



Effects of the COVID-19 Pandemic on Students, Teachers, and Parents According to School Counselors' Perceptions

Meliha Tuzgöl Dost ¹, Hayrunnisa Aslan ², A. Mücahit Aslan ³

Abstract

This study examines the positive and negative effects of the COVID-19 pandemic and distance education practices on students, teachers, and parents from the perspective of school counselors. This research was carried out within the scope of phenomenology design, a qualitative research method. The data were obtained via purposive sampling through online interviews conducted with 55 public school counselors at the end of the fall semester of the 2020-2021 academic year in Turkey. Content analysis was utilized to analyze the obtained data. The school counselors expressed that the pandemic had positive and negative relational, individual/psychological, and academic effects on students; positive and negative effects on the application of education and personal lives of teachers; and positive and negative effects on the parent-child-education relationship and the personal lives of parents. The results are discussed in relation to the relevant literature and recommendations are made.

Keywords

Pandemic
COVID-19
Distance education
Effects of the pandemic on education
School counselor

Article Info

Received: 01.20.2021
Accepted: 05.17.2022
Online Published: 07.29.2022

DOI: 10.15390/EB.2022.10508

Introduction

Humanity is faced with a new epidemic that has affected the whole world in many ways. Coronavirus (COVID-19) is an acute respiratory illness caused by a new virus that first appeared in Wuhan, China, in December 2019 (Lu et al., 2020). Due to the sudden spread of the virus to more than 198 countries, the World Health Organization (WHO, 2020) called for all countries to cooperate in order to prevent the spread on January 30, 2020 and declared the situation a pandemic, which means an epidemic spreading worldwide, on March 11, 2020. Other definitions of pandemic are "a broad epidemic", "an epidemic in a large area which generally affects an important part of the population", and "a situation that spreads in a region, country, continent or globally" (Morens, Folkers, & Fauci 2009, pp. 1019-1020).

Life began to change in many countries after the World Health Organization's declaration of the pandemic. In order to keep the risk of infection under control, practices like staying at home when possible, closing places where people come together, and working in shifts at workplaces have been applied, and various arrangements have been made. One of the most important arrangements was the closure of schools and the subsequent transition to distance education. In the past, there have been many incidents of school closures due to epidemics, which have been proved to prevent the spread of the illness (Hatchett, Mecher, & Lipsitch, 2007). It was stated by the World Health Organization (WHO,

¹ Hacettepe University, Faculty of Education, Department of Educational Sciences, Turkey, mtuzgol@hacettepe.edu.tr

² Ministry of National Education, Turkey, hayrunnisaslan@hotmail.com

³ Gazi University, Faculty of Education, Department of Educational Sciences, Turkey, abdullahmucahit71@hotmail.com

2009) that children accelerate the spread of the illness in society and schools should be closed during epidemics.

Therefore, many countries decided to close schools at the beginning of the COVID-19 pandemic. In Turkey, on March 16, 2020, the schools of 25 million students (UNESCO, 2020) were closed and they started distance education on March 23, 2020 (Ministry of National Education [MoNE], 2020). Online learning environments and television-based educational activities are the most frequently used means of distance education (Teaster & Blieszner, 1999; Valentine, 2002). Turkey started to use the TRT EBA TV channel, EBA (Educational Content Network) live classes, and EBA educational content for distance education (MoNE, 2020).

Thanks to technology, during distance education, it has been ensured that students are not excluded from learning activities at a certain level, but some difficulties have also been experienced. Distance education has been a process that teachers, parents, and students have experienced for the first time in their lives, and it has had a lot of positive and negative effects on education and personal/social lives. Distance education has some advantages such as taking advantage of technology and achieving increasing skill in and awareness of technology use in education (De Paepe, Zhu, & DePryck, 2018), being independent of time and place (DeNeui & Dodge, 2006), sharing and improving knowledge via distance education platforms during the pandemic and meeting the need for education in this way (Chan, So, Wong, Lee, & Tiwari, 2007), providing students who are somehow excluded from the current educational system with the opportunity to receive education (Kocayiğit & Uşun, 2020), and following classes in an appropriate environment besides the chance of watching classes many times (Yolcu, 2020). However, school closures due to the COVID-19 pandemic made it necessary for students, teachers, and parents, who are the stakeholders in education, to adapt to new problems not encountered in face-to-face education. The sudden closure of schools at the beginning of the pandemic and the lack of technological infrastructure resulted in difficulties in the transition to distance education. With the closure of schools, problems such as how to switch to online learning, how to conduct educational activities at home, and how to serve students who benefit from educational institutions in terms of housing and nutrition have arisen (Holcombe, 2020). The fact that not every household has the technological facilities required for distance education and therefore equality of opportunity in accessing distance education has emerged as an important problem.

The closure of schools also has the potential to cause some other important problems for students, teachers, parents, and society in general. While trying to find solutions to the problems experienced in the first place, other problems also emerged. Onyema et al. (2020) state that students' academic motivation and performance can be adversely affected by the closure of schools. Similarly, Brummet (2014) states that the learning quality and academic achievement of students who need special education or who expect more attention and guidance from their teachers are negatively affected when schools are closed. During this period, lack of digital skills and limited resources to access distance education were also a challenge for parents and teachers. Parents have taken on new responsibilities in monitoring and maintaining the educational activities of their children receiving distance education at home. According to UNESCO (2020), the negative effects of school closures on children are interruption of education, disruption of children's diet, not having equal access to digital learning opportunities, and social isolation. Such problems have started to manifest themselves intensely over time during the COVID-19 epidemic. Accessing distance education has turned out to be a real problem especially for students living in rural areas. The reason is that students and teachers in rural areas have less equipment necessary for distance education as well as competency (Onyema et al., 2020). Moreover, closing schools can lead to devastating results not only for the education and future of women and girls who live in underdeveloped countries with low socioeconomic conditions where the rates of registering to and finishing a school are low but also for disadvantaged students who live in refugee camps or who have had to move to somewhere else within the country (Giannini & Albrechtsen, 2020). Such problems have worsened in time during the COVID-19 pandemic, which means that the effects of the pandemic have appeared with different intensity in different ways in different regions.

Problems of this kind have begun to be examined in various studies and the results have indicated that students' social life activities are restricted (Kara, 2020) and they experience intense fear, anxiety, stress, anger, panic, boredom, and disappointment (Acar, Mor, Baynaz, & Arslanoğlu, 2020; Brooks et al., 2020; Di Giuseppe et al., 2020; Korkut Gençalp, 2020), as well as sleep problems, relational problems with parents and siblings, failure to fulfill responsibilities, social withdrawal, loneliness, and lack of attention (Dalton, Rapa, & Stein, 2020; Holmes et al., 2020; Imran, Zeshan, & Pervaiz, 2020; Jiao et al., 2020; Karataş, 2020). Studies examining the academic difficulties during the pandemic have indicated that students experience inequality of opportunity regarding access to online education (Saran, 2020), loss of learning and motivation, and internet connection problems (Mohan et al., 2020; Saavedra, 2020). As for general problems in education, it has been found that curriculum inadequacies, increase in school dropout rates, and difficulties in measuring learning and maintaining distance education are encountered (Buheji & Ahmed, 2020; Koh, Lee, Wong, & Yap, 2020; Sarı & Nayır, 2020; UNESCO, 2020).

Studies have also been conducted on the problems teachers face during the pandemic. The results of these studies have shown that several problems exist such as teachers' lack of online experience, difficulty in producing digital content (Burke & Dempsey, 2020; Mohan et al., 2020; Zhang, Wang, Yang, & Wang, 2020), internet access problems, loss of motivation for work, increase in internet and electricity costs, and students' unwillingness to attend classes (Özgül, Ceran, & Yıldız, 2020; Purwanto et al., 2020). It was also determined that teachers' depression and anxiety levels increased during the COVID-19 pandemic (Çiçek, Tanhan, & Tanrıverdi, 2020). On the other hand, there have been studies concerning the advantages of this process. These studies have concluded that the use of technology enriches the learning environment, making it independent of time and place, saves teachers' time due to the practical and accessible digital content, saves time that would be normally lost commuting to work, reduces the risk of contamination, and helps teachers gain more respect and appreciation with the recognition of the importance of their role in society (Burke & Dempsey, 2020; Demir & Özdaş, 2020; Kırmızıgül, 2020; Mulenga & Marban, 2020; Özdoğan & Berkant, 2020; Purwanto et al., 2020).

