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Investigation of the Opinions of Physical Education and Sports School Students in Distance Education Process

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Abstract

The coronavirus, which has affected the world, has caused changes in education as in all areas of life. In our country, it was deemed necessary to start distance education in order to ensure the sustainability of education by interrupting face-to-face education in this process. While distance education was used as an alternative education model in our education system until 2020, it has become compulsory for a certain period of time due to pandemic rules. In this research, student opinions were taken and suggestions were made for the 'applicability of physical education and sports education in distance education'. The questionnaires were applied to the students of Yozgat Bozok University School of Physical Education and Sports. According to the findings obtained as a result of the questionnaire, it was concluded that students were negatively affected by distance education and students felt unsuccessful in their academic and professional lives. Due to this necessity, increasing and/or improving the quality of distance education models used in our education system becomes a priority. In this context, there is a need for academic studies that will reveal and improve the current situation of distance education in our education system. As important as it is to learn the use of communication tools for distance education, it is equally important to develop distance education models that can be used in these technological tools.

Keywords: Distance education, online education, pandemic, physical education and sports education, student

INTRODUCTION

With the changing and developing social structures and the emergence of new educational approaches, innovation in the education system has started in our country as in the whole world. Distance education has emerged as an alternative system as an element of this innovation and has become an educational model supported by many educators and students today. The most important reason for the emergence of distance education is the search for new education methods to meet the educational needs of the increasing world population. The realisation of the education of a large mass of people from where they are located, without time and space problems, reduces the cost of education and provides equality of opportunity (Ağır, 2007).

Distance education aims to ensure that the teacher and the learner are in separate places during the education period and that this provides benefits in terms of time, financially and in terms of the student learning to learn. In addition, its main objectives are to ensure standardisation in collective and individual education, to disseminate the latest technologies and developments used for distance education to the general public and thus to bring information sharing and access to the highest point, to develop success and individual skills by reducing the time between education and applications, and to provide intensive and continuous

education and knowledge accumulation required by high technology equipment in line with rapidly developing information and communication technologies (Ağır, 2007).

Definitions of Distance Education:

Distance education; It is a form of education that offers education and training opportunities to people who cannot have the opportunity to receive education in schools and educational institutions for different personal reasons such as time and money, illness, age shortage, geographical distance, family situations, or who have lost this opportunity by using different types of printed, audio, visual and electronic materials (Demiray, 1999).

The concept of distance education is the systematic execution of the individual's self-learning and working style carried out by means of a team of teachers who take responsibility for raising and maintaining the level of student success, counselling the student, showing the learned material (Kaya, 2002). In traditional education, it is the activities carried out by using specially prepared written materials, mass media programmes and short-term face-to-face teaching in a system integrity without being stuck to the limits such as learning time, place, age, method, objectives, etc. (Hızal, 1983).

It is all of the teaching activities that are normally carried out in different environments with special organisations and applications, special lesson planning techniques, special teaching techniques, special communication methods where electronic or non-electronic systems are not used, and planned learning in different environments (Moore & Kearsley, 1996).

Distance education applications, in terms of their conceptual objectives, are a type of approach that aims to create new educational opportunities, to combine learning and work, to realise equality of opportunity in education, lifelong learning, integration of education and technology, multidimensional approach, individual and social education, effectiveness and minimum cost in education (Alkan, 1997).

According to Miller, Topper and Richardson, new terms have started to be used due to the emergence of new technologies over time. In particular, they stated that new terms are needed to distinguish between emerging forms of distance education such as online education / e-learning and hybrid / blended education (Demir, 2020).

Historical Development of Distance Education:

When we look at the development of distance education, the beginning of the use of this educational method goes back to the 1700s and can be divided into five phases.

1- Letter teaching model

2- Multimedia model

3- Tele-learning model

4- Flexible learning model

5- Smart flexible learning model

In the first phase, the technology used for teaching is limited to written materials. There is no interaction between the learner and the teacher. The technologies used in the second phase are early computer assisted instructional applications with video and audio recordings. In the third phase, instructional designers developed course designs in audio and video conferencing systems that allow two-way communication between the learner and the teacher, and this period is defined as the telelearning model. The fourth stage distance learning model refers to the flexible participation of learners regardless of time and place with the development of internet technologies. The fifth stage learning model is based on the features of internet and web technologies (Alkan, 1997).

