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Conceptualization, literature review, methodology, implementation, data analysis, translation, and writing

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Education-teaching activities have been affected by many natural or man-made factors from past to present and have been interrupted. The biggest of these interruptions was caused by the Covid-19 pandemic, which emerged in China and caused a deadly pneumonia, and education activities were interrupted all over the world and students started education with distance education systems. With the reduction of the effects of the disease, students returning to school faced various problems. It is important to determine what these problems are and to take measures to eliminate them. Therefore, the aim of this study is to determine the opinions of secondary school teachers about the adaptation of students to school after the Covid-19 pandemic. For this purpose, the opinions of nine secondary school teachers from various branches were tried to be determined with semi-structured interview questions by using a case study design, one of the qualitative research methods. The reliability analyzes of the data obtained from the teacher interviews were carried out and the findings were presented in the form of codes and themes. The main problems that the teachers saw in the students after the pandemic were identified as incompatibility, slowness in reading, writing, and understanding, not obeying the classroom rules, lack of attention, and difficulties in establishing social interaction. Various suggestions were made according to the results obtained within the scope of the study.

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Research Article

Teachers' Opinions on Students' Adaptation to School after the COVID-19 Pandemic[*]

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Abstract

Education-teaching activities have been affected by many natural or man-made factors from past to present and have been interrupted. The biggest of these interruptions was caused by the COVID-19 pandemic, which emerged in China and caused a deadly pneumonia, and education activities were interrupted all over the world and students started education with distance education systems. With the reduction of the effects of the disease, students returning to school faced various problems. It is important to determine what these problems are and to take measures to eliminate them. Therefore, the aim of this study is to determine the opinions of secondary school teachers about the adaptation of students to school after the COVID-19 pandemic. For this purpose, the opinions of nine secondary school teachers from various branches were tried to be determined with semi-structured interview questions by using a case study design, one of the qualitative research methods. The reliability analyzes of the data obtained from the teacher interviews were carried out and the findings were presented in the form of codes and themes. The main problems that the teachers saw in the students after the pandemic were identified as incompatibility, slowness in reading, writing, and understanding, not obeying the classroom rules, lack of attention, and difficulties in establishing social interaction. Various suggestions were made according to the results obtained within the scope of the study.

Keywords: Covid-19, adaptation, teacher opinions, secondary school students.

1. INTRODUCTION

Education activities are a process that emerged because of people's joint knowledge production activities. These processes, whose main goal is to provide individuals with the knowledge and skills that will enable them to meet their own needs, and to contribute to social development and change, can be affected by many factors. Epidemics such as Spanish Flu, Ebola, and SARS showed negative results in the past years, but global education activities continued. In the recent past, the whole world has experienced the most severe of these diseases, and education activities have been interrupted globally due to the COVID-19 epidemic. The epidemic, which started in Wuhan, China in the last months of 2019, was expressed as a disease caused by an unprecedented virus in humans on January 7, 2020. On March 11, 2020, when the first case was detected in Turkey, the World Health Organization (WHO) declared this disease to be a global pandemic (Ministry of Health, 2020; WHO, 2020). With the announcement of the epidemic, the whole world started to announce various measures

and action plans. Since the disease is highly contagious, protective measures such as personal isolation, masks, gloves, and disinfectants have been implemented (WHO, 2020). However, contacts arising from human mobility (common areas and public transport, etc.) have caused the disease to spread rapidly all over the world (Hang, 2020). This situation has mobilized the country's governments and made it necessary to implement measures to stop contacts. All over the world, including Turkey, schools have been closed, entry and exit to public areas have been banned, and curfews have been imposed. Although these measures provided control over the spread of the disease (Tian et al., 2020), they caused various problems related to education activities. According to the data announced by UNESCO (2020), 92% (approximately 1.6 billion) of students who continue their education activities globally were affected by this epidemic.

