

# **Analysis of university students' opinions on the Covid-19 process and the distance education method applied in this process: The sample of Muş Alparslan University**

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## **ABSTRACT**

The coronavirus disease, which began to spread from China to the world starting from December 2019, has also negatively affected Turkey and has caused deaths of more than six thousand Turkish citizens until now. The virus has affected the social life in many aspects, and educational institutions conducted their courses using electronic and technological facilities such as online applications with distance education method in the second semester of the 2019-2020 academic year. During this process, courses were conducted using distance education method at Muş Alparslan University as well. This research is conducted in order to reveal university students' opinions on distance education, which is connected with the Covid-19 process, and to offer solutions to the problems encountered during this process. In the research, the opinions of Muş Alparslan University students are collected by means of semi-structured interview forms, and obtained data is analyzed with qualitative data analysis methods. 322 students studying in different departments took part in the study. In the study, it is found that the coronavirus process negatively affects university students. The students participating in the study describes this process as a hard and distressing process and a process that requires precautions. In addition, students state that economic and psychological problems as well as the socialization problem have increased within their families, and that their relations with friends are badly affected by the process. Students point out that courses conducted using distance education method in this process are sufficient, that technological insufficiencies hinder this education and that too much homework are given to them. They also express their desire that live online courses and exams should be conducted. Students think that materials used in courses in the Covid-19 process are sufficient (68.63%) and say that they have no difficulty in communicating with course lecturers (71.74%).

**Keywords:** Coronavirus, Covid-19, distance education, university students.

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## **INTRODUCTION**

The Novel Coronavirus Disease (COVID-19) firstly broke out in China (Wuhan) in late December 2019 and is a disease developed with respiratory disorders (fewer, cough, shortness of breath). The virus causing this disease was identified on January 13, 2020 (The Ministry of Health, 2020). Coronaviruses are a large family of viruses that can cause disease in animals or humans, and in humans, several coronaviruses are known to cause respiratory infections ranging from the common cold to more severe diseases such as Middle East

Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). The Novel Coronavirus Disease is caused by the SAR-COV-2 virus. The most obvious symptoms of the Covid-19 infection are high fever, dry cough, muscle aches, fatigue and shortness of breath. It is known that the disease is infected from one person to another person through small liquid droplets sprayed out when talking, sneezing or coughing (Budak and Korkmaz, 2020). Although a fully effective treatment of the Covid-19 is not known, clinical trials and

evaluations of possible antiviral drugs (Şekeroğlu and Gezici, 2020) and vaccination studies are going on. In order to be protected from this disease, it is important to follow the mask, distance and hygiene rule. In addition, hand hygiene should be cared; hands should be washed with soap and water at least for 20 seconds, and alcohol-based hand rub should be used when soap and water are not available (Muş Alpaslan University, 2020). Balanced and healthy diet should be maintained to strengthen the immunity system.

With the recommendations of the World Health Organization and the guidance of scientists, countries are trying to reduce the spread of the disease by taking various measures appropriate for their own circumstances (Atay, 2020). In order to prevent the spread of the virus, in Turkey, the practice of 'stay at home', playing sports competitions without spectators, restricting visitors to hospitals, temporary postponement of national and international scientific open or closed meetings, congresses, conferences (Turan and Çelikyay, 2020), continuing education by distance learning method are some of the measures taken. As of March 16, 2020 face-to-face education was suspended in all schools, and courses started to be conducted by distance education method. Distance education is an education model in which learners are away from each other and learning resources in the context of time and space (Wikipedia, 2020). In distance learning, the teacher and the learner are in different physical environments. The concept of distance education involves the concepts of distance education and distance learning and explains two halves of the education process (Uşun, 2006, p.10). Distance education is the preparation of learning materials, and distance learning is the evaluation of this process from the viewpoint of students. The foundations of distance education are dated back to 1728, when an American newspaper opened a correspondence education program (Elitaş, 2018). It was used in England in 1840 for the purpose of correspondence education. In 1856, studies were conducted in Germany in this regard (Fırat, 2019). In 1873, it was used in the USA in postgraduate courses. In 1907, distance education method was used in a university in France, and a distance education center was established in 1939. In 1948, distance education applications were conducted in Japan, and in Turkey, Ankara University Law Faculty conducted correspondence education in 1956. Today, distance education infrastructure is established in many universities, especially Anadolu University, Atatürk University and Istanbul University, and faculties are opened for this purpose. In distance education, from past to present, letter, radio, television, satellite, computer, internet, wireless and mobile technologies (Gürer, 2019) have been used.