In addition to acknowledging the contributions of the above-mentioned studies, it is necessary to explore comprehensively how students, teachers, and parents, who are the most important stakeholders in the education system, are affected by the pandemic. Although various studies have been conducted on education stakeholders during the pandemic, most of these studies are concerned with university students, and they mostly aim at examining their views regarding distance education (Çiçek, Tanhan, & Tanrıverdi, 2020). However, it is also necessary to examine how students at other educational levels are affected by the process as well as what kind of experiences parents have had. In addition, the emphasis has been on the negative effects of the pandemic in most of the studies recently conducted. The aim in the present study was to investigate the potential advantages of the pandemic as well.

The professionals who deal with the academic, social/emotional, and career development of students in schools are school counselors. Counselors at educational institutions are supposed to carry out practices regarding developmental and preventive, rehabilitative, and supportive services. Within the scope of rehabilitative practices, school counselors are responsible for providing students, parents, and teachers with psychological and social support during times of natural disaster, neglect, abuse, suicide, violence, war, migration, and epidemic. School counselors have the main responsibility to plan and implement psychosocial support activities at schools and to refer counselees to experts when necessary (Milli Eğitim Bakanlığı Rehberlik ve Psikolojik Danışma Hizmetleri, 2020). It is known that students, teachers, and parents consult school counselors about the problems they experience during distance education practices; therefore, school counselors are knowledgeable about the experiences of these three groups during the pandemic. Thus, in the present study, it was aimed to examine the effects of the pandemic and distance education practices on students, teachers, and parents through school counselors' understanding. In addition, the kind of practices the school counselors used to address the

problems relayed to them during this period was also investigated. This insight, as well as how students, teachers, and parents are affected by the pandemic, is thought to give an idea about the interventions that can be applied. Determining how these groups have been affected by the pandemic will reveal the academic and emotional needs of these groups. Thus, the findings of the present study may contribute to the determination of the content of intervention studies to be conducted.

Method

Design of the Study

This study, conducted to examine the effects of the COVID-19 pandemic on education, was designed as a phenomenological study, which is a qualitative research method. Qualitative studies intend to reveal perceptions and events in their natural environment in a realistic and holistic manner (Yıldırım & Şimşek, 2018). There are three kinds of data gathered in qualitative studies, namely data on the environment, on the process, and on the perceptions (LeCompte & Goetz, 1984). The data gathered within the scope of the current study are about the environment of school counselors and the processes they go through as well as their perceptions. In the phenomenology approach, the perception and experiences of individuals regarding a phenomenon and the environment and conditions in which these experiences occur are examined (Creswell, 2013). The phenomenon explored in the present study is the effects of the COVID-19 pandemic on education, which are scrutinized based on the views of school counselors.

Participants

Since people's experiences are taken into consideration in phenomenology studies, psychological sampling is generally utilized in determining the participants (Baş & Akturan, 2017). Determined by purposive sampling, the participants in the present study were 55 school counselors, 40 female and 15 male. The ages of the participants ranged from 24 to 50 and the average age was 33.44 (Sd: 7.45). They were working in primary, secondary, and high schools as school counselors in Turkey. Thirty-one of the participants were working in high schools, 15 in middle schools, 5 in primary schools, 3 in kindergartens, and 1 in a private education institution. The number of school counselors participating in the study according to the cities they worked in were as follows: Ankara: 20, Eskişehir: 6, İstanbul: 4, Bursa: 3, Gaziantep: 3, Şanlıurfa: 2, Mersin: 2, Van: 2, Şırnak: 2, and 1 participant each from Erzincan, Malatya, Sivas, Elazığ, Mardin, Çanakkale, Konya, Kocaeli, Batman, Karabük, and Tokat. As for the experience of the school counselors, 16 of the participants had 1-5 years of experience, 17 had 6-10 years, 9 had 11-15 years, 7 had 16-20 years, and 6 had 21 or more years of experience in the profession. All the study participants were working at state schools controlled by the Ministry of National Education. As the study data were collected during a time when schools provided distance education due to the COVID-19 pandemic, the participants shared their experiences about educational practices conducted during distance education. All the participants were registered on EBA (Educational Content Network), which is a platform for distance education in Turkey. School Counseling and Guidance Services are responsible for following the curriculum. In this context, they conduct individual sessions with students and parents on the EBA platform, and they hold seminars they are expected to within the framework of the curriculum on this platform. School counselors also take advantage of online meetings for consultation provided for teachers.

Data Collection Instrument

A semi structured interview form was used to collect data for the study. During the preparation of the interview form, firstly the literature related to epidemic diseases was examined and open-ended questions were prepared. Afterwards, in order to determine whether the questions were appropriate in terms of the purpose of the study, the opinions of two Educational Measurement and Evaluation professors were obtained. The experts stated they did not detect any problems in the questions in terms of measurement or evaluation, so the questions were deemed appropriate.

The interview questions used in the current study were as follows:

1. "When you consider the effects of the COVID-19 pandemic on education, what positive reflections do you observe this period has had on students?"
2. "When you consider the effects of the COVID-19 pandemic on education, what negative reflections do you observe this period has had on students?"
3. "When you consider the effects of the COVID-19 pandemic on education, what positive reflections do you observe this period has had on teachers?"
4. "When you consider the effects of the COVID-19 pandemic on education, what negative reflections do you observe this period has had on teachers?"
5. "When you consider the effects of the COVID-19 pandemic on education, what positive reflections do you observe this period has had on parents?"
6. "When you consider the effects of the COVID-19 pandemic on education, what negative reflections do you observe this period has had on parents?"
7. "What practices have you applied for students, teachers, and parents in order to contribute to the solution of the problems reported to you?"

During the interviews, the researchers asked questions such as "Could you explain your opinion on that in more detail?" (Yıldırım & Şimşek, 2018) in order to clarify the points that were not clear. Before starting the study, the researchers conducted pilot interviews with two school counselors. One of them was a female counselor working at a secondary school and having 8-year seniority in her profession. The other participant was a male counselor who was working at a high school with 10-year seniority in his profession. It was obvious in the pilot interviews that the school counselors could understand the interview questions without any problem.

Data Collection Procedure and Ethical Considerations

The researchers received the necessary permission from the Ministry of Health, COVID-19 Scientific Study Evaluation Commission (2020-11-06T22_58_59 reference code) and Hacettepe University Ethical Commission (Ethical Commission permission numbered 35853172-600) in order to conduct the current study. The researchers abided by 1964 Declaration of Helsinki throughout the study. The participants were informed about the study purpose and asked to hand in an informed consent form before starting the interview. Moreover, they were informed that they could drop out of the study at any point they wanted, their personal information would not be disclosed in the study results, and the results would be used only for scientific purposes. In order to find potential participants, information on the subject and purpose of the study was shared on social media at the end of the fall semester of the 2020-2021 academic year. School counselors volunteering to participate in the study were contacted and online interviews were arranged. The researchers conducted the interviews on the online meeting platform Zoom; the shortest interview lasted 21 minutes, while the longest one lasted 35 minutes. The interviews were also video-recorded.

Data Analysis

Content analysis was utilized in the analysis of the data. First of all, the researchers transcribed the video recordings to make them available for analysis. During the analysis, categories and codes were created by the researchers separately. The codes obtained were compared and the results were integrated. An inductive approach was utilized for the coding of the data. In this approach, coding is done according to the concepts extracted from the data. Then themes are built by determining the related codes (Sharan, 2013; Yıldırım & Şimşek, 2018). During the data analysis, the two researchers separately created a list of codes. They compared the codes they had come up with and unified them to identify themes (categories). They discussed the points they disagreed on about the codes and reached a consensus to finalize the codes and themes. It is necessary to determine the reliability of the codes extracted from the same data when there is more than one researcher analyzing the data in a study. Inter-coder consistency should be 70% at least (Yıldırım & Şimşek, 2018). In the current study, Miles and Huberman's (1994) inter-coder reliability formula was used to measure inter-coder reliability ($Reliability = \frac{Number\ of\ consistencies}{Consistencies + Number\ of\ inconsistencies} \times 100$). Inter-coder reliability was calculated to be 92% in the current study.

