

Effects of Lockdown (COVID-19) on Early Childhood Education

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Abstract

COVID-19 has impacted many people around the world since it first appeared in Wuhan, China. In many countries, educational institutions, social spaces, workplaces, parks, and restaurants closed down, and lockdowns were imposed on people. The current study tried to determine how the preschool education process takes place with respect to children, parents, and teachers during the lockdown (COVID-19 pandemic) and the possible effects of the pandemic period on families, children, and teachers. The case study was used in the current study. Participants of this study consist of a total of 18 people: six (6) volunteer teachers working in Superbaba Schools, six (6) children in different age groups, and the parents of the children (6). The researchers developed three semi-structured interview forms – Teacher Interview Form, Parent Interview Form, and Child Interview Form – which were utilized during the data-gathering process. Data was gathered during the fall semester of 2020. The findings revealed the impact of preschool education during the COVID-19 lockdown on children, parents, and teachers. Key themes that emerged included personal development, distance education, job satisfaction, parental involvement, screen addiction, and school adjustment. The results also showed that children's screen time was increased during the lockdown. The parents may need to involve early childhood education on how to handle their children's learning and development at home.

Keywords: Children; COVID-19 pandemic; distance education; preschool teachers; screen addiction.

Introduction

Throughout history, many diseases, epidemics, and natural phenomena have affected people (Arslan, 2020). Likewise, COVID-19 has impacted many people around the world since it first appeared in Wuhan, China. The United Nations Development Program (UNDP) (2020) has cited the COVID-19 disease as the biggest global crisis the world has faced since the Second World War and stated that people, governments and legislators should act promptly to implement the required measures. In this regard, the World Health Organization (WHO) declared the COVID-19 disease a pandemic in March 2020 and recommended that countries take the necessary precautions (WHO, 2020). Consequently, educational institutions, social spaces, workplaces, parks, and restaurants closed down in many countries, and lockdowns were imposed on people. Recent studies on this health crisis have stated that there will be many profound effects and reflections on health in particular, as well as its economic, psychological, social, and educational consequences (Arslan et al., 2020; Can, 2020; Montano & Acebes, 2020; Yüksek-Usta & Gökcan, 2020).

The report published by UNICEF (2020a) regarding the pandemic period and its possible impacts stated that children living in disadvantaged areas were affected the most by the closure of schools, social spaces, and parks. As a result, UNICEF (2020a) has made different recommendations to countries on how to provide the necessary support to reduce the negative impact caused, especially by the closure of schools. Similarly, WHO (2020) has made protocols with governments to prepare different action plans to tackle the COVID-19 pandemic and its possible negative impacts so that all countries can follow them worldwide. However, each country crafted its own roadmap based on its unique health system, economic standing, and social context, considering its specific circumstances and resources.

The COVID-19 period in Turkey

In Turkey, the COVID-19 period has been similar to that in other countries, and the government has taken radical measures affecting social, economic, political, administrative, military, religious, educational and cultural domains, with significant impacts on millions of Turkish citizens. The first COVID-19 case in Turkey was recorded on March 11th, and the first related mortality was on March 15th, 2020 (Turkish Ministry of Health, 2020). As of March 15th, the government closed all educational institutions for three weeks until further notice and continued to take additional necessary measures. As with many individuals nationwide, the situation was seen as an unparalleled circumstance for teachers, children, and parents who were wholly unprepared for it.

The circular issued by the Turkish Ministry of National Education (MoNE) (2020) stated that the primary and secondary level schools, planned to be opened on April 3rd, would remain closed during the pandemic, and education would continue in the form of distance education. The current paper was written in September 2020, when the MoNE announced that many stages of education would be in the form of distance education in the first semester of the 2020-2021 academic year (MoNE, 2020). UNICEF (2020)

reports on education have shown that schools have been closed in approximately 188 countries around the world, affecting approximately 1.6 billion K-12 students and their parents directly or indirectly. Also, concerning the education system in Turkey, a total of approximately 25 million students in preschool (N=1,326,123), elementary school (N=4,972,430), middle school (N=11,404,385), the third stage (N=7,198,987), and higher education (N=7,198,987) have been affected by the COVID-19 period (UNESCO, 2020). Concerning the upcoming academic year, the Minister of National Education, Ziya Selçuk (2020), announced that in-person classes would commence on September 21st. However, subsequent evaluations led to a decision to conduct in-school sessions for only preschoolers and first-grade primary students once a week. This approach may raise various concerns and challenges for children, parents, and teachers.

Distance education in Turkey

The Ministry of National Education has informed teachers and students' parents about the active use of the Electronic Information Network (EBA) platform, which had already been used before the pandemic. In addition, by strengthening online education infrastructure, families have been provided with free internet access (8GB) to use the EBA education platform with the support of different phone operators. In addition, EBA-TV was established to provide the broadcasts for primary and secondary-level education in cooperation with the Turkish Radio and Television Corporation (TRT). However, since it did not involve preschool children, the necessity for more studies emerged to cover this age group and their families. In this regard, the International Labor Organization (ILO) (2020) announced that family-friendly policies and practices could make significant differences in the pandemic period by providing necessary information, services and resources, especially for working parents with young children, whenever needed to cope with the crisis. Towards achieving this goal, the MoNE shared an informative article titled 'Ways of Protection from Coronavirus' in the monthly magazine 'From Us', prepared on March 3rd to inform families about the COVID-19 virus and tried to help families through practical information so that they could play an active role in the development process of children. Recent studies have shown that the exaggerated stress and anxiety of parents during the pandemic period can have negative effects on the mental development of children and youngsters (Akoğlu & Karaaslan, 2020; Ercan et al., 2020; Imran, Zeshan, & Pervaiz, 2020; Pisano, Galimi, & Cerniglia, 2020). Considering such conditions of parents, it has, therefore, been suggested that parents should take an active role in the education process in the form of 'family involvement' (Uludağ, 2008).

In addition, the research results on the effects of the COVID-19 pandemic on children have revealed that the time spent by children with technological devices such as televisions and tablets has increased, domestic abuse has been observed due to the increased stress of families, and children go to bed and wake up so late that their life patterns can change (Coyne et al., et al., 2020; Guan et al., 2020; Imran et al., 2020; Pisano et al., 2020). This is believed to affect both children's health and their parents negatively (ILO, 2020; Imran et al., 2020; Pisano et al., 2020).

A recent study on children who have been able to play games at home in the pandemic period has emphasized the importance of the support that parents receive from teachers in order to create an environment to play with their children (Mart & Kesicioglu, 2020). The researchers also concluded that parents need the necessary support to be able to play games with their children and monitor their development (Barnett et al., 2020; Mart & Kesicioglu, 2020; Mazza et al., 2020). According to Fontanesi et al. (2020), the pandemic has had physical and economic effects on families, and children have had to be socially distanced from their friends and teachers during the pandemic. As a result, families need to spend more time with their children to support them for academic and social development. This situation is thought to create stress for parents who do not consider themselves competent in this regard. Thus, a study conducted by Deveci and Aykaç (2019) on the participation of families in the preschool education process indicated that family involvement in the education process of preschool children is insufficient, which will constitute a significant problem in the implementation of the education that families will need to provide at home. Similarly, this situation is perceived as a stressor for teachers, though in a distinct manner. According to the reports of the National Educational Association (NEA) (2020), it is stated that approximately 1.89 million educators in the USA lost their jobs due to the extended COVID-19 pandemic. It is known that similar stressful periods occur for many teachers who teach in private institutions in Turkey. For example, some of the private kindergarten teachers in Turkey have been paid a small amount ($\frac{1}{4}$ and lower of their salary) of short-time working allowance funded by the state due to the economic difficulties experienced in schools, while some of them are believed to have been dismissed (Öztürk, 2020). Apart from this, it has been stated that teachers working in state-owned kindergartens may be negatively affected by the pandemic period due to the fear of not being able to support children in the process, together with the concerns related to the pandemic and the suddenly implemented distance education practices (Çetinkaya-Aydın, 2020; Öztürk, 2020). A study conducted by OECD (2020), with a total of 330 educators from 98 countries, reported that the majority of teachers need academic support (77.9%) and that the necessary guidance and counselling services should be provided to foster teachers' well-being. Çetinkaya-Aydın (2020) has suggested that teachers should make efforts to use online platforms in this process, constitute the necessary infrastructure for distance education, establish cooperation between both families and students, and share ideas and experiences by communicating with other colleagues so that teachers will be able to overcome this process in more effectively.

The current study

As in many countries, the COVID-19 pandemic seems to have affected children, parents and teachers in educational and academic terms, as well as in health, economic and social terms over the past seven months. A relevant study revealed with police reports that the theft rates have decreased, but the number of crimes related to domestic

violence has increased (İmga & Ayhan, 2020). Similarly, it has been stated that the cases of abuse, neglect and violence against children increased in many African countries during the SARS and EBOLA epidemics, as during the COVID-19 pandemic period (UNICEF, 2020b). Similarly, a study indicated that mothers were significantly affected by the SARS epidemic due to the interruption of their daily family and work lives (Chan et al., 2007). In the current crisis, parents have reported that their children's screen time has surged during the pandemic.

Additionally, they observed that their kids were sleeping later and showing a greater inclination to break the rules. However, uchildren aged four years were found to have behavioural disorders such as difficulty falling asleep, restlessness, and frequent waking up, as well as decreased vocabulary skills during the pandemic period (Guan et al., 2020; Pisano et al., 2020). It is considered that parents, children, teachers, healthcare professionals and many members of society, as well as schools, hospitals, and other public and private institutions and workplaces, have been affected differently by this period (Ercan et al., 2020; Guan et al., 2020; ILO, 2020; Pisano et al., 2020; Satcher et al., 2020; Simsar, 2021).

Purpose of the research

The current study examined how the preschool education process takes place with respect to children, parents and teachers during the lockdown (COVID-19 pandemic), and the possible effects of the pandemic period on families, children and teachers.

In line with its purpose, the research question of the study is 'What do children, parents and preschool teachers think of the COVID-19 pandemic period?'

Methodology

Research model

The case study method was used to examine the effects of the lockdown (COVID-19 pandemic period) on preschool education considering children, parents and teachers. The case study is a model that aims to specify a certain unit in the universe, which can be individuals, families, schools, hospital associations, etc., and make a judgment about it by determining the depth and breadth of such entities and their relations with themselves and their environments (Yin, 2009). Stake (2000) classified case studies into three categories: intrinsic, instrumental and collective. *An intrinsic case study* is conducted to better understand or eliminate the complexity of a particular situation (Glesne, 2013). *An instrumental case study* is used to provide insight into a topic or to rearrange a generalization (Glesne, 2013). *A collective case study* is formed by looking at several situations of several people or groups with the same situation. The current study used the 'intrinsic case study', which provides the opportunity to research a subject with little knowledge.

Participants

Participants of this study consisted of a total of 18 people: six (6) volunteer teachers (6 Female) working in Süperbaba Schools, six (6) children in different age groups (two

children are 36–48 months old, three children are 49–60 months old, and one child is 61–72 months old) and parents of the children (6) (four mothers and two fathers). The data were analyzed by coding the teachers as T1, T2, T3, T4, T5 and T6; parents as P1, P2, P3, P4, P5 and P6; and children as C1, C2, C3, C3, C5, and C6. The participants of the study were selected through criterion sampling. Criterion sampling is the study of all situations that meet a predetermined set of criteria (Baltacı, 2018). The criterion is created by the researcher, or a previously prepared list of criteria can be used (Marshall & Rossman, 2014). The criterion set in this study is that the preschool education institution continued distance education during the lockdown period, so the education activities for children and teachers continued during the period. The research data were collected from Süperbaba Schools since it is the only preschool education institution that continued distance education in the lockdown period in the province of Kilis.

Süperbaba schools

A Süperbaba school is a preschool institution that offers education and care services, including breakfast, lunch, and midafternoon meals, between 8 a.m. and 5 p.m. Education activities in Süperbaba Schools are divided into two parts: morning and afternoon. Morning activities mainly consist of those in the classroom, especially following the design thinking model (Dam & Siang 2018) for children's cognitive, social-emotional, and language development. The design thinking model is applied in eight classes with children aged 3–6. There are activities and workshops in the afternoon, primarily including garden and indoor playground activities to develop children's social skills and artistic perspectives. The basic principle of Süperbaba Schools is to be able to build childhood with an education that combines science, art, and character education (Yalçın, 2022). Süperbaba Schools generally have children from families with medium socio-economic status.

