

A R A Ş T I R M A M A K A L E S İ / R E S E A R C H A R T I C L E

DOI: 10.52122/nisantasisbd.1146690

THE PROBLEMS DURING THE COVID-19 PERIOD: THE DIFFICULTIES
FACED BY PUBLIC SECONDARY SCHOOL ADMINISTRATORS

Uzm. Hatice KARAHOCA KARAMANO*

*Kıbrıs Sağlık ve Toplum Bilimleri Üniversitesi

e-posta:
hatic_85@windowslive.com

ORCID 0000-0002-8266-3240

Doç. Dr. Nurdan OZRECBEROGLU**

**Lefke Avrupa Üniversitesi

e-posta:
nozrecberoglu@eul.edu.tr

ORCID 0000-0002-3509-9317

ABSTRACT

In this study, the school administrators describe the problems caused by the changing education system brought about by the covid -19 epidemic and the methods they use to solve them. A qualitative research method used in the study was the screening model. This research consists of twelve people selected by random sampling. The sample was chosen from school principals and administrators working in public secondary and high schools. Data were collected with a semi-structured interview form. After obtaining the approval of the ethics committee, data were collected between March 1st and 15th, 2021. During the epidemic, school administrators encountered problems, including anxiety and panic, teacher-student absenteeism, not being ready for distance learning, and unsuitable school environments. According to observations, the Ministry also provides hygiene materials to each school as a precaution. In addition, it establishes organizations to relay information regarding the steps to be taken when a positive case arises among students. In this process, it was determined that education administrators simultaneously provided support to school administrators. On the other hand, it was determined that financial, technical, and expert support was sufficient to solve the problems caused by the epidemic.

Keywords: Covid-19, Education Problems, School Administrator**Jel Codes:** I26, I28, I29COVID - 19 SALGIN SÜRECİNDE KAMU ORTAOKUL İDARECİLERİNİN KARŞILAŞTIĞI
OLUMSUZLUKLAR

ÖZ

Bu çalışmada covid -19 salgını ile değişen eğitim sisteminin neden olduğu sorunların, okul idarecilerinin bakış açıları üzerinden tanımlanması ve bu sorunları çözmeye kullandıkları yöntemler ele alınmıştır. Çalışma nitel araştırma yöntemlerinden tarama modeli ile yürütülmüştür. Araştırmanın çalışma grubu rastgele örneklem yöntemiyle belirlenen on iki kişi oluşturmaktadır. Çalışma grubu kamu ortaokul ve liseler de görev yapan okul müdürü ve muavinleri arasından seçilerek belirlenmiştir. Veriler yarı yapılandırılmış görüşme formu ile toplanmıştır. Veriler, etik kurul izni alındıktan sonra 1-15 Mart 2021 tarihleri arasında toplanmıştır. Elde edilen görüşler doğrultusunda okul idarecilerinin salgın sürecince karşılaşılan sorunları; endişe ve panik durumunun olması, öğretmen-öğrenci devamsızlığı, internet üzerinden yapılan uzaktan eğitimlerde hazır bulunmama ve salgın sürecine uygun olmayan okul ortamlarının bulunması şeklinde gruplandırdıkları görülmüştür. Bakanlığın da önlem olarak her okula gerekli hijyen malzemelerini gönderdiği, ayrıca bu süreçte okullarda ortaya çıkabilecek pozitif vaka durumunda izlenecek aşamalara ilişkin bilgi akışını sağlayacak organizasyonlar oluşturduğu görülmüştür. Bu süreçte eğitim yöneticilerinin de eş zamanlı olarak okul yöneticilerine destek sağladıkları belirlenmiştir. Öte yandan salgının neden olduğu sorunların çözümünde maddi, teknik ve bilirkişiye ulaşma desteğinin uygulandığı ve bunun da yeterli olduğu saptanmıştır.

Anahtar Kelimeler: Covid-19, Eğitim Problemleri, Okul Yöneticileri**Jel Kodları:** I26, I28, I29**Geliş Tarihi/Received:** 21.07.2022**Kabul Tarihi/Accepted:** 31.12.2022**Yayın Tarihi/Printed Date:** 31.12.2022**Kaynak Gösterme:** Karamano K. H ve Ozrecberoglu, N., (2022). "Covid - 19 Salgın Sürecinde Kamu Ortaokul İdarecilerinin Karşılaştığı Olumsuzluklar". *Nişantaşı Üniversitesi Sosyal Bilimler Dergisi*, 2(10) 272-285.

INTRODUCTION

Considering that the crisis processes have a complex structure, it is known that educational institutions are at the forefront of the measures taken to prevent the chaos and epidemic crisis caused by the covid-19 experienced in the last two years (Kahraman, 2020). In the event that the duration of the measures taken is prolonged, the importance of creating structures where students can continue their education uninterruptedly and safely is emphasized (Külekçi and Çakın, 2020). For example, it is seen that the distance education services put into practice in our country as well as all over the world are one of the urgent measures. Distance education, which was tried to be given via the internet and television at the first stage in our country, was carried out synchronously (synchronously) or asynchronously (asynchronously) in order to bring together teachers and students in different environments (Saykılı, 2020). Although this situation is seen as a different experience in education, it has brought with it various problems.

