

The Future of Distance Education in Educational Organizations: Transformation and Innovation

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Abstract

In the current study, on which issues dissent arises in schools, the reasons why it arises and the consequences of dissent for teachers, administrators and the school were examined. The study using the phenomenological design was conducted on 25 participants. In the study, data were collected with a semi-structured interview form. The collected data were analysed using content analysis. In the study, it was determined that dissent is exhibited on many issues related to instructional planning, extracurricular duties and other duties assigned. The exhibition of dissenting behaviours in these areas was attributed to various organizational, managerial and personal factors. While dissent contributes to increasing the value of the dissident teacher, it causes him/her to face many negative sanctions ranging from mobbing, threats, exclusion and change of place of duty. Dissent can lead to positive outcomes for the school administrators, such as development/empowerment and raising awareness. However, it can also result in negative consequences, including seeking support, isolation, loss of authority and removal from the position. It has positive consequences for the school such as development and creating a more democratic climate, and negative consequences such as an uneasy environment, low productivity, grouping and communication problems.

Keywords: Dissent issues in high schools, reasons of organizational dissent, consequences of organizational dissent.

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Introduction

Distance education uses technological resources to facilitate communication between teachers and students across physical distances (Buselic, 2017; Kırık, 2014; Webster & Hackley, 1997). Moreover, it is defined differently depending on the context. For instance, Bergdahl & Nouri (2021) define distance education during the COVID-19 period as "crisis-based temporary distance education," differentiating it from traditional distance education. Hodges, Moore, Lockee, Trust & Bond (2020) also emphasize that a reliable and effective distance education system requires substantial time and financial investment to train teachers and students, establish essential infrastructure and tools, and develop a curriculum based on strong principles. They contend that the sudden transition to online education prompted by COVID-19 can't be regarded as true distance education; rather, it should be defined as "online emergency remote education." The remote education activities implemented following the closures of schools during the Severe Acute Respiratory Syndrome (SARS) epidemic in China in 2003 (Fox, 2004) also exemplify online emergency remote education. In conclusion, online emergency remote education uses communication tools and technologies to deal with educational disruptions during crises, providing temporary solutions (Sezgin, 2021), while distance education uses specific techniques with teacher support to facilitate learning and certification (Martin & Dowson, 2009; Passerini & Granger, 2000).

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Since changing global conditions and advances in technology play a crucial role in socioeconomic growth (Özbay, 2015), distance education has become an essential component of modern educational systems, requiring personal development (Buselic, 2017). It increases the importance of digital tools in distance education and makes educational technology an essential component of educational advancement. The objective of educational technologies utilized in the realm of education is to enhance the quality of education, develop new techniques for the educational process, and provide these approaches using remote educational technology (Chang, Zhang, and Jin, 2016; Hasanova, Najafova, and Karimova, 2020). Digital technology's significant impact on distance education has led to new understandings of the term "school" and innovative educational methods. As a matter of fact, the term "school" is now more often used to describe an organization where teachers and students come together physically or digitally to carry out educational activities (Timms, 2016). The rise of distance education as a result of the COVID-19 pandemic is one of this transformation's most notable features.

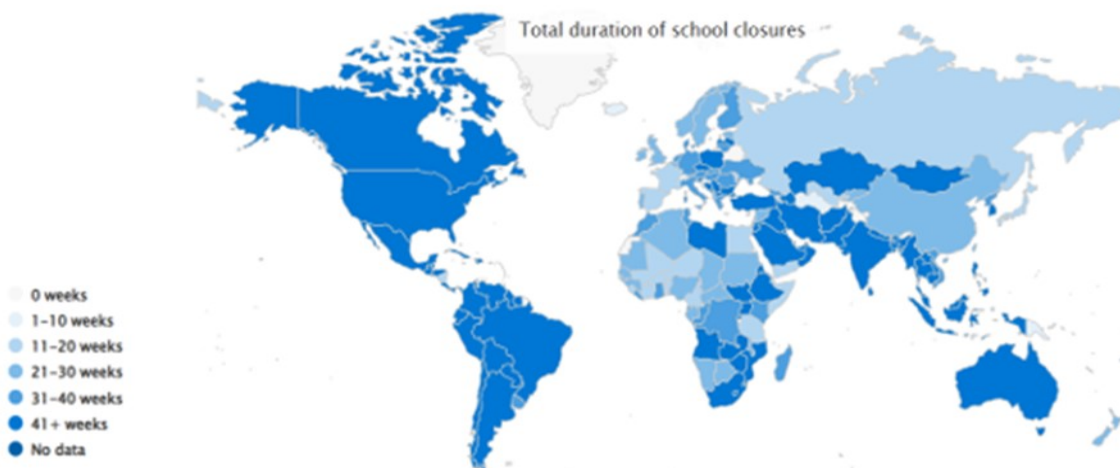
Due to COVID-19 pandemic closures, distance education has become the primary form of education for students and teachers. Throughout this period, digital tools were crucial in education for distribution, engagement, assignment submission, and assessment. In addition, distant education offers an opportunity for teachers and students to improve their current abilities, with a focus on developing digital literacy. Nevertheless, this transition has also presented significant challenges, including those related to inequalities in technology accessibility, sustaining student motivation, and developing successful assessment techniques.