Data collection tools

In order to establish the theoretical basis of the research, data were collected from different data sources in the implementation process, as well as the information obtained from reviewing domestic and foreign sources. The data collection tools aimed to reveal how the lockdown period affected preschool teachers, preschool children and parents with preschool children due to the pandemic and to understand what problems teachers, children and parents might have faced during this period. Data collection tools were developed by the researchers and made ready for data collection after being examined by field experts in terms of their suitability for the field and purpose as well as clarity. Data collection tools used in the research are as follows:

- 1) Semi-structured Teacher Interview Form
- 2) Semi-structured Parent Interview Form
- 3) Semi-structured Child Interview Form

Semi-structured Teacher Interview Form: It consists of open-ended questions to collect detailed information about what teachers experienced during the pandemic, how they evaluated the period for themselves, their pupils, and their families, and in terms of family involvement and support during the pandemic, as well as what problems they encountered. In the interview form, seven open-ended and drill-down questions try to obtain in-depth information. For example, the fifth question, '*How was the parental participation in activities during the lockdown period? If you think that participation was low, what could be the reason for that?*' attempted to explain the causes and consequences of the pandemic period.

Semi-structured Parent Interview Form: Parents were interviewed, and detailed information was collected about what they experienced during the pandemic, how they assessed the period for themselves and their children, as well as the support provided by the school during the pandemic, what they encountered in the period, and what problems they experienced. There are seven open-ended and drill-down questions in the interview form. For example, the fourth question reads, '*What effects do you think the lockdown period has on your child? Why?*', to understand the pandemic period.

Semi-structured Child Interview Form: This is an interview form prepared to understand the lockdown days of preschool children. Considering their attention span, the children were asked four questions to keep the interview short enough. Given the significance of the pandemic period and its potential impacts on the study's objectives, the goal was to gather extensive information from the children. In the observation form, there are open-ended and drill-down questions such as '*Can you compare the education process during the lockdown days with the activity process at the school? What are their similarities or differences? Which one is better for you, and why?*'.

Data collection and analysis

Data were collected by conducting focus group interviews with a total of 18 people, six teachers from 6 different classes and six parents and six children, in the form of separate groups (teachers, parents, and children) since there are six different classes in the 3–6 age group in Süperbaba Schools during at the fall semester of 2020. Before data collection, all the participants were given their consent form for voluntarily participating in the study. The interviews were held when and where the participants were available. The length of interviews differed for each group. The teachers' focus meeting lasted 72 minutes, the parents' focus meeting 56 minutes, and the final focus group meeting with the children took 23 minutes. Since the teachers allowed that, the researchers took voice recording during the interviews and then transferred it to the computer. However, as the parents did not allow voice recording either for themselves or their children, the researchers noted and recorded the data during those interviews. Upon the interviews, their transcripts were taken and transferred to the computer (See Figure 1).

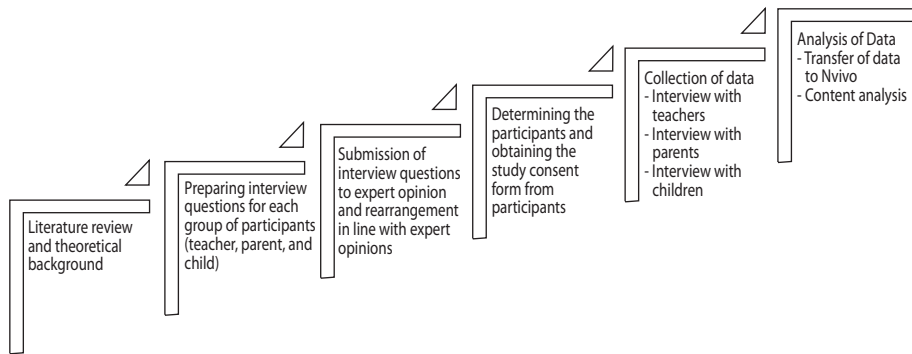


Figure 1. Data collection and analysis process

Content analysis (one of the qualitative data analysis techniques) was used in the analysis part of the study. This research technique involves organising, classifying, and comparing texts, and making an in-depth analysis by drawing theoretical conclusions from texts (Cohen et al., 2007). As a result of the content analysis, codes were created and collected under specific themes. In this study, the themes that emerged during the content analysis were determined, the codes in the data were revealed in line with the themes, and similar codes were gathered under the same themes. Studies on similar subjects have also had a significant impact on the analysis, coordination, and organisation. In addition, the themes that emerged in line with the experiences and lives of teachers, children, and parents in the COVID-19 process in the literature were taken into account while determining the themes and codes in the analysis of the study. For example, the answers to the questions asked by teachers, children, and parents were checked by an experienced expert working in the same field, who was not included in the research, and the compatibility between codes and themes was revealed. Especially in the literature, the themes related to screen addiction in children have been revealed as a result of different studies, and this has prepared the environment for a similar emergence in the analysis of the answers from parents and teachers. During data analysis, the NVivo11 program was used for content analysis. To make the study more qualified, the results were presented in a cause-and-effect relationship, and the data that belonged to the teachers, parents and children were compared with one another.

Procedure

The study population consisted of a preschool education institution called 'Süperbaba Schools', which operates in the city centre of Kilis in the 2019–2020 academic year under the Ministry of Family, Labour, and Social Services and continues distance education during the lockdown period.

Süperbaba Schools is a private preschool education institution providing education and care services between 8 a.m. and 5 p.m., along with breakfasts, lunches, and afternoon meals. Education activities are divided into two parts: morning and afternoon. Morning activities consist of preschool STEM activities that mostly take place in the classroom,

especially where the design-oriented thinking model (Dam & Siang 2018) is applied for cognitive, social-emotional and language development. Afternoon activities primarily include garden and indoor playground activities to develop children’s social skills and artistic perspectives. In addition to this training program, different workshops such as ballet, modern dance, English, philosophy, cooking, basic robotic coding, rhythm and music, and a makers’ workshop are also included. The basic philosophy of Süperbaba Schools is to be able to build childhood with an education that combines science, art and character education (Yağın, 2022).

During the lockdown period in Superbaba Schools, educational activities were carried out online and as distance education. Through live sessions, children and families’ communication and interaction with teachers and each other were tried to be kept alive. Live lessons aimed to keep parents and children’s mood and motivation high during the lockdown. Teachers shared the educational activities parents could do at home with their children through the online groups, and they were provided with academic support to enhance their development in online education.

Results

The current study aimed to examine the effects of preschool education and the process concerning children, parents, and teachers during the lockdown (the Covid-19 pandemic) days. The content analysis of qualitative findings was included in this part.

As a result of the content analysis, codes were created and classified under categories, which were finally collected under themes, and the results were obtained. It was observed that the effects of preschool education and the period concerning children, parents, and teachers during the lockdown days (the Covid-19 pandemic) were gathered under the themes of *personal development, distance education, job satisfaction, family involvement, screen addiction, and school adjustment* (See Figure 2).

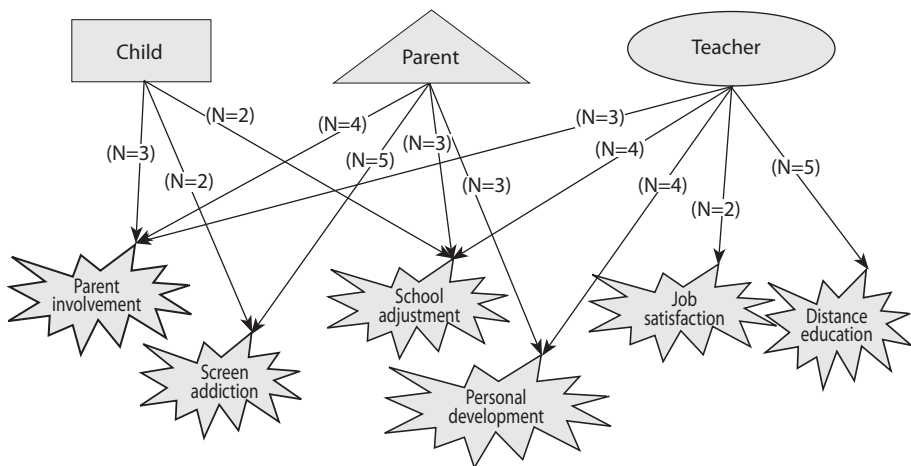


Figure 2. Results of content analysis

Personal development

The study concluded that teachers and parents did some work to improve themselves during the COVID-19 pandemic period. The fact that there are limited activities to do at home and there is an excessive amount of time to devote to themselves will lead teachers and parents to work towards self-improvement. During the interview (*face-to-face meeting*, 2020), T1 stated: *'I prepared an activity for the children in our school group during the lockdowns. I filmed and prepared it as a video game and sent it to the children through our school's WhatsApp group. Apart from that... I received training in different fields during the lockdowns. I received a certificate by participating in play therapy training and storytelling training...'* T4 stated: *'Besides that, I watched movies, listened to music, and read books, including novels and books on child development. I read the book named the 'Effective Teacher' in order to improve myself. Now, I will try to apply what I learned from there. So, I read different books to improve myself and to spend my day.'* On the other hand, P6 said, *'During the period, I also read scientific articles about children. I read articles about the child development and developmental stages of children expressing the self-improvement efforts during the lockdown period.'*

Distance education

An important result of the research is the distance education that emerged during the COVID-19 pandemic. T3, who thought that the distance education process is beneficial for families and children, said:

'Normally, children used to come to school and do the activities with teachers, but then they had to do it with families at home. Some parents could not devote a lot of time to their children, nor could they do many activities. There are occupational groups like the health sector or the food sector that had to work even during the lockdown. If they were able to implement the activities we sent at home, I think that we, as a school, were very useful to both families and children during the lockdown period. I believe that we supported the children and their parents, and strengthened the bond between the parents and children as they had to spend more time in the activities.'

Thinking that the distance education process strengthens the parent-child relationship, T2 said, *'I think that the activities we did strengthen the mother-child and father-child relationship and increased their communication.'* T4 said, *'Some parents had to work intensively during the lockdown period. Every parent knows their child, but I think they had the opportunity to get to know them better because they spent a lot of time together through such activities. I think that families now know their children better about the issues, such as how children react and what they like or dislike'*, expressing that the distance education provided by Superbaba Schools because of the pandemic positively affected families and children.

Stating that the activities carried out during the lockdown period regarding the issue of distance education strengthened the bond of children with their families, T6 said, *'I think the activities contributed to children because parents stayed in the same*

environment with their children and spent time during the lockdown period. Normally, the teachers would do the activities, and the parents would support them at home. Here, parents became teachers at home, and we supported them. It was two-way, actually. The children benefited from us and spent more time with their parents.' T4 stated that distance education kept the connection between the children and the school tight, and said, 'We also received feedbacks, for example, they kept sending me videos to say "Miss, your dress is very beautiful, we missed you so much" or talked about the activity they did. Sometimes, they would send audio records. We asked riddles, and they sent their answers as audio records. After school started, many of my students said, "We always saw you on the phone; we missed you and our friends so much".'

Job satisfaction

The data obtained from the interviews led to the conclusion that the teachers had problems with 'job satisfaction'. S1 said, 'The system we applied was like this. It was usually one-sided; it was not online. We used to get feedback, but it was a bit one-sided. We could not get a little response; that is, the mutual communication with the children could not be direct. This did not satisfy me as a teacher. So, frankly, I wasn't happy when I couldn't get a response. This was bothering me'. T2 said, 'Since I could not get the pleasure I get while doing activities at school from distance education directly or instantly from children, I was not glad. I think maybe it would have been better if we had done distance education online, that is, live, and each family could involve their children in online activities at the specified hours'. T4 said, 'Children were satisfying their longings for each other just by exchanging voice recordings. If there had been live connections, I think everyone would have enjoyed it more', indicating that distance education did not make themselves and children happy, so online education could be more effective.

Concerning the issue, T3 expressed her ideas as follows:

"I think I can pretend to be a little selfish about it (laughter). As I stated in the previous question, we are in one-to-one interaction with the children at school. We can understand how effective our activity on children is directly from the expressions on their faces. This makes me very happy and motivated as a teacher. It is great to be able to communicate with them with a word at school, sometimes by touching them on their shoulders or heads, and sometimes with just a glance. The feedback I receive from the children at that moment satisfies me as a teacher. Besides, I think this interaction is more effective for the child. On the other hand, when you share it in WhatsApp groups, you cannot get a direct response at that moment, maybe because the family is busy, maybe because of different things, but it may take time for the activity to be done and sent back to WhatsApp groups, which does not satisfy me as a teacher, and lowers my enthusiasm. Sometimes, it creates a feeling of deficiency. Then you start to wonder if the families or the children didn't like the activity or they simply didn't want to do it. However, I am also aware that we are used to similar enjoyable activities with children in the school environment, but when you are teaching from a distance, you may not see that mutual effect. Then you can tell yourself that the problem is not in the activity but in the atmosphere, that is, the children are at home."

