Investigation of the Reflections of the Pandemic Process on Early Childhood Education by Taking the Opinions of Teachers and Parents

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ARTICLE INFO	ABSTRACT
	The COVID-19 pandemic, which continues to be effective today, disrupted our daily lives in many areas and caused some changes. Along with the pandemic process, social life, daily activities and working life, as well as education and training life, were also affected and many countries have switched from face to face education to distance education. In our country, early childhood education started face to face in the 2020-2021 academic year, but online education has been started since the middle of the fall semester. Even though face to face education started in the second semester, parents who did not want to send had a claim not to send their children to school even if they are registered. In this study, it is aimed to present the reflections of the pandemic process on early childhood education, its reflections on teachers and parents, and its effects on the developmental areas of children in this period, in comparison with the views of teachers and parents. The case study, which is one of the qualitative research methods, has been used in the research. The study group of the research consists of 11 parents and six teachers. Demographic information form and interview questions have been used as data collection tools in the research. The obtained data had been analyzed by content analysis method. As a result of the research, it has been determined that the pandemic process affects early childhood education in many ways, affects all developmental areas of children, and teachers and parents are most affected psychologically and socially in this process. The findings have been discussed in the light of the relevant literature.

1. Introduction

1.1. Early Childhood Education

Children are individuals who dream, explore, are creative, curious, and need to satisfy their curiosity. Children whose basic needs are satisfied and their curiosities are happy, and their pre-school education plays an essential role in ensuring this happiness (Topaç et al., 2012). The early childhood period, which forms the basis of the child's life, is an essential process in which the learning capacity is the highest, and cognitive, social, and basic skills are developed and shaped the fastest. Development is interrelated and parallel (Köksal et al., 2016). Since children accumulate their lives by superimposing them during this period, their success in establishing a relationship between their lives depends on their maturation and good upbringing (Can Yaşar & Aral 2010). The age range of early childhood differs between sources. While the National Association for the Education of Young Children (NAEYC) is 0-8 years old, this range is 0-6 years old according to the Ministry of National Education. For this reason, the age range of early childhood education will be given as 0-6 years in this article. "Early childhood education" is defined as "all kinds of educational activities that enable the

development of children between the ages of 0–6 and are carried out in a systematic and planned manner, for most parents, where their children share responsibilities with a non-family member for the first time, and where parents encounter experiences they have never had before" (Gullo & Hughes, 2011; Konca, 2020; Topaç et al., 2012). Early childhood education aims to support the mental, physical, social, and emotional development of children and to enable them to acquire good habits, create a common growing area for children from unfavorable environmental and family conditions, and prepare them for primary school (Milli Eğitim Kanunu, 2013). Early childhood education has a critical effect on personality development, gaining fundamental knowledge and skills, and supporting language development (Gönen et al., 2014). In this period, the child's receiving a quality education increases his desire to learn and gains the ability to adapt to life (Pianta et al., 2009). In addition, the child's readiness for school, forming the basis of academic life, providing self-control, and developing attention skills are also provided by the education in this period (Currie, 2001; Gerson & Pellitteri, 2018). In the study conducted by Dennis and Kelemen (2009), it was concluded that when children in early childhood receive appropriate education, they develop strategies to regulate their emotions and express their negative feelings more easily. Another study concluded that the time spent in early childhood education positively affects future reading skills, provides equal opportunities for disadvantaged children, and increases the active participation of parents in the education process (Cebolla Boada et al., 2017). Considering the long-term advantages, it has been discovered that individuals with early childhood education receive less special education services, have fewer grade repetitions, and graduate from higher education levels (McCoy et al., 2017). Early childhood education in Turkey is optional and continues until basic education starts but in the XI of the Presidency of the Republic of Turkey. In accordance with the Development Plan, the age of 5 will be included in the scope of compulsory education in early childhood education, and alternative early childhood education models will be developed concurrently (Özsırkıntı et al., 2014; TR Presidency of Strategy and Budget, 2019).Continuing education in a continuous manner has an essential place in the development of children and in adapting to the school environment. Still, there are problems in continuing education in cases where children's health will be affected due to extreme events such as some diseases, epidemics, and disasters. The recent Covid-19 outbreak is an epidemic that causes face-to-face education to be stopped suddenly in all educational institutions in the country and affects the continuity of education (İnci Kuzu, 2020). Although face-to-face education has started from the 2021-2022 academic year, this start has been within specific rules. Therefore, it is possible to think that the reflections of the pandemic on education continue.