Validity and Reliability

Certain strategies are recommended in order to improve the quality of qualitative studies (Lincoln & Guba, 1985; Yıldırım & Şimşek, 2018). *Credibility* means that study process and results of qualitative studies are consistent, confirmable, and clear. In order to ensure the credibility of the current study, the researchers obtained experts' opinions while preparing the semi structured interview form, included direct quotations in the findings, and tried to confirm the data gathered from the participants by asking follow-up questions. *Transferability* refers to being able to transfer the findings of a qualitative study to similar settings. Thus, it becomes possible to create an understanding about similar phenomena and processes. In the current study, the researchers ensured transferability by means of explaining the study method in detail, using purposive sampling and describing the data in detail. *Consistency* refers to looking at a qualitative study as an outsider and being consistent with activities of the study throughout all steps. In the present study, the researchers made use of similar processes in interviews and calculated inter-coder reliability to ensure consistency. *Confirmability* means that the findings of a qualitative study are confirmed by the gathered data and readers are provided with meaningful explanations in this scope. To ensure the confirmability of the current study, the researchers transcribed the interviews, while the coding performed by the researchers during the data analysis, the notes, and inferences created for reporting the findings were kept by the researchers.

Results

Results of this study, which examined the effects of the COVID-19 pandemic through the views of school counselors were discussed in the categories of students, teachers, and parents. The themes and codes obtained from the study are presented below in tables. The themes and codes regarding the positive effects of the pandemic on students are presented in Table 1.

Table 1. School Counselor Views Regarding the Positive Effects of the Pandemic Process on Students

Themes	Codes	Frequency
Relational Effects	They have had more opportunities to spend quality time and have a closer relationship with their families	13
	Their empathy skills have improved	1
	They have recognized ways of non face-to-face communication	1
	They have realized that they love their school, teachers, and friends	1
	They have understood how essential face-to-face communication is	1
Individual/ Psychological Effects	Their self-discipline and responsibility have improved	13
	They have taken up new hobbies and discovered new interests	7
	Their technology literacy rates have increased	4
	They have understood the importance of hygiene and sanitation	4
	They have learned the ways in which they can use online resources	4
	They have spent time with themselves and had an opportunity to gain insight	2
	They have learned about the benefits of technology	2
	They have learned to make use of their resilience	1
	They have had an opportunity to get to know nature and animals better, and spend time outside	1
	They have had less responsibilities and more free time	1
	They have realized how important it is to be healthy and hug their loved ones	1
	They have improved their creativity to deal with boredom	1
	Their adaptation skills have improved	1
	They have realized that anything can happen in life at any time	1
	They have understood that the very long holidays they have been dreaming of is not really meaningful	1
Academic Effects	The ones who have high self-regulation or who prefer to work on their own have benefited from distance education	3
	The ones who have high self-discipline have had a chance to get prepared for the entrance exams of schools	3
	They have discovered online/alternative education resources	3
	They have realized that distance education can be used in transferring basic information	2
	Their school commitment has increased	1
	They have not spent their time commuting to school	1
	Introverted and shy students have benefited more from distance education	1
	They have acknowledged the contributions of school to their lives	1
	Middle school curriculum was too loaded. It was a relief for the students that they have not covered all of it	1
	The idea that school is a good place has been reinforced	1
	I don't think there are / I have not observed any positive effects of the process	4

As Table 1 summarizes, the pandemic has had positive relational, individual/psychological and academic contributions to students. The most frequently stated views of the school counselors were "They have had more opportunities to spend quality time and have a closer relationship with their families." and "Their self-discipline and responsibility have improved." Views like the one indicating that the pandemic has not had any positive effects on students also exist. Some examples of participant opinions regarding the positive effects of the pandemic on the students are given below.

Participant 2: *“I think that maybe for the first time in their lives, children have started to spend time with their families. I think our students have gained awareness of self-discipline.”*

Participant 32: *“They found time and opportunity for family interaction. Those with advanced internal discipline were able to attain the academic requirements. They longed for one-to-one interaction and face-to-face education (school). Those who could benefit from the constructive process of loneliness found the opportunity to communicate with themselves. ”*

Participant 52: *“I think they have learned to adapt to compelling and restrictive living conditions such as a pandemic and to deal with negative emotions emerged during the pandemic. At the same time, I can say that they gained skills necessary for online education and communication with their families, and life-facilitating skills in a narrow social space.”*

In Table 2, the themes and codes regarding the negative effects of the pandemic on students are given.

Table 2. School Counselor Views Regarding the Negative Effects of the Pandemic on Students

Themes	Codes	Frequency
Individual/ Psychological Effects	Technology (tablet, mobile phone, computer, internet, game) addiction has increased	17
	Uncertainty has caused them to get anxious	6
	They have been deprived of the opportunity to socialize in face-to-face education	6
	Daily life routines such as sleep, nutrition, etc. have been broken	3
	Aggressiveness and withdrawal have increased	2
	Weight gain / obesity has increased	2
	Families have faced economic problems	2
	Laziness and irresponsibility have increased	2
	Cleaning obsessions have developed	2
	Staying at home and in front of a screen for a long time has had negative effects	2
	Those who are not at peace with themselves have experienced destructive loneliness	2
	Longing for school and friends has increased	1
	Fear of losing the beloved ones has been experienced	1
	Children of working parents have been left home alone	1
	The anxiety of children whose parents are healthcare professionals have increased	1
	Access to online content inappropriate for their age has increased	1
	Long periods of screen time has caused pain in the waist, neck, back, etc.	1
	The process was initially perceived as a holiday	1
	Anger, anxiety, and stress levels have increased in children who have problematic families	1
	There has been a decline in obeying the rules and staying within the limits	1
They have been worried about their parents' and their own lives	1	

Table 2. Continued

Academic Effects	Students in the low SES group without internet and technological facilities have been adversely affected (inequality of opportunity)	11
	Their efficiency/motivation towards school and learning has fallen.	8
	Their emotional ties to the school have loosened	6
	They have had academic and developmental regression	5
	They have not had a chance to ask for explanations when they do not understand a subject	2
	Lack of external motivation provided by group learning and teachers has been experienced	2
	The new education pattern they are not familiar with has caused anxiety and stress	2
	Students with learning difficulties and low achievement have particularly been adversely affected	2
	Students with low self-control have had even more difficulty attending classes and doing homework	2
	Future anxiety of the students who are getting prepared for exams has increased	1
	Lack of material and divergence from teaching have been encountered	1
	Hidden learning opportunities at school have been missed out.	1
	Inclusion students have been affected negatively	1
	Students who do not have a working environment at home have had difficulty	1
	More homework has been assigned	1
	Students of low SES have been left without psychological support and social resources offered by the school	1
	Information and personal privacy problems of students under the age of 18 have arisen in online education environments	1
	Internal and external evaluation could not be made on learning	1
	Students' lack of motivation and unwillingness could not be intervened.	1
	Students with different learning styles have been exposed to uniform learning	1
Students with special education needs could not be reached	1	
Distance education has not sufficiently been taken into account	1	
Relational Effects	There has been a decline in peer/social relationships	6
	Domestic conflicts have increased	5
	Socialization and participation in active life have decreased	1
	There has been an alienation from touching and intimacy	1
	There has been an increase in the tension between children and parents	1

As Table 2 indicates, the pandemic has had negative personal, academic and relational effects on students. Most of the school counselors think that "Technology (tablet, mobile phone, computer, internet, game) addiction has increased." Sample participant opinions regarding the negative effects of the pandemic on students are given below.

Participant 5: "Students who have financial difficulties have been the most adversely affected ones during this process. They could not benefit from some of the educational activities because they did not have a tablet or a phone or because they had to use them alternately with their siblings."

Participant 7: “Since most of them are children of working parents, they have been left alone at home. They spend most of their time with caregivers or other family members such as grandparents. The anxiety of the children whose parents work, especially if they are healthcare professionals, increased. Particularly, children with low self-control have had lower participation, done less homework, and read fewer books. Time spent with computers and video games has increased. This increased the possibility of accessing or being exposed to content not suitable for their age due to the internet.”

Participant 8: “Increasing number of family conflicts and economic difficulties experienced by the family during the COVID-19 process negatively affected the students’ education. While face-to-face education provided students with access to educational resources, psychological support and social resources to a great extent and equalized students on these issues, the Covid-19 process prevented students with lower socio-economic status from accessing these resources.”

Participant 16: “Students experienced a decrease in their motivation to learn. There has been an increase in playing tablet and computer games and in the time spent. Their bond with their peers has loosened and their social relationships have been inadequate. Anger, anxiety, and stress increased in children experiencing family problems.”

Table 3 presents the themes and codes regarding the positive effects of the pandemic on teachers.