Although distance education has an inclusive and expansionist education approach in terms of its structure and purpose (Elitaş, 2018), it also benefits from

communication technologies. However, it is very difficult for students who do not have equal technological opportunities and lecturers who cannot use technology very well to use distance education method in a desired way. Devran and Elitaş (2017), who point out that the fact that university teaching staff does not improve themselves in parallel with developing technology, and teachers are not provided with necessary professional development opportunities play role in non-achieving the quality standards in distance education in Turkey at a desired level, state that distance education, despite the possibilities and opportunities it offers, enjoys the quality problem resulted from the way of its application.

## METHODOLOGY

### Research model

This research is conducted with qualitative approaches using semi-structured interview forms. The interview is the activity of getting answers on their feelings and thoughts from people on a particular subject (Sönmez and Alacapınar, 2019), and the researcher should act meticulously during the interview process.

### Purpose of the study

This study is conducted with the conformity decision by the Scientific Research and Publication Ethics Board of Muş Alpaslan University dated 29/05/2020 and numbered 19 to reveal how the distance education method applied at Muş Alpaslan University in the Covid-19 process is viewed by students and to offer solutions to the problems encountered.

### Research problem

This research seeks to answer the question of "How did the Covid-19 process and the distance education method applied in this process affect the students of Muş Alpaslan University?" In connection with this question, answers are sought for the following sub-problems:

1. What are students' general opinions on the coronavirus (Covid-19) process?
2. What are the effects of the coronavirus (Covid-19) process on students, their families and their relations with friends?
3. What are students' opinion on distance education courses given to them during the coronavirus (Covid-19) process, the presentation ways of these courses, materials used in courses and how can courses be made with higher quality?
4. Do students have problems in communicating with

lecturers in this process?

### Study group

The students studying at Muş Alparslan University were sent the interview form prepared through Google forms, and the students whose departments are listed in Table 1 voluntarily participated in the study.

Totally, 322 students from Turkish Teaching (59), History (44), Primary School Teaching (56), Psychology-Sociology-Philosophy (40), Turkish Language and Literature (33), Religious Culture and Moral Knowledge (16), Physical Education and Sports-School of Physical Education and Sports (13), Kurdish Language and Literature (13), Accounting and Finance (10), Arabic Language and Literature (8), Engineering (8), Information Technologies-Computer (6), Economics- Business Management (5), Justice (4), English Language and Linguistics (3), Child Development (2) and Mathematics (2) departments participated in the study.

### Data collection tool and process

The link of the form where the interview questions prepared by the researcher exit is shared with the students in Google Classroom Classes by lecturers, and data obtained from students who voluntarily participate in the study is analyzed according to themes.

### Data analysis

In the study, responses obtained from the interview form submitted to the students are used as data source. Concepts and themes are formed by content analyzing and coding the data. When analyzing the obtained data for the validity and reliability of the study, all data is taken in integrity. The statement of the students (numbers are added nearby the letter of M for male students and the letter of F for female students) are directly included into findings. The role of the researchers is limited to conducting the application, collecting data, analyzing findings and interpreting findings.