1. The Importance of in Education During the Covid-19 Period

The school, which is an indispensable element of the education system, is considered as a social and open system that raises individuals suitable for the predetermined educational goals for the development and continuity of a country. School principals, on the other hand, are responsible for the effective formation and continuity of this system and meeting the needs of the environment. In addition, school principals are expected to identify problems in case of a crisis and produce solutions to these problems (Çelik, 2014). According to the Turkish Republic of Northern Cyprus (TRNC) Teachers Law, the school administration consists of the school principal, assistant principal and assistant principals. Within the scope of the relevant law, school principals are accepted as responsible managers to the department heads of the school they work for Principals, while carrying out the administrative affairs of the school, are also responsible for ensuring, supervising, supervising and regulating the performance of the duties of the teachers working at the school... The duties of the chief assistant and assistant principals are responsible to the principal of the school they are in, assisting the principal in the execution of the administrative works and fulfilling their duties, and performing the duties and tasks assigned by her. Assistant principals and assistant principals represent them in the absence of the principals of the schools they attend. In the absence of the assistant principal, the most senior assistant principal in that school acts as the principal (Öğretmenler Yasası, 2020). The school is a structure consisting of teachers, students, other personnel and tools and equipment that come together to realize the educational goals, taking into account the needs of the community and place (Yetim and Toprakçı, 2020). This structure is affected by many elements of the environment, such as socio-economic and tradition. A good school principal should determine the vision and mission of education in a way that includes all the stakeholders of education for an effective education management. For this reason, school administrators should identify an effective communication channel between the school and families, which is another pillar of the school, and act together and keep up with the innovations and changes in education together (Sönmez, 2019).

In this research, the problems faced by the school administrators responsible for the functioning of our schools, which are the most important part of the education system, while fulfilling their responsibilities and duties during the epidemic; the problems brought by the urgently applied distance education; It is aimed to determine the problems experienced by students, teachers and parents during the epidemic process and the solution strategies used in the face of these negativities. For this purpose, the data to be obtained from the research is considered important as it will set an example for the plans to be created in the field of education in case of possible health crises and will contribute to the field. In the research, attention was paid to draw attention to the problems in the education process that started with the covid-19 epidemic and to determine and evaluate the methods for eliminating these problems. Thus, answers to the following research questions were sought in order to set an example for future crises and guide practitioners:

During the pandemic process of school administrators,

- What are the problems they have experienced with teachers and the solutions they have developed for these problems?
- What are the problems they experience with students and the solutions they develop for these problems?
- Problems with parents, what are the solutions they have developed for these problems?
- What are the problems they have experienced with education administrators (ministry / ministry officer / department managers, etc.) and what are the solutions they have developed for these problems?

2. Method

2.1. Research Model

In this study, the scanning model, which is one of the qualitative research methods, was discussed in order to express the opinions and suggestions of school administrators about the difficulties they experienced during the covid-19 process. Qualitative research refers to a subjective-interpretive process to reveal known or unrecognized problems and to realistically handle natural phenomena related to the problem (Baltacı, 2019). The descriptive survey model, on the other hand, is considered as a survey conducted on a group of samples in order to reach a general judgment about the universe covered by the studies (Karasar, 2019).

2.2. Working Group

The sample of the research consists of 12 administrators working in public secondary schools affiliated to the TRNC Ministry of National Education and Culture and determined by simple random sampling method. The administrators, consisting of the principal, chief assistant and assistants, were chosen from among different schools with a large population. The participants were informed about the study and signed informed consent forms during the research process. The study was approved on January 1, 2021, by the ethics committee of Cyprus Health and Social Sciences University.

Demographic characteristics of the study group are shown in Table 1. Necessary explanations about the table are given below the table.

Table 1. Demographic Characteristics of the Study Group

Demographic features		f	%
Gender	Female	7	58,33
	Male	5	41,67
Age	35-40	2	16,67
	41-46	3	25
	47-52	5	41,67
	53-58	1	8,33
	59-64	1	8,33
Professional Seniority	10-15 year range	2	16,67
	16-21 year range	2	16,67
	22-27 year range	5	41,67
	28-33 year range	2	16,67
	34-39 year range	1	8,33

As can be seen in Table 1, the study group of the research consists of 12 administrators, consisting of the principal, chief assistant and assistants. The sample consists of 7 females and 5 males; their ages range from 47 to 52 with a rate of 41.67% of the participants being between

these ages; and they have a professional seniority of 22-27 years with a rate of 41.67% of the participants.