1.2. Children, Parents, and Teachers During the Pandemic Process

The activities of early childhood education teachers for distance education studies were carried out through EBA and various sharing sites, and the children's participation in distance education and the follow-up of the activities to be implemented were carried out by the parents in the home environment (Akkaş Baysal et al., 2020). Although teachers, parents, and children actively use digital technology and the internet in their daily lives, the sudden shift of the educational environment to the digital environment has led to some problems (Şenol & Can Yaşar, 2020). Due to the epidemic, changes in children's daily routines affected their motor, mental, social, and spiritual development (Tarkoçin et al., 2020). Some children participated in distance education as well as those who could not (Gülay Ogelman et al., 2021). Education applied in the digital environment has revealed the state of anxiety in parents, especially parents who have children in early childhood perceive the transition from face-to-face education to digital education as a complex and problematic process (Miulescu, 2020).

Not only children and parents but also teachers were affected by this process. The educational work of teachers who switched to distance education of a sudden change has undergone a radical change (Marshall et al., 2020). It has been a new and challenging process for early childhood education teachers to interact and communicate in an out-of-class environment in ways suitable for children's development and make teaching practices with online tools by using technology correctly (Fantozzi, 2021; Giannakopulou, 2021). Even under these problematic conditions, teachers and parents sought ways to ensure children's access to a meaningful educational environment while providing a sense of normalcy (Office for Civil Rights Office of Special Education and Rehabilitative Services, 2020).

1.3. Purpose of the Research and Research Questions

When the literature is examined, it is seen that many studies have been conducted on the Covid-19 outbreak. When these studies are categorized, there are reviews (Çaykuş & Mutlu Çaykuş, 2020), compilation and synthesis (Durmuşoğlu Saltalı, 2021) of studies on the early childhood education of the Covid-19 epidemic and its reflections on children in this period. In the qualitative evaluation of the Covid-19 process from the parent's perspective, the behavioral and psychological changes of children in early childhood are discussed, mother-child relationships are examined, and the perspectives of parents on playing games at home (Ok et al., 2021; Tarkocin et al., 2020) as well as quantitative studies (Di Giorgio et al., 2020). Along with these studies, studies with early childhood teachers (Foti, 2020; Gülay Ogelman et al., 2021) and a phenomenological study in which pre-school children reflect on the Covid-19 epidemic in their drawings (Duran, 2021) draw attention. However, a limited number of studies (Yıldırım, 2021) examining the reflections of the Covid-19 pandemic on early childhood education in Turkey by taking teacher and parent opinions were found. Child-teacher-parent cooperation has a very important place in early childhood education. In this study, examining the experiences of parents and teachers during the pandemic process increases the significance of the study.From this point of view, it aims to present the reflections of the pandemic process compared to the views of teachers and parents in this study. For this purpose, it is aimed to find answers to the following research questions.

- What are the reflections of the pandemic process on children?

- What are the reflections of the pandemic process on teachers and parents?

- What are the reflections of the pandemic process on early childhood education practices?

2. Method

2.1. Research Model

A case study, one of the qualitative research methods, was used in this study. A case study is defined as "a qualitative approach in which the researcher collects detailed and in-depth information about real life, a current limited system or multiple constrained systems in a certain period, and presents a situation description or themes of the situation" (Creswell & Poth, 2019).

2.2. Working group

The study group of this research consists of six early childhood education teachers and 11 parents. Maximum diversity sampling, one of the purposive sampling methods, was used to determine the participants participating in the research. The purpose of maximum variation sampling is to create a small sample group that is homogeneous within itself according to the problem at hand and to reveal the different dimensions of the similar difficulties experienced by the individuals in this group to the greatest extent possible (Büyüköztürk et al., 2020).In this study, maximum diversity sampling was chosen to reveal teachers' opinions in schools and parents in the distance education process to deal with the reflections of the pandemic process on pre-school education, child, teacher, and parents in different dimensions. In this study, maximum diversity sampling was chosen to reveal teachers' opinions in schools and parents in the distance education process to deal with the reflections of the pandemic process on pre-school education, child, teacher, and parents in different dimensions. Demographic information of parents and teachers is given in Table 1 and Table 2.

Table 1. *Demographic Characteristics of the Parents in the Study Group of the Research*

	Gender	Age	Educational Status	Job
P1	Female	25	Primary school	Housewife
P2	Female	39	University	Desinator
P3	Female	39	University	Worker
P4	Female	36	Elementary school	Housewife
P5	Female	31	High school	Housewife
P6	Female	33	Elementary school	Housewife
P7	Female	37	Elementary school	Housewife
P8	Female	29	University	Teacher
P9	Female	35	University	Teacher
P10	Female	29	Elementary school	Housewife
P11	Female	33	Elementary school	Housewife

When Table 1 is examined, all the parents participating in the research are women. The ages of the participants vary between 25 and 39. When the educational status is examined, the number of parents who graduated from secondary school is in the majority. Most of the participants are housewives by profession. All of the children of the parents participating in the research participated in the distance education activities carried out during the pandemic process using the EBA application over the internet. Most parents participating in the research stated that distance education studies were always applied at home.