**Table 1.** Departments of the students participating in the study.

Item no.	Fields/departments of the students participating in the study	Numbers of students participating in the study	%
1	Turkish Teaching	59	18.32
2	Primary School Teaching	56	17.39
3	History	44	13.66
4	Psychology-Sociology-Philosophy	40	12.42
5	Turkish Language and Literature	33	10.25
6	Religious Culture and Moral Knowledge - Theology	16	4.97
7	Physical Education and Sports –School of Physical Education and Sports	13	4.04
8	Kurdish Language and Literature	13	4.04
9	Accounting and Finance	10	3.11
10	Arabic Language and Literature	8	2.48
11	Engineering	8	2.48
12	Information Technologies - Computer	6	1.86
13	Economics -Business Management	5	1.55
14	Justice	4	1.24
15	English Language and Linguistics	3	0.93
16	Child Development	2	0.62
17	Mathematics	2	0.62
<b>Total</b>		<b>322</b>	<b>100.00</b>

## RESULTS

Findings on students' opinions on the Covid-19 process and the distance education method applied in this period are presented below. These findings are demonstrated in tables. In the tables, generated themes, students who express an opinion about the relevant themes, frequencies of the expressions about the themes and

their percentile are shown. Under the tables, students' statements about the themes are given.

According to Table 2, 31.37% of the participant students describe the process as a hard and distressing process. 12.42% of the students state that measures have to be taken in the process and, according to 8.0 % of them; it has to be fought against it. While 6.21% of the students state that this process is tiring, distressing and

**Table 2.** Students' general opinions on the Covid-19 process.

	N	%
It is a hard and distressing process	101	31.37
We have to take measures	40	12.42
We have to fight against it	26	8.07
It is a tiring, distressing and depressing process	20	6.21
I wish this virus epidemic ended immediately	16	4.97
I believe this process will end	13	4.04
The human world has become a dirty place	13	4.04
We have to be clean and conscious	13	4.04
It is a severe and global problem	13	4.04
It is a process which causes worries	10	3.11
The social change has begun	10	3.11
It is a life test	10	3.11
It is dangerous and frightening process	10	3.11
I am mentally depressed	8	2.48
I understand humans are too weak	7	2.17
It has caused despair	6	1.86
It is a disaster	6	1.86
Total	322	100.00

depressing, 4.97% of them wish this process ended immediately. While 4.04% of the students express their belief on that this process will end soon, 4.04% of them believe that the human world has become a dirty place. Again, while 4.04% of the students state that one has to be clean and conscious, 4.04% of them describe the process as a severe and global problem. 3.11% of the participant students say that the process is worrisome, and 3.11% of them say that it is a dangerous and frightening process. 3.11% of them believe that the social change has begun in the world, and again 3.11% of them say that the process is a life test. 2.48% of the students are mentally depressed. 2.17% of them understand that humans are too weak. 1.86% of the students state that the process has caused despair, and 1.86% of them see the process as a disaster. Some of the students' statements about the Covid-19 process are given below:

The student coded as F3 says, "It has made the situation which we are already in much worse. Even if we may not die of the coronavirus, we will definitely lose our minds." On the other hand, the student coded as F20 says, "I am mentally depressed. This process is very hard. I live with my parents. They are overly scared of this disease. Thus, I am affected by them. This epidemic will last for a long time." The student coded as M36 says, "May God help us. In other words, that's not a good sign." On the other hand the student coded as M80 says, "The only thing what I think about the coronavirus is that it is a trial that has been launched for forming a new world order." The student coded as M88 says, "I see it as a life test by God and a divine warning. God sometimes sent prophets who warned us. Sometimes, natural disasters and diseases

like plague or coronavirus disease also warn us. They remind us that we are weak and subject to God." On the other hand, the student coded as M158 says, "I believe this virus which is produced as a human artifact for the sake of forming the new world order is a new-generation atom bomb."