2.3. Data Collection Tool

Research questions and demographic information were collected by the researchers using semi-structured interview forums. In the semi-structured interview form, the interviewer prepares his/her questions about the subject in advance, provides flexibility to the participant during the interview, and allows rearrangement of the questions and discussion on the subject if necessary. Thus, an environment where participants have a say in the research process is created (Berg and Lune, 2019; Büyüköztürk et al., 2020). The data of the research were collected in March 2021 with the permission of the Ministry of National Education General Secondary Education Department. The forms were sent to the participants via e-mail and were collected back within 1-2 days.

2.4. Analysis of Data

Content analysis was used in the analysis of the data. It enables the systematic analysis of written texts with content analysis (Fraenkel & Wallen, 2006). With this method Codes are formed by collecting related expressions and then the categories that best represent these codes. While the results of the research were supported by the findings, the views of the participants were included in the transfer of the findings with coding as M1, M2, M3,

3. Findings

In this part of the research, the findings of the data are included.

Table 2. Problems faced by school administrators while fulfilling their duties and responsibilities during the Covid-19 epidemic process

Category	Theme	f	%
Problems faced by school administrators during the Covid-19 epidemic process	having a panic state M9, M11	2	16,67
	Teacher-student absenteeism M8	1	8,33
	Not being ready for distance education on the Internet. M1, M2, M5, M6, M7, M10, M12	7	58,33
	School environments that are not suitable for the epidemic process M3, M4	2	16,67
TOTAL		12	100

As can be seen in the table, 7 administrators representing the majority of school administrators who expressed their opinions stated that both they and the teachers and students of the school they were in as administrators were not ready for distance education on the internet during the epidemic process. It has been stated by many school administrators that the information and tools required for the education made on the Internet are not sufficient or are incomplete The participant with the code M6 emphasized the problem in terms of education by stating that "It was a great loss that many of our students did not have equipment such as devices and internet during the distance education period". In a different study, the participants in the category of Technical Inadequacy also expressed the same problem many times (Külekçi and Çakın, 2020). School administrators, who drew attention to the panic experienced during the epidemic process, also stated that the school conditions were not suitable for this period. Participating with the code M3 expressing his opinion on the subject, "Especially as school administrators working in vocational high schools, it has been more difficult than ever to determine reliable workplaces where 12th grade students will do their internship, to ensure that our students are

accepted from these workplaces, to ensure their continuity in internship, and to follow their work." He brought a different perspective to the school conditions that are not suitable for the epidemic process.

Table 3. Difficulties faced by school administrators in maintaining teacher motivation and cooperation during the Covid-19 epidemic

<u>Category</u>	<u>Theme</u>	<u>f</u>	<u>%</u>
The difficulties faced by administrators in providing teacher motivation and cooperation during the epidemic process	The fact that the teachers are unfamiliar with the training they will do on the internet, they do not have enough tools and information M1, M3, M5, M6, M8, M12	6	50
	Problems caused by students and parents not showing enough attention and student absenteeism M2, M10	2	16,67
	No difficulties encountered M4, M7, M9, M11	4	33,33
TOTAL		12	100

In Table 3, the problems experienced by school administrators are indicated within the framework of cooperating with teachers and providing motivation. The biggest problem was the lack of knowledge and equipment arising from the teachers' first experience of online training. In a similar study, according to school principals, the main concern of teachers regarding distance education-teaching initiated during the epidemic period is that they have not experienced distance education (Keleş, Atay, & Karanfil, 2020). In another study on the subject, it was determined that many teachers were caught unprepared for using technological devices, teaching field skills through distance education, and making student assessments (Kimmel, Carpinelli, Spak, and Rockland 2020).

In this study, while many of the participants stated that they did not have any problems with the teachers, Participant M9 stated that "I did not have any problems with the teachers. Everyone teaches under all conditions".

Table 4. Difficulties faced by school administrators in maintaining student motivation and cooperation during the Covid-19 epidemic

<u>Category</u>	<u>Theme</u>	<u>f</u>	<u>%</u>
Difficulties experienced by administrators with students during the epidemic	Students are unfamiliar with online education, do not have sufficient equipment and knowledge M1, M4, M5, M6, M7, M12	6	50
	The new arrangement in the arrival and departure of students to school and the length of the break in education M3, M8, M11	3	25
	False news and information heard by students M2, M9, M10	3	25
TOTAL		12	100

In Table 4, the problems faced by the school administrators in terms of students are discussed and it is stated that there are mostly problems in terms of students being unfamiliar with online education and not having sufficient equipment and information. In parallel with the school administrators, who stated that the students mostly have problems with the education given over the internet, participant M1: "The students' lack of computers and internet, which is

necessary for online education, caused a decrease in motivation." expressed opinion. Parallel to this, in a study conducted by the Turkish Medical Association under the title of Return to School from the Perspective of Child and Adolescent Mental Health, problems such as inequality of opportunity, technological resource and access problems are more prominent in public schools, but they are an important problem that exists in all schools. (TBB, 2020). Another result obtained in the study is that the new regulations made on the arrival and departure of students to school and the wrong information that students hear from outside the school are among the problems experienced by school administrators. The findings of a different study, especially that students have problems with information, practice, financial resources, and lack of appropriate internet providers regarding the training provided over the internet (Agormedah, Henaku, Ayite, & Ansah, 2020) support the findings of this study.