Similarly, T5 said, *'If the children could see their friends and me online, I think they would participate more in the activities. I think they would be more active in online education.'* T6 said, *'I think it would be more effective if we could talk online, i.e., video-chat, because they used to come to school every day before the lockdown and were constantly practising activities. However, in their social circles, they could only do activities as long as time could be spared at home from the parents' daily plans, or as long as parents devoted time to their children. As they were at home, their parents were able to do as much activity as they could whenever they had time. Sometimes, they barely attended three of the five activities. But if the activities had been online, that is, if we could have done live activities at certain times, I'm sure many more children would have been able to attend the activities.'* She stated that giving the families responsibility at certain hours to save the children from the idea of parents, which is, *'I will do it when I find the appropriate time'*, would contribute more to children.

Family involvement

One of the striking results of the study is the variability in families' participation in activities during the lockdown period. It was found that children, their parents, and teachers expressed different opinions regarding family involvement. P1 said, *'Frankly, we participated a lot in the first months. We shot videos and sent them, or by sending a voicemail to our friends, we somehow kept in touch with the school, our friends and our teachers. So, it was effective for us.'* P3 said, *'So it actually depended on us whether we spent some time or were willing because our teacher explained how to do the activity with both videos and audio recordings. We attended in the first weeks, and then, when other things came out, there were some activities that we could not do.'* In addition, P4, one of the parents who had to work during the lockdown period, said, *'Unfortunately, both my wife and I had to work in the period. Our child stayed with the grandmother, so they were able to do very few of the activities. Our child spent most of the day watching television.'* Likewise, P6, one of the other parents who could not follow the activities on time, said, *'We attended the activities, though with delay. For example, we could only do the activities that the teacher gave us after 2-3 days. Sometimes, it was us having things to do; sometimes, our child just didn't want to do it. That's why we were late in following the activities.'*

P1, one of the parents who compared the activities at home and at school after the lockdown period, said, *'I think the education process at school was much better. At least there was no technology. If we had 10 minutes of activity at home, the children would watch TV for an hour. To me, it was very inefficient.'* On the other hand, P2 said, *'I think that what we do at home is insufficient. The teacher used to send five activities, but we could only do one or two. Other times, the children played freely on their own.'* P5 said, *'Actually, there is not much to compare. The children shifted from a regular school environment to a home environment where everything was variable and random. It was very difficult for the children, and for us.'* Also, P6 said, *'I think that if the lockdown period were shorter, we could keep up somehow, but as the period got longer, our tolerance levels decreased, and so did our children's. We just stopped doing activities. Frankly, I didn't feel right in my*

conscience because we couldn't help our child. Our child constantly watched television', emphasizing that the prolongation of the lockdown period damages their psychological state and negatively affects the activity process. One of the children who participated in the research, C3, said, 'My teacher would help me at school. We used to play with my friends. I couldn't do this at home. I was so bored. "I watched TV'. C4 said, 'The activities at school were much nicer. We used to do them with my friends and my teacher'. Also, C5 said, 'The school was better. I had friends at school. My mother cannot sing like our teacher, she cannot read a book like her', comparing the school and family environment. Looking at the children's statements, it can be assumed that the home environment and doing activities at home do not make them happy. However, contrary to these statements, C1 had a dialogue with the researcher given as follows:

C1. *The activities at home were nicer.*

Researcher: *Why do you think home activities are nicer?*

C1: *Because we didn't have to get ready for school. We didn't prepare the school bag or clothes. When we stay at home, we can do activities without preparation. We can play games.*

Researcher: *Why does it bother you to get ready for school or dress up?*

C1: *I get bored when I do it every day.*

Researcher: *I see.*

Based on this, it can be interpreted that during the three-month lockdown period, children are generally bored, but some children adapt to the home environment and are satisfied with this situation.

The teachers who participated in the study appeared to have different opinions about family involvement. T1 stated that family involvement can vary depending on the type of activity (art, game, drama, etc.), and said, 'Games are activities that require family support, for example. The parents of our students usually consist of families with a single child or children who are too young to play. Family support is absolutely necessary for the activity to carry out the activity. Game activities were so good with family involvement. However, there was not much parental support in other activities', indicating that family involvement decreased over time. T3, who also had a similar view with E6, said, 'Parent support was required in our philosophy workshop or activities with cut and paste work. In my opinion, the families were helpful in guiding the child and making videos. Family involvement, especially in the first two months of the lockdown period, was very high, and decreased considerably in the following month.

Similarly, T4 said, 'I always asked riddles every day. Families also made and shared videos of their children from the WhatsApp group. Parents helped children in places where they had difficulties in activities such as art activities. The participation of families has decreased recently. Frankly, the children began to be unable to participate in time. It's not just parents.'

Screen addiction

One of the most important negative effects of the lockdown period on children due to the Covid-19 pandemic is the prolongation of the time spent with the screen and,

therefore, the increase in screen addiction in children. P1 said, *'It greatly affected my child, who ended up watching more television than ever.'* On the other hand, P3 said, *'As the time spent with the screen increased, the addiction naturally increased. He had learned some rules at school, both about cleanliness and courtesy. It is as if we have returned to the beginning in these three months. My child seems to have forgotten everything he has learned. That's why we looked forward to the opening of the school, especially me (laughter).'*

P2 commented on the negative consequence of the prolongation of the lockdown period and the increased screen addiction in children and said, *'Our child also watched things too much, of course. There was not much to do. Children got very bored. He also got a little rough. While asking for something, he tried to get it done by crying.'* P5 said, *'I resisted at first, trying not to give the phone. However, in time, I saw that he could not release his energy, and he harmed us and his brother, so I had to let him use the phone. He watched car videos or playing-house videos on YouTube a lot. During this period, unfortunately, his sleep pattern was disturbed. Normally, he used to come from school tired and sleep around 9-10 in the evening after dinner at the latest, but he could only sleep at 1-2 am in lockdown.'* P6 said, *'Although it seemed good at first, this period became boring for both us and the children in time. Our child got gruff as he could not get rid of his energy, and my wife and I were nervous about staying home. For example, I am normally calmer, but I raised my voice in the house more than ever. In other words, unfortunately, the lockdown period negatively affected not only children but everyone. My child's normal sleeping pattern and eating patterns were disturbed. She got used to too much TV, because there is time for everything at school, but there is no such thing at home.'* P4 said, *'There are elements of violence on the phone and television, even in cartoons. Of course, he cannot release energy, which may also have an effect on him, watching such things, but I can say that his habit has changed a lot.'*

Regarding the regression in academic knowledge, P4 said, *'We have no rules left; it is like we are back to the beginning. Screen addiction has increased. For example, my child gets confused even with the colours and shapes right now.'* Similarly, P5 said, *'The lockdown period increased the screen addiction, caused children to forget some information, even the names of some friends, unfortunately. My child is not doing anything without me like he is dependent on me now.'* P6 said, *'Unfortunately, the lockdown period affected negatively. In fact, it was a three-month loss for my child. He loved his school friends very much. I think that being deprived of all of these suddenly damaged him emotionally. I am also not sure, but he started stuttering when speaking. Maybe it is from something else, maybe it is due to the lockdown period, I don't know, but it comes out from time to time, then disappears.'*

In this regard, C3 and C6 also stated that they watched more cartoons during the pandemic while they stayed home and occasionally played games on the tablet, which was expressed positively by the children. C3 said, *'I watched Rafadan Tayfa, my favourite cartoon, every day when we didn't go to school. While we were at school, our teacher would not let us watch. I love watching them.'*

School adjustment

Another important result that emerges from teachers', parents', and children's interviews is related to the adaptation process of children to school. Our study concluded that children who had problems adapting to school, even outside the COVID-19 period, were more negatively affected by the lockdown period. P5 said, *'I think the biggest problem is that she got used to being with us and at home all the time. She just doesn't want to leave the house right now. She acts as if she forgot how to live outside. She doesn't leave my side. She doesn't feel like going to school. She went back to the beginning in terms of adapting to school; she already had difficulty doing that. Just when we said, 'OK, she got used to it, everything is in order', the virus came. Everything is back to the beginning again.'* P6 said, *'He is so dependent on me now. He doesn't do anything without me. On the one hand, this makes me happy. He keeps saying, "Mom, shall we do this?" On the other hand, it scares me. What will I do when he starts school? I hope we can continue school without any problems.'*

Concerning school adjustment, T1 said, *'Unfortunately, children who can't get used to school easily, that is, those who have adaptation problems, may have difficulty adapting to school again after the lockdown period. However, as some other children miss their friends, teachers, and school so much, I don't think they will have any problems getting used to school again.'* T3 said, *'One of my students had not started school long ago, but schools closed when he was about to get used to it, and now, he does not want to come to school.'* Similarly, T1 said, *'I had a student. We tried to make him adapt to school for about two months. We succeeded, but now we are back to how it was due to the three-month lockdown period. Now he came only for two days, and unfortunately, he does not want to come.'*

On the other hand, the fact that there are fewer rules at home than in school (i.e., waiting in the queue for food, collecting toys after playing, putting away the painting materials after painting, etc.) indicates that children may encounter adaptation problems when they start school again. C3 said, *'I don't want to come to school. I have more toys in my room, and I play with the toy I want whenever I want'*, implying the problem he has encountered at school by revealing his thoughts about adapting to the school.

Discussion

This study examined the effects of preschool education and the pandemic period on children, parents and teachers during the days of lockdown (COVID-19 pandemic period). Six different themes were determined according to what the study participants mentioned, such as *personal development, distance education, job satisfaction, family involvement, screen addiction and school adjustment*.

A recent study on preschool teachers and the COVID-19 pandemic has stated that teachers are affected personally and professionally during the period. It has been indicated that teachers feel inadequate in creating technological platforms and digital content (Demirören News Agency (DHA), 2020). Similarly, the fact that teachers felt unfamiliar with distance education practices in that period and the anxiety of not being able to support children, together with the concerns triggered by the epidemic, caused teachers

to feel bad, and some of them even lost their jobs (Çetinkaya-Aydın, 2020; Pianta et al., 2008; Öztürk, 2020). Çetinkaya-Aydın (2020) suggested that teachers should improve themselves both in terms of personal and professional development by using online platforms and developing the necessary infrastructure for distance education. Similarly, the current study has revealed that both teachers and parents tried to improve themselves academically and personally about children.

It has been stated that preschool children cannot stay in front of the screen for a long time during distance education and may have problems focusing, therefore, the effectiveness of the distance education platform created during the pandemic period is not at the desired quality level (DHA, 2020, Konca et al., 2023). It seems that children who are overexposed to the screen during distance education do not benefit from the education efficiently due to their attention span. Similarly, the study by Kaymak-Özmen and Demir (2012) conducted with primary school students reported that technological devices such as television and computers negatively affect children's attention levels. However, this study found out that the distance education process benefits both parents and children and that the distance education process may have positive aspects different from what other studies indicated. Family involvement increased significantly in the distance education process, allowing families to spend more time with their children. However, unlike other studies, our study revealed that as family involvement in preschool education is low (Deveci & Aykaç, 2019; Konca & Cakir, 2021; Mart & Kesicioglu, 2020; Mazza et al., 2020; Simsar, 2021), children can continue their education at home with the support that families will receive from teachers. Mart and Kesicioglu (2020) stated in their study that parents may need the necessary academic and expert support while creating play environments for their children. Based on this, the support that families will receive from teachers is of great importance in creating play environments at home and playing with children, even though it is provided through distance education, emphasizing the importance of family involvement and teachers in preschool education.