According to Table 3, while 19.25% of the students think that they are more socialized within their family, 17.39% of them say that they have more economic problems within their family. According to the students' statements, 10.87% of them are bored and exasperated at home, 7.45% of them are nervous and upset and 6.21% of them are worried and afraid. Again, 5.59% of them say that they go through a bad process, 4.79% of them say that nothing has changed and 4.66% of them say that they have experienced conflicts within their families. These are also stated by the students; according to 2.48% of them, the life has stopped, 1.86% of them obey the mask, distance and hygiene rule, 1.86% of them cannot stand anyone, 1.24% of them become apart from their families, 1.24% of them have beaten the disease, 0.93% of them are afraid of taking the virus home from outside, 0.93% of them have become an internet addict and 0.62% of them have lost their close relative due to the virus. Some of the students' statements about the effect of the Covid-19 process on their family relations are given below:

The student coded as F5 says, "I spend more time with my family, but I am afraid that the disease will be infected to them." On the other hand, the student coded as M21 says, "We are experiencing a great deal of difficulty. As there are both young and old members within our family,

**Table 3.** The effect of the Covid-19 process on the students and their families.

Theme	N	%
We are more socialized within family	62	19.25
We have more economic problems	56	17.39
We are mentally depressed	40	12.42
We are bored and exasperated at home	35	10.87
We are nervous and upset	24	7.45
We are worried and afraid	20	6.21
We are going through a bad process	18	5.59
Nothing has changed	16	4.97
We have experienced conflicts within family	15	4.66
It has stopped the life	8	2.48
We obey the mask. distance and hygiene rule	6	1.86
We cannot stand anyone	6	1.86
We become apart from our family	4	1.24
We have beaten the disease	4	1.24
We are afraid of taking the virus home from outside	3	0.93
We have become an internet addict	3	0.93
We have lost our close relative due to the virus	2	0.62
Total	322	100.00

we can't go out. That's why, we are now overly bored. We are all full of fear. Especially, we are overly troubled economically." The student coded as F41 says, "I have the opportunity of spending more time with my family. We have even found the chance of playing games together. With common activities such as studying lesson together, in fact, we are having a good time at home." On the other hand, the student coded as F52 says, "My elder brother has left the university and come home. My father goes to work only once a week. My younger brother has left his job. I have started to learn lessons and do my homework at home. We are all at home. Until this situation comes to end, we will fulfill the duties upon us without complaining. We can return our schools or jobs that we have left, but once we lose our health it is hard to return it." The student coded as M70 says, "It has definitely affected us badly in all aspects. My family is in a bad economic situation. I am a final year student and my desire is at least to finish my school this year and do something to economically contribute my family. Now, I don't know what to do. In summers, I normally work and earn my pocket money. But this summer, I won't be able to do this." On the other hand, the student coded as M 90 says, "We don't have income resources as an ordinary family has. For, not everyone can find an environment where to work and have income."

According to Table 4, 24.84% of the students state that they have never seen their friends during the Covid-19 process, and 17.70% of them state that they see them through social media. According to 11.18% of the students, the Covid-19 process does not affect their relations with friends. 10.87% of the students

communicate their friends only on the phone. These are also stated by the students; 10.56% of them miss their friends because they are apart, 9.94% of them become apart from their friends, 5.59% of them are under stress and miss their friends, 4.97% of them understand the importance of friends and 4.35 % of them learn who are their true friends. Some of the students' statements about the effect of the Covid-19 process on their relations with friends are given below:

The student coded as M8 says, "I don't think it affects relations with friends. As all of us know, we are in technology age." On the other hand, the student coded as F24 says, "I learn I miss them and when everything is all right, I must spend more time with them." The student coded as F56 says, "I learn who are together with me for benefit in this process. I can say it is the good aspect of the virus." On the other hand, the student coded as M70 says, "Of course, it isn't good being away from my friends and the friendship environment. However, I get in touch with my friends or acquaintances whom I am not in touch with for a long time." The student coded as F155 says, "Schools suddenly came to a halt. We didn't think this situation would last long. So, we came to our homes or hometowns without saying goodbye to our friends properly. As the time we are apart from them prolongs, we miss more our friends." On the other hand, the student coded as M141 says, "We communicate our friends only through phone calls and text messages. We do it only with our intimate friends."