Table 5. Methods used by school administrators to raise awareness of parents and ensure cooperation with parents during the Covid-19 epidemic process

Category	Theme	f	%
Methods used by school administrators to raise awareness of parents and ensure cooperation	Phone call and send sms M4, M11	2	16,67
	Calling and sending messages over the Internet M1, M2, M5, M9, M10, M12	6	50
	Calling and sending messages over both the phone and the internet M3, M6, M7, M8	4	33,33
TOTAL		12	100

In Table 5, the methods used by school administrators to cooperate with teachers and students, as well as parents, and to solve various problems in raising awareness during the epidemic are given. In particular, it has been determined that school principals cooperate by sending messages to parents using whatsapp over the internet in order to prevent information pollution, to raise parents' correct awareness during the covid-19 epidemic process and to organize school life. In the studies conducted by Sarı and Nayır (2020), it has been revealed that one of the main reasons for the problems arising from the stakeholders during the covid-19 epidemic process is that families limit the education process only to school and that they do not have enough information about their own individual developments and their children's learning processes and skill developments. Similarly, in the study of Çetin (2019), it was seen that the problems of school principals with parents were discussed. Both studies support the importance of the methods followed in ensuring cooperation with parents and raising awareness of parents, by reminding the importance of school-family cooperation and communication, especially during the epidemic process. In this research, participant M2 said, "1- We have constantly informed our parents about the whatsapp groups created for each class by our Class Teachers. 2- We explained what should be done to prevent them from being affected by these events. 3- Guidance studies were conducted on how to spend time with them productively. 4- For our parents, information about covid-19 and distance education, which can be accessed via the school website and school social media accounts, was shared at regular intervals". In another study on the subject, it was determined that students and parents were faced with a system in which formal education is given through distance education for the first time, and in order to adapt to this system, communication between teachers, assistants and principals, who are the representatives of education services in schools, and students and parents should not be interrupted (Yılmaz, Güner, Mutlu and Arın Yılmaz, 2020).

Table 6. The measures taken by the Ministry of National Education during the Covid-19 epidemic and the level of competence

A		f	%
Category	Theme		
Measures taken by the Ministry of National Education during the epidemic process	Sending materials to be used in the epidemic process to schools M4, M5, M6, M9	4	33,33
	Establishing organizations that will inform schools and provide information flow M1, M2, M3, M7, M8, M10, M11	8	66,67
TOTAL		12	100
B		f	%
Category	Theme		
The adequacy level of the measures taken by the Ministry of National Education during the epidemic process	Sufficient M2, M3, M4, M7, M8, M12	6	50
	Insufficient M1, M5, M6, M9, M10, M11	6	50
TOTAL		12	100

Table 6A and Table 6B indicate the measures taken by the Ministry of National Education during the epidemic and the sufficiency of these measures. Table 6A shows the measures taken by the Ministry in 2 themes. These themes were formed in line with the common statements of school administrators who expressed their opinions. The Ministry has ensured that the materials (cleaning materials, disinfectants, etc.) to be used in the process are sent as a precaution during the pandemic period, and established organizations that will guide the process and provide information in case there is a positive individual at the school with information about the pandemic and epidemic. While 66.67% of the participants stated that the most obvious measure taken by the Ministry of National Education during the epidemic process was to create organizations that will provide information and information flow to schools, the remaining 33.33% of the participants stated that the materials (mask, disinfectant, etc.) They stated that it was sent. In Table 6B, it is seen that the opinions of school administrators on whether the measures taken are sufficient or not are equally distributed. M12, who participated in the research and gave his opinion, said, "Covid 19 has adversely affected not only our country but also the world in every aspect. At this point, a platform was created for the Ministry to follow their lessons to support children through the state channel in the process initiated with distance education. Currently, education continues in diluted form. Although this situation has some risks in itself, it was a close step that could be taken in this period." In this way, he expressed the measures and sufficiency of the ministry during the epidemic process. On the other hand, M11, one of the participants, said, "Seminars were held on cleaning-hygiene. Cleaning-hygiene materials continue to be sent. We don't find it Sufficient." emphasized both the measures taken and the insufficiency of these measures.

In another study emphasizing the importance of management in crisis processes experienced in this way, crisis management was defined as a critical process that an organization avoids, tries to prevent or manage (by planning, directing and supervising) while ensuring continuity, and stress management is emphasized in particular (Twinkle and Kavita 2021).