Table 2. *Demographic Characteristics of the Teachers in the Study Group of the Research*

	Gender	Age	Educational Status	Professional seniority	Number of children
T1	Woman	34	Bachelor	5-10 years	1-10
T2	Woman	29	Bachelor	5-10 years	11-20
T3	Woman	35	Bachelor	11-15 years	11-20
T4	Woman	32	Bachelor	5-10 years	11-20
T5	Woman	34	Bachelor	11-15 years	11-20
T6	Woman	41	Bachelor	11-15 years	11-20

When Table 2 is examined, all teachers participating in the research are women. The ages of the participants vary between 29 and 41. All teachers participating in the research have undergraduate degrees and their professional seniority years vary between 5 and 15 years. While five of the teachers participating in the research did not receive any training on distance education, one teacher stated that he received training on Web 2 tools and EBA and Zoom platform. All the teachers participating in the research conducted distance education studies during the pandemic and mostly used Zoom and EBA applications as tools.

2.3. Data Collection Tools

The interview technique, one of the most frequently used qualitative research methods, was used to collect data from pre-school teachers and parents. A demographic information form was used to get general information from teachers and parents, and an interview form was used to share their knowledge about the pandemic process. The relevant field was scanned before the interview form was prepared, and open-ended questions were prepared. After the questions were designed and developed, a pilot application was made by taking expert opinions, and the questions were finalized.

Demographic Information Form: In this form, there are questions about gender, age, educational status, occupation, participation of their child in distance education, the application tools used to follow the lessons in distance education, the level of application of distance education studies at home, the level of proficiency of distance education studies conducted during the pandemic process.. In the demographic information form of pre-school teachers, gender, age, educational status, professional seniority, the number of children in their classes, and a few questions about distance education were included.

Interview Form: In the interview form, semi-structured questions were included in which parents and teachers could explain their views on the reflections of the pandemic process on pre-school education, children receiving pre-school education, parents, and teachers. After the interview questions were prepared, they were sent to three field experts and were finalized after the experts' feedback. In line with the opinions of a field expert, one more question was added to the teacher form, and the form was given its final form.

2.4. Data Collection Process

Data were collected from April 2020 to May 2020. Due to the pandemic process we are in; it has been decided that it would be healthier to conduct the interviews online. The interviews with the teachers were done via Google Forms, and phone calls at predetermined times did the interviews with the parents.

2.5. Analysis of Data

Content analysis technique was used to analyze the data obtained in the research. Content analysis combines similar data within the framework of certain concepts and themes and explains them in a way that the reader can understand (Karataş, 2015). The data gathered from the interviews with the participants were placed in a folder, a Word file was created for each record, and the parents were labeled as P.1, P.2, P.3,., and the teachers as T.1, T.2, T.3.After all the interviews were written down, the data of two randomly determined parents and a teacher were verified by taking expert opinion. After the transcription process was completed, the analysis

process was started. The findings were read many times during the analysis process, and themes and codes were created based on the research questions. The themes created were checked by the expert and a consensus was reached. While specifying the citations, codes were given to the participants based on the privacy policy for each participant. The themes and codes created were re-examined with expert opinion, and the consensus was reached by discussing the points of disagreement. The themes and codes were finalized, arrangements were made and the findings were interpreted.

2.6. Ethical

Permission for this research was obtained from the Social and Human Sciences Ethics Committee of Ondokuz Mayıs University (Decision Number: 2021/299). Before the interviews and forms were sent, the voluntary participation form was sent to the parents and teachers, who were asked to sign it. Verbal consent was obtained from the parents who could not submit the form before the interviews.

2.7. Validity and Reliability of the Research

External Validity of the Research: To ensure external validity in this study, the raw data obtained are explained with direct quotations and detailed descriptions.

Internal Validity of the Research: In this study, expert review was applied to ensure internal validity, and participant confirmation was provided after the obtained data were transcribed.

Reliability of the Research: The reliability of qualitative research is ensured by the same result when the measurement tool is used more than once (Yağar & Dökme, 2018). To ensure consistency in this study, the same interview questions were asked to all participants and they were recorded. In addition, the data were analyzed and evaluated by a subject matter expert, which increased the study's credibility.

