	Accessibility
	Usability
Teaching process	Lesson coverage method
	Teaching principles
	Responsibility of instructor
	Responsibility of learner

Table 9: Internet connection speed of distance learning centers of universities during the COVID 19 pandemic

Dimension	Insufficient		Acceptable		Sufficient	
	F	%	F	%	F	%
Internet connection speed	5	31.25	6	37.50	5	31.25

Table 10: Technical support and in service training capacity of distance learning centers during the COVID 19 pandemic

Dimension	n	%
Technical support		
Yes	16	100.00
No	0	00.00
In service training		
Yes	2	12.50
No	14	87.50

Table 11: Thoughts of teaching staff on distance learning during the COVID 19 pandemic

Dimension	f
I do not believe that education can fully be accomplished through distance learning	7
Distance Learning can be applied in blended form with face-to-face education	5
No full interaction can be achieved between students and teachers	1
Communication is not the same as in face-to-face environments	1
Distance learning dos not allow for direct acculturation	1
I do not believe it will be effective in practical areas and language training	1

that education and teaching could not be entirely provided through distance learning. Some (5 persons) stated that education and teaching could be provided in a blended form though a combination of face-to-face education and distance learning. Out of the teaching staff participating in the study 1 person showed as main reason the lack of interaction as in face-to-face education, while another person stated communication could not be fully established as individuals did not see each other, and that therefore education and teaching activities could not be completely provided with distance learning.

In addition 1 persons stated that education-teaching did not merely consist of lessons, pointing out that school was an acculturation process and that social relations could not be established in distance learning.

Furthermore, 1 person stressed that in more practical classes such as computing and programming and in language education distance learning was insufficient.

As can be remembered from the previous section, while teaching staff did not have a clear knowledge on distance learning, the data obtained from measurements and the data obtained from the interview questions contradicts each other. In any case when the findings from the interview questions are analyzed we can see that the majority of the teaching staff did not find distance learning useful and had a negative opinion with regards to the effectiveness of distance learning practices. This situation can be explained by saying that quantitative data represent thought related information, while qualitative data represent information on lifestyles.

4. CONCLUSION, DISCUSSION AND SUGGESTIONS

4.1. Conclusions and Discussion

This study aims to analyze the correlation between the knowledge, beliefs, and practices of teaching staff with regards to distance learning. In light of this aim distance learning has been defined as a system and the focus has been on instructors as they are the main users of this system, while the components with regard to the much ignored psychological structure of the system have also been analyzed. When findings on the knowledge and practices of teaching staff regarding distance learning are analyzed, we see that they do not have a clear knowledge on distance learning as they have been exposed to face-to-face education for a long time, and that they stress the advantages of distance learning and make definitions based on activities they conducted during distance learning. Tuncer and Tanaş (2011) in their study have defined distance learning as a form of education where the instructors and students are in different locations and where education is provided with the use of technologies. Although it is spreading, it can be said at this point that there is no common view in our country with regard to what distance learning actually is and that learning-teaching activities are in fact progressing in an unknown system.

Another issue with regard to findings on the interview questions is that responses to the roles of instructors vs. learners and learning-teaching principles are insufficient. This situation shows that there are gaps associated with the educational process. Doğan and Seferoğlu (2011) in their study found that teaching staff require pedagogic support on distance learning. It was observed that teaching staff that do not know the system or do not have a clear understanding of it trust their knowledge when administering the system. It was also found that teaching staff are aware of the advantages of distance learning such as flexibility of location and time independence, however that they are less aware of the learning-teaching process and contributions to the students in particular. In addition, it was found through the meeting questions

that teaching staff did not find distance learning useful due to the absence of interaction and deficient communication, and even saw it as a problematic and unproductive system, which led to the result that education-teaching cannot be totally provided through distance learning. Düzakın and Yalçınkaya (2008) in their study stressed that more than half of the teaching staff believed distance learning could not replace face-to-face learning. When findings with regard to distant learning practices of teaching staff are analyzed, it could be determined that teaching staff used the equipment necessary for the administration of the distance learning system, and therefore in parallel used tools such as narratives, text, and visuals in their practices. Similarly Yılmaz and Aktuğ (2011) in their study reached the result that teaching staff generally used the direct presentation method in the distance learning system. They also found that teaching staff did not use information and communication technologies for teaching purposes apart from email, and that they only used a few of the learning management system modules and live class system functions thoroughly. When we consider the fact that teaching staff have limited knowledge on the distance learning system, it can be said that they applied practices similar to those in face-to-face education and essentially tried to apply their face-to-face training experience to distance learning disregarding the different dynamics of distanced learning. Kagan (1992) on the subject stated that instructors when faced with a new technology generally were inclined to use it in parallel with their previous experience and beliefs.