Table 7. Support provided by education administrators (Ministry / inspector / ministry managers / etc.) to schools regarding the solution of problems during the Covid -19 epidemic process

<u>Category</u>	<u>Theme</u>	<u>f</u>	<u>%</u>
Support provided by education administrators to schools	The financial, technical and expert support to be used in solving the problems caused by the epidemic was provided by the education administrators.	4	33,33
	The financial, technical and expert support to be used in solving the problems caused by the epidemic was not adequately provided by the education administrators.	8	66,67
TOTAL		12	100

Table 7 shows the adequacy level of the support provided by the education administrators (Ministry of National Education / inspector / ministry directors / etc.) to the school administrators regarding the solution of the problems experienced during the epidemic process. These supports provided to school administrators are grouped as financial, technical (especially computer-internet) and reaching an expert, that is, the person who will solve the problem in any case, in line with the opinions expressed by the interviewees. The majority of school administrators, with a rate of 66.67%, did not find the support provided by education administrators to be sufficient. Commenting on the subject, participant M8 said, "There was no technical support other than disinfectant mask support. In practice, the meb.net education portal has made the infrastructure ready for a possible closure with the educational materials uploaded by our own teachers on a teacher basis for each school." This situation is discussed in the General Comment made by the Committee on Economic, Social, and Cultural Rights in April 2020, which mentions that scientific and technological developments have an impact on health, education, and food rights. As a result, governments should ensure that science and technology contribute equally to all. States must balance intellectual property and patent regulation with people's right to education, health and food. In short, states are as responsible as protecting the intellectual property and patent rights of individuals for the right to education, ensuring that the necessary educational materials and technologies are accessible to everyone at an equal and reasonable price (Bingöl, 2020).

Table 8. Teachers' problems and solution methods solved by school administrators during the Covid-19 epidemic process

<u>Category</u>	<u>Theme</u>	<u>f</u>	<u>%</u>
Teacher problems and solution methods solved by school administrators during the epidemic process	Providing information and technical support about the trainings made over the Internet M1, M5, M6, M7, M8, M12	6	50
	Supporting teachers in solving problems with students M2, M4	2	16,67
	To guide and show understanding in the solution of the problems faced by the teacher during the epidemic. M3, M9, M10, M11	4	33,33
TOTAL		12	100

Table 8 shows the problems experienced by school administrators and teachers during the epidemic process and the methods of solving these problems. Half of the school administrators who contributed to the research stated that various technical support was provided to the teachers regarding the problems experienced in the trainings made over the internet during the epidemic process. Regarding this, M5 of the participants was "In-service or one-to-one training support was given to support online education." M6 said, "We gave teachers courses at school for distance education. We also gave a laptop to a teacher for on-line course support".

Similarly, in the research of Gündüz, Türker, Karabekir and Altun (2020), it was stated that not only educational environments and technological support should be provided to teachers and students, but also education should be made quality and enjoyable by using materials in online in-service trainings for school administrators and teachers.

CONCLUSION AND SUGGESTIONS

The results obtained in this study are exemplary for guiding school administrators and other stakeholders of education in a possible epidemic process. In this context, one of the most important problems faced by school administrators during the covid-19 epidemic process is the problems brought about by distance education, which is urgently implemented by the Ministry of National Education and carried out over the internet. Another result obtained from the research is that students and many teachers have little or no experience with this type of teaching, some students and teachers cannot communicate well, and students have difficulties in understanding some lessons or topics. Despite all this, the fact that distance education allows students to work whenever they want, does not spend time getting ready and going to school every day, and brings convenience such as homework being done and sent over the internet can be considered as the positive aspects of this epidemic.

The difficulties experienced by school administrators with school teachers and students during the epidemic are similar. The most important problem experienced with both groups It has been seen that it is related to distance education on the internet. The lack of equipment and knowledge required for distance education reveals that school administrators have various problems with both teachers and students. Despite this, it was also found in the study that there were school administrators who did not have any problems with teachers during the epidemic.

Another problem experienced by school administrators during the pandemic process was handled as cooperation with parents and raising awareness, and it was determined that school administrators used the method of communicating with parents over the internet and sending messages to them more in solving these problems. The Covid-19 epidemic, along with the internet, has caused the use of social media both as a form of communication and as a public education tool about the epidemic. This situation also makes us think that the positive communication between the teacher and the student will provide convenience in reaching the targeted education. With this research, it has been revealed that the methods chosen by school administrators to cooperate with parents and raise awareness are not limited to school walls, but have duties and responsibilities related to the school environment and stakeholders.

During the research, the adequacy levels of the measures taken by the Ministry of National Education were also discussed and some issues were determined as a precaution. During the pandemic process, measures such as sending the materials to be used in the epidemic to schools and creating organizations that will provide information and information flow to schools have emerged. It should not be forgotten that in our changing world, it has become a normal situation to encounter crises such as the creature of the corona virus. In such crisis situations, especially important institutions of the state should use crisis management methods instead of ordinary management styles. In terms of education administrations, crisis management should have features such as having a plan in place, defining who will do what, and making applications for a large number of events.