The pandemic period experienced by the parents is assumed to have adverse effects on the education and care of children. A recent study has indicated that the restrictions caused by the pandemic period negatively affected children's mental and physical health (Pisano et al., 2020). Relevant research has revealed that families have problems with childcare as a result of the closure of schools due to the pandemic and that children will have difficulties in adapting to the school and academic success after the schools open (Duran & Ömeroğlu, 2020; Fantuzzo et al., 2005; Simsar & Metin, 2017; Tsai et al., 2017). Çaykuş and Mutlu-Çaykuş (2020) stated in their study that both the social development and cognitive development of children who could not spend time with their friends and teachers since the lockdown began were negatively affected during the pandemic period. As a result of the study conducted through phone calls with parents during the pandemic, Duran and Ömeroğlu (2020) stated that parents need academic support in communicating with children. Researchers have also found that the time children spend in front of the screen during the pandemic has increased compared to the time before the pandemic and that many parents have allowed their children to spend time in

front of the screen without setting any rules in this period (Duran & Ömeroğlu, 2020). Parallel with the results of other studies, our study determined that the screen addiction of children increased and that they may have difficulties in adapting to school, which is considered to be caused by the parents' feeling inadequate for the homeschooling of the preschool child and for following their development. Likewise, Zeybekoğlu-Akbaş and Dursun (2020) emphasized the false judgment in Turkish culture that the responsibility for childcare should be primarily given to the mothers and that they should undertake the roles as housewives, teachers, wives, nurses, and play-friends during the pandemic, which could negatively affect both children's and parents' physical and mental health for not being able to devote enough time to their children. This situation can be explained by the likelihood of developing screen addiction to devices such as phones, tablets, computers, and televisions.

Limitations of the study

There are limitations in many areas in this study. One of them is the number of participants in the study. Although the number of teachers in the study is considered appropriate for the number of teachers in the school, the number of parents and children in the study can be increased. Given the significance of the pandemic period and its potential impacts on the study's objectives, the goal was to gather extensive information from the children. In this study, interviews with teachers and parents were kept short due to the pandemic process. In addition, in the interviews with the children, the data collection process was kept short due to the children's uneasiness in the process and the anxiety experienced by the parents due to the pandemic process. Another limitation of the study is the preferred school. The inclusion of teachers, parents and children in the schools, which were completely closed during the pandemic, would have helped to make the result of the study more generalizable. Therefore, this limitation has affected the generalizability of the study's results.

Conclusion

This study revealed that the issues children, parents, and teachers expressed in common can be regarded as positive and negative effects on children, parents, and teachers. The study also concluded that the common issues discussed by three different participant groups, namely family involvement and school adjustment, are essential for preschool education before, during, and after the pandemic. However, it can be assumed that preschool teachers and parents should pay enough attention to such issues since their importance reappeared during the pandemic. It is suggested that teachers collaborate with parents on school adjustment and work to support the children's academic and social development after the pandemic. In addition, it is also advisable that families work in cooperation with preschool teachers on the necessary academic and personal development in order to support their children's academic and physical development during the pandemic.

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Učinci restriktivnih mjera kretanja za vrijeme pandemije bolesti COVID-19 na rani odgoj i obrazovanje

Sažetak

COVID-19 utjecao je na mnoge ljude širom svijeta otkako se prvi put pojavio u kineskoj provinciji Wuhan. Mnoge su zemlje zatvorile obrazovne ustanove, javne prostore, radna mjesta, parkove i restorane, a ljudima su nametnute restriktivne mjere kretanja (engl. lockdown). Ovo je istraživanje pokušalo utvrditi kako se proces ranoga odgoja i obrazovanja odvija u odnosu na djecu, roditelje i odgojitelje tijekom potpunog zatvaranja (pandemije bolesti COVID-19) i moguće učinke pandemije na obitelji, djecu i odgojitelje. U ovome je istraživanju korištena studija slučaja. Ukupno 18 osoba sudjelovalo je u ovome istraživanju: šest (6) odgojiteljica volonterki koje rade u Süperbaba školama, šestero (6) djece u različitim dobnim skupinama i šestero (6) roditelja. Istraživači su razvili tri polustrukturirana oblika intervjua (obrazac za intervju s odgojiteljem, obrazac za intervju s roditeljima i obrazac za intervju s djetetom) koji su korišteni tijekom prikupljanja podataka. Podatci su prikupljeni tijekom jesenskoga semestra 2020. Rezultati su pokazali utjecaj ranog odgoja i obrazovanja tijekom pandemije bolesti COVID-19 lockdowna na djecu, roditelje i odgojitelje. Ključne teme koje su se pojavile uključuju osobni razvoj, obrazovanje na daljinu, zadovoljstvo poslom, uključenost roditelja, ovisnost o ekranu i prilagodbu školi. Rezultati su također pokazali da je tijekom potpunog zatvaranja povećano vrijeme koje djeca provode ispred zaslona. Moguće je da će se roditelji trebati uključiti u rano i predškolsko obrazovanje kako bi se lakše nosili s učenjem i razvojem svoje djece kod kuće.

Ključne riječi: djeca; obrazovanje na daljinu; ovisnost o ekranu; pandemija bolesti COVID-19; predškolski odgojitelji.

Uvod

Tijekom povijesti, ljudi su patili od mnogih bolesti, epidemija i prirodnih pojava (Arslan, 2020). Tako je i bolest COVID-19 utjecala na mnoge ljude širom svijeta otkako se prvi put pojavio u kineskoj provinciji Wuhan. Program Ujedinjenih naroda za razvoj (UNDP) (2020) nazvao je ovu bolest najvećom globalnom krizom s kojom se svijet suočio od

Drugog svjetskog rata i naveo da ljudi, vlade i zakonodavci moraju brzo djelovati kako bi proveli potrebne mjere. Zbog toga je Svjetska zdravstvena organizacija (WHO) u ožujku 2020. proglasila COVID-19 pandemijom i preporučila državama da poduzmu potrebne mjere opreza (WHO, 2020). Slijedom toga, mnoge su zemlje zatvorile obrazovne ustanove, javne prostore, radna mjesta, parkove i restorane, a ljudima su nametnute restriktivne mjere kretanja (engl. *lockdown*). Nedavna istraživanja koja se bave ovom zdravstvenom krizom pokazala su da će se pojaviti mnogi značajni učinci i razmišljanja, posebice o zdravlju, kao i ekonomske, psihološke, socijalne i obrazovne posljedice (Arslan i sur., 2020; Can, 2020; Montano i Acebes, 2020; Yükses-Usta i Gökcan, 2020).

Izješće UNICEF-a (2020) o razdoblju pandemije i njezinim mogućim posljedicama kaže da su djeca koja žive u siromašnim četvrtima najviše pogođena zatvaranjem škola, javnih prostora i parkova. Kao rezultat toga, UNICEF (2020a) je izdao niz preporuka o tome kako pružiti nužnu podršku u smanjenju negativnih učinaka uzrokovanih pandemijom, posebice zatvaranjem škola. Isto tako, Svjetska zdravstvena organizacija (2020) sklopila je protokole s vladama kako bi pripremila različite akcijske planove za suočavanje s pandemijom bolesti COVID-19 i njezinim mogućim negativnim učincima kako bi ih sve svjetske države mogle slijediti. Međutim, svaka je zemlja izradila vlastiti plan na temelju svojega jedinstvenog zdravstvenog sustava, ekonomskoga položaja i društvenoga konteksta, uzimajući u obzir svoje specifične okolnosti i resurse.

Razdoblje pademije bolesti COVID-19 u Turskoj

U Turskoj je razdoblje širenja koronavirusa bilo slično onom u drugim zemljama, a turska je vlada poduzela drastične mjere koje su utjecale na socijalnu, ekonomsku, političku, administrativnu, vojnu, vjersku, obrazovnu i kulturnu sferu, što je imalo značajan utjecaj na milijune turskih građana. Prvi slučaj COVID-19 u Turskoj zabilježen je 11. ožujka, a prva povezana smrtnost dogodila se 15. ožujka 2020. (Ministarstvo zdravstva Turske, 2020.). Dana 15. ožujka vlada je zatvorila sve obrazovne ustanove na tri tjedna do daljnega i nastavila poduzimati dodatne potrebne mjere. Kao što je slučaj s mnogim ljudima širom zemlje, situacija je viđena kao okolnost bez presedana za odgojitelje, djecu i roditelje koji su bili potpuno nespremni za to.

Okružnica koju je izdalo tursko Ministarstvo nacionalnoga obrazovanja (2020) navodi da će osnovne i srednje škole koje su trebale biti otvorene 3. travnja, ostati zatvorene tijekom pandemije, a nastava će se nastaviti u obliku učenja na daljinu. Ovaj je članak napisan u rujnu 2020. godine, kada je Ministarstvo obrazovanja najavilo da će se mnoge faze učenja odvijati u obliku učenja na daljinu u prvom semestru školske godine 2020./2021. (Ministarstvo nacionalnoga obrazovanja, 2020). UNICEF-ova izvješća o obrazovanju za 2020. godinu pokazala su da su škole zatvorene u oko 188 zemalja širom svijeta, što je izravno ili neizravno utjecalo na oko 1,6 milijardi djece (od predškolske do srednoškolske dobi) i njihovih roditelja. Također, što se tiče turskoga obrazovnog sustava, ukupno je oko 25 milijuna djece i mladih (predškolske djece (N = 1 326 123), učenika nižih razreda osnovnih škola (N = 4 972 430), učenika viših razreda osnovnih škola (N = 11 404 385),

učenika srednjih škola (N = 7 198 987) te studenata u sustavu visokoga obrazovanja (N = 7 198 987)) pogođeno razdobljem pandemije bolesti COVID-19 (UNESCO, 2020). Što se tiče nadolazeće školske godine, ministrica nacionalnoga obrazovanja Ziya Selçuk (2020) najavila je da će nastava uživo započeti 21. rujna. Međutim, naknadne procjene dovele su do odluke da se nastava u školi održava samo za predškolce i učenike prvih razreda osnovne škole jednom tjedno. Ovaj pristup može izazvati razne zabrinutosti i probleme kod djece, roditelja i odgojitelja.

Obrazovanje na daljinu u Turskoj

Ministarstvo nacionalnoga obrazovanja obavijestilo je učitelje, odgojitelje i roditelje učenika o aktivnoj upotrebi platforme elektroničke informacijske mreže (EBA), koja je pokrenuta i korištena već i prije pandemije. Uz to, jačanjem internetske obrazovne infrastrukture, obiteljima je omogućen besplatan pristup Internetu (8 GB) za korištenje obrazovne platforme EBA uz podršku različitih telefonskih operatera. Uz to, u suradnji s Turskom radio i televizijskom korporacijom (TRT) stvoren je i EBA-TV kako bi se osiguralo emitiranje na osnovnoj i srednjoj razini obrazovanja. Međutim, budući da nije uključivala djecu predškolske dobi, pokazala se potreba za dodatnim istraživanjima koja bi obuhvatila ovu dobnu skupinu i njihove obitelji. S tim u vezi, Međunarodna organizacija rada (ILO) (2020) objavila je da politike i prakse usmjerene na obitelj mogu značajno promijeniti situaciju u pandemiji pružanjem potrebnih informacija, usluga i resursa za prevladavanje krize, kad god je to potrebno, posebno radno aktivnim roditeljima s malom djecom. Da bi se postigao taj cilj, Ministarstvo obrazovanja objavilo je informativni članak pod nazivom „Načini zaštite od koronavirusa” u mjesečnom časopisu „Od nas”, izdanje 3. ožujka, čime se nastojalo informirati obitelji o virusu COVID-19 te pokušalo obiteljima prenijeti praktične informacije kako bi i one mogle igrati aktivnu ulogu u procesu razvoja djece. Nedavna istraživanja pokazala su da pretjerani stres i tjeskoba roditelja tijekom pandemije mogu negativno utjecati na mentalni razvoj djece i mladih (Akoğlu i Karaaslan, 2020; Ercan i sur., 2020; Imran i sur., 2020; Pisano i sur., 2020). S obzirom na ovu situaciju roditelja, sugerira se da bi roditelji trebali igrati aktivnu ulogu u obrazovnom procesu u obliku 'obiteljskoga angažmana' (Uludağ, 2008).

Uz to, rezultati studije o učincima pandemije bolesti COVID-19 na djecu pokazali su da se vrijeme koje djeca provode s elektroničkim uređajima poput televizora i tableta povećalo, primijećeni su i slučajevi nasilja u obitelji zbog povećanoag stresa u obiteljima, a djeca odlaze u krevet i bude se toliko kasno da se njihovi svakodnevni životni obrasci mogu promijeniti (Coyne i sur., 2020; Guan i sur., 2020; Imran i sur., 2020; Pisano i sur., 2020). Smatra se da to negativno utječe i na zdravlje djece i na zdravlje njihovih roditelja (ILO, 2020; Imran i sur., 2020; Pisano i sur., 2020).