According to Table 5, while 22.05% of students state that technological insufficiencies affect them negatively in

**Table 4.** The effect of the Covid-19 process on relations with friends.

Theme	N	%
We never see each other; it has affected our relation badly	80	24.84
We see each other through social media	57	17.70
There is no change; it does not affect our relation	36	11.18
We only communicate on the phone	35	10.87
We miss each other because we are apart	34	10.56
We become apart from our friends	32	9.94
We are under stress; we are sorry	18	5.59
We understand the importance of friends	16	4.97
We learn who are our true friends	14	4.35
Total	322	100.00

**Table 5.** Students' opinions on the distance education courses given to the students in the Covid-19 process.

Theme	N	%
Technological insufficiency hinders us	71	22.05
We are pleased with courses; courses are sufficient	67	20.81
Insufficient and inefficient	61	18.94
There is too much homework	42	13.04
Courses are good. but they should be better	32	9.94
Live online courses should be conducted	20	6.21
Face to face education should be conducted	14	4.35
Courses are tiring.	9	2.80
Online exams should be conducted.	6	1.86
Total	322	100.00

distance education courses, 20.81% of them say that they are pleased with the present practices. 18.94% of the students say that courses are insufficient and inefficient, 13.04% of them say that there is too much homework, 9.94% of them say that courses should be better, 6.21% of them say that live online (Internet, YouTube etc..) courses should be conducted, 4.35% of them say that face to face education should be conducted, 2.80% of them say that courses are tiring and 1.86% of them say that online exams should be conducted for distance education courses. Some of the students' statements about distance education courses conducted during the Covid-19 process are given below:

The student coded as M17 says, "This distance education may be good, but as we live in rural areas, we are troubling with the internet and computers. This education should end without distressing us more." On the other hand, the student coded as F52 says, "I think it is quite efficient and good. I am happy that such a solution is found in such a short time for the education not to be halted. I still see people who ignore the number of dying people every day, but are sorry about the graduation party that has been canceled. Shame on them!" The student coded as F102 says, "No efficiency. I

am fed up with distancing from my home and looking for high places so that I can connect to the network". On the other hand, the student coded as M118 says, "Distance education is a good alternative for us not to waste our time, but it intensifies on homework. This aspect of distance education troubles us. Both mentally and economically, we are troubled with doing homework and completing them within their deadlines. When evaluating our homework, it should be kept in mind that we are at home and our social facilities are restricted."

According to Table 6, 26.71% of the participant students say that live online courses should be conducted, 17.08% of them say that they are pleased with the courses conducted in Google Classroom, 14.91% of them say that students should be provided with convenience for attending courses, 11.18% of them say that course videos should be uploaded in the system, 10.56% of them say that courses should be conducted face to face, 9.32% of them say that the infrastructure should be strengthened and technological impossibilities of the students should be eliminated, 3.73% of them say that online exams should be conducted, 3.11% of them say that free internet (GB) should be granted to students, 1.86% of them say that communication problems should

**Table 6.** Students' opinions on how can the presentation ways of the distance the education courses given to the students in the Covid-19 process be made with higher quality.

	N	%
Live online courses should be conducted	86	26.71
We are pleased with courses conducted in Google Classroom	55	17.08
Students should be provided with a convenience for attending courses	48	14.91
Course videos should be uploaded in the system	36	11.18
Courses should be conducted face to face.	34	10.56
The infrastructure should be strengthened and technological impossibilities should be eliminated	30	9.32
Online exams should be conducted	12	3.73
Free internet (GB) should be granted to students	10	3.11
Communication problems should be solved	6	1.86
Hand written homework should also be accepted	5	1.55
Total	322	100.00

be solved and 1.55% of them say that hand written homework should be accepted. Some of the students' opinions on how can the presentation ways of distance education courses presented to the students in the Covid-19 process be made with higher quality are given below:

The student coded as F6 says, "It will be better if we have live online courses instead of being given homework. Because, I can't do homework with pages all time. For, everyone may not have the same environment at home. The best solution is live online courses. I hope the process will come to end soon and we will return our schools." On the other hand, the student coded as M32 says, "For now, I am happy for myself. Necessary documents and videos are shared. As everything that I have to do is instructed properly, I am experiencing no problem." The student coded as M138 says, "It would be better to require homework or other assignments by taking into account students' facilities and possibilities. Some lecturers try to conduct live online courses and carry out their teaching in these courses. Does everyone have a facility or possibility to attend these online courses at that time? Some doesn't have the internet. Some doesn't have a internet network in his/her village. Instead of doing like that, they had better upload videos of courses in the system. When we have access to the internet, we can watch videos at that time. If this opportunity is given, it will be better." On the other hand, the student coded as M14 says, "We have as a good communication with our lecturers as possible. They present us necessary sources on every subject through Google Classroom. I am pleased with such a presentation way." Finally, the student coded as F144 says, "Our internet problem should be eliminated and lecturers should teach us using videos. I am having difficulty in learning from PDFs".

According to Table 7, 68.63% of the participant student say that course materials given to them by the lecturers are sufficient and give them the essential knowledge,

24.60 of them say that the materials are insufficient and have to be supplemented with sample videos and 4.97 % of them say that they cannot do anything without a computer about the required activities in the materials. Some of the students' opinions on the materials given to them in the Covid-19 process are given below:

The student coded as M27 says, "When I think available possibilities, I think the materials are sufficient. Eventually, we continue our courses thanks to distance education. For that reason, we shouldn't expect too much. I believe in the lecturers. They give us the essential knowledge." On the other hand, the student coded as F97 says, "I don't think the materials are sufficient. The lecturers send us PDF files and want us to study from these files. And, we try to learn something from these PDFs. On other hand, not everyone has enough possibilities." Finally, the student coded as F87 says, "Some lecturers give us excessive materials. My personal idea about it is that; if all lecturers wanted us to read a couple of books which they think will be useful for us, it would be more efficient than giving homework.

According to Table 8, 71.74% of the participant students say that they do not have a communication problem with the lecturers, 16.77% of them say that they have communication problems, 9.64 of them say that they sometimes have communication problems and 1.55% of them say that they rarely have communication problem. Some of the students' opinions on the communication problems with the lecturers in the Covid-19 process are given below:

The student coded as F22 says, "We have big problems with communicating with the lecturers. There are several instructors who do not respond and care about our messages. This makes us sorry." On the other hand, the student coded as F77 says, "We are not experiencing a communication problem. Our lecturers instantly respond the messages that we send. The student coded as F104 says, "Yes, we are having communication problems with some of them. We send messages and these messages

**Table 7.** Students' opinions on the course materials of lecturers.

Theme	N	%
Sufficient; it gives the essential knowledge	221	68.63
Materials are insufficient. They should be supplemented with sample videos.	85	26.40
We cannot do anything without a computer.	16	4.97
Total	322	100.00

**Table 8.** Students' opinions on communication problems with lecturers in the Covid-19 process.

Theme	N	%
No. we do not have a communication problem.	231	71.74
Yes. we cannot communicate	54	16.77
We sometimes have problems	32	9.94
We rarely have problems	5	1.55
Total	322	100.00

are responded after hours. Together with this, there are lecturers who see our messages but don't respond. There are also lecturers who support us. We are very grateful for them. In this process, we are truly worn-out. We expect the lecturers to be a bit more understanding to us. Only loading homework on the system does not mean anything. My wish is that new-generation lecturers get rid of their egos, lack of communication and indifference.