The problems related to the process of the teachers, which were solved by the school administrators during the Covid-19 epidemic process, are to provide information and technical

support about the trainings made over the internet, to support the teachers in solving the problems experienced by the students, and to guide and show understanding in the solution of the problems faced by the teacher during the epidemic process. In line with the findings, it was revealed that school administrators mostly applied the method of providing information and technical support to their teachers about the trainings made over the internet.

In order to prevent losses that may occur in an important field such as education, especially in the disruptions experienced during the Covid-19 period, backup plans, formations and resources should be available within the Ministry. The Ministry of National Education should develop alternative solutions to offer students who lack access to technology and information to be trained on the Internet. The necessary financial resources should be created by the Ministry, especially in order to bring together the equipment suitable for distance education and internet providers with students. In order to ensure the continuity of face-to-face education in case the process is prolonged or sets an example, necessary financial resources should be created for the rearrangement and restructuring of school spaces. For example, physical conditions such as paying attention to the square meter of indoor areas in the arrangement of school spaces, the fact that the benches and chairs to be used by students are suitable for single-person use, the increase of course equipment, the arrangement of ventilation, heating and cooling systems should be re-examined.

A very good management of the educational process is very important in achieving the targeted educational success. Educational administration, which is a form of sub-management of administrations, is important in this respect. For this reason, it is thought that a commission should be established that will provide guidance on what to do in a possible pandemic, not only when there is an epidemic, but also in our age. This commission to be formed can be supported not only in the field of education but also in the fields of health through in-service trainings at certain intervals. School administrators, who are responsible for the integrity of all these elements and the provision of targeted quality education, can be expected to keep school needs up to date depending on environmental needs. Especially in crisis processes such as pandemics, school administrators are expected to have the ability to manage the crisis well so that they can fulfill their duties and responsibilities without any problems. In this process, school principals can create structures that will provide especially internet infrastructure systems, tools and information flow for crisis management. In addition, Ministry commissions can be established to provide guidance to school administrators on the subject. Based on the studies on the subject, the necessary deficiencies in terms of teachers and students can be determined and necessary actions can be taken. They should also develop measures for other crises that may occur in the future. For example, by placing cameras and projectors in classrooms in all schools, a hybrid system can be used to record lectures. With this system, an environment can be created where the student can listen to the lesson again outside of school, and also the lesson repeats can be watched in order for families to help their children with their homework.

It should not be forgotten that school administrators are not only responsible within the boundaries of the school they are concerned with, and they should remember that they are responsible for ensuring the integrity and continuity of the school. In addition, school administrators have to cooperate with the school's stakeholders and employees by informing them in case of any crisis. The school administration should develop the ability to obtain information from its stakeholders and its environment and to synthesize this information well.

REFERENCES

- Agormedah, E. K., Henaku, E. A., Ayite, D. M. K., & Ansah, E. A. (2020). Online learning in higher education during covid-19 pandemic: a case of Ghana. *Journal of Educational Technology & Online Learning*, 3(3),183-210.
- Baltacı, A. (2019). Nitel araştırma süreci: nitel bir araştırma nasıl yapılır?. *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 5(2), 368-388.
- Berg, B. & Lune, H. (2019) *Sosyal Bilimlerde Nitel Araştırma Yöntemleri*, 2nd ed., Eğitim Yayınevi. Konya.
- Bingöl Schrijer, B. (2020). COVID-19 salgını süresince eğitim hakkı, fırsat eşitliği ve sınavlara ilişkin temel problemler. *İstanbul Hukuk Mecmuası*, 78(2) , 837-884.
- Büyüköztürk. Ş., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, Ş. & Demirel, F. (2020). *Bilimsel Araştırma Yöntemleri* (Ankara): Pegem Akademi
- Çelik, V. (2014). *Türk eğitim sistemi ve okul yönetimi* (Ankara): Pegem Akademi
- Çetin, Ş. (2019). Okul müdürlerinin karşılaştığı sorunlar: nitel bir inceleme. *Kastamonu Education Journal*, 27(4), 1637-1648.
- Fraenkel, J. R., & Wallen, N. E. (2006). How to design and evaluate research in education (6th ed.). New York, NY: McGraw-Hill. 478-504
- Gündüz, V., Türker, G., Karabekir, H. & Altun, H. (2020). K.K.T.C. ortaöğretim kurumlarında 2020-2025 yılları arasında olası pandemi sürecinde öngörülen stratejik plan çalışması. *IBAD Sosyal Bilimler Dergisi*, Özel Sayı. 229-243
- Kahraman, M. E.(2020). Covid-19 salgınının uygulamalı derslere etkisi ve bu derslerin uzaktan eğitimle yürütülmesi: Temel Tasarım dersi örneği. *MÜ Sanat Tasarım ve Mimarlık Fakültesi Dergisi*,1(6), 44-56.
- Karasar, N. (2009). *Bilimsel araştırma yöntemi*. Ankara: Nobel yayın dağıtım.
- Keleş, H. N., Atay, D. & Karanfil, F. (2020). Covid-19 pandemi sürecinde okul müdürlerinin, öğretim liderliği davranışlar. *Millî Eğitim*, 1(49), 155-174.
- Kimmel, H. S., Carpinelli, J. D., Spak, G. T. & Rockland, H.(2020). *Educational Practices during the COVID-19 Viral Outbreak: International Perspectives* (Editörler: İ. Şahin, ve S. Mack) (A.B.D): ISTES Organization Monument, CO.
- Külekçi Akyavuz. E. & Çakın, M. (2020). Covid-19 salgınının eğitime etkisi konusunda okul yöneticilerinin görüşleri. *Turkish Studies*, 15(4), 723-737.
- Öğretmenler Yasası (2020). http://khk.kamunet.net/docs/ogr_2009/25-1985.pdf
- Sarı, T. & Nayır, F. (2020). Pandemi Dönemi eğitim: sorunlar ve fırsatlar. *Turkish Studies*, 15(4), 959-975.
- Saykılı, A. (2018). Distance education: Definitions, generations, key concepts and future directions. *International Journal of Contemporary Educational Research*, 5(1), 2-17.
- Sönmez, V. (2019). *Eğitim bilimine giriş* (Ankara): Anı Yayıncılık.
- Türk Tabipleri Birliği (2020). Pandemide okul sağlığına ilişkin uzman görüşleri.