Table 3. School Counselor Views Regarding the Positive Effects of the Pandemic on Teacher

Themes	Codes	Frequency
Effects on Conduct of Education	They have learned how to use technology in education	23
	They have learned how to prepare resources suitable for online platforms	3
	They have learned to create online material	3
	They have realized that the best form of education is face-to-face education	3
	It was an advantage that parents could not visit school	1
	Classes with fewer students have found the opportunity to get education	1
Effects on Personal Life	They have tried many different teaching methods	1
	Being at home reduced the risk of getting infected with the virus	5
	They have improved their hobbies / spent more time reading	5
	They have found time for family interaction	3
	It was an opportunity to gain insight and realize what was important to them	2
	They have had some rest	1
	They have found the opportunity to work from home	1
	They didn’t waste time commuting to work	1
	They have made use of the convenience of time, place, traffic and cost	1
	They have understood the value of their profession and working	1
	I don’t think there are any positive effects of it	2

As shown in Table 3, the pandemic has had positive effects on the conduct of education and personal lives of teachers. Most of the school counselors believe that during the “teachers learned how to use technology in education” There are also a few school counselors who think that the pandemic has had no positive effects on teachers. Sample participant opinions regarding the positive effects of the process on teachers are given below.

Participant 9: “Teachers who did not use or did not want to use technological tools before had to use them in education during the Covid 19 process. This situation led these teachers to discover educational resources that they had not experienced and used before. Teachers started to prepare and produce online educational resources. They prepared resources suitable for online platforms. In this way, the structure and content of the educational materials were updated.”

Participant 18: *“In this process, teachers and school counselors have had difficulties as well. As I mentioned above, as a positive reflection, I can say that our knowledge and skills about distance education platforms have increased together with the students.”*

Participant 20: *“Teaching is a difficult profession. In the beginning, the teachers had some rest, they felt more secure than the other people because they stayed at home. They spent more time with their children.”*

In Table 4, the themes and codes regarding the negative effects of the pandemic on teachers are given.

Table 4. School Counselor Views Regarding the Negative Effects of the Pandemic on Teachers

Themes	Codes	Frequency
Effects on the Conduct of Education	Teaching has been less effective in distance education	10
	Feelings of uncertainty have been experienced (when will the school start, etc.)	9
	They have had difficulties in learning how to use technology in education	8
	Their job satisfaction/motivation decreased due to the difficulties of distance education	7
	They have had difficulty in adapting to the distance education process	6
	Distance education has reduced student-teacher interaction	6
	Connection problems and other difficulties during the classes occurred.	6
	Classes spread throughout the day/they took more time	6
	Students' attendance, doing homework and taking responsibility have decreased	5
	Problems related to the lack of technological infrastructure were experienced	3
	They have had to try harder to motivate students	1
	They have had difficulty reaching students with special needs	1
	They have had difficulty reaching parents	1
	It has become difficult to track the students' development in distance education	1
	Parental support has not been sufficient	1
Effects on Personal Life	They were upset by the impression created in the community that they get a salary without working	8
	It has become a norm to call or write to teachers through all communication channels at any time	3
	They couldn't spare time for themselves in their private lives.	3
	Socialization was limited	3
	They have had health problems caused by sitting at the computer for too long	2
	The concept of working hours has lost	2
	Fear and anxiety of death has increased	1
	They have longed for their daily routines and their loved ones	1
	The teachers who are also parents needed more than one computer at home	1
	It has not been good for partner and parent-child relationships to be together all the time	1
	They have had concerns related to deserving the salaries they get	1

As indicated in Table 4, the pandemic has had negative effects on the conduct of education and personal lives of teachers. Most of the school counselors shared the belief that “Teaching has been less effective in distance education”. Sample participant views regarding the negative effects of the pandemic on teachers are given below.

Participant 11: *“The most important negativity has been the uncertainty about how the process will work. The teachers have had difficulty in adapting to lecturing in a virtual environment, where they cannot see students as they used to. In addition, there have been issues such as the sudden interruption of the classes or the inability to start the lessons due to the lack of technological infrastructure.”*

Participant 17: *“Teachers have had several difficulties in distance education. Some of these are difficulties in reaching all students, not having the necessary technological knowledge and skills, not being able to deal with their families and household chores adequately due to online class hours which are spread over a wider range of time during the day. They have also had to make more effort to help students concentrate, had difficulty in reaching students with special needs, and needed more technological devices in the house due to attending online classes at the same time with their children, which causes financial burden and difficulties in communication with their children.”*

Participant 40: *“Teachers have been criticized a lot by the community because the schools have been closed for a long time. Teachers are overwhelmed by this negative perception. - As they try to carry out the process of online teaching, they may experience technical difficulties (sound, microphone, video, internet connection, etc.). They cannot feel the student-teacher bond and the warmth of the classroom in distance education. They have a schedule of classes spread over 6 days a week. The distribution of class hours is rather irregular (there are classes in the evening and at the weekend). In addition, programs change very often. They are overwhelmed by this disorder.”*

Participant 48: *“Lack of attendance to online classes due to internet infrastructure and lack of equipment caused disruptions in the teaching of the lessons. While creating online classes, teachers were constantly given different groups, and it prevented continuity in teaching. At many points teachers were confused about what to do. Since a new decision was made every day, most teachers started to say ‘please open schools’ after a while”*

Table 5 summarizes the themes and codes regarding the positive effects of the pandemic on parents.

Table 5. School Counselor Views Regarding the Positive Effects of the Pandemic on Parents

Themes	Codes	Frequency
Contributions to the Relationship among Parents, Children and Education	They spent more time with their children; they got to know them better	26
	They understood the value of school, teachers, and face-to-face education	7
	They have taken more responsibility for their children’s education	6
	They have realized how difficult teaching and classroom management are	4
	Their collaboration and communication with school and teachers has increased	3
	Children’s contact with the virus was prevented	3
	Family ties have strengthened	2
Effects on Personal Lives	As the kids couldn’t go out, they didn’t have to worry about them	2
	They have developed a more realistic and positive attitude towards education and teachers	1
	School equipment and transportation expenses have decreased	2
	They have improved themselves in the use of technology	2
	They have taken up new hobbies	1
	Meeting the relatives with whom they have problems less often has been good for them	1
Effects on Personal Lives	Fathers have learned to cook	1
	I don’t think it has had any positive effects	6

As revealed in Table 5, the pandemic contributed positively to relationship among parents, children and education and personal lives of parents. School counselors mostly believed that during the pandemic "Parents spent more time with their children, and they got to know them better." There are also several school counselors who believe the process had no positive effects on parents. Sample participant opinions regarding the positive effects of the pandemic on parents are given below.

Participant 13: *"They have understood the value of teachers several times more because even if the young people who spend time at home are their own children, they have had great difficulties with them. They have had the opportunity to get to know their children better. They have improved themselves in technology. Communication and activities within the family have increased. With the realization of the importance of family and health, the ties have become stronger."*

Participant 20: *"I don't think there are any positive impacts of the process on parents. There are some who spend more time with their children and have the opportunity to get to know them better. It may also have helped them adopt a more realistic and positive attitude towards education and teaching. I know there are many parents who say, "Well, we cannot cope with only one child. God help teachers. it is really difficult!"*

Participant 42: *"Many parents who did not take responsibility for the education of their children had to take responsibility in this process."*

In Table 6, the themes and codes regarding the negative effects of the pandemic on parents are presented.