Countries and local governments have had to take measures to stop the COVID-19 outbreak, such as quarantine, travel restrictions and ending face-to-face education in schools. In addition, millions of children, youth, and adults have had to stay away from institutions for education. This situation negatively affected the students' education under equal conditions (Giannini & Lewis, 2020). As a result of schools ending face-to-face education, it has created serious difficulties for states, teachers, students, and parents to ensure continuity in education (Chang & Yano, 2020). The suspension of face-to-face education in schools has led countries to take new decisions to ensure the continuity of education. With the shaping of a new approach in education on a global scale, it has been tried to find continuous solutions for the continuity of education and it has been argued that a system that works in education mostly depends on the level and quality of digital access (Gilani, 2020). Distance education applications have started with the Internet and mass media, and students have been tried to be kept in the education system through online courses. With the pandemic process, schools in Turkey were suspended between March 16 and April 30, 2020, and it was decided to continue their education through the Education Information Network (EIN) and three television channels in line with open and distance education activities at all education levels (Ministry of National Education [MoNE], 2020). Due to the continuing effects of the pandemic, the holiday period of schools was extended between April 29 - May 31, 2020, and it was decided to continue education with distance activities. Regarding the assessment and evaluation process, it has been stated that the first semester grades of the students will be used, and the students will be transferred to the next grade regardless of whether these grades are below the passing grade (Republic of Turkey Official Journal, 8 May 2020, no: 31121).

Although distance education activities were used before the pandemic, it is thought that it has become important by spreading to all levels of the education system with the pandemic process. The distance education process has some advantages compared to face-to-face education. It can be stated as one of the most important advantages of distance education that it provides information transfer for a very large audience in a system that does not have time and space limitations. On the other hand, it provides the opportunity for continuity and independent learning by providing flexibility to all stakeholders with distance education (Kör, Çataloğlu & Erbay, 2013). It facilitates access to information, provides an objective measurement and evaluation process, and considerably reduces the costs of education and training activities (Elitaş, 2017; Kasap, 2020). In addition to these advantages, distance education also has some disadvantages that should not be ignored. The individualization of the learning process and the lack of knowledge and discipline about group work, the alienation of students from social processes, the inability to make in-class applications and the incompleteness of teaching these subjects, the reliability problems related to the assessment and evaluation process and finally the technology addiction to students can be expressed as important points for these disadvantages (Elitaş, 2017).

It has been observed that other problems have arisen in the distance education process due to the pandemic. Difficulties in accessing technology, the constant change of school and exam dates,

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teachers experiencing a crisis regarding the in-service training process (Arslan, 2021), children and young people living in restricted areas staying away from the healthy eating opportunities they have at school, distance education or home education imposes responsibilities on parents. An example of these difficulties can be expressed as obstacles to the socialization of children and young people (Chang & Yano, 2020). However, understanding that there is no one way to learn means that school is not just a place to learn; it has shown that it is a social ecosystem that also helps in the areas of socialization, care, and coaching. The existence of inequalities in accessing education, how difficult teaching practices are, the school hosts many factors other than education, the fact that open and distance education is interesting in the global arena and how important technology is (Anderson, 2020). Along with this process, researchers have tried to examine the effects of the pandemic from many perspectives. It is possible to come across various studies on the distance education process (Balaman & Hanbay-Tiryaki, 2021; Erdemci & Elçiçek, 2022; Güneş & Kaya, 2022; Özyurt & Kısa, 2021). In the study conducted by Balaman and Hanbay-Tiryaki (2021), they examined the opinions of 12 teachers about distance education conducted due to COVID-19. In the study, it has been determined that although the infrastructure and facilities offered by the ministry are sufficient, they do not see distance education as effective as face-to-face education. Researchers emphasized the opportunities and infrastructure inequalities among students in the distance education process and identified the deficiencies of students in attending the course. In the literature, in the distance education process carried out due to the pandemic, students have problems focusing on the lesson (Kurnaz et al., 2020); it causes emotional gaps in students due to the fact that it is an environment where social interaction is almost absent (Lee et al., 2020); It has been determined that the distance education system is not suitable for individual differences (Başaran et al., 2020).

It has been emphasized in many studies in the literature that the distance education process is evaluated in various contexts with elements such as teachers, students, and parents, and that the above-mentioned advantages and disadvantages often emerge in this process. At this point, considering that the process of returning to normal regarding the pandemic has begun, it can be stated as an important element to examine the return to school and adaptation processes of students who have been away from the face-to-face education system for a long time. Examining the adaptation to the face-to-face teaching process will contribute to the literature, with the disappearance of the advantages and disadvantages of distance education of these students, who have been teaching away from the school environment, teachers, and friends for more than two academic years. In this context, the aim of the study is to determine the opinions of teachers about the adaptation of students to school after the COVID-19 pandemic. Within the framework of this purpose, the main problem sentence of the study is "What are the teachers' views on the adaptation of students to school after the COVID-19 pandemic?" is in the form.