- Twinkle, Kavita D. (2021). Crisis Management during Covid-19 Pandemic. *Int.J.Curr.Microbiol.App.Sci.* 10(1),675-680. doi: <https://doi.org/10.20546/ijcmas.2021.1001.081>
- Yetim, G. & Toprakçı, E. (2020). Göreve yeni başlayan okul yöneticilerinin karşılaştıkları sorunlar ve çözüm önerileri. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 21 (1), 13-32.
- Yılmaz, E., Güner, B., Mutlu, H. &Yılmaz, D. (2020). Farklı öğrenim kademelerindeki öğrencilere verilen uzaktan eğitim hizmetinin veli görüşlerine göre değerlendirilmesi. *Millî Eğitim*, 1(49), 477-503.

EXTENDED ABSTRACT**GENİŞLETİLMİŞ ÖZET****THE PROBLEMS DURING THE COVID-19 PERIOD: THE DIFFICULTIES FACED BY PUBLIC
SECONDARY SCHOOL ADMINISTRATORS**

Giriş ve Çalışmanın Amacı (Introduction and Research Purpose): Kriz süreçleri karmaşık bir yapıya sahip olduğu düşünüldüğünde, son iki yıldır yaşanan covid-19'un yarattığı karmaşa ve salgın krizinin önlenmesi için alınan önlemlerin başında eğitim kurumlarının yer aldığı bilinmektedir (Kahraman, 2020). Bu araştırmada eğitim sisteminin en önemli parçası olan okullarımızın işleyişinden sorumlu okul yöneticilerinin, salgın süresinde ele alınan sorumluluk ve görevlerini yerine getirirken karşılattığı sorunlar; acil bir şekilde uygulanan uzaktan eğitimin getirdiği sorunlar; salgın sürecinde öğrenci, öğretmen ve velilerin yaşadığı sıkıntılar ile bu olumsuzluklar karşısında kullanılan çözüm stratejilerini tespit etmek amaçlanmıştır. Bu amaç doğrultusunda araştırmadan elde edilecek veriler, olası sağlık krizlerinde eğitim alanında oluşturulacak planlamalara örnek teşkil edeceği ve alana katkı sağlayacağından ötürü önemli görülmektedir. Bu bağlamda ele alınan çalışmada covid -19 salgını ile değişen eğitim sisteminin neden olduğu sorunların, okul idarecilerinin bakış açıları üzerinden tanımlanması ve bu sorunları çözmeye kullandıkları yöntemler ele alınmıştır. Böylece aşağıdaki araştırma sorularına yanıt aranmıştır:

Okul yöneticilerinin pandemi sürecinde,

- öğretmenlerle yaşadıkları sorunlar ve bu sorunlara yönelik geliştirdikleri çözümler nelerdir?
- öğrencilerle yaşadıkları sorunlar ve bu sorunlara yönelik geliştirdikleri çözümler nelerdir?
- velilerle yaşadıkları sorunlar bu sorunlara yönelik geliştirdikleri çözümler nelerdir?
- eğitim yöneticileri (bakanlık / bakanlık görevlisi/ daire müdürleri vb.) ile yaşadıkları sorunlar ve bu sorunlara yönelik geliştirdikleri çözüm önerileri nelerdir?