Distance education has become widespread in a short time in many countries such as China, India, Sweden, Norway, Ireland, Canada, Japan, Korea, Russia and Turkey. Towards the end of the 1990s, mobile phones, smart phones and tablet computers started to develop and become widespread. With the development and widespread use of mobile devices and their access to the internet, people have the opportunity to learn online whenever and wherever they want (Okan & Arapğirlioğlu, 2019).

COVID-19 Process and Distance Education:

Covid 19 virus, which was first seen in the seafood sales market in Wuhan, China, started to spread all over the world in a short time. It was declared a pandemic, i.e. 'worldwide epidemic' by the World Health Organization on 11 March 2020 (Aldemir & Avşar, 2020). There are a total of 33,842,281 confirmed Covid-19 cases in the world, including 1,010,634 deaths until 01.10.2020 (WHO, 2020). There is no definitive method for the treatment of Covid-19. For this reason, in order to prevent the spread of the virus, bans have been imposed in many places where people can be together and quarantine periods have been initiated. Covid-19, which disrupted the normal flow of life, forced people to close their homes and isolate themselves, while at the same time directing them to continue their work and education from their homes (Aldemir, 2020).

Due to the pandemic, education has been suspended in almost all institutions around the world in the spring semester of 2019 - 2020 education and training, and a quarantine period has started at various levels. Covid-19 has caused significant changes in many areas of our lives, especially economic, political, social and educational. It has also caused many changes and difficulties in our education system. Institutions have switched to distance education to meet the needs of students in a short time. Many countries have stopped face-to-face education and many students have started online education overnight. In Turkey, primary, secondary and high schools were suspended for 1 week at the first stage and completely switched to distance education on 23 March 2020. As of 23 March 2020, the distance education process was started at associate, undergraduate and graduate levels (YÖK, 2020). In their study, Durak et al. (2020) contacted the people in charge of UZEM (Distance Education Centre) or IT Department of 33 universities in Turkey during the Covid-19 process and examined the work of universities in transition to distance education during the pandemic process. Data were collected by online survey method and survey model was used. As a result of the research, it was seen that Moodle and ALMS are the most used teaching management system, while Perculus and Big Blue Button are the most used live course software.

The Development of Distance Education in Turkey:

The first activities related to distance education in Turkey began in 1927. To address the deficiencies in the physical environments of educational institutions from universities to high schools, distance education began to be adopted as a new educational method. In the mid-20th century, more value began to be placed on distance education, and state institutions and the private sector started to provide vocational training and foreign language education through distance education methods. Especially during these years, the contribution of correspondence education became evident, and Correspondence Education Centers were established, further enhancing the importance of distance education in Turkey with this method. The distance education model in higher education first started at the Open Education Faculty of Eskişehir Anadolu University. This faculty has provided thousands of our citizens with the opportunity to obtain a diploma over the years. Towards the end of the 20th century, with the widespread use of the Internet, distance education came to the forefront. The first institution in our country to use this method was the Middle East Technical University (METU) (Arabacı, 2021).

Distance Education Models:

Synchronous (synchronized) distance education environments: Synchronized, or synchronous, distance education consists of real-time interaction between students and teachers, even if they are in different locations. Technological tools such as video conferencing, teleconferencing, and internet chat rooms facilitate synchronized remote education. (Carswell & Venkatesh, 2002).

Asynchronous remote education environments: Asynchronous remote education is an alternative learning model where the student and teacher are not in the same classroom at the same time. In recent years, there has been a significant increase in the number of educational institutions offering their courses and even entire degree programs asynchronously over the web. In addition, the business world also offers web-based asynchronous distance education to its employees. (Carswell & Venkatesh, 2002).

