VbNwpPE8b[E-ddN[-UEUhall distance education during the pandemic emergency distance education, emphasizing distance education in times of crisis such as COVID-19 pandemic.

After the first COVID-19 case was seen in Turkey, emergent distance education put into practice by the Ministry of National Education (MoNE) in public and private education institutions. Distance education, which requires instructors and students to use information technologies actively because they are located in different places and can access the educational content at different times (Bayrak et al., 2017; Valentine, 2002), causes a change not only in teaching methods but also in the working conditions of school stakeholders. Thus, the understanding of distance education may affect school stakeholders in different ways, such as academically, socially, and psychologically.

The full-time distance education is an implementation that public schools have never experienced before. The fact that teachers, students, and parents had to adapt unpreparedly to this rapid change in the education system brought along some problems in the transition of distance education. In addition to the technical problems in the distance education system, the mandatory restrictions imposed due to the pandemic have caused teachers, students, and parents to have problems not only in education but also in social and psychological issues. Among these problems, the lack of effective parent participation in distance education also has an important place. Parent involvement in education and training processes during the pandemic is actually considered as an opportunity and improvement of the competencies of families with increased parent participation is also aimed (Sarı & Nayır, 2020). However, it is also considered as a negative situation that parents are too involved in the teaching or are indifferent to distance education in this process (Kavuk & Demirtaş, 2021). Parent insensitivity, inability to reach parents and parents' inadequacy in the use of technology can prevent teacher-parent communication and cooperation (Demir & Özdaş, 2020).

In addition to the factors that challenge and hinder parent-teacher communication and cooperation in the distance education during the pandemic, expectations of parents and teachers toward each other have changed in this process as well. Teachers and parents, who cannot come together in the school environment or can come together in a limited way, are trying to manage the communication and cooperation process through technology. This situation also causes both parties to not be able to convey their expectations to each other correctly. Although parents are not completely indifferent regarding communication during the pandemic, deficiencies are observed in terms of ensuring expected participation (Saygı, 2021). Parents, who are worried about how they can help their children academically and socially, have raised their expectations for teachers. Guiding parents and communicating with them during the pandemic are within the scope of distance education activities carried out by teachers (Demir & Özdaş, 2020). Therefore, there has been a rise in the expectations of teachers for parents to play a more supportive role in their children's learning processes. For this reason, it is very important to determine how to provide parent participation in distance education in a way that will contribute to overcoming these problems encountered in emergency distance education. Based on this need, the aim of the study is to examine the change in teacher-parent communication and cooperation processes during the COVID-19 pandemic and to determine how parent participation in distance education can be achieved effectively. Therefore, the problems of the study in line with this aim are as follows:

1. How does teacher-parent communication and cooperation take place in distance education during the COVID-19 pandemic?
2. What are the expectations of parents and teachers from each other in distance education during the COVID-19 pandemic?

THEORETICAL FRAMEWORK

DIFFICULTIES EXPERIENCED IN PARENT-TEACHER COOPERATION AND COMMUNICATION IN THE DISTANCE EDUCATION IN THE COVID-19 PANDEMIC

Although distance education is effective for students who can easily access online content, it creates serious educational gaps, which stem from socioeconomic inequality, for students who do not have the necessary technological equipment (Cullinane & Montacute, 2020; Saavedra, 2021). Although technological inadequacies seem to be the leading problem in distance education, many other problems are encountered in different fields in distance education processes. Muilenburg and Berge (2005) listed the problems encountered in distance education as administrative problems, social interaction, academic competence, technical skills, learning motivation, technical support, and internet access costs. On the other hand, many of the obstacles encountered in distance education during the COVID-19 pandemic are related to the weakness of interaction, deficiencies in technological infrastructure and teacher competencies (Karakaya et al., 2021).

The fact that students who learn by interacting with their teachers and peers in a social environment in formal education cannot achieve the same interaction in the distance education causes loss of motivation and lack of confidence (Li et al., 2020). In the measurement and evaluation process, which is another problem area in distance education, the insufficient objectivity of the exams, the inability to control the cheating, and the technical problems originating from the internet and technology also prevent the reliable conduct of the exams (Dolmacı & Dolmacı, 2020). To overcome such problems encountered in distance education during the pandemic, all education stakeholders should take an active role in the distance education and work in cooperation. It is particularly critical for parents to follow their children's teaching processes more closely and to communicate and cooperate with teachers for this purpose in order to increase the efficiency of distance education.