2. METHOD

2.1. Research Design

This study was carried out with the case study method, one of the qualitative research methods since it was aimed to examine the opinions of teachers about the adaptation of students to school after the distance education process applied due to the COVID-19 pandemic process. In case studies, the case or event that the researcher has difficulty in controlling directly is examined in detail, based on how and why questions (Yıldırım & Şimşek, 2013). According to Merriam (2013), a limited system is analyzed and examined in depth in case studies. In studies, it is suggested that it would be more accurate to use case studies when information is tried to be obtained with first-hand sources about individuals and events and when research problems are revealed in an explanatory and descriptive way (Çepni, 2011).

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2.2. Participants

This research was conducted with nine secondary school teachers working in public schools in the 2021-2022 academic year. While determining the teachers participating in the study, the convenience sampling method, and the condition of being volunteer were taken as basis. Five of the teachers in the study were female and four were male. Table 1 includes information about branch teachers.

Table 1. Demographic Information of participants

Participants	Branch	Gender	Seniority Year
S1	Math teacher	Female	3-5 years
S2	Math teacher	Male	5-10 years
S3	Social studies teacher	Female	5-10 years
S4	Science teacher	Female	1-3 years
S5	Science teacher	Male	5-7 years
S6	Visual arts teacher	Male	5-10 years
S7	Turkish teacher	Male	5-10 years
S8	English teacher	Female	3-5 years
S9	ICT teacher	Female	1-3 years

When Table 1 is examined, it is seen that 4 teachers have 1-5 years, 2 teachers 5-8 years, and 1 teacher has more than 8 years of experience. In addition, it is observed that the branch teachers selected in Table 1 work in the fields of mathematics, social studies, science, and visual arts, Turkish, English and ICT.

2.3. Data Collection Tool

In this study, a semi-structured interview form developed by the researchers was used, since it was aimed to determine the opinions of teachers about the problems experienced by students in their school life after the COVID-19 pandemic. In order to prepare the semi-structured interview form, the necessary literature was searched and an idea about the subject was obtained. As a result of this screening, a question pool consisting of 10 questions was created. Opinions were received from four faculty members, one for science education, two classroom education and one Turkish education, for the created question pool. In line with the expert opinions, the deficiencies regarding the interview questions were corrected and the necessary revision procedures were carried out. For example, the previously prepared *"What do you think about the sociability of students with their friends and surroundings?"* With the arrangements made for the question *"What do you think about the students' communication with their friends, spending time together, in short, socializing?"* format has been corrected. In addition, a question was removed from the question pool. Reliability analyzes were conducted for the final version of the validated form. In this direction, the semi-structured interview form, which was finalized, was given to five randomly selected teachers from different branches. Teachers were asked whether the questions in the form were suitable for the purpose of the study. The answers given by the teachers who marked as suitable or not suitable were recorded in the Excel file. Then, the data obtained from randomly selected teachers were calculated using the reliability formula (Reliability=agreement/agreement+disagreement) proposed by Miles and Huberman (1994). The percentage of agreement obtained with the above formula was calculated as .88. Since it is stated in the literature that this coefficient is sufficient for the application, nine questions are included in the semi-structured interview form with the latest regulations (Appendix-1).

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2.4. Validity and Reliability

Since this study was shaped within the framework of qualitative research methods, validity and reliability studies were also carried out in this context. In this direction, a clear and consistent presentation was provided to find the results believable by other researchers. In the process of analyzing the data obtained from the study, a detailed description was carried out, and the data were subjected to content analysis in an objective and unbiased manner. Compliance analyzes were carried out regarding the codes and themes obtained as a result of the analysis, and it was seen that the analysis was in sufficient harmony as a result of the references in the literature. Finally, the level of confirmability was tried to be kept high by giving examples in the raw data obtained from the participants regarding the codes and themes determined.

2.5. Data Analysis

The data obtained within the scope of the study were subjected to content analysis. The teachers who participated in the interview were coded as T1, T2, T3…T9. The personal information of the teachers was kept confidential during the coding process. The answers given by the participants in the interview form were completely transcribed without any changes. The data were analyzed individually by two researchers and codes and themes were created. Then, the researchers evaluated the analyzes together. In this evaluation, they discussed together and reached a common view. The inter-coder reliability formula was used by Miles and Huberman (1994) to determine the rate of agreement regarding themes and codes. According to this formula, the compliance rate of the data analysis made by the two researchers was calculated as .83. This ratio indicates that the coding of the data is reliable (Miles & Huberman, 1994).