Nedavno istraživanje djece koja su tijekom pandemije mogla igrati igre kod kuće naglasilo je važnost podrške koju roditelji dobivaju od odgojitelja kako bi stvorili okruženje za igru sa svojom djecom (Mart i Kesicioglu, 2020). Istraživači su također zaključili da je roditeljima potrebna podrška kako bi mogli igrati igre sa svojom djecom i pratiti

njihov razvoj (Barnett i sur., 2020; Mart i Kesicioglu, 2020; Mazza i sur., 2020). Prema Fontanesiju i sur. (2020), pandemija je imala tjelesni i ekonomski utjecaj na obitelji, a djeca su se tijekom pandemije morala socijalno distancirati od svojih prijatelja i odgojitelja. Kao rezultat toga, obitelji bi trebale provoditi više vremena sa svojom djecom kako bi ih podržale u školskom i društvenom razvoju. Smatra se da ova situacija stvara stres za roditelje koji se ne smatraju kompetentnima u tom pogledu. Stoga je studija Deveci i Aykaç (2019) o sudjelovanju obitelji u procesu predškolskoga odgoja i obrazovanja otkrila da je sudjelovanje obitelji u procesu obrazovanja djece predškolske dobi nedovoljno, što predstavlja značajan izazov u provođenju odgoja i obrazovanja koje bi obitelji trebale pružiti kod kuće. Isto tako, ova se situacija doživljava i kao stresor za odgojitelje, iako u drugačijem obliku. Prema izvješćima Nacionalnoga udruženja za obrazovanje (2020), navodi se da je približno 1,89 milijuna američkih obrazovnih radnika ostalo bez posla zbog dugotrajne pandemije bolesti COVID-19. Poznato je da se slična stresna razdoblja događaju mnogim odgojiteljima koji predaju u privatnim obrazovnim ustanovama u Turskoj. Primjerice, nekim privatnim odgojiteljima u Turskoj isplatio se mali iznos (četvrtina njihove plaće i niže) u obliku kratkoročne naknade za rad koju financira država zbog ekonomskih poteškoća s kojima se suočavaju škole, dok se vjeruje da su neki otpušteni (Öztürk, 2020). Osim toga, navedeno je da razdoblje pandemije može negativno utjecati na odgojitelje koji rade u državnim vrtićima zbog straha da neće moći podržati djecu u tom procesu, kao i zbog zabrinutosti oko pandemije i naglo uvedene prakse obrazovanja na daljinu (Çetinkaya-Aydın, 2020; Öztürk, 2020). Studija OECD-a (2020), koja je obuhvatila ukupno 330 nastavnika iz 98 zemalja, otkrila je da je većini odgojitelja potrebna akademska podrška (77,9 %) i da bi se za poboljšanje dobrobiti odgojitelja trebale pružiti potrebne usluge vođenja i savjetovanja. Çetinkaya-Aydın (2020) predlaže da bi se odgojitelji trebali potruditi koristiti mrežne platforme u ovom procesu, stvoriti potrebnu infrastrukturu za obrazovanje na daljinu, uspostaviti suradnju između obitelji i učenika te razmjenjivati ideje i iskustva u interakciji s drugim kolegama kako bi odgojitelji mogli učinkovitije prevladati taj proces.

Trenutačno istraživanje

Kao i u mnogim zemljama, čini se da je pandemija bolesti COVID-19 u posljednjih sedam mjeseci utjecala na djecu, roditelje i odgojitelje u obrazovnom i akademskom smislu, kao i u zdravstvenom, ekonomskom i društvenom smislu. Povezano istraživanje provedeno na temelju policijskih izvještaja pokazalo je da se stopa krađe smanjila, ali da se povećao broj kaznenih djela nasilja u obitelji (İmga i Ayhan, 2020). Slično tome, navodi se da su se slučajevi zlostavljanja, zanemarivanja i nasilja nad djecom povećali u mnogim afričkim zemljama tijekom epidemija SARS-a i Ebole, kao i tijekom pandemije bolesti COVID-19 (UNICEF, 2020b). Također, jedno je istraživanje pokazalo da je epidemija SARS-a u velikoj mjeri utjecala na majke zbog prekida svakodnevnoga obiteljskog i radnoga života (Chan i sur., 2007). U trenutačnoj krizi, roditelji su izvijestili da je vrijeme njihove djece provedeno ispred zaslona naglo poraslo tijekom pandemije.

Osim toga, primijetili su da njihova djeca kasnije odlaze u krevet i pokazuju veću sklonost kršenju pravila. Međutim, utvrđeno je da su djeca u dobi od četiri godine imala poremećaje u ponašanju, poput poteškoća sa spavanjem, tjeskobe i čestih buđenja, kao i osjetan pad vokabulara tijekom razdoblja pandemije (Guan i sur., 2020; Pisano i sur., 2020). Smatra se da su roditelji, djeca, odgojitelji, zdravstveni radnici i mnogi članovi društva, kao i škole, bolnice i druge javne i privatne institucije i radna mjesta, različito pogođeni ovim razdobljem (Ercan i sur., 2020; Guan i sur., 2020; ILO, 2020; Pisano i sur., 2020; Satcher i sur., 2020; Simsar, 2021).

Svrha istraživanja

Ovim se istraživanjem ispitalo kako se proces ranoga odgoja i obrazovanja odvija u odnosu na djecu, roditelje i odgojitelje tijekom potpunog zatvaranja (pandemija bolesti COVID-19) i moguće učinke pandemije na obitelji, djecu i odgojitelje.

U skladu s ovim ciljem, istraživačko pitanje glasi: „Što djeca, roditelji i predškolski odgojitelji misle o razdoblju pandemije bolesti COVID-19?”

Metodologija **Istraživački model**

Metoda studije slučaja korištena je za ispitivanje učinaka potpunog zatvaranja (razdoblja pandemije bolesti COVID-19) na predškolsko obrazovanje, uzevši u obzir djecu, roditelje i odgojitelje. Studija slučaja je model koji ima za cilj definirati određenu jedinicu što mogu biti pojedinci, obitelji, škole, bolničke udruge itd. i donijeti prosudbu o njoj određivanjem dubine i širine takvih entiteta i njihovih odnosa sa sobom i okolinom (Yin, 2009).

Stake (2000) je klasificirao studije slučaja u tri kategorije: intrinzične, instrumentalne i kolektivne. *Intrinzična studija slučaja* provodi se kako bi se bolje razumjela ili uklonila složenost određene situacije (Glesne, 2013). *Instrumentalna studija slučaja* rabi se za dobivanje uvida u temu ili za preuređivanje generalizacije (Glesne, 2013). *Kolektivna studija slučaja* formira se razmatranjem višestrukih situacija više ljudi ili skupina s istom situacijom. U ovom se istraživanju koristila ‘intrinzična studija slučaja’, koja pruža priliku za istraživanje predmeta s malo znanja.

Sudionici

U ovome istraživanju sudjelovalo je ukupno 18 osoba: šest (6) odgojiteljica volonterki koje rade u *Süperbaba* školama, šestero (6) djece u različitim dobnim skupinama (dvoje djece od 36 do 48 mjeseci, troje djece od 49 do 60 mjeseci i jedno dijete od 61 do 72 mjeseca) i šestero roditelja djece (6) (četiri majke i dvojica očeva). Podatci su analizirani kodiranjem odgojitelja kao T1, T2, T3, T4, T5 i T6; roditelja kao P1, P2, P3, P4, P5 i P6; i djece kao C1, C2, C3, C3, C5 i C6. Sudionici studije odabrani su uzorkovanjem kriterija. Uzorkovanje kriterija je proučavanje svih situacija koje zadovoljavaju unaprijed utvrđeni skup kriterija (Baltacı, 2018). Kriterij kreiraju istraživači ili se može koristiti prethodno pripremljeni popis kriterija (Marshall i Rossman, 2014). Kriterij postavljen u ovoj studiji

jest da je predškolska ustanova nastavila učenje na daljinu tijekom razdoblja potpunog zatvaranja, pa su se obrazovne aktivnosti za djecu i odgojitelje nastavile tijekom toga razdoblja. Podatci studije prikupljeni su u *Süperbaba* školama jer je to jedina predškolska ustanova koja je nastavila učenje na daljinu tijekom razdoblja potpunog zatvaranja u provinciji Kilis.

Süperbaba škole

Škola *Süperbaba* predškolska je ustanova koja nudi usluge obrazovanja i skrbi, uključujući doručak, ručak i popodnevne obroke, od 8 do 17 sati. Obrazovne aktivnosti u *Süperbaba* školama podijeljene su na jutarnje i poslijepodnevne. Jutarnja nastava uglavnom se odvija u učionici, posebno prema modelu dizajnerskoga razmišljanja (Dam i Siang, 2018) za kognitivni, socijalno-emocionalni i jezični razvoj djece. Model dizajnerskoga razmišljanja primjenjuje se u osam razreda s djecom u dobi od 3 do 6 godina. U poslijepodnevnim satima održavaju se aktivnosti i radionice, prvenstveno u vrtu i na zatvorenom igralištu, usmjerene na razvoj socijalnih vještina i umjetničkih perspektiva djece. Osnovni je princip *Süperbaba* škola izgraditi djetinjstvo kroz obrazovanje koje kombinira znanost, umjetnost i obrazovanje karaktera (Yalçın, 2022). *Süperbaba* škole obično pohađaju djeca iz obitelji prosječnoga socioekonomskog statusa.

Alati za prikupljanje podataka

Kako bi se postavili teorijski temelji istraživanja, tijekom provedbe prikupljeni su podatci iz različitih izvora, kao i podatci dobiveni analizom domaćih i stranih izvora. Alati za prikupljanje podataka imali su za cilj otkriti kako je razdoblje potpunog zatvaranja utjecalo na predškolske odgojitelje, djecu predškolske dobi i njihove roditelje zbog pandemije i razumjeti izazove s kojima su se ti odgojitelji, djeca i roditelji suočavali u tom razdoblju. Alate za prikupljanje podataka razvili su istraživači i pripremili ih za prikupljanje podataka nakon pregleda stručnjaka u smislu njihove svrhe, prikladnosti za to područje, kao i jasnoće. U studiji su korišteni sljedeći alate za prikupljanje podataka:

- 1) Obrazac polustrukturiranoga intervjua s odgojiteljem
- 2) Obrazac polustrukturiranoga intervjua s roditeljem
- 3) Obrazac polustrukturiranog intervjua s djetetom

Obrazac polustrukturiranoga intervjua s odgojiteljem sastoji se od otvorenih pitanja za prikupljanje detaljnih informacija o tome što su odgojitelji doživjeli tijekom pandemije, kako su to razdoblje ocijenili za sebe, svoje učenike i njihove obitelji u smislu obiteljskoga sudjelovanja i podrške tijekom pandemije te s kojim su se izazovima suočili. U obrascu za intervju, sedam otvorenih i detaljnih pitanja ima za cilj dobiti detaljne informacije. Primjerice, peto pitanje, koje glasi: „Kakvo je bilo sudjelovanje roditelja u aktivnostima tijekom razdoblja potpunog zatvaranja? Ako mislite da je sudjelovanje malo, što bi mogao biti razlog tome?” pokušava objasniti uzroke i posljedice razdoblja pandemije.

Obrazac polustrukturiranoga intervjua s roditeljem: Intervjuirani su roditelji i prikupljeni su detaljni podatci o tome što su doživjeli tijekom pandemije, kako su to

razdoblje ocijenili za sebe i svoju djecu te kako procjenjuju podršku koju je škola pružala tijekom pandemije, čime su se suočili u tom razdoblju te na koje su probleme naišli. U upitniku za intervju postoji sedam otvorenih i detaljnih pitanja. Na primjer, četvrto pitanje glasi: „Što mislite, koje učinke razdoblje potpunog zatvaranja ima na vaše dijete? Zašto?“, kako bismo razumjeli njihov doživljaj razdoblja pandemije.

Obrazac polustrukturiranoga intervjua s djetetom je obrazac za intervju pripremljen kako bi pružio uvid u dane provedene u izolaciji kod djece predškolske dobi. S obzirom na njihov raspon pažnje, djeci su postavljena četiri pitanja kako bi intervju bio dovoljno kratak. S obzirom na važnost razdoblja pandemije i njegov potencijalni utjecaj na ciljeve istraživanja, cilj je bio prikupiti opsežne informacije od djece. U obrascu postoje otvorena i detaljna pitanja poput „Može li usporediti nastavni proces u danima potpunog zatvaranja s aktivnostima u školi? Koje su njihove sličnosti ili razlike? Koji od njih ti je bolji i zašto?“.