The COVID-19 pandemic has put pressure not only on teachers and students but also on parents during the educational process. While parents had to balance their responsibilities regarding their work life and their children's education processes during the distance education in the COVID-19 pandemic, their stress and fear levels increased and their time management and planning capacities decreased due to the uncertainty they were in (Garbe et al., 2020). Although the problems encountered in the distance education in the pandemic require parents to be in constant communication and cooperation with the teachers, the problems experienced by the parents during the pandemic also constrain such a communication and cooperation process.

Two-way communication between the stakeholders of education is an important factor in terms of educational processes (Ceylan, 2007) and also a source of motivation (Deveci, 2019). Communication between teachers and parents in schools is considered as the key to success in education (Midcalf & Boatwright, 2020). Psychological, linguistic, and technical differences between the sender and the receiver in communication processes can damage the quality of communication (Gökdağ, 2019; Yılmazer, 2020). In the distance education during the COVID-

19 pandemic, teachers and parents had some communication challenges (Aydemir, 2021; Hebebci et al., 2020; Kilit & Güner, 2021; Niemi & Kousa, 2020; Özdemir Baki & Çelik, 2021) and were uncomfortable because of the restricted and imperfect communication (Midcalf & Boatwright, 2020) between them. Teachers' communication challenges with parents in this process are generally as follows: communication gap due to technical problems, the lack of communication due to insufficient access to the internet and technological equipment (Özcan, 2020), not being able to communicate with parents in a timely manner, parents' failure to give feedback to teachers and their refusal to participate in distance education (Demir & Özdaş, 2020). The inability of parents to communicate adequately with teachers during the pandemic arisen from their increased anxiety and fears due to the psychological reasons as well as the inability to focus on their children's education because of the feeling of insecurity and inadequacy created by the lack of socialization (Kavuk & Demirtaş, 2021).

METHODOLOGY

RESEAIA qualitative descriptive design was adopted in the current research. The qualitative descriptive approach enables research to be carried out without relying on a theory or conceptual framework. In other words, rather than beginning the research with a theory about the phenomenon under investigation, it provides the determination of different approaches connected to the investigated phenomenon (Neergaard et al., 2009; Sandelowski, 2010). It was deemed appropriate to conduct the current research with a qualitative descriptive approach due to the lack of a clear theory or conceptual framework regarding parent participation in distance education during the COVID-19 pandemic, and in order to determine different ways of ensuring parent participation in distance education.

STUDY GROUP

The study group consisted of 12 secondary school teachers working in Adana province and 16 parents whose children attend the school where these teachers work. Experiences, events, and interactions relating to a phenomenon are explored through the perspective of persons who have firsthand knowledge of the phenomenon in the qualitative descriptive studies (Bradshaw et al., 2017). Examining the phenomenon of teacher-parent communication and cooperation in distance education, including data based on experience, event and interaction, requires teachers and parents who experience this process together to be included in the study group. Therefore, the participants in the study were chosen using the criterion sampling method. The study group of the research was formed on a voluntary basis and in line with the criterion that the children of the parents participating in the research are the students of the participant teachers of the research.

The study group consisted of 15 female parents and 1 male parent. Their ages range from 32 to 48 years old. 2 of them are primary school graduates, 3 are secondary school graduates, 6 are high school graduates, 1 is a college graduate, 3 are undergraduate, and 1 is a graduate. The number of children parents have varies from 1 to 4. In the study group, 11 of the teachers are female and one is male. Their ages range from 34 to 49 years old. 10 of them are undergraduate, and 2 of them are graduates. Their teaching experience ranges from three to twenty-seven years. 1 of them is an English teacher, 1 is a social studies teacher, 3 are science and technology teachers, 2 are Turkish teachers, 1 is a math teacher, 1 is an information technology teacher, and 3 are counseling teachers.