3.Findings

3.1.Parent and Teacher Views on the Reflections of the Pandemic Process on the Development of Children

According to parents and early childhood educators who have children in early childhood, their views on the reflection of the pandemic process on children are shared in Figure 1.
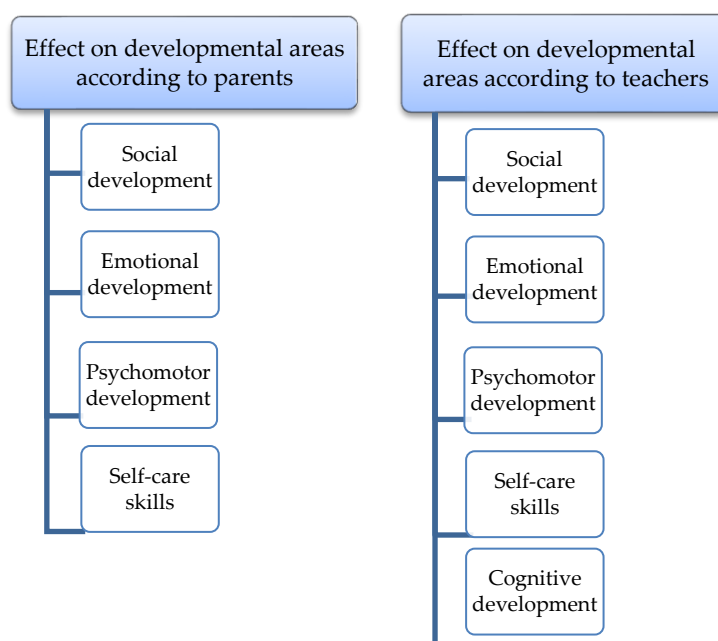

Figure 1. *The effect of the Pandemic Process on the Developmental Areas of Preschool Children*

3.1.1. Social Development: According to parents and teachers, the pandemic process negatively impacted the social development of children in the areas of "peer relations", "inability to socialize", and "missing the school environment". In addition, teachers reported that children's ability to "follow the rules," "communicate," and "express themselves" was negatively impacted. Below are examples of opinions on this subject:

"For example, while my son can still meet with his kindergarten friends and his bond of friendship is strong with them, that bond of friendship could not be formed in my daughter. Friendship relations were affected both because they were separated into groups and could not share (P.8)."

"Staying at home increased their longing for school, I observed that students had difficulties obeying the rules and communicating (T.4)."

"...all of their relationships, especially as friendships, and the way they establish relationships have changed.. (T.5)."

3.1.2. Emotional Development: In the field of emotional development, parents report that their children are "bored," have "an increase in anxiety-stress level," and exhibit negative emotions such as "sadness" and "angry-irritability," whereas teachers report that children are more "introverted," They reported emotions such as "anger" and "boredom," as well as a "increase in anxiety-stress levels." Below are examples of opinions on this subject:*"It affected her a lot emotionally, her anxiety increased due to the illness, she was now worried when she saw someone without a mask... She became more irritable in her behavior in the first periods when she went to the school when there were no prohibitions, she was a calmer child in a friendly environment, but she became more and more irritable (P.7)."*

"In this process, children were most affected by their social and emotional development… Children became more introverted (T.4)."

3.1.3. Psychomotor Development: In the field of motor development, parents and teachers reported that as a result of this process, children's "play and movement" skills were severely limited, and their need to "play" increased. The following are examples of opinions on this subject:

"Because the children couldn't move freely, they had a hard time playing games (P.10)."

"Children's feeling of restraint affected their motor skills and caused them to remain inactive (T.6)."

3.1.4. Self-Care Skills: In terms of self-care skills, one parent stated that their child was "aware" of the situation, while a teacher stated that his "cleaning skills" had increased. These viewpoints are explained in detail below:

"Children are slowly starting to accept this situation, even if it is difficult (P.2)."

"Self-care skills have improved with the increasing importance given to cleanliness (T.2)."

3.1.5 Cognitive Development: In the field of cognitive development, while the parents did not express any opinions, the teachers reported that the children were unwilling to "participate in the lesson" and "do the activities" and that there was an increase in "technology addiction" among the children. The following are examples of opinions on this subject:

"Besides, it has been observed that they generally do not want to do the activities and do not prefer to participate (T.1)."

"As the process took longer, staying at home negatively affected them; they did not even want to attend the live lessons. As time passed, the tendency towards electronic devices at home increased (T.3)."

3.2. Parent and Teacher Views on the Reflections of the Pandemic Process on the Parent and Teachers

The reflections of the pandemic process on teachers and parents were examined under the headings of "communication skills" and "effects on teachers and parents".