Blended learning model:

Despite the many visible advantages of online learning, including 24/7 access, personalization, interaction, instant feedback, and online assessment, one of the biggest challenges is sustainability; that is, the dropout rate among students is high. Keeping users engaged in education is defined as user participation that continues in a course until its completion. The dropout rate from courses has always been the biggest issue in educational systems, but it has been an even more pronounced problem in online e-learning formats. This issue is the main reason why today's forms of e-learning are increasingly oriented towards communication, collaboration, and interaction in both face-to-face and virtual environments. On one hand, there is the traditional face-to-face education environment that has been ongoing for centuries, and on the other hand, there are learning environments that are starting to grow and develop with new technologies, offering communication and interaction opportunities. In the past, these two learning methods were used separately because they catered to different groups with different media/method combinations (Çetin, 2021).

Physical Education and Sports Education:

Physical education is known as an educational field that enables individuals to develop both mentally and physically. "Physical education is the entirety of movements performed for the development of an individual's physical and mental health." In short, physical education is a broad-based activity aimed at improving an individual's physical health and physical skills, encompassing exercises and practices related to games, gymnastics, and sports, based on flexible rules that can be adjusted according to environmental conditions and the characteristics

of the participants when necessary. (Ergenekon 2021). The Importance of Physical Education and Sports. In the 21st century, it can be said that the perceptual differences formed in human and society with globalisation have caused a change in expectations from sports (modernity, universality, etc.). As a natural consequence of this, it would not be wrong to say that this situation affects the interest in sports branches in direct proportion (Uzun et al., 2018).

Nowadays, societies consider physical education and sports as an indispensable component and, in many ways, a complement of general education, with the aim of raising future generations to be stronger and healthier in physical, mental, and psychological aspects. Ensuring that students of school age grow up in the strongest way physically, mentally, and emotionally through physical and sports activities, and participate fully equipped in social life is the cornerstone of the modern educational approach. Elementary and middle school students are a rich example in terms of their level of movement and energy as well as their free time. The most effective activities that students can engage in both at school and outside of school, which will lay the groundwork for individual and societal benefits, include directing the existing potential of this age group into the right channels, protecting them from many harmful habits, preventing incorrect socialization, teaching them to control and reduce their stress levels, and increasing their knowledge and skill levels by reconciling them with societal norms and school rules. (Aldemir, 2021).

Higher Education in Sports Training:

In universities, sports training is at the undergraduate level, lasting 4 years. Physical Education and Sports Teaching, Coaching, Sports Management, and Recreation Leaders are trained. During their sports education, students at universities study subjects related to sports such as Physiology, Anatomy, Sports Psychology, Sports Sociology, Training Knowledge, Sports Management, Introduction to Physical Education and Sports, Sports Physiology, Biomechanics, Kinesiology, Athletics, Basketball, Football, Handball, Gymnastics, Swimming, and Volleyball both theoretically and practically. While there are 74 universities in Turkey with a Faculty of Sports Sciences, there are 26 universities with a School of Physical Education and Sports. According to higher education statistics, as of 2021, there are a total of 60,089 students studying in sports-related departments at Turkish universities, of which 17,637 are women and 42,452 are men (https://istatistik.yok.gov.tr/ 29.12.2021). Investigating how these students are affected by the remote education process is important for the future of sports in our country.

The Advantages of Distance Education in Physical Education and Sports:

The modernization of a society is possible through the education of individuals in their physical, mental, and emotional aspects. Physical education, which aims to learn through physical movements, is a part of our education system and contributes to general education through physical activities. (Kangalgil vd., 2006). Physical education can be defined as all the movements performed for the development of an individual's physical and mental health, while sports can be defined as movements performed to compete, feel excitement, race, and excel according to certain rules. (F. Kuter ve M. Kuter 2012). These two activities are tools that ensure individuals, considered the core of society, remain healthy both physically and mentally. The sustainable maintenance of a healthy and successful society that develops and thrives culturally through education is only possible through physical education and sports. Therefore, for the benefit of our country, physical education and sports should be emphasized at all educational levels from primary school to university; all scientific studies related to these should be supported. The advantages of distance education can be listed as follows:

- Eliminating time and space constraints in education,

- Ensuring equal opportunities in education,

- Providing the opportunity to benefit from the advantages of technology in education,

- Supporting lifelong learning,

- Offering alternative learning environments for adult learners,

- Providing students with the opportunity to take advantage of international education opportunities,

- Providing students with an independent working environment,

- Equipping students with the competence to be responsible for their own learning.