DATA COLLECTION

Semi-structured interviews were conducted to collect the data of the study. The interview questions used in the semi-structured interviews were created by the researchers for teachers and parents. A current literature review on the problems encountered in education systems and distance education during the COVID-19 pandemic, as well as problems encountered in teacher-parent communication and cooperation in distance education, was conducted to prepare the interview questions. In addition, conversation-style interviews were held with 5 teachers on teacher-parent communication and cooperation in the distance education in the pandemic. Expert opinion was taken on the draft interview questions created based on the general data obtained from the literature review and conversational interviews. Following the necessary revisions in the order of the questions and the way they were expressed in accordance with expert opinion, the interview questions were tested in pilot practices with 2 parents and 2 teachers. The interview questions were easily understood by the teachers and parents in the pilot practices. Thus, it was decided that a rich and deeply focused data set could be collected using the interview questions.

In the interviews, 5 main questions were posed to the teachers and parents. Since the same questions were asked to the teachers and parents, their interview questions are given together below:

1. How did you contact with your *students' parents / child's teachers* during the COVID-19 pandemic?
   1.1. What channels of communication did you employ to communicate with *the parents / the teachers?*
   1.2. When you initiated the communication process, what topics did you discuss with *the parents / the teachers?*
   1.3. When *the parents / the teachers* initiated the communication process, what topics did you discuss?
   1.4. How do you evaluate *the parents' / the teachers'* approach towards you in the interviews you had with them?
2. In which subjects did you cooperate with *the parents / the teachers* in distance education during the COVID-19 pandemic?
   2.1. In which subjects did *the parents / the teachers* expect your help and support?
   2.2. On which issues did you offer to support *the parents / the teachers*?
3. *How do you think parents' involvement in distance education benefits and improves them? / How do you think involvement in distance education as a parent (communication and cooperation with teachers) has benefited and improved you?*
4. What kind of expectations do you have from *the parents / the teachers* in distance education during the COVID-19 pandemic? Could you please explain?
   4.1. How do you expect *the parents / the teachers* to communicate and cooperate with you?
   4.2. What kind of support do you expect from *the parents / the teachers?*
5. What can be done for parents to participate more in distance education (communication and cooperation with teachers) during the COVID-19 pandemic? What are your suggestions on this matter?

Interviews with teachers and parents were conducted through the Zoom application due to pandemic conditions. The interviews ranged in length from 20 to 90 minutes. During the interviews, each participant was assigned a code (for example, T1 – Teacher 1; P1 – Parent 1), and

notes about the participants were kept with these codes. While the interviews of the participants who allowed the recording of the interviews were recorded for analysis, the answers of the participants who did not volunteer for the recording were written down by the researchers.

DATA ANALYSIS

The data obtained in the interviews were analyzed through the content analysis. Themes and sub-themes were identified in the content analysis based on the interview questions. The concepts emerged as a result of the responses provided by the participants. Although the themes and sub-themes were identified based on the interview questions developed after reviewing the relevant literature, the conventional approach was used in the content analysis since the concepts were determined completely based on the data set. In a conventional approach of content analysis, the codes are determined directly based on the data set during the data analysis process (Hsieh & Shannon, 2005). Both sentences and paragraphs were considered as coding units in the content analysis, and thus concepts were determined depending on the coding at the sentence and paragraph level.

To evaluate teacher-parent communication and cooperation from a holistic perspective, the opinions of teachers and parents in the data set on teacher-parent communication and cooperation (theme 1) were analyzed together. The analysis of the data set on the expectations of teachers and parents from each other (theme 2 and theme 3) was conducted separately for teachers and parents.

VALIDITY AND RELIABILITY OF THE RESEARCH

To ensure the research's internal validity (credibility), first of all, it was made sure to ensure that the duration of the interviews with both teachers and parents allows for prolonged engagement and deep-focused data collection, as suggested by Byrne (2001). As a result, it was ensured that both parents and teachers provided honest and comprehensive answers about how teacher-parent communication and cooperation has functioned in the distance education during the COVID-19 pandemic. To avoid bias in the interpretations of the findings of the research and to ensure the accuracy of the interpretations and results (Hendricks, 2006; Lincoln & Guba, 1985), peer debriefing was applied to the coding studies and the comments made. To obtain participant confirmation (Guba & Lincoln, 1981), the research results were shared with 4 parents and 4 teachers in the study group as part of internal validity studies. Feedback was obtained from parents and teachers that the results of the research reflect their views. To ensure the study's external validity (transferability), the participants were determined through criteria sampling, one of the purposeful sampling methods. As a result, a study group appropriate for addressing the research questions (Leung, 2015) was constituted in accordance with the research's purpose.