The Rise and Transformation of Distance Education During the Pandemic

The COVID-19 pandemic, first identified in December 2019, led to a widespread global spread and a worldwide policy of school closures, affecting over 1.6 billion students and 100 million teachers across 190 countries (UNESCO, 2021; OECD, 2021). This resulted in 75% of face-to-face education time for 22 million preschool, 105 million primary, 53 million lower secondary, and 34 million upper secondary students being unable to attend (UNICEF, 2021), causing a rise in learning poverty, particularly in low-income countries (The World Bank, 2020).

Figure 1

Illustrates The Duration of School Closures Worldwide

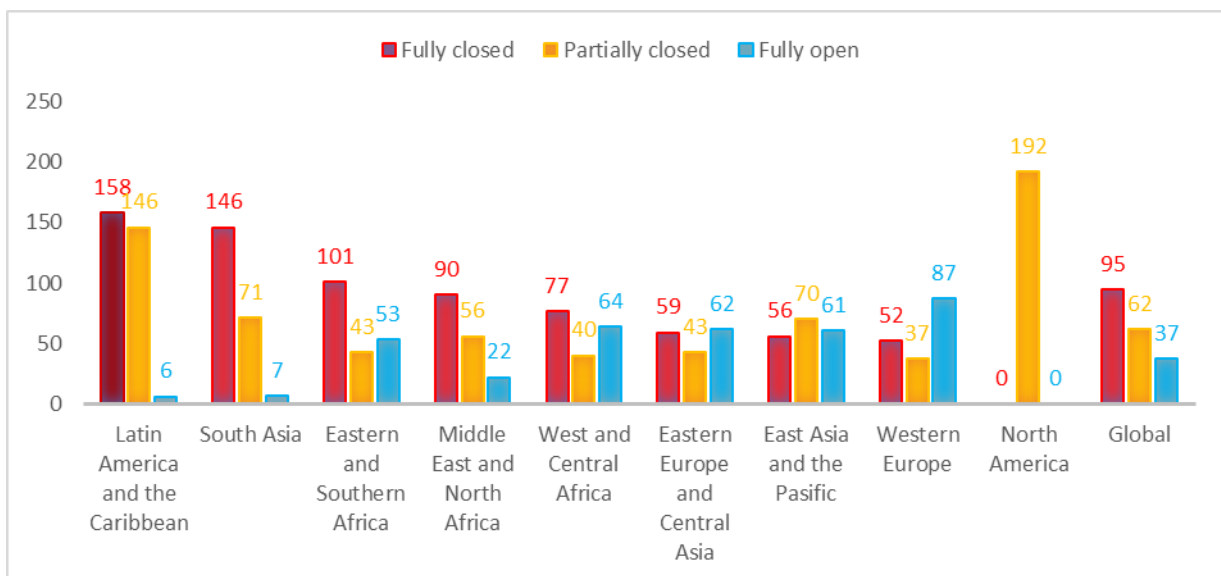


Source: The United Nations Educational, Scientific and Cultural Organization (2023). Retrieved from <https://webarchive.unesco.org/web/20220625033513/https://en.unesco.org/covid19/educationresponse#durationschoolclosures>

Figure 1 shows that European countries like Germany, Austria, the Netherlands, and Belgium implemented partial school closures, while Latin American countries like El Salvador, Bolivia, Brazil, and Costa Rica implemented longer periods. The figure illustrates that national policies had a more significant impact on school closure duration than regional policies. For instance, in Nordic nations like Sweden and Switzerland, schools-maintained operations due to reduced infection risks, while Denmark and Finland implemented partial school opening laws. The variation in school closures can be attributed to factors like unforeseen prolongations of closures, inadequate preparedness in educational regulations, and extensive preparations for a transition back to traditional in-person teaching. UNICEF analysis from UNESCO archives provides a comprehensive overview of school closures from March 2020 to February 2021. Figure 2 presents a graphical depiction of these data.