Table 6. School Counselor Views Regarding the Negative Effects of the Pandemic on Parents

Themes	Codes	Frequency
Effects on Personal/Family Life	Conflicts within the family have increased	11
	New financial burdens such as computer and internet fees have emerged	6
	Technological devices have not been not enough for families with more than one child	5
	Families with low income could not participate in distance education	5
	Financial difficulties have caused parents to get upset	3
	Inequality of opportunity for distance education equipment have been experienced	2
	There have been difficulties in distance education/technology	2
	Household chores have increased	2
	They have had worries about health and death	2
	Those who lost their job experienced financial difficulties	1
	Those who could not reach the online education platform were helpless	1
	They got angry as they had to pay for face-to-face education although they could receive distance education at private schools	1
	They have had difficulty keeping track of online programs and applications used	1
	There has been a lack of technical knowledge	1
	Uncertainty has caused anxiety	1
	Women have not been able to spare time for themselves	1
	Effects on Parenting Roles	They have had trouble keeping track of their children and establishing routines
They have had trouble staying home all day with their kids		6
Their responsibilities for their children's education have increased		5
They have been worried about their children falling behind academically and in other fields		4
Working parents have had trouble finding caregivers for their children		3
They have failed to support their children academically		3
They have had difficulty motivating their children to work		2
They have found it hard to set limits for their kids		2
They have been concerned about their kids becoming addicted to technology		2
Working parents have been concerned about their children left at home		2
Conflicts have increased between parents and students who do not take responsibility		1
Parents with low levels of education could not help their children in distance education practices		1
Working parents could not support their children in online classes		1
Parents who perceived the school as "the place where their children are looked after and spend time" had difficulty		1
"Teacher" role was added to parenting roles		1
They have been tired of keeping track of their children's lessons		1
They have found it difficult to support their children's development		1
Conflicts have increased with children who have had behavioral problems due to staying at home for a long time		1
Conflicts with children over setting limits have increased		1
It didn't work well as children found it annoying to have their parents "being like a teacher."		1

As is seen in Table 6, the pandemic had some negative effects on parents in terms of their private life, family life and parenting roles. Most of the school counselors are of the opinion that during the pandemic, "Conflicts within the family have increased." Sample participant opinions regarding the negative effects of the pandemic on parents are given below.

Participant 8: *"Considering the socioeconomic status of the district where I work, I believe the pandemic has completely negatively affected the parents. Their economic situation is pretty bad. With the start of distance education, they had to buy tablets and mobile phones for their children to participate in classes. Also, there are siblings in different classes in our school. Since the course hours clash, one tablet or mobile phone is not enough. Most parents are graduates of primary school. Therefore, they cannot support students academically, either. So they feel themselves inadequate in every aspect."*

Participant 17: *"They have difficulties in managing their children and setting limits, especially in technology addiction. They also have difficulties in determining and implementing rules. This may cause conflicts. They have started to think more and worry about the health of both their family members and themselves. There are those who have lost their jobs, which affected all family members negatively."*

Participant 45: *"Distance education turned out to be a burden on parents' shoulders both financially and mentally because of not having the necessary technological knowledge. Not all parents had the necessary infrastructures in their homes such as computer, tablet, printer, television, etc. Working parents could not support their children about participating online classes during the day and they had difficulty in finding a nanny for them. Finding a nanny for their children caused some financial problems. Those parents who were teachers needed more technological devices in their homes as they had online classes at the same time as their kids. This created a financial burden. Also, parents had problems about communicating with their children."*

The study also examined what kind of tasks school counselors carried out within the framework of the problems that came to them from students, teachers, and parents. The distant intervention studies of the school counselors in the pandemic are presented in Table 7 below.

Table 7. Guidance and Psychological Counseling Practices Carried out by School Counselors during the Pandemic

Themes	Codes	Frequency
Practices for Students	Informing students about how to study effectively	12
	Informing students about time management	12
	Making plans for creating a daily routine	11
	Activities to increase motivation	6
	Individual sessions on dealing with coronavirus anxiety	5
	Guiding students to various activities in line with their interests	5
	Individual sessions on exam anxiety	4
	Informing students about the distance education procedure	4
	Online seminars/group work on psychological resilience	4
	Informing students about the conscious use of technology	3
	Weekly individual counseling sessions	3
	Weekly group meetings	3
	Taking initiatives to establish funds at school for students with financial difficulties	2
	Referral to mental health experts when needed	2
	Individual sessions to increase participation in distance education	2
Studies to increase hope	1	
Practices for Teachers	Consultation on ways to increase student motivation	5
	Studies to improve student-teacher interaction	3
	Support for teachers in need on personal issues related to the process	2
Practices for Parents	Informing parents about communication in family	8
	Informing parents about how to support their children academically	4
	Informing parents to help increase the participation of students in distance education	2
	Informing parents about how to reduce technology addiction in the family	2

As seen in Table 7, school counselors conducted some interventions for students, teachers and parents. Practices aiming to help students focus on studying effectively, creating a daily routine, time management, distance learning process, informing about coronavirus and reducing exam anxiety. They made consultations with teachers and parents to increase student motivation. The views of the participants regarding the psychological counseling and guidance services provided by the school counselors during the pandemic are given below.

Participant 21: *“As a solution to the problems that came from parents, we prepared a list with the school administration. We submitted the list to the District National Education Directorate. Thus, the list would be forwarded to the district governor’s office and we would be able to provide tablet and mobile phone support to our parents.”*

Participant 34: *“I held individual consultation sessions and following interviews on topics such as motivation, managing anxiety, interpersonal communication, communication within the family, communication among peers, etc. I held online seminars for students, parents and families separately, and I performed consultancy activities for parents and teachers.”*

Participant 50: *“We first talked with families who want to help their children concentrate on their lessons about their relationships with children. If there are any problems in the relationship and communication, I first explained those parts. Later, we worked on explaining the child that this process is the new normal, and we talked about creating a routine at home and parental cooperation”*

Discussion, Conclusion, Suggestions

The current study addressed the positive and negative effects of the COVID-19 pandemic on students, teachers, and parents according to the perceptions expressed by school counselors. The study findings reveal that the pandemic has had positive and negative effects on students in personal/psychological and academic terms, positive and negative effects on teachers in terms of the educational process and personal lives, and positive and negative effects on parents in terms of the relationship between parents, children, and education as well as their personal lives.

According to the school counselors, the pandemic has had some positive relational reflections on students. The most frequently stated observation by the school counselors on this issue was that students had the opportunity to spend more quality time and establish closer relationships with their families during this period. The pandemic has also had positive psychological effects on students. According to the school counselors' views, students' self-discipline and responsibility increased during this period. They acquired new hobbies and interests and their technology literacy and skills increased. Moreover, students' ability to cope with negative life events and negative emotions increased. Positive academic effects of the pandemic on students were also observed by the participants. It is indicated within the framework of this theme that the students with a high level of self-discipline have the opportunity to study more when compared to others as they do not have problems such as wasting their time or energy, these students explore online educational resources more quickly, and they are more conscious about the use of technology. Furthermore, it was noted that students with high self-discipline did not lose time and energy, so it was an opportunity for them to work more intensively, and they had a chance to discover online education resources. Looking at the relevant literature, it is revealed that educators think students developed their technology skills and awareness during the pandemic (Andoh, Appiah, & Agyei, 2020; Özdoğan & Berkant, 2020), it became easier for them to access information and education during distance education (Koç, 2020), they were able to save time by focusing on the process (DeNeui & Dodge, 2006), and they could work at their own pace in distance education (Kurnaz, Kaynar, Şentürk Barışık, & Doğrukök, 2020). As for individual effects, recent studies indicated that students understood the importance of communication and the value of their loved ones during the pandemic (Kara, 2020; Karataş, 2020), their responsibility-taking behavior developed, and they tried different methods to deal with difficult situations (Sever & Özdemir, 2020). It can be concluded that the results of the current study are in line with the findings in the literature, but the views expressed in our study about the positive effects of the pandemic on students are related to relational and individual gains rather than academic advantages. Therefore, according to the school counselors, the gains of this period were more personal for students rather than academic. Therefore, it appears that school counselors think that students benefit from this process in personal and relational terms rather than academic ones. This result can be interpreted better together with the results of further studies. In addition, the reason behind this result might be that school counselors were not able to observe the positive effects of this period on students' academic life or it might be about the deficiencies of distance education.

Based on the school counselors' views, the negative effects of the pandemic on students concerned individual/psychological, academic, and relational factors. The most agreed-upon negative effect within the theme of individual effects was the increase in technology (tablet, phone, computer, internet, game, etc.) addiction among students. This was followed by the views of increased anxiety, being deprived of the socialization opportunities provided by school, and the breaking of daily life routines. In terms of the academic factors, the most frequently expressed opinion was that students in the low socioeconomic group were deprived of technological opportunities, their efficiency/motivation towards school and learning fell, and their emotional ties to the school loosened. Regarding the relational factors, the negative effects of the deterioration in social relations as a result of being away from school and the increase in family conflicts were commonly mentioned. These findings are in agreement with the results of research examining the academic difficulties (Buheji & Ahmed, 2020; Koh et al., 2020; Mohan et al., 2020; Saavedra, 2020; Saran, 2020; Sarı & Nayır, 2020) and personal/relational difficulties experienced by students during the pandemic (Acar et al., 2020; Brooks et al., 2020; Di

Giuseppe et al., 2020; Kara, 2020; Korkut Gençalp, 2020). It was observed during distance education that there was a dramatic increase in the level of addiction to mobile phones, computers, the internet, and games by students who had to stay away from both school and other means of socialization and activities. In terms of academic outcomes, distance education started without any prior preparation, which caused students with a low socioeconomic level to be affected by the period worse. It is obvious that students with a low socioeconomic background have been affected in a more negative way as distance education led to some technological needs and these students whose only way of socializing was going to school could not meet their need for it. When it comes to relational results, it is observed that staying away from school caused students' social relations to deteriorate, and being together with family all the time caused family conflicts to increase.