3.2.1. Effects on Communication Between Parents and Teachers: The views on parent-teacher communication during the pandemic process are shown in Figure 2.
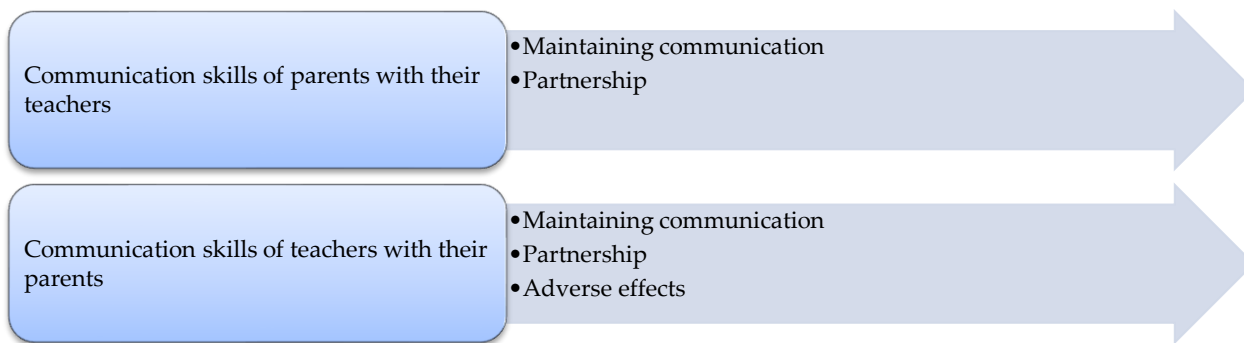
Figure 2. *Parent-Teacher Communication Skills during the Pandemic Process*

When examining Figure 2, the themes of "maintaining communication" and "cooperation" were used to analyze parents' communication skills with their children's teachers. Under the themes "maintaining communication", "cooperation", and "negative effects", the communication skills of teachers with their students' parents were analyzed.All the parents participating in the study stated that they "did not have any problems" in communication skills with their teachers during the pandemic process. While talking about maintaining the communication with their teachers, the parents expressed positive opinions by explaining that "interviews are made" and their communication is even "stronger". In contrast, in terms of cooperation, their teachers are "supportive", act "interested," and provide "guidance" when they have difficulties. Examples of opinions on this subject are as follows:

> *"We had no problems; our communication with our teacher became even stronger. In pre-school, the teacher-parent relationship starts more intensely, which is even more intense. We talked about the children's lessons every day, which increased even more (P.8)".*

> *"We did not have any problems with our teacher during this process, only our communication continued not face-to-face, but over the phone or by being seen in live lessons. I do not think I have any problems regarding teacher-parent communication (P.11)."*

The teachers who participated in the research, while talking about their communication skills with their parents, stated that they ensured the continuity of communication by making "phone" and "group conversations", that they cooperated in "planning and implementation of activities" and received "parental support" in this process. Examples of opinions on this subject are given below:

> *"I was in more contact with the parents. We certainly exchanged ideas at the collective meetings at the end of each week. (T.1)."*

> *"This process has allowed us to strengthen our relations and support each other. Returning to the given homework and the supportive feedback I gave to those returns pushed them to work harder (T.3)."*

3.2.2. Effect on Preschool Teachers and Parents: The findings obtained as a result of the opinions about the effect of the pandemic process on pre-school teachers and parents are shown in Figure 3.
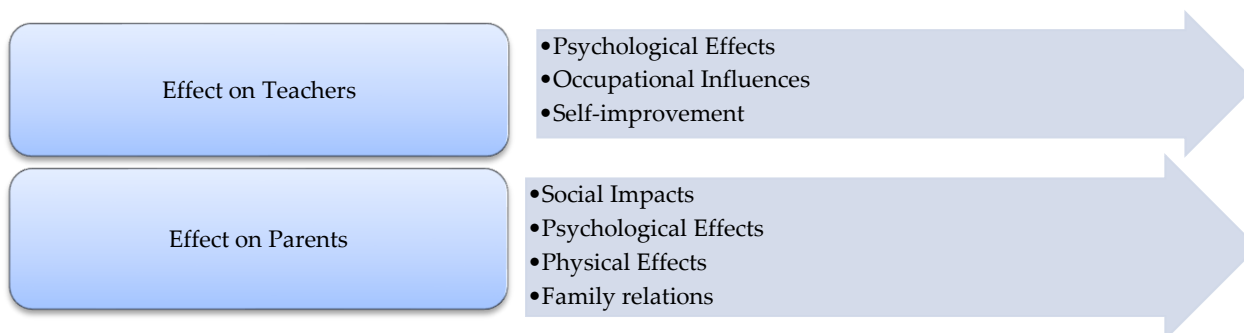

Figure 2. *The Effect of the Pandemic Process on Preschool Teachers and Parents*

Under the headings "psychological effects," "professional effects," and "personal development," opinions on the impact of the pandemic process on pre-school teachers were analyzed.