Figure 2.

The Distribution of School Closure Status Varied By Region From March 2020 To February 2021

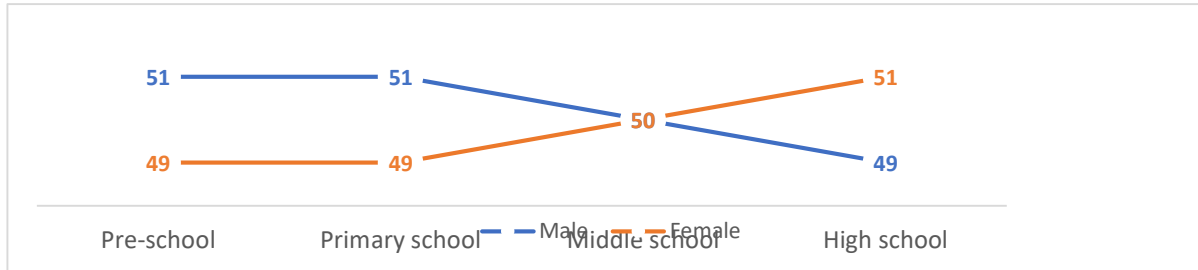


Source: The United Nations International Children's Emergency Fund (2021). COVID-19 and School Closures. One Year of Education Disruption. March, 2021. <https://data.unicef.org/resources/one-year-of-covid-19-and-school-closures/#:~:text=We%20are%20facing%20a%20COVID,will%20pay%20the%20heaviest%20price.>

Figure 2 illustrates that geographical disparities in school closure duration are evident, with Europe having the lowest duration and Latin American nations having the longest. Schools worldwide were closed for 95 days while open for 37 days. The United States, Australia, Sweden, Iceland, and Japan maintained schools open for the longest duration. Widespread closures have led to increased use of distance education, but policies influenced by economic, social, and political factors have resulted in learning loss. Figure 3 illustrates the distribution of students who have had academic setbacks in face-to-face education for a minimum of three terms between March 2020 and 2021, categorized by gender and educational level.

Figure 3

The Gender and Educational Levels of Students Who Missed At Least Three Terms of In-Person Instruction From March 2020 To 2021



Source: The United Nations International Children's Emergency Fund (2021). COVID-19 and School Closures. One Year of Education Disruption. March, 2021. <https://data.unicef.org/resources/one-year-of-covid-19-and-school-closures/#:~:text=We%20are%20facing%20a%20COVID,will%20pay%20the%20heaviest%20price.>

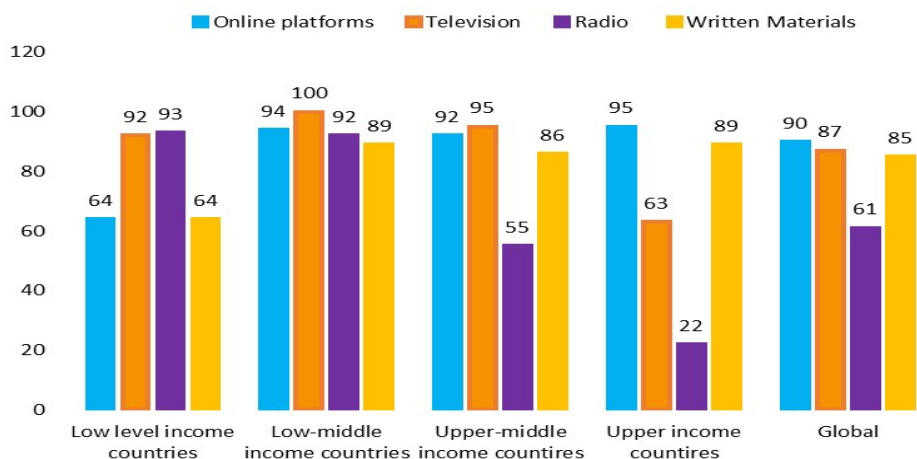
Figure 3 shows that 51% of male students and 49% of female students in preschool and primary education levels, 50% of all students in middle school, and 49% of male students and 51% of female students in high school experience at least three terms of education delay. Despite exploring distance education options, prolonged school closures haven't prevented learning loss, as research shows that prolonged closures accelerate the rate at which students forget acquired knowledge.