The pandemic has had positive effects on the application of education and personal life for teachers. As the academic contributions of this process, teachers learned to use technology in educational activities, prepared online resources, and tried different teaching methods. They understood the importance of face-to-face education and had the opportunity to have classes with fewer students, which eliminated the difficulties they had in crowded classrooms. Besides this, it was stated that learning to prepare resources appropriate for online platforms and online materials was one of the gains. There were also school counselors who stated that it was understood that the best education was face-to-face. The pandemic has had positive effects on teachers' personal lives as well. In this respect, the most frequently stated opinions were reduced risk of being infected with the virus, finding time for family interactions, improving hobbies and reading books, gaining insight, and realizing what was important to them. The findings of the current study are in parallel with those of previous studies in the literature asserting that teachers found distance education successful, positive, motivating, beneficial, and effective during the pandemic (Demir & Özdaş, 2020); although teachers' skills in the use of digital learning techniques are low in teaching mathematics, they looked at digital learning resources in a positive way (Mulenga & Marban, 2020); during the pandemic, teachers' motivation increased thanks to distance education, it was an economical period, the risk of infection was lower, the importance of education was understood, and they could achieve classroom management more effectively (Özdoğan & Berkant, 2020). Purwanto et al. (2020) indicated that teaching at home provided teachers with more flexibility, they did not have to spend time and money on commuting, they could find more free time, and they could do their job with less stress. Therefore, it appears that in today's world where technology and digitalization are increasing very quickly, the pandemic has made it compulsory to move educational activities beyond traditional methods, which has brought about some benefits for teachers besides the difficulties.

The pandemic has also had some negative effects on the application of education. Decreasing productivity in distance education, uncertainty, difficulties in adapting to the use of technology, lack of job satisfaction and motivation, decreased student-teacher interaction, connection problems experienced in online classes, and decreasing student attendance and motivation were frequently mentioned effects. Teachers' personal lives were also negatively affected by the pandemic. Negative effects such as the perception that they get a salary without working, the excessive inclusion of educational activities in their private lives, physical difficulties due to intensive use of technology, and their inability to meet their socialization needs were mentioned. Previous studies that focused on similar topics concluded that teachers had some difficulties during the pandemic including not being given enough time to prepare lessons for distance education, not being able to find an appropriate space at home as they had to provide education in the same house as their children, having to meet their children's basic needs while providing distance education at the same time, and lack of high-speed and unlimited internet as well as other necessary technological deficiencies (Mohan et al., 2020); difficulties in communication, students' unwillingness besides not having access to the internet (Özgül et al., 2020) and a decrease in job motivation, difficulty in paying the electric and internet bills, and problems about the safety of data (Purwanto et al., 2020; Zhang et al., 2020). As is seen, the current study as well as the previous studies in the literature shows that during distance education teachers had some difficulties such as lack of motivation, problems about the use and availability of technological devices, having work and private life mixed up, and not being able to create an appropriate environment for distance education at home.

The pandemic has had contributions to parents in terms of the parent, child, and education relationship. The findings of the study revealed that parents had the opportunity to spend more time with their children and get to know them better during the pandemic. They understood the importance of face-to-face education for the school and teachers, and started to take more responsibility for the education of their children. They realized that classroom management was not easy. Moreover, the pandemic contributed to the personal lives of parents. The reduction in school expenses contributed positively to their financial situations, their technology skills improved, new hobbies were taken up, and the role of the father in the house was enriched. On the other hand, there were some participants who thought that the pandemic did not have a positive effect on parents. According to previous studies, parents' involvement in children's education increased, parenting skills improved, parenting roles changed, cooperation between families and schools got stronger, and parents contributed to creating a curriculum as a result of the pandemic (OECD, 2020; Sari & Nayır, 2020; UNESCO, 2020). According to research conducted on the same issues, the pandemic increased parental involvement in children's education, improved parenting skills, changed parenting roles, strengthened school-family cooperation, and increased parents' participation in curriculum design (OECD, 2020; Sari & Nayır, 2020; UNESCO, 2020). Based on the results of the current study, the most significant contribution of the pandemic to parents is the opportunity to spend more time with their children and get to know them better. Similar findings were encountered in previous research as well (Kundu & Bhowmik, 2020). On the other hand, even during the busiest days of the pandemic, professional groups such as healthcare professionals could not spend as much time with their children as other parents. They even experienced anxiety when they left them alone at home.

In the school counselors' opinion, the pandemic has had negative effects on parents' personal and family lives too. The most frequently mentioned issue was the increase in family conflicts. The negative effects of the process on parents were new financial burdens arising from the need for computers and internet, difficulty attending classes at the same time for siblings, not being able to participate in the distance education of low SES children, sadness and despair in families who could not provide the necessary facilities for their children, and lack of equal opportunities in education. There were parents who could not help their children because they did not have a command of technology. Moreover, parents were negatively affected in terms of their parenting roles. In this respect, issues such as having difficulty in keeping track of their children and establishing a daily routine, having difficulties due to being at home all day with their children, increased responsibilities regarding their children's education, worries about their children's falling behind, difficulties related to finding caregivers for their children, and supporting their children academically were expressed. Similar research found that the burden on parents increased with the technology-supported education during the pandemic, they lacked skills in using technology effectively, and experienced technological infrastructure deficiencies (Livari, Sharma, & Ventä-Olkkonen, 2020). There are also findings indicating that they tried to cope with anxiety and rapid changes in emotion due to uncertainty (Amakiri, Ezeoke, Chude, & Anoka, 2020) and increasing problems within the family (Koh et al., 2020). Overall, it was observed that parents had several difficulties during the pandemic and distance education practices such as increased conflicts in family relations, difficulty in meeting the requirements of distance education financially, and difficulty in guiding their children's academic studies. On the other hand, it should be noted that school counselors' observations as to the reflections of the pandemic on parents might not sufficiently include the experiences of families with a low socioeconomic level as they do not have the necessary technological opportunities to contact the school counselor.

All these changes experienced by the stakeholders in education led school counselors to conduct certain studies. They applied practices for students, teachers, and parents to help them solve the problems that occurred during this period. Even through remote interventions and online sessions, school counselors conducted information sharing and consultation activities via individual and group meetings and they tried to support the stakeholders in education. However, the frequency of activities conducted by school counselors for teachers and parents is quite low. This might have resulted from the fact that school counselors had difficulty in contacting parents and teachers, parents did not have the necessary technological opportunities, teachers gave priority to their own activities of distance education, or the school counselors preferred to conduct fewer activities with these two groups.

According to the school counselors, there have been positive and negative effects of the COVID-19 pandemic on the stakeholders in education. The positive reflections of this period on teachers and parents can strengthen education even more in the post pandemic period; however, it is also possible that the negative reflections of distance education on stakeholders can lead to some problems in the short and long run. In line with the results of the current study, some suggestions are presented below.

- School counselors can organize some activities to regulate students' daily routines, such as sleeping habits, eating habits, and studying, which will improve their self-regulation skills. Such activities can be strengthened by consulting with parents.
- School counselors can carry out some activities to support students who are affected badly in academic terms by the pandemic on topics such as effective study techniques, time management, internal motivation, and self-discipline.
- It may be necessary to carry out more activities at schools with children and teenagers who have a low level of self-discipline/motivation or who need special education as they are more negatively affected by this period.
- School counselors can carry out individual or group consulting sessions with students whose problems have increased during distance education such as addiction to technology, intense fear and anxiety, being more introverted than ever, aggression, and sleeping and eating disorders. Furthermore, they can direct students to related experts when necessary.
- School counselors can carry out some activities designed for psychological resilience in order to help students cope with uncertainty and loss.
- School counselors can carry out some individual or group activities to create settings for students that will let them share their opinions and experiences about the pandemic.
- School counselors can hold meetings for teachers and school staff on feelings, thoughts, and experiences regarding the pandemic and how to cope with them. They can also organize seminars for parents on effective parenting and in-family communication.
- It is also important for teachers and school counselors to ensure their own well-being in order to present all these helpful activities. In this period, there is a lack of activities designed for the well-being of teachers and school counselors who try to improve the well-being of parents and students. It will be useful if teachers and school counselors spare time for themselves and do activities that are good for them. In this way, children and teenagers can take their teachers as role models in terms of considering this process something manageable, coping with what has happened, and being hopeful.
- Furthermore, collecting data from parents, teachers, and school counselors separately regarding the reflections of the pandemic and conducting further studies to compare these data can contribute to the literature.