The audit trail application recommended by Lincoln and Guba (1985) was carried out within the scope of the reliability studies to assure the dependability and confirmability of the research. The conceptual framework prepared at the beginning of the research, the planning regarding method, the completed research report, the raw data, the coding studies, and the studies carried out during the data collection and analysis processes throughout the research were submitted to the auditor to conduct the audit trail as Akkerman et al. (2008) recommended. As a result of the audit, feedback was received from the auditor regarding the dependability of the research processes and coding studies.

In the data analysis process, two different researchers carried out all the coding studies independently. As a result of the coding studies, inter-coder reliability was calculated using the reliability formula of Miles and Huberman (1994), and it was determined that there

is a 96% agreement between the coders indicating that the coding is reliable. Reflexive notes were taken detailing the methods employed during the research, the comments made, and the researchers' perspectives, and the research procedures were guided in accordance with these notes through the practice of reflexivity (Finlay, 2002), attempting to ensure the objectivity of the research.

FINDINGS

TEACHER-PARENT COMMUNICATION AND COOPERATION IN DISTANCE EDUCATION DURING THE COVID-19 PANDEMIC

Table 1 presents the sub-themes and concepts that emerged from the analysis of teachers' and parents' opinions on how teacher-parent communication and cooperation in distance education is implemented during the COVID-19 pandemic.

During the pandemic, teachers and parents mainly managed communication and cooperation processes using phone and messaging apps, as shown in Table 1. Although limited, they carried out cooperative work through face-to-face communication. When teachers initiate the communication and cooperation processes, these processes focus on participation in classes, homework check, adaptation issues with the distance education, ensuring academic success, and exam preparation. T5, emphasizing that the communication load in distance education has increased during the pandemic and that they have to communicate with parents on a variety of issues, expressed her thoughts as follows:

> I communicated with the goal of making general announcements of national education that concern all students, informing parents about the situations that concern class, and resolving the unique problems of each student. I contacted to inform and find solutions on issues such as access to distance education tools, absenteeism in online classes, and success as well.

The adaptation problems of students in the distance education have emerged as an important issue in the communication and cooperation processes initiated by teachers. Believing that students' adjustment issues have a negative impact on their motivation to learn and academic success, T3 stated:

> During this process, we mostly communicated and performed cooperative work about how we can motivate students for lessons during the pandemic, how we can psychologically adapt them to the pandemic, and how we can maintain or increase their academic success in this process.

T9 expressed her thoughts in the following words, stating that cooperative work with parents primarily focuses on exam preparation and increasing students' academic success:

> I interviewed students to find out how much their participation in the weekly science tests reinforced what they learned, as well as what mistakes and deficiencies they had in the tests. We worked in cooperation with the parents to make the tests contributing. I also frequently discussed the necessity of attending online classes in distance education.

Table 1

Teacher-Parent Communication and Cooperation in Distance Education During the Covid-19 Pandemic

Theme	Sub-themes	Concepts
Teacher-Parent Communication and Cooperation	Teacher-parent communication and cooperation channels	- Phone - WhatsApp - Educational Information Network (EBA) - Zoom application - Face to face communication
	Teacher-related communication and cooperation issues	- The reasons why students do not participate in online lessons - Homework check - Announcements by the MoNE and the school administration - Student adaptation issues in distance education - Ensuring regular class attendance - Preparatory works prior to the exams - Ensuring academic success - Program changes regarding course hours - Evaluation of parent approaches
	Parent-related communication and cooperation issues	- Issues with student participation in online lessons - Informing about being unable to attend online classes - Messages from teachers - Students' health status - Measurement and evaluation practices - Preparatory work for exams - Lesson contents - Studying methods - The need for a resource book

When parents initiate communication and cooperation between teachers and parents, the communication and cooperation processes are mainly focused on participation in classes, study methods, source books, students' health status, and measurement-evaluation practices. The parents of students who will take the central exams prefer to communicate with the teachers about what to do during the exam preparation and how to manage this process. T8 stated that the parents of students who will take the central exam are concerned about their children's success and thus communicate with them about attendance, study methods, and resource books, saying:

> When the parents started communicating, interviews were held to discuss the reasons why students did not attend the class, how they should study for the exam,

whether we recommend a source book, the students' health status and family problems, and what to do if the students did not go in for the written exam.