3. FINDINGS

In this part of the study, the findings of the data obtained from the semi-structured interview form are included. In the first stage, the teachers who participated in the study asked, *"What do you think are the main problems seen in students after the pandemic?"* The answers given to the question were analyzed. The themes and codes obtained from the answers to this question are given in Table 2.

Table 2. Findings regarding the answers of the teachers to the first question

Theme	Codes	Participants	Frequency (f)
Post-Pandemic Issues	Discordance	T1, T2, T3, T5, T6, T7, T9	7
	Slowing down in reading, writing and comprehension	T1, T2, T3, T4, T6, T8	6
	Don't forget school rules	T3, T4, T6, T7, T8	5
	Don't forget learned information	T3, T4, T5, T6, T9	5
	Disciplinary issues	T2, T4, T5, T7	4
	Communication problems	T6, T7, T8	3
	Decreased sense of responsibility	T1, T5	2
	Decreased gaming	T2, T6	2

When Table 2 is examined, secondary school teachers' views on the main problems seen in students after the pandemic; mismatch (f=7), slowing down in literacy and comprehension (f=6), forgetting school rules (f=5), forgetting learned information (f=5). Some of the teachers' views on this subject are given below.

> *"An important part of the information learned educationally has been forgotten. Behaviorally, how to behave in the classroom, how to play games has been forgotten." (T4)*

"Fifth graders still feel like they are in elementary school because of the pandemic. They have difficulty following the rules in the classroom. They are very slow in reading and writing and have difficulty understanding." (T8)

"After the pandemic, the most common problem among students is their inability to adapt, they cannot perform basic tasks such as listening to the lesson, doing homework, and not listening to the lesson." (T9)

Secondary school teachers asked, *"What do you think are the disciplinary problems that students observe during the lesson?"* The themes and codes obtained from the answers given to the question are given in Table 3.

Table 3. Findings regarding the answers of the teachers to the second question

Theme	Codes	Participants	Frequency (f)
Disciplinary Issues	Don't forget the class rules	T1, T2, T3, T4, T5, T6, T8	7
	Having a distraction	T2, T3, T4, T6, T7, T9	6
	Inability to focus on the lesson	T1, T3, T4, T5, T9	5
	Communication disorder with friends	T2, T5, T7	3
	Failure to fulfill their responsibilities	T3, T6, T8	3
	Not listening to the lecture	T1	1

When Table 3 is examined, the majority of secondary school teachers stated that the most important discipline problem seen in students is forgetting the classroom rules (f=7). When the answers given were examined, it was seen that there were problems with distraction (f=6), not being able to focus on the lesson (f=5), and communication problems with friends (f=3). Some examples of teachers' views on the disciplinary problems they observed in students are given.

"Not listening well to the lesson, being constantly distracted and still not being able to get out of elementary school psychology, constantly asking questions that are not necessary outside the subject are the biggest problems." (T1)

"There are many discipline problems because they forget the school culture. They do not know what to do during the lesson. They ask everything. Note taking, notebook layout etc. they have serious problems. They complain all the time and always want to have a say." (T3)

"Speaking without permission, the desire to walk around the classroom without permission, the desire to go to the toilet all the time." (T8)

Secondary school teachers' *"What are your thoughts on students' attention and focus on the lesson?"* The themes and codes obtained from the answers to the question are given in Table 4.

Table 4. Findings regarding the answers of the teachers to the third question

Theme	Codes	Participants	Frequency (f)
Attention and Focus	Lack of attention	T1, T2, T3, T5, T6, T7	6
	Short-term focus	T1, T3, T5, T6, T8, T9	6
	Lack of knowledge in bookkeeping	T1, T3, T4, T5, T8	5
	Inability to express oneself	T2, T4, T6	3
	Non-compliance with class rules	T3, T4, T9	3

When Table 4 is examined, it is seen that the majority of secondary school teachers (f=6) who participated in the study stated that attention deficit was high in students. The number of teachers who stated that they had short-term focusing problems was 5. In addition, some teachers stated that

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students had deficiencies in keeping a book in class (f=5). Some of the opinions of the teachers participating in the study are given below.

> *"Attention times are very short. Constantly sharpening, throwing garbage, etc. They want to stand up with their excuses. They can give quite a bit of attention to themselves. If the reading texts are long, they get distracted after a while." (T3)*

> *"They can maintain their focus for up to 20 minutes. But then they get distracted." (T6)*

> *"I think it is because the students continue their habits from their past years. It was effective that they were away from the school environment during their critical period and the children were adversely affected by this period." (T9)*

What do you think about secondary school teachers' communication with their friends, spending time together, in short, their socialization? The themes and codes obtained from the answers given to the question are given in Table 5.