Prikupljanje i analiza podataka

Podatci su prikupljeni provođenjem intervjua s fokusnim skupinama – ukupno 18 osoba: šest odgojiteljica iz šest različitih razreda, šestero roditelja i šestero djece, u obliku zasebnih skupina (odgojiteljice, roditelji i djeca), budući da u jesenskom semestru 2020. godine, *Süperbaba* škole imaju šest različitih razreda u dobnoj skupini od 3 do 6 godina. Prije prikupljanja podataka, svi sudionici dobili su obrazac za pristanak za dobrovoljno sudjelovanje u studiji. Intervjui su provedeni u vremenu i na mjestu koje je odgovaralo ispitanicima. Duljina intervjua varirala je za svaku skupinu. Fokusni sastanak odgojiteljica trajao je 72 minute, fokusni sastanak roditelja 56 minuta, a završni sastanak fokusne skupine s djecom trajao je 23 minute. Uz pristanak odgojiteljica, istraživači su zvučno snimali intervjue, a potom prenijeli zvučne snimke na računalo. Međutim, budući da roditelji nisu dopustili snimanje glasova ni za sebe ni za svoju djecu, istraživači su zabilježili i zapisali podatke tijekom tih intervjua. Nakon intervjua, njihovi su transkripti uzeti i preneseni na računalo (vidi Sliku 1).

Slika 1.

U analitičkom dijelu studije korištena je analiza sadržaja (jedna od metoda kvalitativne analize podataka). Ova istraživačka metoda uključuje organizaciju, klasifikaciju i usporedbu tekstova, kao i provođenje dubinske analize izvlačenjem teorijskih zaključaka iz tekstova (Cohen i sur., 2007). Kao rezultat analize sadržaja stvoreni su kodovi koji su prikupljeni pod određenim temama. Ova studija identificirala je teme koje su se pojavile tijekom analize sadržaja, kodovi u podacima identificirani su prema temama, a slični kodovi prikupljeni su o istim temama. Studije o sličnim temama također su imale značajan utjecaj na analizu, koordinaciju i organizaciju. Nadalje, teme koje su se pojavile u literaturi u skladu s iskustvima i životima odgojitelja, djece i roditelja u razdoblju pandemije bolesti COVID-19 uzete su u obzir pri definiranju tema i kodova u analizi studije. Primjerice, odgovore na pitanja koja su postavili odgojitelji, djeca i roditelji pregledao je iskusen stručnjak u istom području koji nije bio uključen u istraživanje i utvrđena je kompatibilnost između kodova i tema. Posebice u literaturi, teme povezane

s ovisnošću o ekranu kod djece identificirane su kao rezultat različitih istraživanja, što je pripremio okruženje za sličnu pojavu u analizi odgovora roditelja i odgojitelja. Tijekom analize podataka za analizu sadržaja korišten je program NVivo11. Da bi studija bila kvalificiranija, rezultati su predstavljeni u uzročno-posljedičnoj vezi, a podatci koji su pripadali odgojiteljima, roditeljima i djeci međusobno su uspoređeni.

Postupak

Studijska skupina sastojala se od predškolske obrazovne ustanove pod nazivom *Süperbaba* škole koja djeluje u centru Kilisa za školsku godinu 2019./2020., pod Ministarstvom obitelji, rada i socijalne skrbi, a nastavlja učenje na daljinu tijekom razdoblja potpunog zatvaranja.

Süperbaba škole je privatna predškolska ustanova koja pruža usluge obrazovanja i skrbi od 8 do 17 sati, kao i doručak, ručak i popodnevni obrok. Obrazovne aktivnosti u *Süperbaba* školama podijeljene su na jutarnje i poslijepodnevne. Jutarnja nastava sastoji se od predškolskih STEM aktivnosti koje se uglavnom odvijaju u učionici, posebno ondje gdje se za kognitivni, socioemocionalni i jezični razvoj primjenjuje model razmišljanja usmjeren na dizajn (Dam i Siang, 2018). Poslijepodnevne aktivnosti uglavnom uključuju aktivnosti u vrtu i na zatvorenom igralištu za razvoj dječjih socijalnih vještina i umjetničkih perspektiva. Uz ovaj program, škola provodi i razne radionice poput baleta, suvremenoga plesa, engleskoga jezika, filozofije, kuhanja, osnova robotike, ritma i glazbe te tečaj stvaralaštva. Osnovni je princip *Süperbaba* škola izgraditi djetinjstvo kroz obrazovanje koje kombinira znanost, umjetnost i obrazovanje karaktera (Yalçın, 2022).

Tijekom razdoblja potpunog zatvaranja, obrazovne aktivnosti u *Süperbaba* školama provodile su se putem interneta i u obliku učenja na daljinu. Kroz nastavne sesije u stvarnom vremenu, pokušala se održati komunikacija djece i obitelji s odgojiteljima i međusobno. Nastava na daljinu u stvarnom vremenu imala je za cilj održati raspoloženje i motivaciju roditelja i djece na visokoj razini tijekom potpunog zatvaranja. Odgojitelji su s roditeljima podijelili obrazovne aktivnosti koje roditelji mogu provoditi kod kuće sa svojom djecom putem internetskih grupa. Pružena im je i akademska podrška kako bi poboljšali svoj razvoj u *online* obrazovanju.

Rezultati

Cilj trenutačne studije bio je ispitati utjecaj predškolskoga odgoja i samoga procesa na djecu, roditelje i odgojitelje tijekom *lockdowna* (pandemija bolesti COVID-19). Analiza sadržaja kvalitativnih rezultata uključena je u ovaj dio.

Kao rezultat analize sadržaja, stvoreni su kodovi koji su se klasificirali po kategorijama. Kategorije su potom prikupljene po temama te su prikupljeni rezultati. Primijećeno je da su učinci predškolskoga odgoja i razdoblja koji se odnose na djecu, roditelje i odgojitelje tijekom potpunog zatvaranja (pandemija bolesti COVID-19) prikupljeni pod temama *osobnoga razvoja, obrazovanja na daljinu, zadovoljstva poslom, obiteljskoga sudjelovanja, ovisnosti o ekranu i prilagodbe školi* (vidi Sliku 2).

Slika 2.

Osobni razvoj

Na osnovi dobivenih podataka može se zaključiti da su odgojitelji i roditelji radili na svojem samopoboljšanju tijekom razdoblja pandemije bolesti COVID-19. Činjenica da kod kuće postoji ograničen broj aktivnosti te da postoji i više nego dovoljno vremena za posvetiti sebi trebala bi potaknuti odgojitelje i roditelje da rade na samopoboljšanju. Tijekom intervjua (*osobni sastanak*, 2020) T1 je izjavila: „Pripremila sam aktivnost za djecu u našoj školskoj grupi tijekom potpunog zatvaranja. Snimila sam je i pripremila kao videoigru te je poslala djeci putem naše školske WhatsApp grupe. Osim toga, tijekom potpunog zatvaranja usavršavala sam se u raznim područjima. Dobila sam certifikat sudjelovanjem u radionici terapije igrom i radionici pripovijedanja...”. T4 je izjavila: „Osim toga, gledala sam filmove, slušala glazbu i čitala knjige, uključujući romane i knjige o razvoju djeteta. Pročitala sam knjigu naslovljenu „Učinkovit odgojitelj” kako bih se poboljšala. Sad ću pokušati primijeniti ono što sam ondje naučila. Dakle, čitam različite knjige kako bih se poboljšala i provela dan.” S druge strane, P6 je rekao: „U tom sam razdoblju čitao i znanstvene radove o djeci. Čitao sam članke o razvoju djeteta i razvojnim fazama djece koji su govorili o samousavršavanju tijekom razdoblja potpunog zatvaranja.

Obrazovanje na daljinu

Važan rezultat studije je obrazovanje na daljinu koje se pojavilo tijekom pandemije bolesti COVID-19. T3, koja je smatrala da je proces obrazovanja na daljinu koristan za obitelji i djecu, izjavila je:

„Obično su djeca dolazila u školu i učila s odgojiteljima, ali sad su to morale raditi s obiteljima kod kuće. Neki roditelji nisu mogli posvetiti puno vremena svojoj djeci i nisu mogli provoditi mnoge aktivnosti. Postoje profesionalne skupine, poput zdravstvenoga ili prehrambenoga sektora, koje su morale raditi čak i tijekom potpunog zatvaranja. Ako su uspjeli kod kuće provesti aktivnosti koje smo im slali, mislim da smo mi kao škola bili od velike pomoći i obiteljima i djeci tijekom pandemijskoga razdoblja. Vjerujem da smo podržali djecu i njihove roditelje i ojačali vezu roditelj-dijete jer su morali provoditi više vremena u tim aktivnostima.”

Vjerujući da proces učenja na daljinu jača odnos roditelj-dijete, T2 je rekla: „Mislim da su aktivnosti koje smo radili ojačale odnos majke i djeteta i oca i djeteta i proširile njihovu komunikaciju. T4 je rekla: „Neki su roditelji morali intenzivno raditi tijekom razdoblja potpunog zatvaranja. Svaki roditelj poznaje svoje dijete, ali mislim da su ga imali priliku bolje upoznati jer su tijekom aktivnosti provodili puno vremena zajedno. Mislim da obitelji sada bolje poznaju svoju djecu u tim pitanjima, poput načina na koji djeca reagiraju i što im se sviđa ili ne sviđa.”, rekavši da je obrazovanje na daljinu koje zbog pandemije pružaju *Süperbaba* škole pozitivno utjecalo na obitelji i djecu.

Istaknuvši da su aktivnosti provedene u sklopu obrazovanja na daljinu tijekom razdoblja potpunog zatvaranja ojačale vezu djece s njihovim obiteljima, T6 je izjavila: „Mislim da su ove aktivnosti pridonijele razvoju djece jer su roditelji ostali u istom okružju sa svojom djecom i provodili vrijeme tijekom razdoblja potpunog zatvaranja. Obično su te aktivnosti

provodili odgojitelji, dok su ih roditelji podržavali kod kuće. Ovdje su roditelji postali kućni odgojitelji i mi smo podržavali njih. Zapravo, to je bila bilateralna suradnja. Djeca su imala koristi od nas i provodila više vremena sa svojim roditeljima”. T4 je izjavila da je učenje na daljinu održavalo blisku vezu između djece i škole i rekla: „Dobili smo i povratne informacije, na primjer, stalno bi mi slali videosnimke u kojima bi govorili: ‘Odgojiteljice, vaša haljina je jako lijepa, toliko ste nam nedostajali’ ili bi mi govorili o tome što su radili. Ponekad su slali audiosnimke. Postavljali smo zagonetke, a oni su svoje odgovore slali u obliku audiozapisa. Nakon početka nastave, mnogi moji učenici rekli su: ‘Stalno smo Vas gledali na telefonu; toliko ste nam nedostajali i Vi i naši prijatelji.’”

Zadovoljstvo poslom

Podatci dobiveni intervjuima omogućili su zaključak da su odgojiteljice imale problema sa zadovoljstvom poslom. T1 je izjavila: „Sustav koji smo primijenili bio je takav. Obično je bio jednosmjernan; nije bio na mreži. Prije smo dobivali povratne informacije, ali bile su pomalo jednostrane. Nismo uspjeli dobiti gotovo nikakav odgovor, odnosno, međusobna komunikacija s djecom nije mogla biti izravna. To me nije zadovoljilo kao odgojiteljicu. Dakle, iskreno, bila sam nesretna kad nisam mogla dobiti odgovor. Smetalo mi je’. T2 je izjavila: „Budući da nisam mogla uživati u učenju na daljinu izravno ili trenutačno od djece, nisam bila zadovoljna. Mislim da bi možda bilo bolje da smo radili nastavu na daljinu putem interneta, odnosno u stvarnom vremenu, gdje bi svaka obitelj mogla uključiti svoju djecu u mrežne aktivnosti u određeno vrijeme”. T4 je izjavila: „Djeca su zadovoljavala svoju potrebu za ostalom djecom samo razmjenom glasovnih snimaka. Da je bilo ‘živog’ kontakta, mislim da bi se svima više sviđjelo”, ističući da obrazovanje na daljinu ne usređuje ni njih ni djecu, pa bi izravno internetsko obrazovanje u stvarnom vremenu moglo biti učinkovitije.