P1 emphasized that she learned about study methods through communication processes with teachers. Noting that she usually communicates with teachers to learn about her child's deficiencies in lessons and how to overcome these deficiencies, P1 stated:

I asked our teachers about the subjects that my child did not understand. I discovered which subjects he was lacking in. I learned what I need to do to help my child in the areas where he fell behind.

EXPECTATIONS OF TEACHERS FROM PARENTS IN DISTANCE EDUCATION DURING THE COVID-19 PANDEMIC

Table 2 presents the sub-themes and concepts identified as a result of the analysis of teachers' expectations from parents in distance education during the Covid-19 pandemic.

Table 2
Expectations of Teachers from Parents in Distance Education During the Covid-19 Pandemic

Theme	Sub-themes	Concepts
Expectations of Teachers from Parents	Expectations regarding communication and cooperation processes	- Paying attention to suggestions - Paying attention to shared documents - Contacting at appropriate times - Making an appointment for interviews - Sharing problems directly with teachers - Continuity of the communication process - Student work follow-up
	Expectations regarding teaching processes	- Developing a sense of responsibility in students - Keeping track of homework assigned to students - Improving conditions for students to connect to online lessons - Supply of technological equipment - Ensuring students' motivation for lessons - Ensuring that students participate in online lessons regularly - Ensuring that students arrive prepared for class - Checking on students during the lesson

As shown in Table 2, teachers' expectations from parents in distance education during the pandemic are divided into two categories: communication and cooperation processes and teaching processes. Teachers expect parents to make appointments for interviews, to be in constant communication with teachers, and to monitor student work in order for the cooperation process to be effective. T11, who complained that parents call whenever they want without regard for the

time while communicating with teachers, stated that she expected the parents to be more considerate in this regard as follows:

> I expect parents not to call for non-emergencies, make an appointment to meet, follow the common messages we send to communication groups, and remember that we have a family as well.

While T11 is not happy that the parents can call her whenever they want, T6 expects the parents to be in constant contact with her. She encourages parents to monitor their children's academic progress and to seek advice from teachers when necessary. T6 expressed these opinions, saying:

> I ask parents to call us regularly. I expect them to learn from us about studying methods so that they can help their children work more regularly. I am just a phone call away from all parents.

In teaching process, teachers expect parents to improve the conditions for students to connect to online lessons, to motivate students for lessons, to follow up on homework assigned to students, and to ensure students' regular participation in online lessons. The inability to connect to online lessons due to inadequate access to technology has come to the fore as a problem that prevents cooperation in teaching processes. Since technological inadequacies and parents' failure to help students in technical matters prevent teachers from carrying out their teaching activities effectively, teachers need parent support in this regard. T9 outlined this need by saying:

> In distance education, I want every student to have equal learning conditions. Before the online lessons, I expect the parents to provide the necessary conditions and opportunities for the students. Parents should prepare conducive conditions for listening to and participating in lessons.

Teachers believe that it is critical for parents to monitor their children's teaching and learning processes at home and to inform teachers about this issue in order to ensure student success in the distance education. Explaining their expectations from parents, T2 said:

> Parents should support their children in their learning process. They should keep track of their children's attendance at classes and check their homework. They should provide their children with the necessary support and opportunities to access information.

According to the teachers, the distance education harms students' motivation in the long run, and students lose interest in the lessons over time. Encouraging students to study is considered to be one of the most beneficial practices that parents can engage in to improve teacher-parent communication and cooperation in distance education. T9 emphasized the importance of student motivation in ensuring continuity in distance education and expressed her opinions as follows:

> Since the pandemic is a long process, it is critical that students participate in distance education consistently. During the pandemic, parents are primarily

responsible for motivating and encouraging students to study. My most important expectation from parents is to motivate students and encourage them to study.

EXPECTATIONS OF PARENTS FROM TEACHERS IN DISTANCE EDUCATION DURING THE COVID-19 PANDEMIC

Table 3 presents the sub-themes and concepts identified as a result of the analysis of parents' expectations from teachers in distance education during the Covid-19 pandemic.