Kavramsal/kuramsal çerçeve (Literature Review): Eğitim sisteminin vazgeçilmez ögesi olan okul, bir ülkenin gelişmesi ve devamlılığı için önceden belirlenmiş eğitim amaçlarına uygun bireyler yetiştiren sosyal ve açık bir sistem olarak ele alınmaktadır. Okul müdürleri ise bu sistemin etkin oluşumu, devamlılığı ve çevrenin ihtiyaç duyduğu gereksinimleri karşılamakla yükümlüdür. Ayrıca okul müdürlerinin herhangi bir kriz durumunda sorunları tespit edip, bu sorunlara çözüm üretmesi beklenmektedir (Çelik, 2014).

Kuzey Kıbrıs Türk Cumhuriyeti (KKTC) Öğretmenler Yasası'na müdürler, okulun yönetim işlerini yürütürken ayrıca okulda görevli öğretmenlerin, görevlerinin yerine getirilmesini sağlamak, gözetmek, denetlemekten sorumludurlar. Baş muavin ve müdür muavinlerinin görevleri ise buldukları okulun müdürüne karşı sorumlu olup, yönetim işlerinin yapılmasında ve görevlerinin yerine getirilmesinde müdüre yardımcı olmaktır. Bu nedenle salgın gibi kriz anlarında gerek okul yöneticilerinin gerekse ilgili alt yapının hazır olarak bu sürecin sorunsuz yürütülmesi için rutin işleyişler arasında bu uygulamalara da yer verilmelidir.

Yöntem ve Bulgular (Methodology and Findings): İlgili çalışma var olan durumdaki davranışların karşılaştırılıp değerlendirilmesi üzerine nitel araştırma yöntemlerinden tarama modeli ile yürütülmüştür. Araştırmanın çalışma grubunu ise rastgele örneklem yöntemiyle belirlenen on iki kişi oluşturmaktadır. Çalışma grubu kamu ortaokul ve liseler de görev yapan okul müdürü ve muavinleri arasından seçilerek belirlenmiştir. Veriler araştırmacılar tarafından geliştirilip alanında uzman görüşü alındıktan sonra son şeklini alan yarı yapılandırılmış görüşme formu ile toplanmıştır. Veriler, etik kurul izni alındıktan sonra 1-15 Mart 2021 tarihleri arasında toplanmıştır.

Sonuç ve Öneriler (Conclusions and Recommendation):

Elde edilen görüşler doğrultusunda okul idarecilerinin salgın sürecince karşılaşılan sorunları; endişe ve panik durumunun olması, öğretmen-öğrenci devamsızlığı, internet üzerinden yapılan uzaktan eğitimlerde hazır bulunmama ve salgın sürecine uygun olmayan okul ortamlarının bulunması şeklinde gruplandırdıkları görülmüştür. Öte yandan salgının neden olduğu sorunların çözümünde maddi, teknik ve bilirkişiye ulaşma desteğinin uygulandığı ve bunun da yeterli olduğu saptanmıştır. Bu nedenle sadece salgın olduğu zamanlarda değil artık çağımızda olası bir pandemide yapılması gerekenlere ilişkin rehberlik sağlayacak bir komisyonun oluşturulması gerektiği düşünülmektedir. Bu süreçte okul müdürleri kriz yönetimi için özellikle internet altyapı sistemleri, araçları ve bilgi akışını sağlayacak yapılar oluşturabilirler. Ayrıca ileride oluşabilecek diğer krizler için de önlemler geliştirmelidirler. Örneğin tüm okullardaki sınıflara kamera ve projeksiyon yerleştirilerek, ders kayıtlarının alınabileceği hibrit sisteme geçilebilir. Bu sistem ile birlikte öğrencinin okul dışında dersi yeniden dinleyebileceği bir ortam yaratılabilir, ayrıca ailelerin çocuklarına ödevlerinde yardımcı olabilmeleri amacıyla ders tekrarları izlenebilir.

KATKI ORANI BEYANI VE ÇIKAR ÇATIŞMASI BİLDİRİMİ

Sorumlu Yazar <i>Responsible/Corresponding Author</i>	Nurdan OZRECBEROGLU			
Makalenin Başlığı <i>Title of Manuscript</i>	THE PROBLEMS DURING THE COVID-19 PERIOD: THE DIFFICULTIES FACED BY PUBLIC SECONDARY SCHOOL ADMINISTRATORS			
Tarih <i>Date</i>	02/08/2022			
Makalenin türü (Araştırma makalesi, Derleme vb.) <i>Manuscript Type (Research Article, Review etc.)</i>	Araştırma Makalesi			
Yazarların Listesi / List of Authors				
Sıra No	Adı-Soyadı <i>Name - Surname</i>	Katkı Oranı <i>Author Contributions</i>	Çıkar Çatışması <i>Conflicts of Interest</i>	Destek ve Teşekkür (Varsa) <i>Support and Acknowledgment</i>
1	HATİCE KARAHOCA KARAMANO	%50	Yoktur	
2	NURDAN OZRECBEROGLU	%50	Yoktur	