Table 5. Findings regarding the answers of the teachers to the fourth question

Theme	Codes	Participants	Frequency (f)
Sociability	Don't forget to play	T2, T3, T4, T5, T6, T7, T8	7
	Increasing tendency to violence	T2, T3, T4, T6, T7, T8,	6
	Arguments due to miscommunication	T1, T4, T5, T6, T7	5
	Observing aggressive movements	T1, T2, T4, T5	4
	Avoiding multiple communications	T5, T7, T8	3
	Mismatch	T4	1

When Table 5 is examined, the biggest problem that most of the secondary school teachers (f=7) face in terms of socialization is that they forgot to play together. When the answers given were examined, the problems caused by miscommunication (f=5) and the tendency to violence in students (f=6) were given as the sources of this situation. Avoiding multiple communication (f=3) and observing aggressive actions (f=4) negatively affect socialization. One teacher stated that there is no problem of socialization in students. Some sample opinions reflecting the teachers' general view on this subject are given below.

> *"It would not be wrong to say that they even forgot to play games. Because they do not know how to play games, they constantly chase each other, hit etc. They present situations." (T3)*

> *"Disagreements, repulsions are too much. They physically harm each other under the name of games and jokes. At the beginning of the year, work was needed to create the classroom culture and to enable the student to adapt to the school culture again." (T4)*

> *"There is a decline in socialization skills. There are students who forget to play games. There are frequent arguments due to misunderstandings. They are far from communicating properly." (T6)*

Secondary school teachers' *"Did you observe any difference in students' behavior and hand skills due to the constant exposure of students to tablets, computers and television during the pandemic process?"* The themes and codes obtained from the answers to the question are given in Table 6.

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Table 6. Findings regarding the answers of the teachers to the fifth question

Theme	Codes	Participants	Frequency (f)
Using Technological Equipment for a Long Time	Slowness in typing	T1, T2, T3, T4, T6, T8, T9	7
	Listening only to lectures, not giving feedback	T2, T3, T4, T6, T7, T8	6
	The desire to live lives in the virtual environment	T1, T3, T4, T6	4
	Difficulty speaking and expressing oneself	T1, T2, T4, T7	4
	Increasing tendency to violence	T4, T6, T9	3
	Difficulty in learning	T1, T4, T6	3
	Decrease in imagination	T1, T2, T3, T4, T6, T8, T9	3
	Regression in dexterity	T2, T3, T4, T6, T7, T8	2

When Table 6 is examined, the biggest problem faced by the majority of secondary school teachers (f=7) about the students' being so intertwined with technology is that they think that students slowdown in writing. When the answers given were examined, they stated that the students did not just listen to the lesson and gave feedback (f=6) and that the students wanted to experience the characters and experiences they encountered in the virtual environment (f=4) as the sources of this situation. Some examples of teachers' views on the problems experienced by students as a result of being intertwined with technology during the pandemic period are given.

> *"Very slowing down in typing, letter swallowing, etc. cases increase. There are serious problems with speech and self-expression and permanence of learning." (T1)*

> *"I think that computer games and television have a great influence on their tendency to violence as a behavior. Many of them have trouble with writing. They write badly in form." (T4)*

> *"They like to listen and just watch more, as opposed to practices like writing in class, doing homework." (T8)*

> *"I observed that the students' being away from school during the pandemic made them forget their skills, and that there was almost no family support, so their literacy skills weakened." (T9)*

Secondary school teachers' *"What are your thoughts on the problems you have with students in teamwork?"* The themes and codes obtained from the answers to the question are given in Table 7.

Table 7. Findings regarding the answers of the teachers to the sixth question

Theme	Codes	Participants	Frequency (f)
Teamwork	Willingness to act individually	T1, T2, T3, T4, T5, T6, T7, T8, T9	9
	Inability to act in unity	T1, T2, T3, T6, T8	5
	İnability to cooperate	T3, T4, T6, T8	4

When Table 7 is examined, the biggest problem faced by the majority of secondary school teachers (f=9) in terms of being able to work in teams is that students prefer to work individually instead of group work. When the answers given were examined, they stated that they could not act in unity (f=5) as the source of the situation. Another problem observed by our teachers is that students cannot cooperate (f=4). Some examples of the problems that teachers have experienced in teamwork with students after the pandemic are given.