This phenomenon affects various subjects, including reading (Engzell, Frey, & Verhagen, 2021; Haec & Lefebvre, 2020; Rose, Twist, Lord, Rutt, Badr, Hope & Styles, 2021; Kuhfield, Soland, Tarasawa, Johnson, Ruzek, & Liu, 2020), mathematics (Conni, Di Tommaso, Muratori, Piazzalunga, & Schiavon, 2021; Engzell, et. al., 2021; Haec & Lefebvre, 2020; Meeter, 2021; Pier, Christian, Tymeson, & Meyer, 2021; Rose, et. al., 2021; Kuhfield, et. al., 2020), science (Haec & Lefebvre, 2020), language skills (Pier, et. al., 2021), writing skills (Engzell, et. al., 2021; Schult, Mahler, Fauth & Lindner, 2021), and exam scores (Engzell, et. al., 2021; Maldonado & De Witte, 2020) across various categories (Maldonado & De Witte, 2020; Meeter, 2021). Family and socioeconomic factors also impact learning loss. The transition to remote education highlights the importance of family factors in the quality and quantity of education. Studies show that parents with higher education levels engage more in academic activities, while those with lower education levels show lower participation (Engzell et. al., 2021; Greenlee & Reid, 2020; Pensiero, Kelly, and Bokhove, 2020).

Socioeconomic factors also significantly influence the quality and quantity of education in distance education. Low socio-economic families often bear the financial burden of obtaining and finishing essential schoolwork (Pensiero et. al., 2020), leading to a disproportionate impact on children from low socio-economic backgrounds (Maldonado & De Witte, 2020; Engzell et al., 2021). Additionally, students from lower socio-economic backgrounds experience greater learning losses (Haelermans, Jacobs, van Vugt, Aarts, Abbink, Smeets, van der Velden, & van Wetten, 2021). Higher-income families can provide internet-enabled computers and laptops, reducing the negative effects of school closures (Haec & Lefebvre, 2020; Pensiero et. al., 2020; Greenlee & Reid, 2020). Furthermore, parents with better income and greater education tend to own occupations that offer the flexibility to work remotely from home (Adams-Prassl et al., 2020), making students from socio-economically disadvantaged backgrounds more susceptible to educational disparity (Zierer, 2021). Consequently, in schools where a significant number of students come from economically disadvantaged households, they experience more significant learning losses due to socioeconomic factors (Maldonado & De Witte, 2020), which also influence the choice of digital technology in distance education, as shown in Figure 4.

Figure 4

The Distance Education Preferences of Nations In Accordance With Their Income Levels



Source: The United Nations International Children's Emergency Fund (2020). What have we learnt? Overview of findings from a survey of ministries of education on national responses to COVID-19. October, 2020. <https://data.unicef.org/resources/national-education-responses-to-covid19/>

Figure 4 indicates that radio and television are the most preferred tools of choice in low-income nations, whereas online platforms and printed materials are the most preferred in high-income countries. In addition, countries with lower-middle incomes demonstrated a preference for both television and online platforms, whereas those with higher-middle incomes preferred the radio and television. Globally, online platforms are the most often utilized, followed by television, printed materials, and radio.

Schools play a significant role in accessing distance education opportunities, and it is important to provide appropriate communication tools and opportunities for engagement (Bernard, Abrami, Borokhovski, Wade, Tamim, Surkes, & Bethel, 2009), but the lack of communication tools and opportunities between private and public schools, as well as students' socioeconomic backgrounds, contribute to significant disparities (Svaleryd & Vlachos, 2022). The extended duration of schools and their shift to distance education have also highlighted the importance of schools in child protection systems, as children without access to health and nutrition programs and assistance are considered to be at risk in terms of their holistic development. COVID-19 has disrupted school meals for 370 million children globally (World Food Program, 2020). Children have become more susceptible to violence and psychological distress as a consequence of this situation. The lack of preventive measures for women and girls has increased the risks of sexual exploitation and child marriage (UNICEF, July 10, 2023). Also, the pandemic has halted progress in combating child labor, leading to increased child labor (ILO & UNICEF, 2021). Consequently, allocating benefits, challenges, and disparities is crucial for a new educational model like distance education.