When we analyze the correlation between the beliefs and practices of teaching staff with regard to distance learning, we see that they believe they can conduct distance learning practices however, although they have sufficient knowledge about distance learning systems and technologies, they do not apply these in their practices as they do not believe that distance learning is beneficial. Similarly Ertmer et al. (2012) in their study aimed at analyzing the correlation between the beliefs and practices of teachers with regard to technology use found that personal knowledge and skills did not prevent the use of technology use, however that beliefs were in parallel with technological practices. In the research since distance learning is considered as a system, the existing possibilities and operation of this system were believed to influence the knowledge, beliefs, ad practices of teaching staff with regard to distance learning. The distance learning facilities of the universities where the studies were conducted were analyzed and according to findings the computers, cameras, sound systems and internet necessary for conducting distance learning were sufficient however, the technological infrastructure and equipment offered for different practices was not. In the case where these were sufficient, it was found that the teaching staff did not have the knowledge to use these technologies and integrate them into the learning-teaching process. In addition it was observed that distance learning centers provided instant technical support for teaching staff in live classes however, there was no in-service assistance provided for issues including the utilization of the distance learning system, preparation of content, developing of materials. From this aspect it can be said that the structure of the distance learning system lacks a corporate framework and has unclear rules. In addition, according to the managers of the distance learning center, the fact that participation in distance learning lessons is low and that the students show a low level of success indicates that the system is not effective.

4.2. Suggestions

4.2.1. Suggestions about the research

In this study data on the practices of teaching staff with regard to distance learning and their efforts on ensuring interaction during distance learning, the technologies and materials they used, the learning management system and live class system tools they used and their frequency of use, as well as their goal in using these technologies and tools was obtained through multiple choice questions.

In other studies more detailed information may be obtained on distance learning practices by monitoring of live classes.

This study focuses on instructors within the social structure of the distance learning system. When we consider the fact the learners also are a part of this system, this study may be renewed by including the opinions of students.

REFERENCES

Aksoy, H. (2018), Uzaktan Eğitimde Merkezi Sınav Sistemi (Yüksek Lisans Tezi). Yükseköğretim Kurulu Ulusal Tez Merkezi'nden Edinilmiştir, Tez No.495094.

Alakoç, Z. (2001), Genel olarak uzaktan öğretim ve konuya öğretim üyelerinin bakış açıları. Sakarya Üniversitesi Eğitim Fakültesi Dergisi, 3, 403-413.

Alemdağ, E., Çevikbaş, S.G., Baran, E. (2019), The design, implementation and evaluation of a professional development programme to support teachers' technology integration in a public education centre. Studies in Continuing Education, 42, 1-27.

Aydemir, M., Kurşun, E., Karaman, S. (2016), Question-answer activities in synchronous virtual classrooms in terms of interest and usefulness. Open Praxis, 8(1), 9-19.

Aydemir, M.K. (2018), Uzaktan Eğitim Program, Ders ve Materyal Tasarımı. 1st ed. Konya: Eğitim Yayınevi.

Bilgin, N. (2006), Sosyal Bilimlerde İçerik Analizi: Teknikler ve Örnek Çalışmalar. Ankara: Siyasal Kitabevi.

Birişçi, S. (2013), Video konferans tabanlı uzaktan eğitime ilişkin öğrenci tutumları ve görüşleri. Journal of Instructional Technologies and Teacher Education, 2(1), 24-40.

Büyüköztürk, Ş. (2010), Assessment preferences of higher education students. Egitim Arastirmaları-Eurasian Journal of Educational Research, 41, 55-72.

Cadag, C. (2017), Student Services and their Influence to Student Development. Available from: https://www.academia.edu/348140881/student_services_and_their_ınfluence_to_student_development.

Carr, A., Balasubramanian, K., Atieno, R., Onyango, J. (2019), Lifelong learning to empowerment: Beyond formal education. Distance Education, 39(1), 69-86.

Cochrane, J.E., Maposa, S. (2018), How to ensure academic success of indigenous students who 'learn where they live'. International Journal of E-Learning and Distance Education, 33(2), 1-23.

Çelen, F.K., Çelik, A., Seferoglu, S.S. (2018), Yükseköğretimde çevrim-içi öğrenme: Sistemde yaşanan sorunlar ve çözüm önerileri. Journal of European Education, 1(1), 25-34.

Çelen, F.K., Çelik, A., Seferoğlu, S.S. (2013), Yaptıkları Çalışmada, Öğretmenlerin Uzaktan Eğitime Bakış Açılarını Değerlendirme.

Dalton, C., Thornton, A., Dinsmore, C., Beyer, W., Akiva, K., King, B. (2019), Multidisciplinary team-based model for faculty supports in online learning. Collected Essays on Learning and Teaching, 12, 127-138.