Additionally, it can be mentioned that well-prepared software in distance education offers benefits such as providing instruction in less time compared to traditional methods, delivering instruction at suitable places and times, providing flexibility in planning, facilitating learning, and freeing the teacher from tasks like repeating lessons, assigning homework, and grading, thereby allowing them to spend time individually with students. (Bayram et al., 2019).

When looking at the advantages of distance education in physical education, it can be listed as providing time savings, eliminating spatial limitations, and offering the option to

choose instructors, while the disadvantages can be cited as decreased sports motivation, inability to use body language, and coaches' inability to apply distance education methods (Çetin, 2021). When examining many definitions of distance education, the importance of distance education is highlighted by its provision of freedom in time and space, the absence of a requirement for a specific age and education level, the special facilitation of communication and interaction through advanced technologies, and the ability to provide educational services to a large number of individuals who cannot benefit from traditional educational services. (Yurdakul, 2005). Ceylan et al (2021) investigated the motivation of university students to participate in physical activity during the pandemic in terms of age, gender, income status, time to exercise and place of residence. They found that participants' motivation to participate in physical activity varied by age, gender and time available to exercise. We can say that high-income participants have high motivation to participate in physical activity.

METHOD

This section includes information about the population and sample of the research, data collection tools, and the statistical procedures used in data analysis.

Research Model

In this study, to determine the opinions of Yozgat Bozok University Faculty of Sports Sciences students regarding distance education, the survey design, which is one of the descriptive research models that questions the existing situation, was used. The survey design is a research design that describes a condition that existed in the past or still exists in its current state. This design attempts to present the case, person, or object being studied as it is and within itself. (Karasar, 2005).

Population and Sample

The population of the study consists of 1120 students studying at the Faculty of Sports Sciences at Yozgat Bozok University during the 2020-2021 academic year. The sample of the research consists of 382 students who voluntarily participated in the online survey sent via email from the students studying at the Faculty of Sports Sciences at Yozgat Bozok University during the 2020-2021 academic year.

Data Collection Tool

The questionnaire used in the study consists of two sections. In the first section, a Demographic Information Form was used, and in the second section, a 5-point Likert scale was used to determine students' views on distance education.

Personal Information Form

A personal information form consisting of 12 questions was used, including participants' gender, age, department, total monthly household income, devices used for remote education, administrative boundaries, method of participation in remote education, type of sports practiced, health conditions, and subjects that were difficult during remote education.

Scale for Attitudes Towards Distance Education

In the study, a 5-point Likert-type scale developed by Yıldırım et al. (2014) was used to determine students' attitudes towards distance education. The developed scale consists of 4 sub-dimensions, rated as 1 (never agree), 2 (rarely agree), 3 (sometimes agree), 4 (usually agree), 5 (always agree). The sub-dimensions of the scale are named personal suitability (6 items), effectiveness (5 items), teachability (4 items), and propensity (3 items), respectively.

Data Analysis

The data obtained in the research have been transferred to the SPSS 20.0 software package. In order to prepare the data and make it suitable for analysis, the kurtosis and skewness coefficients were examined. The skewness coefficient remaining within the range of (+-2) and the kurtosis coefficient within the range of (+-7) indicates that the data exhibit a normal distribution (West et al., 1995; Şencan, 2005; 376, Şimşek, 2007). In this study, it was determined that the skewness values of the data obtained regarding the scale were between 0.030 / -1.064, and the kurtosis values were between 0.710 / -1.451. According to these results, it was determined that the data exhibited a normal distribution, and parametric tests were used in the statistical analyses.