## DISCUSSION

The students who voluntarily participate in this study, which is conducted to find the effects of the distance education method applied in the Covid-19 process on the students studying at Muş Alparslan University and solutions for the problems encountered during this process, describe the Covid-19 process as a hard and a distressing process. They state that, in this process, we have to fight against the virus by taking measures. The participant students point out that they are more socialized within their family, have more economic and physiological problems and get bored at home. Moreover, majority of the students express that they never see their friend during this process, some of them say that they see their friends through social medial and some of them say that this process does not affect relation with friends and that they communicate with them only on the phone. While a group of the participant students states that technological impossibilities affect them negatively in distance education courses, other group of students states that they are happy with the present practices. While a part of students thinks that courses are insufficient and inefficient, other part of students thinks that there is too much homework. Some participant students say that live online courses should be

conducted, some of them say that they are pleased with the courses conducted in Google Classroom, some of them say that students should be provided with a convenience for attending courses, some of them say that course videos should be uploaded in the system and some of them say that face to face courses should be conducted. Majority of students think that course materials given to them by lectures are sufficient and give them the essential knowledge. However, some students believe that the materials are insufficient and should be supplemented by sample videos. A great majority of the students state that they do not have communication problems with lecturers. However, some students say that they have communication problems, and some of them say they sometimes or rarely have communication problems.

This study reveals that not only university students and their families are affected negatively by the Covid-19 process, and courses or exams given to students should be live and online, or instructors should record their courses as videos and send their links to students but also some students have problems with the internet, network and computers. In addition, it is found that some students have communication problems with the lecturers. Therefore, course designs should be made by taking into account university students' present social/psychological states in this process. When making course design, learning objectives, learning activities, learning sources, assessment and evaluation approaches and characteristics of learners (Karadeniz, 2018) should be considered. Course content should be prepared by taking into account students' prior knowledge. Correspondence education, one of distance education methods, started to be used in Turkey in 1950s. Subsequently, the period of distance education by printed materials began, and this method is still in use today.



Distance education by radio and TV is still in use as well. Furthermore, education management systems connected with internet-based distance education is also used today. Internet-based distance education is preferred as it presents rich learning environments, is under students' control and offers effective communication possibilities, usability, up-to-date content, low cost and standardized education possibilities (Tufan, 2018). While education management systems are one of tools which enables an institution to sustain effectiveness of the institution, realize its deficiencies and give a higher quality service (Karadeniz, 2020), some users (students and teachers) run across some problems such as technological infrastructure or internet connection in these systems.

The fact that lecturers get in touch with Distance Education Centers (UZEM) at universities and conduct their courses using the infrastructure there will eliminate their problems and their unwillingness on this matter. Distance education application and research centers are directorships which are established within the body of universities, aim to increase the success and quality in distance education processes and manage and coordinate all distance education processes by ensuring instructors who are willing to teach by distance education method equip with needed information and skills (Kocatürk and Uşun, 2019, p.24). If distance education method is used correctly and completely, it will offer conveniences to both students and institutions in many ways as well as it will increase students' success. According to a study by Solak et al. (2020), it is found that at universities where courses and exams are conducted by distance education methods, class achievement averages rise at varying rates in majority of digital exams at present grades of university students.

The fact that Covid-19 virus transforms into a pandemic (epidemic which affects all humanity) affects educational and higher educational institutions in all countries where the epidemic is experienced. This resulted in the use of distance education instead of the use of face to face education, with the support of governments to slow down the epidemic, and the use of distance education is seen as one of indications that countries, institutions and even individuals catch up up with the contemporary age and latest technology (Telli Yamamoto and Altun, 2020). To sum up, the Covid-19 process appears to continue with the increasing case numbers. For that reason, it will be beneficial to follow the following recommendations in the courses which will be conducted by distance education method:

- The infrastructure and internet problems can be solved by communicating relevant GSM companies, as the National Ministry of Education has done. .
- Presenting courses which will be conducted by distance education method live or by capturing video record may increase students' engagement.
- The exams of the courses conducted by distance education method can be conducted online, too.

Instructors should follow and instantly respond students' emails not to experience a communication problem and to eliminate the dissatisfaction in this regard. .

- This study is conducted with the participation of volunteer students, and the present state can be truly determined by making all students' participation obligatory – by adding the relevant interview form by universities to the student information system

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