Embracing the Shift in Education: Assessing the Strengths and Weaknesses of Distance Education

As education undergoes a profound transformation, educators and learners alike are embracing the shift towards distance education. This innovative approach offers a myriad of strengths. Some of these strengths can be listed as follows:

Accessibility and flexibility. Distance education courses offer learners the flexibility to access lessons whenever and wherever they want, regardless of socioeconomic, geographical, or physical classroom restrictions (Chang et. al., 2016; Christensen, Anakwe, & Kessler, 2001; de Oliveira, Penedo, & Pereira, 2018; Katane, Kristovska, & Katans, 2015; Sadeghi, 2019), thus ensuring social equality and accessibility for individuals. Furthermore, learners have the ability to access prerecorded

educational materials at any time that suits them, often in the form of audio and video (de Oliveira et al., 2018; Sadeghi, 2019; Pardanjac, Radosav, & Jokic, 2009).

Individualized Learning Experience. Distance education offers individuals the opportunity for personal growth (Katane et. al., 2015; Chang et. al., 2016; Pardanjac et. al., 2009). Furthermore, some studies have observed that distance education offers students the chance to cultivate motivation, self-regulation, and self-assessment (Katane et. al., 2015; Klisowska, Sen, & Grabowska, 2021; Pardanjac et. al., 2009).

Time and cost savings Compared to the creation of educational materials for face-to-face education, such as worksheets, lecture notes, VCDs, DVDs, and textbooks, distance education offers an easy and repeatable way to access educational materials, resulting in time and cost savings (de Oliveira et. al., 2018; Klisowska et. al., 2021; Sadeghi, 2019). Furthermore, distance education courses enable the uploading of educational resources to the system at any time, which further facilitates savings (Kotrikadre & Zharkova, 2021).

As a result, distance education is gaining popularity due to its accessibility, flexibility, and personalized learning experience, enabling learners to access lessons anytime, anywhere, and promoting personal growth. It also offers cost savings and easy access to educational materials. Nevertheless, it is crucial to acknowledge the weakness of distance education. These might be identified as follows:

Access and Technological Infrastructure Issues. Challenges related to access and technological infrastructure can be divided into two primary categories: insufficient access to essential technologies and internet connectivity, especially troubling for students in regions with limited or no internet access (Christensen et. al., 2001; Katane et. al., 2015; Sadeghi, 2019). Students in rural areas faced challenges enrolling in distance education during the COVID-19 pandemic due to disparities in socioeconomic status and technological infrastructure compared to urban areas (Işık & Bahat, 2021; TEDMEM, 2021).

Social Isolation. Students might experience social isolation due to less face-to-face engagement and communication with teachers and peers in distance education (Christensen et. al., 2001; Sadeghi, 2019). Considering that humans are inherently social creatures, it is evident that distance education is an inefficient method for enhancing communication abilities (Kotrikadre & Zharkova, 2021). Students may face considerable levels of distraction, isolation, anxiety, or hopelessness due to this situation (Sadeghi, 2019).

Procrastination Tendency. Students enrolled in distance education must be self-motivated and disciplined. In other words, distance education promotes the student's autonomy. Students who struggle with self-discipline when working alone without instructor supervision may see this as a disadvantage (Buselic, 2017; de Oliveira et. al., 2018; Rashid & Elahi, 2012). Because of this, students could become less motivated, and procrastination issues might become more common.

Hidden Costs. Distance education is considered an advantage for saving money; however, it actually has hidden costs such as extra transportation and transaction costs (Christensen et. al., 2001).

Assessment and Monitoring Challenges. The main disadvantage of distance education is the challenge associated with monitoring and assessment. Evaluating and assessing performance is more challenging for teachers in online education compared to traditional classroom environments. Students have to wait for feedback until their teacher has assessed and provided comments on their work (Christensen et. al., 2001). Furthermore, teachers may find it challenging to monitor student progress and provide comments. The identification of the student after passing online assessments and doing homework is another issue with this kind of education (Kotrikadre & Zharkova, 2021). This situation makes it potentially challenging to verify identity and prevent test fraud when it occurs remotely.

Lack of digital proficiency Learners may face challenges since distance education applicants are required to have digital skills, including computer competency (Rashid & Elahi, 2012). Many students have difficulty with tasks like taking notes without using notebooks, sending emails, and taking exams and quizzes online (Klisowska et. al., 2021). Furthermore, in distance education, any disruptions caused by software or hardware failures may only be resolved by students with proficiency in computers and technology due to their technological nature. Consequently, this situation has a negative impact on several students (Sadeghi, 2019).

Lack of practical skills It can be difficult to develop some abilities that should be learned through practice in distance education because of the absence of practical knowledge, which hinders the full realization of a profession’s potential. that prevents a particular profession from developing to its full potential. For instance, in several academic disciplines, laboratory or workshop activities are crucial.