Teachers are participating in the study; they reported being the most psychologically affected by the pandemic. They explained that this process was "exhausting and challenging" for them, that their "anxiety-stress" levels rose, and that they were "agitated" due to the "uncertainties" they encountered. Below are examples of opinions on this subject:

"This process has caused me stress and anxiety, the prolongation of the process and the opening and closing of the schools have caused uncertainty, and sometimes it has caused uneasiness about how to behave and what to do, it has negatively affected the pandemic process in every aspect (T.6)."

The teachers who participated in the study stated that there were "mistakes" in the implementation of the program regarding the professional effects of the pandemic process, that adequate "communication" with the children was not established, and that more time was allocated for "informing the parents."The opinions on this matter are as follows:

"I started spending more time on the process of planning events. In addition, there were problems with everyone's sharing about the events covering the whole day during the day. Since most of the parents do not know how to manage this process regarding their children, additional information and guidance were given on this issue (T.1)."

Some teachers who participated in the research mentioned the positive effects of the pandemic process in terms of personal development. According to these teachers, the pandemic process had positive results in terms of "turning the crisis into an opportunity," "improving themselves," and "using technology better." Sample opinions on this subject are explained below:

"I can say that there has been an increase in the ability to solve quickly and faster during this pandemic. Using the computer more actively was another effect (T.5)."

Opinions on the effect of the pandemic process on parents were examined under the headings of "social effects," "psychological effects," "physical effects," and "family relations."

Parents who participated in the study stated that they were most affected socially in this process. In this process, they indicated that they had to "shut down at home," had "disruptions in their daily routines", could not make "friends-relative visits," and therefore had "communication" limitations. Examples of opinions on this subject are as follows:

"*Because you are a housewife, you cannot go anywhere. In other words, we were going to a grandmother, an uncle to an uncle, they were also banned, you can't go anywhere. It left such a feeling of closure (P.1)."*

"Now we can say that friendship relations are over, that is, we talk on the phones, and the things we will talk about are limited on the phone (P.2)."

When parents talk about psychological effects, They stated that their level of "anxiety" increased, and they experienced some emotional problems such as "depression," "irritability," "fear-panic." Sample opinions on this subject are explained below:

"There were occasional depressions psychologically, but now we are used to this situation (P.5)."

"It was difficult for us, it is not easy, of course, where he goes to school, where he teaches at home, we also had a challenging time. You can't take the children for a walk; she was worried if she went somewhere if she would get a virus (P.10)."

While talking about the physical effects, the parents mentioned that they had some "health problems" during this process, that it was "tiring" for them and that they had difficulty in keeping physical "distance." Examples of opinions on this subject are as follows:

"Social distance is a situation that makes people uncomfortable now; we must maintain social distance. The most important thing that affected me was I had Covid in September. At that time, my position at home with my children was terrible. These were the worst negative consequences for me, being locked in a small room and unable to touch the children, not putting them to sleep, and not being able to read fairy tales (P.3)."

When parents discuss the impact of the pandemic on their family relationships, they indicate that there have been no issues with "communication" during this time, that their "exchanges" have increased, that they are

more "supportive" of one another, and that they have a greater understanding of "values."Sample views on this issue are explained below:

> "*After going through such a process, she becomes even more connected, she realizes that being a family is a very good thing and its value (P.3).*

> "*Our relations became more frequent because we were always at home, so we organized activities that we would do, so I can say that our communication became stronger (P.8).*"

When parents talk about the effect of the pandemic process on family relations; negatively, they stated that they had to stay "distance" in the same house during this process, that they had difficulties in the "crisis management" point in the house, and that "tensions" occurred. Examples of opinions on this subject are as follows:

> "*There were occasional tensions, despite the fact that we were confined to a house due to illness. My wife is returning from work, and my daughter wants to embrace her father, but she cannot (P.7).*"

3.3. Parent and Teacher Views on the Reflections of the Pandemic Process on Early Childhood Education

The reflections of the pandemic process on early childhood education were examined under the headings of "reflections on education" and "reflections on the child".
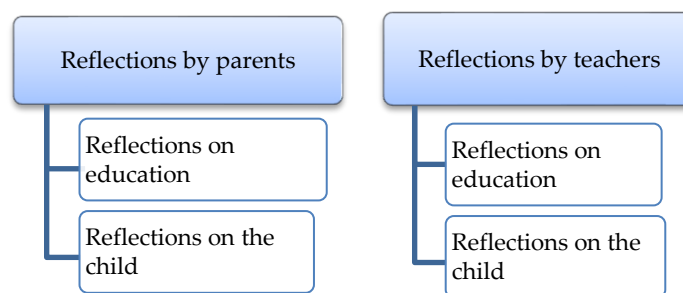