> *"Since the students have not been in the community for a long time, they have the opportunity to live in the community, teamwork, etc. they are having difficulties. It's all about individuality. If something is going to be done, everyone wants to do it themselves. When his friend does it, he can't follow it." (T3)*

"He prefers to be individual rather than working with his teammates. Conflicts arise." (T4)

"More time should be devoted to teamwork. They generally tend to think and act individually." (T5)

"As children spend more time at home with their siblings and families, the desire to act individually has intensified." (T9)

Secondary school teachers' *"What are your observations about the affective changes in students from the pandemic process?"* The themes and codes obtained from the answers given to the question are given in Table 8.

Table 8. Findings regarding the answers of the teachers to the seventh question

Theme	Codes	Participants	Frequency (f)
Affective Changes	The disappearance of school culture	T1, T3, T4, T5, T7, T8, T9	7
	Disruption of gaming culture	T1, T2, T3, T6, T7, T8	6
	Mask and disinfectant sensitivity	T4, T5, T6, T7, T9	5
	fear of students	T2, T3, T6, T7, T8	5
	Don't show all cause pandemic	T1, T2, T4, T7	4
	Difficulties in socializing	T5, T7, T9	3
	Not taking the pandemic seriously	T4, T6	2
	Emotional changes	T1, T6	2
	Selfishness	T3, T6	2

When Table 8 is examined, secondary school teachers; loss of school culture (f=7), deterioration of game culture (f=6), mask and disinfectant sensitivity (f=5), fear of students (f=5), showing a pandemic that causes everything (f=4) and difficulties in socializing (f=3) made explanations. Some examples from teachers' observations regarding the psychological problems that occurred in students after the pandemic were given.

"I did not observe a problem related to the pandemic in most of the students. I don't think they realize the seriousness of the situation. Some of our students are sensitive to those who are sick and not wearing masks." (T4)

"Situations where I have observed fear, emotional change, and selfishness. I did not observe any major psychological problems. In the first weeks, I sensed some timidity, a sense of fear and anxiety." (T7)

"I hear from time to time statements such as constantly warning each other (like, do not touch me, do not approach me, did you wash your hands?), stay away from your friends who do not wear masks, you will make me sick." (T9)

Secondary school teachers asked, *"When you observe the students, what kind of differences do you think there are between those who attend distance education without interruption and those who fail?"* The themes and codes obtained from the answers to the question are given in Table 9.

Table 9. Findings regarding the answers of the teachers to the eighth question

Theme	Categories	Codes	Participants	Frequency (f)
Distance Learning	**Continue**	Good academic level	T1, T3, T4, T5, T6, T7	6
		Know your responsibilities	T1, T2, T5, T8, T9	5
		Better socialization	T4, T6, T7, T9	4
		Good reading, writing, and processing skills	T3, T5	2
	Discontinuous	lack of information	T2, T4, T6, T7, T8	5
		Mismatch	T1, T2, T5, T9	4
		Being indifferent to the lesson	T3, T5, T8	3

When Table 9 is examined, the most important factor (f=6) observed by secondary school teachers in students continuing in distance education is that their academic levels are better than those who do not continue in distance education. In addition, teachers stated that they know their responsibilities (f=5) and their socialization is better (f=4). For those who did not continue in distance education, teachers observed lack of knowledge (f=5), incompatibility (f=4) and indifference towards the lesson (f=3). Some examples of teachers' views on the difference between students who continue in distance education and those who do not are given below.

"Because the lessons are cumulative, I see that the students who participate in the live lesson are more active, more open to new information, easier to understand and give feedback." (T1)

"We have very few students participating in distance education. Participants make themselves known in the lesson. They are more involved. They are also in good standing academically." (T4)

"Participants perceive the topics I am talking about faster and better. Basic skills such as writing, reading and mathematical operations are higher than those who do not participate. In addition, the participants are much better in terms of coursework, doing homework, taking responsibility, and self-confidence." (T6)

"The student participating in distance education; While he is more open to his teacher and friends, understands what he reads and has no difficulty in adapting, problems such as not knowing anything, not being able to grasp the subjects, and having difficulty in adapting have emerged in distance education." (T9)