Što se tiče ovoga pitanja, T3 je svoje ideje iznijela na sljedeći način:

„Mislim da se mogu pretvarati da sam pomalo sebična što se toga tiče (smijeh). Kao što sam rekla u prethodnom pitanju, u školi s djecom razgovaramo jedan na jedan. Možemo shvatiti koliko su naše aktivnosti s djecom učinkovite izravno iz izraza njihovih lica. To me čini vrlo sretnom i motiviranom odgojiteljicom. Sjajno je što u školi možete s njima komunicirati riječima, ponekad im dodirnuti ramena ili glave, ponekad i samo pogledom. Povratne informacije koje dobivam od djece u tom trenutku zadovoljavaju me kao odgojiteljicu. Osim toga, mislim da je takva interakcija učinkovitija za dijete. S druge strane, kada dijelite sadržaje u WhatsApp grupama, u tom trenutku ne možete dobiti izravan odgovor, možda zato što je obitelj zauzeta, možda zbog nekih drugih stvari, ali možda će trebati vremena da se aktivnost izvrši i pošalje natrag u WhatsApp grupe, što me kao odgojiteljicu ne zadovoljava te smanjuje moj entuzijizam. Ponekad stvara osjećaj manjkavosti. Tada se počnete brinuti da možda obitelji ili djeca nisu uživali u aktivnosti ili je jednostavno nisu željeli raditi. Međutim, također sam svjesna da smo navikli na slične ugodne aktivnosti s djecom u školskom okruženju, ali kad predajete na daljinu, možda nećete primijetiti taj uzajamni učinak. Tada si možete reći da problem nije u aktivnostima, već u atmosferi, odnosno djeca su kod kuće.”

Slično tome, T5 je izjavila: „Kad bi djeca mogla vidjeti svoje prijatelje i mene na mreži, mislim da bi više sudjelovala u aktivnostima. Mislim da bi bili aktivniji u online-nastavi.” T6 je izjavila: „Mislim da bi bilo učinkovitije kad bismo mogli razgovarati putem interneta, odnosno videopoziv, jer su djeca prije potpunog zatvaranja svaki dan dolazila u školu i stalno vježbala aktivnosti. Međutim, u svojim su društvenim krugovima mogli raditi aktivnosti samo dok je kod kuće bilo moguće odvojiti vrijeme od dnevnih planova roditelja ili dok su god roditelji mogli odvojiti posebno vrijeme za svoju djecu. Kako su bili kod kuće, njihovi su roditelji mogli raditi aktivnosti koliko su mogli, kad su god imali vremena. Ponekad su jedva prisustvovali trima od pet aktivnosti. No da su se aktivnosti provodile putem interneta, odnosno, da smo ih mogli provoditi uživo u određeno vrijeme, sigurna sam da bi mnogo više djece moglo prisustvovati tim događajima.” Izjavila je da će davanje odgovornosti obiteljima u određenim satima da djecu oslobode ideje roditelja, a to je ideja „Učinit ću to kad nađem vremena”, djeci biti od veće koristi.

Uključivanje obitelji

Jedan od iznenađujućih rezultata istraživanja bila je varijabilnost sudjelovanja obitelji u aktivnostima tijekom razdoblja potpunog zatvaranja. Utvrđeno je da djeca, njihovi roditelji i odgojitelji imaju različita mišljenja o sudjelovanju obitelji. P1 je rekao: „Iskreno, u prvim smo mjesecima puno sudjelovali. Snimali smo videopozive i slali ih ili smo slali glasovne poruke prijateljima, nekako smo bili u kontaktu sa školom, prijateljima i odgojiteljima. Dakle, za nas je to bilo učinkovito”. P3 je izjavio: „Dakle, stvarno je ovisilo o nama hoćemo li posvetiti vrijeme ili imamo li volje, jer nam je odgojiteljica objasnila kako provesti aktivnost putem zvučnih i videosnimki. Pohađali smo nastavu u prvim tjednima, a onda kad su se pojavile druge stvari, bilo je nekih aktivnosti koje nismo mogli raditi.” Osim toga, P4, jedan od roditelja koji je morao raditi tijekom razdoblja potpunog zatvaranja, rekao je: „Nažalost, i ja i moja supruga morali smo raditi u tom razdoblju. Naše je dijete ostalo s bakom, pa su mogli izvršavati vrlo malen broj aktivnosti. Naše je dijete veći dio dana provelo ispred televizora”. Slično tome, P6, jedan od ostalih roditelja koji nije uspio pratiti aktivnosti na vrijeme, rekao je: „Prisustvovali smo aktivnostima, iako uz kašnjenje. Na primjer, mogli smo izvršiti zadatke koje nam je odgojitelj dao tek nakon dva-tri dana. Ponekad smo imali posla; ponekad naše dijete to jednostavno nije htjelo učiniti. Zbog toga smo kasnili s praćenjem aktivnosti.”

P1, jedan roditelj koji je usporedio aktivnosti kod kuće i u školi nakon razdoblja potpunog zatvaranja, rekao je: „Mislim da je nastavni proces u školi bio puno bolji. Tamo barem nije bilo tehnologije. Kad bismo imali 10 minuta aktivnosti kod kuće, djeca bi sat vremena gledala televiziju. Prema mojem mišljenju, to je bilo vrlo neučinkovito.” S druge strane, P2 je rekao: „Mislim da ono što radimo kod kuće nije dovoljno. Odgojiteljica bi obično poslala pet aktivnosti, ali mogli smo obaviti samo jedan ili dva. U ostalim slučajevima, djeca su se slobodno igrala sama.” P5 je rekao: „Zapravo, nema se što puno uspoređivati. Djeca su prešla iz uobičajenoga školskog okruženja u kućno okruženje, gdje je sve bilo promjenjivo i slučajno. Bilo je vrlo teško i djeci i nama”. Osim toga, P6 je rekao:

„Mislim da bismo, da je razdoblje izolacije bilo kraće, mogli nekako izdržati, ali kako je to razdoblje postajalo sve duže, razina naše tolerancije smanjivala se, baš kao i naše djece. Jednostavno smo prestali raditi bilo kakvu aktivnost. Iskreno, savjest me grizla jer nismo mogli ništa učiniti da pomognemo svojem djetetu. Naše dijete je stalno gledalo televiziju”, naglašavajući da produljenje razdoblja potpunog zatvaranja šteti njihovom psihološkom stanju i negativno utječe na proces aktivnosti. Jedno od djece u studiji, C3, reklo je: „Moj odgojitelj bi mi pomogao u školi. Nekad bismo se igrali s prijateljima. Nisam to mogla činiti kod kuće. Bilo mi je tako dosadno. Gledala sam televiziju”. C4 je rekao: „Aktivnosti u školi bile su puno ugodnije. Obično smo ih radili s mojim prijateljima i mojom odgojiteljicom. Također, C5 navodi: „Škola je bila bolja. Imao sam prijatelje u školi. Moja mama ne može pjevati kao naša odgojiteljica, ne može čitati knjige kao ona”, uspoređujući školsko i obiteljsko okruženje. Analizirajući izjave djece, može se pretpostaviti da ih kućno okruženje i aktivnosti kod kuće ne čine sretnima. Međutim, suprotno tim tvrdnjama, C1 je imao sljedeći dijalog s istraživačem:

C1. *Aktivnosti kod kuće bile su ugodnije.*

Istraživač: *Zašto misliš da su kućne aktivnosti ugodnije?*

C1: *Jer se nismo morali pripremati za školu. Nismo pripremali školsku torbu ili odjeću. Kad smo kod kuće, možemo raditi aktivnosti bez pripreme. Možemo igrati igre.*

Istraživač: *Zašto ti smeta što se moraš spakirati ili odjenuti za školu?*

C1: *Dosadno mi je kad to radim svaki dan.*

Istraživač: *Razumijem.*

Iz ovoga se može zaključiti da je tijekom tromjesečnoga razdoblja potpunog zatvaranja djeci obično dosadno, ali da se neka djeca prilagođavaju kućnom okruženju i zadovoljna su takvom situacijom.

Činilo se da odgojiteljice u istraživanju imaju različita mišljenja o sudjelovanju obitelji. T1 je izjavila da se sudjelovanje obitelji može razlikovati ovisno o vrsti aktivnosti (umjetnost, igra, drama itd.) i rekla: „Igre su aktivnosti koje zahtijevaju podršku obitelji, na primjer. Roditelji naših učenika obično se sastoje od obitelji s jednim djetetom ili djece koja su premlada za igru. Podrška obitelji apsolutno je neophodna za obavljanje aktivnosti. Aktivnosti igre bile su tako dobre uz sudjelovanje obitelji. Međutim, u drugim aktivnostima roditeljska podrška bila je zanemariva”, što ukazuje da se s vremenom sudjelovanje obitelji smanjivalo. T3, koji je također imala slično mišljenje kao i T6, izjavila je: „Naše filozofske radionice ili aktivnosti rezanja i lijepjenja zahtijevale su podršku roditelja. Prema mojem mišljenju, obitelji su bile korisne u vođenju djeteta i snimanju videozapisa. Sudjelovanje obitelji, posebno u prva dva mjeseca razdoblja potpunog zatvaranja, bilo je vrlo veliko i značajno je palo sljedećega mjeseca.”

Slično tome, T4 je izjavila: „Svaki dan postavljala bih im zagonetke. Obitelji su također snimale videozapise sa svojom djecom i dijelile ih u WhatsApp grupi. Roditelji su pomagali djeci na mjestima gdje su imali poteškoća, primjerice, u umjetničkim aktivnostima. Nedavno se sudjelovanje obitelji smanjilo. Iskreno, djeci je postalo nemoguće sudjelovati na vrijeme. Ne radi se samo o roditeljima.”

Ovisnost o zaslonu

Jedan od najvažnijih negativnih učinaka razdoblja potpunog zatvaranja na djecu zbog pandemije COVID-19 jest povećano vrijeme provedeno pred zaslonima, a time i povećana ovisnost djece o zaslonu. P1 je rekao: „*To je uvelike utjecalo na moje dijete, koje je na kraju gledalo televiziju više nego ikad.* S druge strane, P3 je rekao: „*Kako se vrijeme provedeno pred zaslonom povećavalo, naravno da se i ovisnost povećavala. U školi je naučio neka pravila koja se odnose i na čistoću i na uljudnost. Tijekom ta tri mjeseca, kao da smo se vratili na sam početak. Čini se da je moje dijete zaboravilo sve što je naučilo. Zbog toga smo se radovali otvaranju škole, posebno ja (smijeh).*”

P2 je komentirao negativne učinke produljenja razdoblja potpunog zatvaranja i sve veću dječju ovisnost o zaslonima i rekao: „*Naravno, i naše je dijete previše gledalo. Nije bilo puno toga što bi mogao raditi. Djeci je postalo jako dosadno. Postao je i malo grub. Tražeći nešto, pokušao je to postići plaćem.*” P5 je rekao: „*U početku sam se opirao, pokušavajući ne dati telefon. Međutim, s vremenom sam vidio da ne može osloboditi energiju i ozlijedio je i nas i brata, pa sam mu morao dozvoliti da koristi telefon. Često je gledao videozapise o automobilima ili o igrama na YouTubeu. U tom su razdoblju, nažalost, poremećeni njegovi obrasci spavanja. Obično je dolazio iz škole umoran i odlazio u krevet najkasnije u 9 – 10 sati nakon večere, ali u potpunog zatvaranja mogao je zaspati tek u 1 – 2 sata ujutro.*” P6 je rekao: „*Jako se u početku činilo dobro, s vremenom je ovo razdoblje postalo dosadno i nama i djeci. Naše je dijete postalo grubo jer se nije moglo riješiti svoje energije, a supruga i ja smo bili nervozni zbog ostanka kod kuće. Na primjer, obično sam mirniji, ali kod kuće bih povisivao glas više nego ikad. Drugim riječima, nažalost, razdoblje karantene negativno je utjecalo ne samo na djecu, već i na sve ostale. Poremećeni su normalni obrasci spavanja i prehrane mogega djeteta. Navikla je na previše televizije jer u školi ima posebno vrijeme za sve, ali kod kuće toga nema.*” P4 je rekao: „*Postoje elementi nasilja na telefonu i televiziji, čak i u crtićima. Naravno, ne može osloboditi energiju koja također može utjecati na njega dok promatra takve stvari, ali mogu reći da su se njegove navike puno promijenile.*”