Figure 4. *Parent and Teacher Views on the Reflections of the Pandemic Process on Early Childhood Education*

3.3.1. Reflections on Education: When examining the perspectives of teachers and parents, it was found that the pandemic process had a negative impact on pre-school education, as all teachers and the majority of parents stated. While the teachers indicated they had a negative impact on the "lack of school environment," "implementation of the program," and "learning through play," the parents voiced their opinions regarding their children's "absence from the school environment," "decreased teacher-child interaction," and "inadequacy of distance education." They've asserted. Below are examples of opinions on this subject:

> "*I think that the pandemic process negatively affects pre-school education. Because I think that children learn more effectively when they are in the school environment (T.3).*"

> "*I can say that this epidemic has affected education the most, so the teachers did their best, but face-to-face and distance education are very different. In other words, it had negative effects in terms of education, he could not get together with his teachers and friends (P.3).*"

Some of the parents stated that the pandemic process did not affect pre-school education academically. Examples of statements on this subject are given below:

> "*In terms of education, it wasn't much different, nothing much different. Maybe if he was a little big, he could be bored, but I entertained him in between because he was small. It did not have much of an impact on us in terms of education (P.10).*"

3.3.2. Reflections on the Child: When the effect of the pandemic process on pre-school education is examined in terms of children; The teachers participating in the research stated that the children were restricted within the framework of "social distance", that they were adversely affected in terms of "socialization skills", "interaction" and "friendship relations", and that their use of technology increased in this process. Parents, similar to teachers, expressed their opinions that their children's "socialization" skills decreased, "technology addiction increased," and "they did not want to do their homework". Examples of opinions on this subject are given below:

"Socialization skills have been negatively affected by many reasons, such as the lack of active games that allow them to discharge their energies, and the increase in the use of more television and telephone (T.1)."

"…she doesn't want to do homework now, she doesn't look at her books at all, she watches TV, and looks at the phone (P.1)."

4. Discussion, Conclusion and Recommendations

With the help of teachers and parents, the impact of the pandemic process on the development of pre-school children was evaluated.After examining the opinions of teachers and parents, it was determined that the pandemic affected children's developmental areas. In the field of social development, teachers and parents concur that children's peer relationships are most impacted by staying at home; they are unable to socialize and miss the school environment. In addition, the opinions of teachers revealed that children were negatively affected in terms of rule-following, communication, and self-expression. When the opinions of teachers and parents in the field of emotional development were examined, it was determined that the children were bored during this process, their anxiety and stress levels increased, and they experienced negative emotions such as sadness, anger, and introversion. Aykuş and Mutlu aykuş (2020) note that during the pandemic process, children may experience emotions such as anxiety, anger, sadness, fear, and guilt, and may express these emotions in various ways. When the findings obtained from parents and teachers in the field of motor development were evaluated, it was concluded that the pandemic process limited children's play and movement skills, and children's desire to play increased. In the study conducted by Yıldırım (2021), it was stated that the pandemic negatively affected children's psychomotor skills and they needed to play.

In the field of self-care skills, it was concluded that children were positively affected in terms of being aware of the disease and paying more attention to their cleanliness during the pandemic process. This research is similar to that conducted by Tarkoçin et al., (2020) in that children are aware of the disease and there is an increase in the frequency with which they wash their hands following the pandemic.It was noted that only teachers gave their opinions in the field of cognitive development. Examining these opinions led to the conclusion that some children were reluctant to participate in the lesson and activities during the pandemic. According to the research conducted by Yıldırım (2021), the pandemic negatively impacted the cognitive development of children.When the pandemic process's effects on teacher-parent communication were evaluated, it was determined that parents did not encounter any negative communication situations with their children's teachers, that continuous meetings were held to maintain communication, that teachers were interested in assisting parents, and that cooperation was provided with guidance and direction. Akkaş Baysal et al. (2020) found in the study they conducted with parents that teachers supported them in this process and kept in touch with the interviews, which supports the findings of this study. In the study conducted by Mart and Kesicioğlu (2020), the fact that parents applied to the teacher when they needed it and stated that the teachers guided them with the information they provided is in line with the results obtained in this research

When the teachers' opinions were examined, it was concluded that cooperation was achieved by taking parental support at the point of planning and implementing activities in which communication is maintained by telephone and group calls. In addition, it is another remarkable result that teachers have problems in communication with some parents, and that there are negative effects of misunderstandings due to home visits and inability to make face-to-face meetings. In the study conducted by Sak, Şahin Sak & Nas (2020), the finding that teachers experience communication-related problems in terms of limited communication and lack of face-to-face communication is similar to this research.