4. DISCUSSION and CONCLUSION

In this study, it was tried to determine the opinions of nine teachers with different branches and experiences about the adaptation processes of the students after the COVID-19 pandemic process. In this context, in the study, it was seen that the most common problem faced by students in the eyes of teachers was incompatibility. It has been stated that with the COVID-19 pandemic process, students' staying away from school culture and spending critical periods in development away from the school environment cause serious adaptation problems. Teachers stated that it is unknown to them how students should behave in the classroom, how the lesson is taught face to face, and how they establish social relations with their friends. Again, in line with the opinions of the teachers, it was stated by the teachers that the other important problem was that the students were slow in understanding and perceiving what was given, and that they regressed in literacy. It was stated that the students read the texts that they should read quickly, both slowly and in a way that they forgot the reading rules. It has been observed that students have a very difficult time trying to teach the new generation questions that are tried to be taught to students. It was stated by the teachers that because

the students were away from the school environment for a long time, they forgot how to behave at school and the school rules. They stated that they had a weak infrastructure about how the classroom layout was handled, especially since it was the transition period from primary school to secondary school, how to talk to their teachers, how to go to and from school, how to behave in the school environment and how to play games with their friends. In addition, it has been stated that students have deficiencies on an academic basis. It is thought that the reason for this situation is that students experience deficiencies in elements such as acting individually and studying on their own. When the literature is examined, it is stated in the study conducted by Altıparmak, Kurt and Kapıdere (2011) that students who cannot demonstrate the ability to study on their own have difficulty in the distance education process and fall behind in terms of academic knowledge.

The teachers were asked about their observations about the disciplinary problems they observed in the students during the lesson. The general response of the teachers is that the students forget the classroom rules and the students constantly get up and walk around the lesson and interrupt their speech while the teacher is speaking. It can be said that one of the reasons for this is that students must sit constantly during distance education and cannot be heard, or their microphones are turned off. Students learn the rules to be followed in the classroom through face-to-face education and become a member of the class society. It has been stated by the teachers that they have behavioral disorders because they have trouble learning these rules because they are away from the classroom with distance education. It is also one of the common views of teachers that students have distraction and inability to focus. In this context, they said that students can keep their attention for a maximum of 20 minutes, and then they need to draw their attention. The reason for this was that the visualization process offered in distance education was not in the lessons and they thought that it was difficult for the children due to the prolongation of the lesson times. Students also experience communication difficulties. In distance education, the microphones of the students in the primary school group are usually kept closed in order to minimize the process of speaking at once and to enable them to understand the lesson better. This situation creates difficulties in students' teaching by listening only, expressing themselves and communicating with the other person. When face-to-face education starts, it is seen that children who have been educated in this way for a long time make this situation a habit and experience communication disorders. It is seen that students experience incompatibility with each other and with the school, not fulfilling the responsibilities given, lack of self-confidence, not listening to the lesson and having many discipline problems put our teachers in a difficult situation. In the literature, such behavior is defined as undesirable behavior in the context of classroom communication. Başar (2003), all kinds of behaviors that prevent educational activities in classrooms and schools; Çetin (2013), any behavior that hinders educational efforts at school; Celep (2008) defines behaviors that affect students' learning in the classroom or that students show intentionally or unknowingly, and Yalçınkaya and Küçükkaragöz (2006) define all behaviors that negatively affect education in the classroom as undesirable student behaviors. The criteria used to determine undesirable student behaviors are It prevents the student from learning himself and his classmates, threatens the safety of the student himself and his friends, damages the tools and equipment in the school or the belongings of his friends, and prevents the student from socializing with other students (İra, 2014). There are studies showing that students exhibit undesirable behaviors such as speaking without permission, not bringing course materials, speaking irrelevant to the subject, not doing homework, talking to friends, being disrespectful towards the teacher, and coming to class unprepared (Kasap & Power, 2019).

When the teachers were asked their thoughts on the distraction and focusing problems they observed; they stated that the subjects were meaningless to them because they did not behave appropriately for their age, could not leave the concrete thinking period, and their study habits decreased due to the long duration of distance education. They stated that they were distracted in long

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reading texts and only spoke when they had the right to speak. It is thought that they continue to exhibit this behavior in the classroom due to the short duration of distance education courses, limited teacher-student and student-student interaction, and the microphone and camera being turned off unless the student has the right to speak. Gürer, Tekinarslan and Yavuzalp (2016) stated in their study that the participation in the lessons is not at a high level due to the low level of teacher-student interaction in the distance education process. For this reason, the desire to continue the negative habit gained in the distance education process in the face-to-face education process is seen in the students.