Artificial Intelligence and Digital Transformation in Education: New Perspectives in Teaching

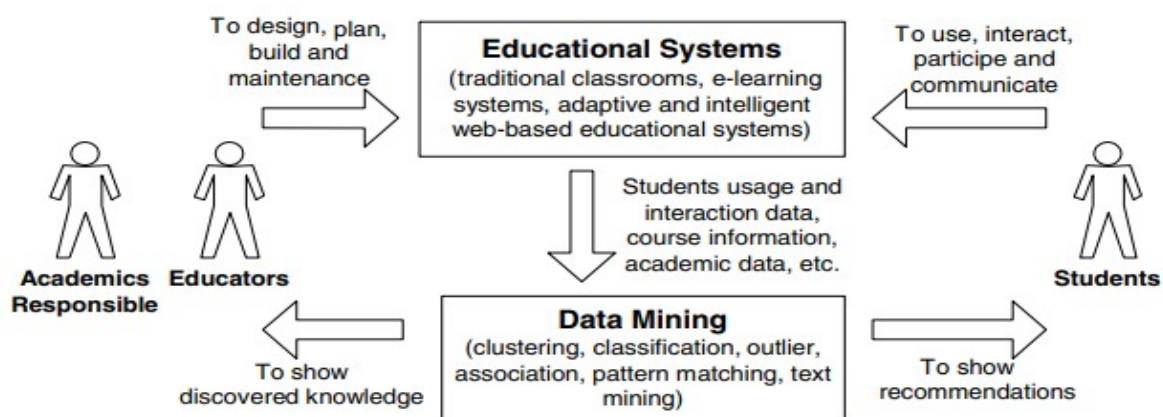
AI is a technology that has been widely used in education, particularly in the context of distance or online learning. It is an extension of the concept of distance education, which originated in the 1990s to update and advance education (Schiff, 2021). Both AI and distance education are software-driven, provide difficulties to teachers' responsibilities, and deviate from the conventional structure and characteristics of schools (Collins & Halverson, 2010). Moreover, providing appropriate technology to Generation Alpha and Generation Z children can make distant education a very effective educational system for them (Suresh, Saxin, & Cheng, 2022).

Massive open online courses (MOOCs) have impacted the perception of AI technologies in education as predominantly related to remote education. In particular, AI-based distance education systems use deep learning and machine learning techniques to provide personalized content tailored to the learning context, the subject's nature, intended learning outcomes, students' needs and goals, and instructional technology methods based on information gathered from participants (Bagunaid, Chilamkurti, & Veeraraghavan, 2022; Casey, 2008; Kashive & Powale, 2020; Xiaogang, 2018). Systems for distant learning that are AI-enabled can also predict students' likelihood of finishing courses using demographic and behavioral data analysis, allowing course providers to make the necessary adjustments (Kashyap & Nayak, 2018). The development of learning analytics using learner demographic and behavioral data has made these modifications possible.

Learning analytics and data mining are crucial in education for enhancing assessment and educational outcomes. They identify important data to improve the learning environment and student learning. These methods examine students' cognitive and learning capacities by using different methods and algorithms, such as creating maps based on linkages between variables like learning outcomes, materials, resources, instructional behaviors, and knowledge (Chen, Chen, & Lin, 2020). In conclusion, AI in education significantly changes evaluation processes, enabling teachers to identify students' strengths and limitations, modify curriculums, and provide customized learning methods.

Figure 5

Data Mining and Learning Analytics Process



Source: Romero, C. & Ventura, S. (2013). Educational data mining: A survey from 1995 to 2005. *Expert Systems with Applications*, 3 (1), 135-146. <https://doi.org/10.1016/j.eswa.2006.04.005>

As Figure 5 illustrates, educators and academics are responsible for designing, planning, creating, and maintaining educational systems while students successfully engage with them. In this context, courses can improve e-learning processes by using different data mining approaches (Romero & Ventura, 2013). Indeed, the development of techniques and software for educational data mining

focuses on improving teaching and learning environments for students (Avella, Kebritchi, Nunn, & Kanai, 2016).

Although educational data mining can be used for curriculum building, the shift from a product-oriented to a process-oriented approach in education is transforming classroom designs to accommodate students with diverse backgrounds, experiences, and goals (Collins & Halverson, 2010; Roll & Wylie, 2016). This has led to a growing interest in lifelong learning strategies that enable learning anytime and anywhere (Roll & Wylie, 2016). AI-supported assessment tools, such as peer and teacher communication and student work, are becoming more preferred due to their personalized and adaptable nature.