When the reflections of the pandemic process on teachers and parents were examined, it was concluded that teachers were affected by psychological, personal development, professional and social aspects, and parents were affected in terms of social, psychological, physical and family relations. It was seen that the teachers were most affected by the pandemic process from a psychological point of view, and these effects increased their anxiety levels because it was a tiring and difficult process, and they were uneasy due to the uncertainty they experienced. After looking at how the pandemic affected the teachers' jobs, it was found that they had trouble in the classroom, spent more time planning activities, couldn't talk to their students enough, and had to spend more time telling their parents about what was going on.In the study conducted by Demir and Kale (2020), it was determined that teachers had similar problems in lesson planning and inadequate communication with children. Some teachers evaluated the pandemic process positively in the field of personal development. When

the findings were examined, it was concluded that the teachers evaluated the pandemic process to turn the crisis into an opportunity, improve themselves, and use technology better.

It has been determined that parents are most affected socially in this process, their social relations are affected because they have to stay at home, their daily routines have changed, and they have limitations in communication because they cannot visit friends and relatives. The result of a study by Yıldırım (2021) that parents' daily routines have changed greatly and they have difficulty adapting to the new order supports this finding. When examining how parents are psychologically affected by the pandemic process; It was concluded that their anxiety levels increased and they experienced emotional problems such as depression, irritability, fear-panic. Tuzcuoğlu et al. (2021) also obtained similar results in their study that parents experienced anxiety, worry and fear. When the physical effects of the pandemic process on parents are examined, it was concluded that they were very tired physically, had some health problems and had difficulty keeping physical distance. When the effect of the pandemic process of the parents on the family relations is examined; It was concluded that they did not have any problems in terms of communication, their sharing increased, they supported each other more, and they were positively affected by the fact that they valued more. Negative effects have been identified as parents having to keep their distance even at home, have difficulties managing the family's crisis, and sometimes tensions arise. Aral et al. (2020) stated in their research that there may be conflicts within the family during the pandemic process. Psychological effects such as anxiety, fear, and social phobia may occur due to uncertainty.

When the reflections of the pandemic process on pre-school education were evaluated in terms of education, teachers and parents reported similar views on the lack of school environment. In the study conducted by Demir Öztürk et al. (2020), parents stated that their children miss the school environment. In addition, when the teachers' opinions were examined, it was concluded that the education was incomplete in terms of the implementation of the program and the method of learning through play, which is the basis of pre-school education. In the crisis environment created by the pandemic, children need to be together with their friends and play games with them (Çaykuş & Mutlu Çaykuş, 2020). When parental views are considered, it is concluded that the pandemic process reduces teacher-child interaction and distance education is inadequate compared to face-to-face education. As a result of the research conducted by Yıldırım (2021), it was found that the pandemic process of parents reduced teacher-child interaction and face-to-face education was negatively affected.

When evaluating the effects of the pandemic process on pre-school education in terms of children, it can be said that children's socialization skills are most affected. In this process, the decrease in interaction, the increase in technology addiction and the reluctance of children to do homework are among the other results achieved. Similarly, in the study conducted by Dong et al. (2020), it was concluded that children lack social interaction and technology addiction increases.

As a result of this study, which examined the effects of the pandemic on children, parents, educators, and early childhood education, parents and teachers reported that their children's social, emotional, and motor development had been negatively impacted. It has been determined that the effects of the pandemic process on parents include social effects, psychological effects, physical effects, and family relationships, whereas the effects on teachers include psychological effects, professional effects, and personal development. Finally, it has been determined that reflections on early childhood education have two distinct effects on education and children.

- As a result of the research, it has been determined that children, teachers and parents experience negative emotions in many ways. In this regard, support should be obtained from school guidance services, and environments should be created where children can express their feelings easily. In addition, the Ministry of Health should carry out psychological support studies for parents and teachers.
- Preschool education is an area in which socialization and learning through play are effective. In light of the fact that children lag behind in their socialization skills and cannot spend sufficient time with their peers, schools should plan play-based social activities within the scope of necessary precautions.

- Since it is unknown how long the pandemic process and its effects will last, teachers and parents should receive in-service training for distance education studies, and they should develop their technology use skills.

7. References

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