When teachers were asked what they thought about students' friendship relations and communication problems; it is stated that students have an aggressive and belligerent attitude towards all their friends, especially their friends of the opposite sex. As a result, it is observed that they constantly complain about each other. It is thought that this situation causes uncertainty about the behaviors they will exhibit when they enter a crowded environment after being isolated at home and causes them to have difficulties in communicating. As expressed by Bölükbaş and Özdemir (2003), human is a being who thinks with language and feels through language; he/she conveys what he/she feels to the other person by establishing social communication through language. The lack of communication also led students to misunderstand each other both academically and socially. For this reason, arguments and fights are often seen. This situation pushes students to be alone. It is estimated that the reason for their display of this attitude may be that they cannot express themselves in the absence of communication and think that they are not understood.

When the opinions of teachers about their students' constant exposure to tablets, phones, and computers during the pandemic process and to observe differences in their behavior and hand skills; the most common problem was that students had writing problems. In this regard, it is thought that the continuous use of technology causes them to stay away from the writing process and therefore experience a decline in their hand and writing skills. They stated that since they are constantly listening in distance education lessons, they continue this process in the classroom and they cannot get feedback from their students. The participants, who stated that they tried to help the children to dream that their imaginations were also negatively affected, observed that they tried to compare some behaviors of the students with the characters they often watched on television.

When teachers make students work as a team in the post-pandemic period, students' inability to act in unity and their desire to be individual and work all the time is seen as the biggest problem. Since they want to work individually, aggression and conflict are observed in students in teamwork or collaborative learning environments. There is no sharing of tasks or putting forward a product. They had difficulty in following their friends in group work. Horspol and Lange (2012) state that one of the disadvantages of the distance education process is the disappearance of socialization opportunities for students. In order to eliminate this situation, it is stated that socializing measures should be taken in the distance education process (Kaden, 2020).

When the teachers' opinions about the affective changes experienced by the students during the pandemic period were examined, it was seen that they frequently exhibited the sensitivity shown in wearing masks, the desire to use disinfectant constantly, and fear and uneasiness. One of the common views of the teachers is that the students feel like they have to warn each other all the time when they are with their friends (don't touch, stay away, wear your mask, etc.). They found a way for every event in which they could not be successful at school, as I could not do it due to the pandemic, and it was stated that they used it constantly. Contrary to all these, there are also participants who exhibit student behaviors who are not aware of the seriousness of the pandemic. In addition, it is mentioned how dangerous and risky the disease process is and that the students are not conscious about it.

It has been stated that there are differences between the students who participated in distance education and those who did not participate in the pandemic process, and that the academic levels of the participants were better than those who did not. Since the courses progressed cumulatively, it was

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observed that there were major deficiencies in the course foundations of those who did not attend. This makes it difficult to understand new subjects. In addition, since the students who participate to some extent do not stay away from the school culture, their responsibilities, communication with their friends and their behavior in the classroom are in a way better than those who do not participate. Among the participating students, there is a difference between the students whose parents are interested and those who are not. It has been observed that students whose families are interested show themselves better academically (Bakırcı et al., 2021).

Suggestions

The following suggestions were made according to the results obtained from this study, which aims to determine the opinions of teachers about the adaptation of students to school after the COVID-19 pandemic.

In the face-to-face education process that started after the pandemic, it was observed that the students experienced adaptation problems, did not adequately exhibit the rules and behaviors that should be followed at school, had difficulties in communicating, and had deficiencies in the information about the courses conducted during the distance education process. At this point, it is obvious that students should be included in an orientation process as a result of being away from the school ecosystem for a long time. Therefore, before starting direct education, applications should be carried out to remind students of school rules, and various activities should be organized for them to socialize more easily in a friend environment.

It has been concluded that students have problems focusing on the lessons because they have been studying for a long time in front of the screen and in a limited interaction situation during the pandemic. In order to avoid this situation, the course process should be carefully planned. Visual and auditory materials should be frequently included in the lesson that will enable students to focus their attention. It has been determined that students who have to spend time in an isolated environment away from all their friends and peers during the pandemic experience socialization problems. For this situation, both in-class and out-of-school activities should be organized, and steps should be taken towards the interaction of students with the social environment in the school ecosystem.

Along with the results obtained as a result of the study, the following suggestions were made to other researchers. This study was carried out with nine secondary school teachers, whose opinions were taken with easily accessible sampling method. Subsequent studies can be carried out with groups of teachers from different branches and teaching levels. In the study, teachers' views on the problems they observed in students after the pandemic were examined. Studies that examine the reflections of this process from the eyes of the students can be carried out.

Ethics Committee Decision

This research was carried out with the permission of Van Yüzüncü Yıl University Social and Human Scientific Research and Publication Ethics Committee with the decision numbered 9056/10-23 dated 13/05/2022.

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