Demirci, M. (2018), Uzaktan Eğitimde Öğrenme Stillerine Dayalı Akademik Destek Hizmetlerinin Pedagojik Formasyon Öğrencilerinin Başarısına Etkisi. (Yüksek Lisans Tezi). Yükseköğretim Kurulu Ulusal Tez Merkezi'nden Edinilmiştir, Tez No. 516611.

Dilci, T., Arseven, A. (2013), Geleneksel Yaklaşımdan Yapılandırmacı Yaklaşıma Geçişte Öğretmen Adaylarının Görüş ve Değerlendirmeleri; Bir Söylem Analizi. Turkey: Karadeniz.

Dinç, E., Doğan, Y. (2010), İlköğretim ikinci kademe sosyal bilgiler öğretim programı ve uygulanması hakkında öğretmen görüşleri. Sosyal Bilgiler Eğitimi Araştırmaları Dergisi, 1(1), 17-49.

Doğan, D., Seferoğlu, S. (2011), Türkiye'de yükseköğretimde çevrimiçi öğretimin durumu: Ihtiyaçlar, sorunlar ve çözüm önerileri. Yükseköğretim Dergisi, 1(2), 80-87.

Düzakın, E., Yalçınkaya, S. (2008), Web tabanlı uzaktan eğitim sistemi ve Çukurova Üniversitesi öğretim elemanlarının yatkınlıkları. Ç Ü Sosyal Bilimler Enstitüsü Dergisi, 17(1), 225-244.

Ertmer, P.A., Ottenbreit-Leftwhich, A.T., Sadik, O., Sendurur, E., Sendurur, P. (2012), Teacher beliefs and technology integration practices: A critical relaionship. Computers and Education, 59(2), 423-435.

Fang, Z. (1996), A review of research on teacher beliefs and practices. Educational Research, 38(1), 47-65.

Frambaugh-Kritzer, C., Stolle, E.P. (2019), Seeking pedagogical equilibrium while teaching synchronous online classes: A collaborative self-study. Action in Teacher Education, 41(4), 307-324.

Gürler, E. (2020), Okulların Örgütsel Öğrenmeleri İle Öğretmenlerin Motivasyon Düzeyleri Arasındaki İlişkilerin İncelenmesi (Yüksek Lisans Tezi). Uşak: Uşak Üniversitesi Sosyal Bilimler Enstitüsü.

Horzum, M.B. (2003), Sakarya üniversitesi eğitim fakültesinde görev yapan öğretim elemanlarının internet destekli eğitime yönelik düşünceleri. Sakarya Üniversitesi Eğitim Fakültesi Dergisi, 6, 246-262.

Ismaıl, M.I. (2020), Motivasyon Araçlarının Çalışanların İşten Ayrılma Niyeti Üzerine Etkisi: Bağcılar İlçesi Özel Okullar Örneği (Yüksek Lisans Tezi). İstanbul: İstanbul Aydın Üniversitesi.

Kagan, D.M. (1992), Implications of research on teacher belief. Educational Psychologist, 27(1), 65-90.

Kapucu, N.K., Uşun, S. (2020), Üniversitelerde ortak zorunlu derslerin öğretiminde uzaktan eğitim uygulamaları. Açıköğretim Uygulamaları ve Araştırmaları Dergisi, 6(1), 8-27.

Kayaduman, H., Demirel, T. (2019), Investigating the concerns of first-time distance education instructors. International Review of Research in Open and Distributed Learning, 20(5), 85-103.

Pajares, M.F. (1992), Teachers' beliefs and educational research: Cleaning up a messy construct. Review of Educational Research, 62(3), 307-332.

Palak, D., Walls, R.T. (2009), Teachers' beliefs and technology practices: A mixed methods approach. Journal of Research on Technology in Education, 41(4), 417-441.

Shahabadi, M.M., Uplane, M. (2015), Synchronous and asynchronous e-learning styles and academic performance of e-learners. Procedia Social and Behavioral Sciences, 176, 129-138.

Tuncer, M., Tanaş, R. (2011), Akademisyenlerin uzaktan eğitim programlarına yönelik görüşlerinin değerlendirilmesi (Fırat ve Tunceli Üniversiteleri örneği). İlköğretim Online, 10(2), 776-784.

Yıldırım, A., Ve Şimşek, H. (2003), Sosyal Bilimlerde Nitel Araştırma Yöntemleri. Ankara: Seçkin Yayıncılık.

Yılmaz, E.O., Aktuğ, S. (2011), Uzaktan Eğitimde Çevrimiçi Ders Veren Öğretim Elemanlarının, Uzaktan Eğitimde Etkileşim ve İletişim Üzerine Görüşleri. Malatya: Akademik Bilişim.