Due to the sociocultural nature of education (Shturba, 2016), multi-interactive learning environments in distance education must adhere to cultural norms (Roll & Wylie, 2016). In this context, various AI-supported assessment tools such as expert systems (Arslan, 2020), intelligent tutoring systems (Arslan, 2020; VanLehn, 2011), data mining (Castro, Vellido, Nebot & Mugica, 2007; Kashyap & Nayak, 2018; Yadav and Deshmukh, 2023), learning analytics (Kashyap and Nayak, 2018), text analysis (Balfour, 2013; Swiecki, Khosravi, Chen, Martinez-Maldonado, Lodge, Milligan, Selwyn & Gasević, 2022), assessment systems based on student performance (Bagunaid et. al., 2022), and machine learning models (Ismail, Materwala, & Hennebelle, 2021) are used in distance education. These tools can accurately and objectively assess student performance, understand learners' strengths and weaknesses, and provide immediate feedback. However, it's crucial to consider both the advantages and disadvantages of using artificial intelligence in education (AIED).

Opportunities and Responsibilities Resulting from Artificial Intelligence in Education

Implementing AIED has brought transformational potential as well as a wide range of significant responsibilities. So, as we integrate AI into education, we need to ensure its ethical and inclusive implementation while maximizing its potential to transform learning.

Individualized Learning Experience. Individualized learning is often emphasized as a key benefit of academic writing. Intelligent tutoring systems exemplify the application of AIED, particularly in online courses. The systems rely primarily on user profiles and academic accomplishments to engage with users through a personalized interface that enhances the learning experience (Tapalova & Zhiyenbayeva, 2022; Walkington & Bernacki, 2020).

The teaching profession's changing status. The responsibilities of teachers have been altered due to the integration of AI in education (İşler & Kılıç, 2021). Individualized learning technologies are utilized in education to empower students to organize their own learning paths, create educational objectives aligned with their interests and requirements, and accomplish them. Teachers are often perceived as mentors rather than individuals who actively seek, discover, combine information, and engage in autonomous collaborative thinking. Also, implementing AI technology in the classroom will remove teachers from tasks requiring rote memory, allowing them more freedom, creativity, and time to focus on professional growth or other career goals (Schif, 2021).

Accessibility and flexibility. By transcending geographical or physical limitations, it can access a larger number of students. Moreover, it is cost-effective due to its easy accessibility (Borana, 2016).

Collaboration and social learning in the digital environment. AI can enhance social learning and collaboration in online environments through various strategies. One such strategy is software that improves academic writing skills, allowing students to manage their time better (Calvo, O'Rourke, Jones, Yacef, & Reimann, 2011). Another is improving speaking abilities, allowing students to challenge peers and propose solutions using tools such as Academic Productive Speech (APT) (Adamson, Dyke, Jang, & Rose, 2014). Virtual reality projects and emerging distance education technologies are expected to significantly influence social learning and collaboration (Chang et. al., 2016). AI can also create groups based on student traits, enhancing cooperation and addressing ethical responsibilities (Zawacki-Richter et al., 2019).

Data security and privacy. Collecting and utilizing student data pose dangers to privacy and security. There are legal and ethical responsibilities regarding the correct safeguarding and use of the gathered data. Two ethical concerns regarding this technology are the potential collection of personal data categorized as "leaking personal information" and the widespread use of AI technology

categorized as "individual data being accessible," making it shareable and susceptible to inappropriate use (Safdar, Banja, & Meltzer, 2020). In addition, AI systems continuously gather data to improve performance, raising questions about user permission, transparency, and the reliability of AI applications in defending against cyberattacks. AI systems continuously gather data to improve performance. The need for user permission and openness in this process is emphasized, and the reliability of AI applications against cyberattacks is a subject of controversy.

The Human Dimension of Education and the Teachers. AI-based assessment systems may not be entirely accurate without human guidance, as they focus on analyzing concepts and explaining algorithms rather than emphasizing the educational part of pedagogy (González-Calatayud, Prendes-Espinosa, & Roig-Vila, 2018). This can negatively impact teachers' and students' motivation (Swiecki et. al., 2022). A study by Saplacan, Herstad, and Pajalic (2018) found that students feel negative feelings due to insufficient input from digital systems, such as neglect, dissatisfaction, uncertainty, a need for approval, and restlessness due to insufficient input from digital systems. This is a potential result of machine calculations driven by AI or the acceptance of results by the assessment process as being correct. So, assessments should be created and assessed by individuals with diverse socio-cultural backgrounds, educational experiences, and intellectual and personal values, regardless of the methods and systems used (Aljarrah, Ababneh, Karagozlu, & Ozdamli, 2021; Hanesworth, Bracken, & Elkington, 2018).