Limitations

The current study has some limitations. The study results are limited to the perceptions expressed by the school counselors who participated in this study. As the study was carried out during the pandemic, the data were gathered via online interviews. As a result of this, the participants might have provided more superficial information when compared to face-to-face interviews, or they might have participated in the interviews affected by factors such as fatigue or loss of concentration resulting from looking at a screen for a long time. Moreover, as the study was conducted with a limited number of school counselors based on qualitative study methods, the results are limited in terms of generalizability. It was also assumed in the current study that the school counselors had performed some practices with parents and teachers as well as with students, but it was found at the end of the study that such practices were limited in number. On the other hand, families with a low socioeconomic level might not have taken part in online activities organized by school counselors due to lack of technological resources. Because of this reason, it is recommended that the study results especially on teachers and parents be interpreted and generalized with great care.

References

- Acar, K., Mor, A., Baynaz, K., & Arslanoğlu, E. (2020). An investigation on anxiety states of students in faculty of sport sciences during COVID-19. *International Journal of Disabilities Sports and Health Sciences*, 3(1), 66-73. doi:10.33438/ijds.736875
- Amakiri, P. C., Ezeoke, A., Chude, C. F., & Anoka, K. (2020). Psychological effect of pandemic COVID-19 on families of health care professionals. *British Journal of Psychology Research*, 8(2), 1-7.
- Andoh, R. P. K., Appiah, R., & Agyei, P. M. (2020). Postgraduate distance education in University of Cape Coast, Ghana: Students' perspectives. *International Review of Research in Open and Distributed Learning*, 21(2), 118-135. doi:10.19173/irrodl.v21i2.4589
- Baş, T., & Akturan, U. (2017). *Sosyal bilimlerde bilgisayar destekli nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.
- Brooks, S. K., Webster, R. K., Smith, L. E., Woodland, L., Wessely, S., Greenberg, N., & Rubin, G. J. (2020). The psychological impact of quarantine and how to reduce it: Rapid review of the evidence. *The Lancet*, 395(10227), 912-920. doi:10.1016/S0140-6736(20)30460-8
- Brummet, Q. (2014). The effect of school closings on student achievement. *Journal of Public Economics*, 119, 108-124. doi:10.1016/j.jpubeco.2014.06.010
- Buheji, M., & Ahmed, D. (2020). Foresight of Coronavirus (COVID-19) opportunities for a better world. *American Journal of Economics*, 10(2), 97-108. doi:10.5923/j.economics.20201002.05
- Burke, J., & Dempsey, M. (2020). *COVID-19 Practice in primary schools in Ireland report*. National University of Ireland Maynooth, Ireland. Retrieved from <https://www.into.ie/app/uploads/2020/04/Covid-19-Practice-in-Primary-Schools-Report-1.pdf>
- Chan, S. S., So, W. K., Wong, D. C., Lee, A. C., & Tiwari, A. (2007). Improving older adults' knowledge and practice of preventive measures through a telephone health education during the SARS epidemic in Hong Kong: A pilot study. *International Journal of Nursing Studies*, 244(7), 1120-1127.
- Creswell, J. W. (2013). *Nitel araştırma yöntemleri: Beş yaklaşıma göre nitel araştırma deseni* (M. Bütün ve S. B. Demir, Trans.). Ankara: Siyasal Yayın Dağıtım.
- Çiçek, İ., Tanhan, A., & Tanrıverdi, S. (2020). COVID-19 ve eğitim [Special issue]. *Milli Eğitim Dergisi*, 49(1), 1091-1104. doi:10.37669/milliegitim.787736
- Dalton, L., Rapa, E., & Stein, A. (2020). Protecting the psychological health of children through effective communication about COVID-19. *The Lancet Child & Adolescent Health*, 4(5), 346-347. doi:10.1016/S2352-4642(20)30097-3
- De Paepe, L., Zhu, C., & DePryck, K. (2018). Drop-out, retention, satisfaction and attainment of online learners of Dutch in adult education. *International Journal on E-Learning*, 17(3), 303-323. Retrieved from <https://www.learntechlib.org/p/174173/>
- Demir, F., & Özdaş, F. (2020). COVID-19 sürecindeki uzaktan eğitime ilişkin öğretmen görüşlerinin incelenmesi [Special issue]. *Milli Eğitim Dergisi*, 49(1), 273-292. doi:10.37669/milliegitim.775620
- Deneui, D., & Dodge, T. (2006). Asynchronous learning networks and student outcomes: The utility of online learning components in hybrid courses. *Journal of Instructional Psychology*, 33(4), 256-259.
- Di Giuseppe, M., Miniati, M., Miccoli, M., Ciacchini, R., Orru, G., Lo Sterzo, R., ... Conversano, C. (2020). Defensive responses to stressful life events associated with cancer diagnosis. *Mediterranean Journal of Clinical Psychology*, 8(1), 1-22. doi:10.6092/2282-1619/mjcp-2384
- Giannini, S., & Albrechtsen, A. B. (2020). Covid-19 school closures around the world will hit girls hardest. Retrieved from <https://en.unesco.org/news/covid-19-school-closures-around-world-willhit-girls-hardest>
- Hatchett, R. J., Mecher, C. E., & Lipsitch, M. (2007). Public health interventions and epidemic intensity during the 1918 Influenza pandemic. *Proceedings of the National Academy of Sciences*, 104(18), 7582-7587. doi:10.1073/pnas.0610941104

- Holcombe, M. (2020). Some schools closed for coronavirus in US are not going back for the rest of the academic year - CNN. Retrieved from <https://edition.cnn.com/2020/03/18/us/coronavirus-schools-not-going-back-year/index.html>
- Holmes, E. A., O'Connor R., Perry, V. H., Tracey, I., Wessely, S., Arsenault, L., ... Bullmore, E. (2020). Multidisciplinary research priorities for the COVID-19 pandemic: A call for action for mental health science. *The Lancet Psychiatry*, 7(6), 547-560. doi:10.1016/S2215-0366(20)30168-1
- Imran, N., Zeshan, M., & Pervaiz, Z. (2020). Mental health considerations for children & adolescents in COVID-19 Pandemic. *Pakistan Journal of Medical Sciences*, 36(COVID19-S4), 67-72. doi:10.12669/pjms.36.COVID19-S4.2759
- Jiao, W. Y., Wang, L. N., Liu, J., Fang, S. F., Jiao, F. Y., Pettoello-Mantovani, M., & Somekh, E. (2020). Behavioral and emotional disorders in children during the Covid-19 epidemic. *The Journal of Pediatrics*, 221, 264-266. doi:10.1016/j.jpeds.2020.03.013
- Kara, Y. (2020). Pandemi sürecindeki öğrenci deneyimleri: Bakırköy ilçesi örneği. *Avrasya Sosyal ve Ekonomi Araştırmaları Dergisi*, 7(7), 165-176. Retrieved from <https://dergipark.org.tr/en/download/article-file/1166951>
- Karataş, Z. (2020). COVID-19 pandemisi sürecinin LGS ve YKS sınavına hazırlık sürecinde olan çocuk ve ergenlerin psikolojilerine yansımalarının incelenmesi. In B. Gençdoğan (Ed.), *Pandemi döneminde çocuk ve ergen psikolojisi* (1st ed., pp. 54-74). Ankara: Türkiye Klinikleri.
- Kırmızıgül, H. G. (2020). COVID-19 salgını ve beraberinde getirdiği eğitim süreci. *Avrasya Sosyal ve Ekonomi Araştırmaları Dergisi*, 7(5), 283-289. Retrieved from <https://dergipark.org.tr/en/pub/asead/issue/54658/725274>
- Kocayigit, A., & Uşun, S. (2020). Milli Eğitim Bakanlığı'na bağlı okullarda görev yapan öğretmenlerin uzaktan eğitime yönelik tutumları (Burdur ili örneği). *Avrasya Uluslararası Araştırmalar Dergisi*, 8(23), 285-299. doi:10.33692/avrasyad.662503
- Koç, E. (2020). An evaluation of distance learning in higher education through the eyes of course instructors. *Akdeniz Üniversitesi Eğitim Fakültesi Dergisi*, 3(1), 25-39. doi:10.37669/milliegitim.788118
- Koh, C. G., Lee, L., Lo, C., Wong, C., & Yap, J. (2020). A socio-psychological perspective. In *Challenges and opportunities in the post-COVID-19 world* (pp. 44-48). Geneva: World Economic Forum. Retrieved from http://www3.weforum.org/docs/WEF_Challenges_and_Opportunities_Post_COVID_19.pdf
- Korkut Gençalp, D. (2020). Covid-19 salgını döneminde ilk ve acil yardım öğrencilerinin beslenme alışkanlıkları ve fiziksel aktivite durumlarının değerlendirilmesi. *Paramedik ve Acil Sağlık Hizmetleri Dergisi*, 1(1), 1-15. Retrieved from <https://dergipark.org.tr/en/download/article-file/1111601>
- Kundu, B., & Bhowmik, D. (2020, April). Societal impact of novel corona virus (COVID-19 pandemic) in India. doi:10.31235/osf.io/vm5rz
- Kurnaz, A., Kaynar, H., Şentürk Barışık, C., & Doğrukök, B. (2020). Öğretmenlerin uzaktan eğitime ilişkin görüşleri [Special issue]. *Milli Eğitim Dergisi*, 49(1), 293-322. doi:10.37669/milliegitim.787959
- LeCompte, M. D., & Goetz, J. P. (1984). Ethnographic data collection in evaluation research. In D. M. Fetterman (Ed.), *Ethnography in educational evaluation*. Beverly Hills, CA: Sage.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Livari, N., Sharma, S., & Ventä-Olkkonen, L. (2020). Digital transformation of everyday life - How COVID-19 pandemic transformed the basic education of the young generation and why information management research should care?. *International Journal of Information Management*, 55, 1-6. doi:10.1016/j.ijinfomgt.2020.102183