Table 3
Expectations of Parents from Teachers in Distance Education During the Covid-19 Pandemic

Theme	Sub-themes	Concepts
Expectations of Parents from Teachers	Expectations regarding communication and cooperation processes	- Direct discussion of student and/or parent-related difficulties with parents - Continuity of the communication process - Teachers' approach to parents with empathy - Providing consistent feedback
	Expectations regarding teaching processes	- Teachers' practices to motivate students and parents - Regular conduct of classes - Teaching the curriculum completely - Giving feedback - Compensatory training - Special assistance for pupils with low academic achievement - Increasing the number of questions answered in class - Not coming in succession of the same courses in the distance education program - Student evaluations on an individual basis - Encouraging students to research - Increasing the amount of academic work assigned to students - Avoiding late online lessons - Teachers' not keeping the lesson short - Teachers' giving lessons enthusiastically

As shown in Table 3, parents have expectations from teachers in terms of communication, cooperation, and teaching processes. Among the expectations of the parents, the expectations for teaching processes took precedence because they also shape the communication and cooperation processes. Parents' attitudes toward communication and cooperation processes are influenced by how they judge teacher behaviors during the teaching process. Teachers are expected to provide continuity in the communication and to discover shared solutions together with parents through direct discussion of problems encountered. P11 stated that there is a need for more communication and cooperation in distance education during the pandemic and that she wants to be a part of the solution to the challenges encountered, saying:

> I want teachers to hold more meetings at school or via Zoom, as well as conduct more individual assessments for students. Schools and parents had to work together to adapt to the pandemic conditions and distance education. At the beginning of the process, a general meeting could be held and the deficiencies and what could be done about these deficiencies could be discussed together. Regrettably, the conversations were not focused on finding a solution. Only problems were discussed.

When parents' expectations about teaching processes are examined, it is clear that the expectations for regular teaching of lessons in distance education, giving students individual attention in line with their needs, and active and enthusiastic teaching of teachers in classes are stressed more. P1 believes that teachers' attitudes in the classroom can compensate for the lack of motivation induced by the pandemic and distance education. P1 stated:

> I want teachers to empathize with kids and parents, taking into account the overall situation we are in and the conditions of distance education. Furthermore, I expect them to teach their lessons eagerly not reluctantly.

Among the parents taking part in the study, some believe that there is no change in how school stakeholders execute their roles when the distance education during the pandemic is compared with the education before the pandemic. Parents who think in this way have no different expectations for teachers' practices and behaviors in teaching processes. P2 expressed his thoughts on the subject as follows:

> I may claim that the teachers who did not do a good job in school before the pandemic did not do so well in distance education. The student, who was uninterested in the lessons at school before the pandemic, did not participate in distance education. Irresponsible parents failed to attend parent-teacher meetings before. Naturally, they do not communicate with teachers now. In fact, nothing has changed in distance education. The only thing that has changed is the setting.

Discussion

The present study analyzed how the teacher-parent communication and cooperation was carried out and how it should be conducted during the distance education in the pandemic. According to OECD's (2020b) study on the COVID-19 pandemic crisis, kids who received parental support formed a positive attitude toward distance education. As a result, the success of the distance education in the pandemic is dependent on correct and effective parental support for children as a result of excellent communication and cooperation between teachers and parents.

The study's findings point out that teachers should be more directive and sensitive to students' specific requirements while parents should be more involved in communication and cooperation processes in distance education. Teachers expect parents to check up on their children's homework and attendance at classes, motivate their children towards lessons, and ensure that their children fulfill their responsibilities. In support of these findings, Duban and Şen (2020) determined that parents can ensure that the activities and tasks assigned by teachers during the

distance education are completed by students. Undoubtedly, the planned and systematic support of parents to their children in distance education requires a regular cooperation with teachers. Teachers and parents who took part in this study agreed that the success of students in distance education during the pandemic could be achieved with appropriate cooperation between the school and the home. Efficient and permanent learning in education, in other words, success can only be achieved through effective communication among schools, teachers, and parents (Midcalf & Boatwright, 2020). Similarly, Buza and Hysa (2020) determined that increasing the quality of education requires parent-school cooperation and that active participation of family in school processes supports the creation of a positive school environment and the development of students' academic success and self-confidence.