Creativity. AI programs in education use virtual information assistants that replicate replies similar to human speech. Despite increased participation in the program, AI is still believed to lack human-specific skills such as creativity and critical thinking. So current AI applications are moving towards human-centered AI applications (Yang, Zhuang, & Pan, 2021).

Method

The study served as a review model by examining the prospective future of distant education in educational organizations. Review articles aim to enhance scholarly discussions. As a result, they are useful instruments for scholars engaged in literature reviews or seeking to expand their knowledge on a particular topic. A comprehensive review of the pertinent literature was conducted for the study, and the findings were organized into distinct categories. Databases in the social sciences and education sciences, together with reports from pertinent national and international organizations, were utilized in the literature review. The studies were chosen for this research based on their novelty, credibility, uniqueness, approach, and research findings.

Discussion, Conclusion and Recommendations

Current sociological and technical advancements have brought about substantial changes in the education sector, introducing new methods and possibilities, including distance education and artificial intelligence. Distance education, which provides a range of educational resources to students via internet platforms, has been a highly discussed subject, particularly during the pandemic. Distance education is a highly disputed issue due to the fact that nearly every benefit it offers also comes with a drawback. Connectivity and flexibility are benefits of remote education; however, the absence of internet connectivity and equipment shortages might impede people from obtaining educational opportunities, creating a disadvantage.

Distance education provides tailored learning and improves technology and digital abilities, yet a person's digital competence level might be a drawback. Furthermore, this method implies that each person is autonomous and has self-control, disregarding the potential for individuals to display procrastination habits or lack drive. Collaboration and social learning in the digital world are benefits of distance education. However, the need for distant education to be interactive may restrict classroom engagement and provide challenges for socializing.

An individual's cultural background might influence whether distance education is beneficial or detrimental. Socializing holds greater importance for those from collectivist cultural backgrounds compared to individualization, and they may engage in more active learning in a traditional classroom environment. It might be difficult to meet students' social needs without in-person interaction, leading to negative psychological effects such as social isolation, loneliness, anxiety, and despair. Distance education offers economic and social benefits but sometimes overlooks the unique learning

preferences and pace of disadvantaged populations. It can also be impacted by familial and socio-economic circumstances, as seen during the COVID-19 pandemic. Practical skill development for applicable courses becomes more complex in distance education when essential facilities like laboratories and workshops are not available. Challenges in assessing and overseeing progress are common in distance education. Some drawbacks can be mitigated by implementing various strategies, such as enhancing technology infrastructure and incorporating hybrid education approaches.

Another important consideration is the teaching methodology. Teachers in the classroom act as orchestra conductors, and if they lack confidence, it might hinder the precise performance of the music. Makerenya, Stash, and Nikashinavd (2020) propose that instructors' unfavorable views are due to many variables. The transition to predominantly digital education as a result of COVID-19 has necessitated quick adjustments from instructors and pupils. Teachers frequently do not possess the requisite degree of digital literacy to efficiently employ the educational objectives of the topic in a digital setting. Moreover, students may lack motivation and be hesitant to utilize their digital capabilities. These variables influence the bad impressions instructors have.

Artificial intelligence is a common topic of discussion in relation to societal and technical advancements. AI technologies providing individualized learning through data mining and learning analytics share advantages and issues with online education. AI in education may tailor instruction, improve instructor effectiveness, reach a wider student audience, and offer flexibility in time and location. Nevertheless, technology also presents drawbacks such as disparities in digital literacy, worries about data protection, ethical dilemmas, and educational considerations. Distance education and the integration of artificial intelligence in education are closely connected ideas. Both have distinct benefits and drawbacks. To effectively meet students' requirements and provide impactful learning experiences, it is essential to thoroughly analyze and integrate these two techniques.

Given all these concerns, the following recommendations should be considered: Implementing the correct policies would facilitate the effective implementation of distance learning and the utilization of artificial intelligence in educational institutions. By establishing the necessary infrastructure, nations can take advantage of the potential that artificial intelligence and online education present. Culture is a factor that must be taken into account while implementing policies. It is essential that the policies implemented are in harmony with the national culture.

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