Što se tiče regresije u školskom znanju, P4 je rekao: „*Nemamo više pravila, kao da smo se vratili na početak. Ovisnost o zaslonu se povećala. Na primjer, moje je dijete sad zbunjeno čak i bojama i oblicima.*” Slično tome, P5 je rekao: „*Razdoblje potpunog zatvaranja povećalo je ovisnost o ekranu, zbog čega djeca, nažalost, zaboravljaju neke informacije, čak i imena nekih prijatelja. Moje dijete ne radi ništa bez mene, kao da sad ovisi o meni.*” P6 je izjavio: „*Nažalost, razdoblje potpunog zatvaranja imalo je negativan učinak. Zapravo, to su bila tri izgubljena mjeseca za moje dijete. Jako je volio svoje školske prijatelje. Mislim da mu je uskraćivanje svega odjednom nanijelo emocionalnu štetu. Ni ja nisam siguran, ali počeo je mucati dok govori. Možda je to od nečeg drugog, možda je povezano s potpunim zatvaranjem, ne znam, ali s vremena na vrijeme to se pojavi, a zatim nestane.*”

S tim u vezi, C3 i C6 također su izjavili da su tijekom pandemije gledali više animiranih filmova dok su boravili kod kuće i povremeno igrali igre na tabletu, što su djeca pozitivno prihvatila. C3 je rekao: „*Gledao sam Rafadan Tayfa, moj omiljeni crtić, svaki dan kad nismo išli u školu. Dok smo bili u školi, odgojiteljica nam nije dopuštala da gledamo. Volim ih gledati.*”

Prilagodba na školu

Još jedan važan rezultat koji proizlazi iz razgovora odgojitelja, roditelja i djece povezan je s procesom prilagodbe djece školi. Na osnovi ovoga istraživanja može se zaključiti da je razdoblje potpunog zatvaranja imalo negativniji utjecaj na djecu koja su imala problema s prilagođavanjem školi, čak i izvan razdoblja pandemije. P5 je rekao: „*Mislim da je najveći problem što je navikla biti s nama cijelo vrijeme i kod kuće. Jednostavno trenutačno ne želi napustiti kuću. Ponaša se kao da je zaboravila živjeti vani. Ne odmiče se ni korak od mene. Ne želi ići u školu. Vratila se na početak u smislu prilagodbe školi; već je imala poteškoća s tim. Taman kad smo rekli: 'OK, navikla se, sve je u redu', pojavio se virus. Sve se opet vraća na početak.*” P6 je rekao: „*Sad je toliko ovisan o meni. Ne radi ništa bez mene. S jedne strane, to me čini sretnom. Stalno govori: 'Mama, hoćemo li ovo?' S druge strane, to me plaši. Što da radim kad krene u školu? Nadam se da ćemo moći nastaviti školovanje bez ikakvih problema.*”

Što se tiče prilagodbe na školu, T1 je izjavio: „*Nažalost, djeca koja se ne mogu lako naviknuti na školu, odnosno ona koja imaju problema s prilagodbom, mogu imati poteškoća s ponovnim prilagođavanjem školi nakon razdoblja potpunog zatvaranja. Međutim, budući da nekoj drugoj djeci toliko nedostaju njihovi prijatelji, odgojitelji i škola, mislim da neće imati problema s ponovnim navikavanjem na školu.*” T3 je navela: „*Jedan od mojih učenika nedavno je krenuo u školu, ali škole su se zatvorile baš kad se počeo navikavati i sada ne želi doći u školu.*” Slično tome, T1 je izjavila: „*Imala sam učenika. Otprilike dva mjeseca pokušavali smo ga potaknuti da se navikne na školu. Uspjeli smo, ali sada smo se vratili na stanje kakvo je bilo i ranije, zbog tromjesečnog potpunog zatvaranja. Sada je samo dva dana došao u školu i, nažalost, ne želi dolaziti.*”

S druge strane, činjenica da kod kuće ima manje pravila nego u školi (poput čekanja u redu za hranu, skupljanja igračkaka nakon igranja, odlaganja materijala za crtanje nakon slikanja itd.) ukazuje na to da se djeca mogu susresti s problemima s prilagodbom kad opet krenu u školu. C3 govori: „*Ne želim doći u školu. U sobi imam više igračkaka i igram se s igračkom koju želim kad god poželim*”, ukazujući na problem s kojim se suočio u školi i otkrivajući svoja razmišljanja o prilagodbi školi.

Rasprava

Ovo je istraživanje ispitalo učinke pandemijskog razdoblja u predškolskom odgoju i obrazovanju na djecu, roditelje i odgojitelje tijekom razdoblja potpunog zatvaranja. Šest različitih tema identificirano je prema onome što su sudionici studije spomenuli, kao što su *osobni razvoj, obrazovanje na daljinu, zadovoljstvo poslom, sudjelovanje u obitelji, ovisnost o zaslonima i prilagodba na školu.*

Nedavno istraživanje o predškolskim odgojiteljima i pandemiji bolesti COVID-19 pokazalo je da odgojitelji u tom razdoblju pate osobno i profesionalno. Istaknuto je da se odgojitelji osjećaju neadekvatno u stvaranju tehnoloških platformi i digitalnoga sadržaja (Novinska agencija Demirören (DHA), 2020). Isto tako, činjenica da odgojitelji i odgojitelji u tom razdoblju nisu bili upoznati s praksama nastave na daljinu i tjeskoba

zbog nemogućnosti pružanja potpore djeci, kao i strahovi uzrokovani epidemijom, učinili su da se odgojitelji i odgojitelji osjećaju loše, a neki od njih čak su izgubili posao (Çetinkaya-Aydın, 2020; Pianta i sur., 2008; Öztürk, 2020). Çetinkaya-Aydın (2020) navodi da se odgojitelji moraju usavršavati u smislu osobnoga i profesionalnoga razvoja, koristeći mrežne platforme i razvijajući potrebnu infrastrukturu za obrazovanje na daljinu. Isto tako, ovo je istraživanje pokazalo da se i odgojitelji i roditelji pokušavaju osobno i akademski usavršiti što se tiče djece.

Navedeno je da djeca predškolske dobi ne mogu dugo biti ispred zaslona tijekom nastave na daljinu i mogu imati problema s koncentracijom, tako da učinkovitost platforme za obrazovanje na daljinu stvorene tijekom pandemije ne odgovara željenoj razini kvalitete (DHA, 2020; Konca i sur., 2023). Čini se da djeca koja su predugo pred zaslonima tijekom učenja na daljinu ne dobivaju učinkovitu korist od učenja zbog svojega raspona pozornosti. Slično tome, istraživanje Kaymak-Özmen i Demir (2012) provedeno s učenicima osnovnih škola otkrilo je da elektronički uređaji poput televizije i računala negativno utječu na razinu pozornosti djece. Međutim, ovo je istraživanje pokazalo da proces obrazovanja na daljinu koristi i roditeljima i djeci te da može imati pozitivne aspekte koji se razlikuju od onih na koje su ukazale druge studije. Sudjelovanje obitelji u procesu učenja na daljinu značajno se povećalo, što je omogućilo obiteljima da provode više vremena sa svojom djecom. Međutim, za razliku od drugih istraživanja, naše je istraživanje pokazalo da, kako je sudjelovanje obitelji u predškolskom obrazovanju nisko (Deveci i Aykaç, 2019; Konca i Cakir, 2021; Mart i Kesicioglu, 2020; Mazza i sur., 2020; Simsar, 2021), djeca mogu nastaviti školovanje kod kuće uz podršku koju će obitelji dobiti od odgojitelja. Mart i Kesicioglu (2020) u svojem istraživanju navode da će roditeljima možda trebati potrebna akademska i stručna podrška prilikom stvaranja okružja za igru za svoju djecu. Na temelju toga, podrška koju će obitelji dobiti od odgojitelja od velike je važnosti za stvaranje okružja za igru kod kuće i igru sa djecom. Iako se ova podrška pruža kroz nastavu na daljinu, naglašava se važnost uključivanja obitelji i odgojitelja u ranom odgoju i obrazovanju.

Pretpostavlja se da razdoblje pandemije kroz koje prolaze roditelji ima štetne učinke na obrazovanje i brigu o djeci. Nedavno istraživanje pokazalo je da su restrikcije uzrokovane pandemijskim razdobljem negativno utjecala na mentalno i fizičko zdravlje djece (Pisano i sur., 2020). Srodna istraživanja pokazala su da obitelji imaju problema s brigom o djeci kao rezultat zatvaranja škola zbog pandemije i da će djeca imati poteškoća s prilagodbom na školu i školskim uspjehom nakon otvaranja škola (Duran i Ömeroğlu, 2020; Fantuzzo i sur., 2005; Simsar i Metin, 2017; Tsai i sur., 2017). Çaykuş and Mutlu-Çaykuş (2020) u svojem istraživanju navode da je razdoblje pandemije negativno utjecalo i na socijalni i na kognitivni razvoj djece koja nisu mogla provoditi vrijeme sa svojim prijateljima i odgojiteljima od početka potpunog zatvaranja. Kao rezultat studije provedene putem telefonskih razgovora s roditeljima tijekom pandemije, Duran and Ömeroğlu (2020) navode da roditelji trebaju akademsku podršku u komunikaciji s djecom. Istraživači su također otkrili da se vrijeme koje djeca provode ispred zaslona tijekom pandemije povećalo

u odnosu na vrijeme prije pandemije i da su mnogi roditelji dopuštali svojoj djeci da provode vrijeme pred zaslonima bez postavljanja ikakvih pravila u tom razdoblju (Duran and Ömeroğlu, 2020). Paralelno s rezultatima drugih studija, naše je istraživanje utvrdilo da se ovisnost djece o zaslonima povećala i da djeca mogu imati poteškoća u prilagodbi na školu, za što se smatra da je uzrokovano roditeljskim osjećajem neadekvatnosti za kućno predškolsko obrazovanje i za praćenje djetetova razvoja. Isto tako, Zeybekoğlu-Akbaş and Dursun (2020) upozoravaju na lažno uvjerenje koje prevladava u turskoj kulturi da odgovornost za brigu o djeci trebaju prvenstveno imati majke te da majke trebaju ispunjavati uloge domaćica, odgojiteljica, supruga, medicinskih sestara i prijateljica tijekom pandemije, što može negativno utjecati na tjelesno i mentalno zdravlje kako djece, tako i roditelja koji ne mogu posvetiti dovoljno vremena svojoj djeci. Ova se situacija može objasniti vjerojatnošću razvoja ovisnosti o zaslonu na uređajima poput telefona, tableta, računala i televizora.

Ograničenja istraživanja

U mnogim područjima ovoga istraživanja postoje ograničenja. Jedno od njih je broj ispitanika. Iako se broj odgojitelja koji su sudjelovali u istraživanju smatra odgovarajućim u odnosu na broj odgojitelja u školi, broj roditelja i djece u istraživanju može se povećati. S obzirom na važnost razdoblja pandemije i njegov potencijalni utjecaj na ciljeve istraživanja, cilj je bio prikupiti opsežne informacije od djece. U ovome su istraživanju intervjui s odgojiteljima i roditeljima bili kratki zbog pandemije. Nadalje, u razgovorima s djecom postupak prikupljanja podataka bio je kratak zbog nelagodnosti djece u tom procesu i tjeskobe koju su roditelji osjećali zbog pandemije. Još jedno ograničenje istraživanja je preferirana škola. Uključivanje odgojitelja, roditelja i djece u škole koje su bile potpuno zatvorene tijekom pandemije pomoglo bi da rezultati istraživanja budu općenitiji. Stoga je ovo ograničenje utjecalo na generalizaciju rezultata istraživanja.

Zaključak

U ovom je istraživanju pokazano da se zabrinutosti koje djeca, roditelji i odgojitelji zajednički izražavaju mogu smatrati pozitivnim i negativnim posljedicama za djecu, roditelje i odgojitelje. Istraživanjem je također zaključeno da su uobičajena pitanja o kojima su raspravljale tri različite skupine sudionika, a to su uključivanje obitelji i prilagodba na školu, ključna za rani i predškolski odgoj i obrazovanje prije, tijekom i nakon pandemije. Međutim, može se pretpostaviti da bi odgojitelji i roditelji trebali posvetiti više pažnje takvim pitanjima jer su tijekom pandemije ponovno dobila na važnosti. Odgojitelji trebali bi surađivati s roditeljima u prilagodbi na školu i raditi na podršci školskom i društvenom razvoju djece nakon pandemije. Osim toga, također je poželjno da obitelji rade u suradnji s odgojiteljima na potrebnom školskom i osobnom razvoju kako bi podržale školski i tjelesni razvoj svoje djece tijekom pandemije.