- Lu, R., Wu, X., Wan, Z., Li, Y., Zuo, L., Qin, J., ... Zhang, C. (2020). Development of a novel reverse transcription loop-mediated isothermal amplification method for rapid detection of SARS-CoV-2. *Virologica Sinica*, 35, 344-347 doi:10.1007/s12250-020-00218-1
- Milli Eğitim Bakanlığı Rehberlik ve Psikolojik Danışma Hizmetleri Yönetmeliği. (2020). Resmi Gazete (Sayı: 31213). Retrieved from <https://www.resmigazete.gov.tr/eskiler/2020/08/20200814-2.htm>
- Ministry of National Education. (2020). Bakan Selçuk, Koronavirüs'e karşı eğitim alanında alınan tedbirleri açıkladı. Retrieved from <https://www.meb.gov.tr/bakan-selcuk-koronaviruse-karsi-egitim-alaninda-alinan-tedbirleri-acikladi/haber/20497/tr>
- Miles, M., & Huberman, A. (1994). *Qualitative data analysis*. Thousand Oaks, CA: Sage.
- Mohan, G., McCoy, S., Carroll, E., Mihut, G., Lyons, S., & Domhnaill, C. M. (2020). *Learning for all? Second-level education in Ireland during COVID-19*. ESRI Survey and Statistical Report Series Number 92. Retrieved from https://www.researchgate.net/profile/Selina-Mccoy/publication/342453663_Learning_For_All_Second-Level_Education_in_Ireland_During_COVID-19/links/5ef52ec4458515505072782b/Learning-For-All-Second-Level-Education-in-Ireland-During-COVID-19.pdf
- Morens, D. M., Folkers, G. K., & Fauci, A. S. (2009). What is a pandemic?. *The Journal of Infectious Diseases*, 200(7), 1018-1021. doi:10.1086/644537
- Mulenga, E. M., & Marban, J. M. (2020). Is COVID-19 the gateway for digital learning in mathematics education?. *Contemporary Educational Technology*, 12(2), ep269. doi:10.30935/cedtech/7949
- OECD. (2020). *A framework to guide an education response to the COVID-19 Pandemic of 2020*. Retrieved from <https://oecdutoday.com/coronavirus-education-digital-tools-for-learning/>
- Onyema, E. M., Eucharia, A. U., Gbenga, F. S., Roselyn, A. O., Daniel, O., & Kingsley, N. U. (2020). Pedagogical use of mobile technologies during Coronavirus school closure. *Journal of Computer Science and Its Application*, 27(2), 97-110. doi:10.4314/jcsia.v27i2.9
- Özdoğan, A. Ç., & Berkant, H. G. (2020). Covid-19 pandemi dönemindeki uzaktan eğitime ilişkin paydaş görüşlerinin incelenmesi. *Milli Eğitim*, 49(1), 13-43. doi:10.37669/milliegitim.78811
- Özgül, E., Ceran, D., & Yıldız, D. (2020). Uzaktan eğitimle yapılan Türkçe dersinin öğretmen görüşlerine göre değerlendirilmesi [Special issue]. *Milli Eğitim Dergisi*, 49(1), 395-412. doi:10.37669/milliegitim.776137
- Purwanto, A., Asbari, M., Fahlevi, M., Mufid, A., Agistiawati, E., Cahyono, Y., & Suryani, P. (2020). Impact of work from home (WFH) on Indonesian teachers performance during the COVID-19 pandemic: An exploratory study. *International Journal of Advanced Science and Technology*, 29(5), 6235-6244.
- Saavedra, J. (2020). Educational challenges and opportunities of the Coronavirus (COVID-19) pandemic. Retrieved from <https://blogs.worldbank.org/education/educational-challenges-and-opportunities-covid-19-pandemic>
- Saran, S. (2020). Technology: Digital Epiphany? COVID-19 and Our Tech Futures. In *Challenges and opportunities in the Post-COVID-19 world* (pp. 24-27). Geneva: World Economic Forum. Retrieved from <https://www.orfonline.org/expert-speak/digital-epiphany-covid19-and-our-tech-futures-66372>
- Sarı, T., & Nayır, F. (2020). Pandemi dönemi eğitim: Sorunlar ve fırsatlar. *Turkish Studies*, 15(4), 959-975. doi:10.7827/TurkishStudies.44335
- Sharan, B. M. (2013). *Nitel araştırma desen ve uygulamalar için bir rehber* (S. Turan, Trans.). Ankara: Nobel.
- Sever, M., & Özdemir, S. (2020). Koronavirüs (COVID-19) sürecinde öğrenci olma deneyimi: Bir fotoses (photovoice) çalışması. *Toplum ve Sosyal Hizmet*, 31(4), 1653-1679. doi:10.33417/tsh.778615

- Teaster, P. B., & Blieszner, R. (1999). Promises and pitfalls of the interactive television approach to teaching adult development and aging. *Educational Gerontology*, 25(8), 741-748. doi:10.1080/036012799267477
- UNESCO. (2020). *UNESCO's support: Educational response to COVID-19*. Retrieved from <https://en.unesco.org/covid19/educationresponse/support>
- Valentine, D. (2002). Distance learning: Promises, problems, and possibilities. *Online Journal of Distance Learning Administration*, 5(3), 28-40. doi:10.3390/educsci8010035
- WHO. (2009). *Pandemic influenza preparedness and response: A WHO guidance document*. Retrieved from https://apps.who.int/iris/bitstream/handle/10665/44123/9789241547680_eng.pdf?sequence=1&isAllowed=y
- WHO. (2020). *WHO Director-General's opening remarks at the media briefing on COVID-19*. Retrieved from <https://www.who.int/director-general/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19--11-march-2020>
- Yıldırım, A., & Şimşek, H. (2018). *Sosyal bilimlerde nitel araştırma yöntemleri* (11th ed.). Ankara: Seçkin Yayıncılık.
- Yolcu, H. (2020). Koronavirüs (Covid-19) pandemi sürecinde sınıf öğretmeni adaylarının uzaktan eğitim deneyimleri. *Açıköğretim Uygulamaları ve Araştırmaları Dergisi*, 6(4), 237-250. Retrieved from <https://dergipark.org.tr/en/pub/auad/issue/57638/788890>
- Zhang, W., Wang, Y., Yang, L., & Wang, C. (2020). Suspending classes without stopping learning: China's education emergency management policy in the COVID-19 Outbreak. *Journal of Risk and Financial Management*, 13(3), 55-61. doi:10.3390/jrfm13030055