According to the findings of the study, a substantial number of students could not completely participate in distance education during the pandemic. Therefore, communication and cooperation activities between teachers and parents are generally carried out in order for students to fully participate in distance education. Students' inability to fully participate in distance education is primarily due to technical issues and deficiencies, as well as parents' reluctance to monitor their children's learning processes. The findings show that technological problems and inadequacies prohibit not only students' participation in distance education, but also teacher-parent communication and cooperation. Similarly, various studies (Duraku & Hoxha, 2020; Lase et al., 2022; Thorell et al., 2021; Yıldız, 2020) have found that students are less interested in distance education courses, that necessary equipment cannot be provided due to limited financial resources, and that students cannot participate in distance education adequately since their families do not show sufficient interest and care. According to the findings of this study, parents' failure to provide a suitable environment for students to learn at home also prevents students from participating in distance education. In terms of home environment characteristics, Kabapınar et al. (2021) discovered that students have difficulty in participating in distance education courses due to the lack of internet and technological equipment, as well as the number of siblings. One of the most striking findings of this study concerning the lack of internet connection and technological equipment is that students are frequently not active in lessons because parents do not check the available internet and technological equipment in their homes, rather than the insufficient internet connection and technological equipment at home. In support of this finding, DePaepe et al. (2018) found out that one of the disadvantages of distance education is a lack of technical support. Keskin and Özer Kaya (2020), on the other hand, in their research on the evaluation of distance education, determined that students felt a lack of communication and experienced technical problems during education. Participants in this study believe that establishing an environment at home that supports student learning both physically and psychologically is a key pillar of teacher-parent cooperation. It is seen as an important aspect of cooperation that parents help students to solve the technical problems they encounter before and during the lesson.

Considering the problems encountered in the teacher-parent communication and cooperation, it is understood that parents' being under intense stress due to the pandemic and being worried about how they can help their children's teaching processes harm the communication and cooperation. Similarly, Hatzichristou et al. (2021) determined that parents have health and adaptation concerns and that they should be supported to identify and use personal and social resources that can help them cope with feelings of stress and anxiety. Schuck, Lambert and Wang (2021) found the necessity for teachers to provide socio-emotional support to families in their study on teacher-parent interaction during distance education in the COVID-19 pandemic. In this study, it was understood that parents need to be guided and motivated by teachers to take a more

active role in communication and cooperation. Especially parents who cannot provide the essential technological equipment to their children due to their financial inadequacies avoid the communication and cooperation. Confirming this finding, Özdoğan and Berkant (2020) detected that participation in distance education necessitates an internet connection and a computer, resulting in a loss of motivation in low-income households.

CONCLUSION AND RECOMMENDATIONS

Distance education carried out during the COVID-19 pandemic has resulted in a change in both technical and qualitative aspects of teacher-parent communication and cooperation. During the pandemic, expectations of teachers and parents from each other have changed in terms of both engagement in teaching processes and the approach in communication and cooperation processes.

Parent involvement in distance education in the COVID-19 pandemic is perceived by teachers as the systematic and planned execution of communication processes and the follow-up of students by parents. On the other hand, it is perceived by parents in the context of effective teaching and necessary guidance.

The socioeconomic disadvantages of students and their families as well as psychological concerns during the pandemic prevent parent participation in distance education considerably. Technological tools and problems with internet access are among the most significant obstacles to the communication and cooperation. One of the most important results of the study is that ensuring the motivation of students, teachers, and parents in the distance education is a factor that facilitates and enhances cooperation processes.

The fact that parents are involved in teaching process alongside their children in distance education has caused parent involvement to focus more on teaching practices. The fact that parents have the opportunity to observe teacher practices has led to the dependence of parent involvement in distance education on teachers' professional performance.

Based on the research findings, it is recommended to raise the awareness of parents about parent involvement by holding information meetings about the roles and responsibilities of parents in distance education. Online teacher-parent meeting hours should be scheduled by the school administration to conduct teacher-parent communication more systematically in distance education. In addition to collective parent meetings organized by the school administration, teachers should make a plan for the days and hours when they will conduct online or face-to-face cooperative work with parents, and share this plan with them. The school administration's organizing online social events where all school stakeholders can come together can increase parent motivation and involvement.

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