FINDINGS

Table 1. Findings on Students' Demographic Characteristics

		N	%
Gender	Female	150	39.3
	Male	232	60.7
	17	2	.5
	18	31	8.1
	19	51	13.4
	20	66	17.3
	21	121	31.7
	22	45	11.8
	23	28	7.3

Age	24	13	3.4
	25	7	1.8
	26	4	1.0
	27	1	.3
	28	1	.3
	30	1	.3
	31	2	.5
	32	2	.5
	33	2	.5
	34	1	.3
	35	1	.3
	36	1	.3
	38	1	.3
	51	1	.3
Income Level	0-2500 TL	173	45.3
	2501-5000 TL	145	38.0
	5001-7000 TL	46	12.0
	7001-10000 TL	10	2.6
	10001 TL ve üzeri	8	2.1
Department	Coaching Education Department	142	37.2
	Physical Education and Sports Department	106	27.7
	Sports Management Department	134	35.1
In which field do you practice sports?	Team Sports	179	46.9
	Individual Sports	203	53.1
Where did you spend the remote education process?	Village	61	16.0
	Town	25	6.5
	City	296	77.5
Did you or anyone in your family contract Covid-19 during the pandemic?	Yes	188	49.2
	No	194	50.8
Do you think the remote education process has positively affected your academic life?	Yes	171	44.8
	No	211	55.2
	Yes	157	41.1

Do you think the distance education process has positively affected your professional courses?	No	225	58.9
Which device did you use to follow your classes during the distance education process?	From the computer	107	28.0
	From the phone	242	63.4
	Hybrid	7	1.8
	I did not follow	26	6.8
How did you follow your classes during the distance education process?	Live	290	75.9
	From video recording	35	9.2
	Hybrid	10	2.6
	I did not follow	47	12.3
Which subject group do you think you struggled with the most during the distance education process?	In courses containing general knowledge	92	24.1
	In courses containing teaching profession knowledge	90	23.6
	In courses containing sports-related field knowledge	200	52.4

The findings regarding the demographic characteristics of the students are shown in Table 1.

When Table 1 is examined, 150 (39.3%) of the students are female, and 232 (60.7%) are male. 2 (0.5%) are 17, 31 (8.1%) are 18, 51 (13.4%) are 19, 66 (17.3%) are 20, 121 (31.7%) are 21, 45 (11.8%) are 22, 28 (7.3%) are 23, 13 (3.4%) are 24, 7 (1.8%) are 25, 4 (1.0%) are 26 years old, and 14 (3.9%) are in the 27-51 age range. 173 students (45.3%) have an income level of 0-2500 TL, 145 (38.0%) have an income level of 2501-5000 TL, 46 (12.0%) have an income level of 5001-7000 TL, 10 (2.6%) have an income level of 7001-10000 TL, and 8 (2.1%) have an income level of 10001 TL and above. 142 of them (37.2%) are studying in the coaching education department, 106 (27.7%) in the physical education and sports department, and 134 (35.1%) in the sports management department. 179 students (46.9%) are engaged in team sports, while 203 students (53.1%) are involved in individual sports. Where Did You Spend the Distance Education Process? To the question, 61 students (16.0%) answered village, 25 (6.5%) town, and 296 (77.5%) city. Did you or anyone in your family contract Covid-19 during the pandemic? To the question, 188 students (49.2%) answered yes, while 194 students (50.8%) answered no. Do you think that the distance education process has positively affected your academic life?

To the question, 171 students (44.8%) answered yes, and 211 students (55.2%) answered no. Do you think that the distance education process positively affects your professional courses? To the question, 157 students (41.1%) answered yes, while 225 students (58.9%) answered no. Which device did you use to follow your classes during the distance education process? To the question, 107 students (28.0%) followed the lessons on a computer, 242 students (63.4%) on a phone, 7 students (1.8%) in a hybrid manner, and 26 students (6.8%) did not follow the lessons. How did you follow your lessons during the distance education process? To the question, 290 students (75.9%) responded that they followed the classes live, 35 (9.2%) watched video recordings, 10 (2.6%) followed in a hybrid format, and 47 (12.3%) did not follow the classes. Which group of courses do you think you had the most difficulty with during the distance education process? To the question, 92 students (24.1%) answered that they had difficulties in courses containing general knowledge, 90 students (23.6%) in courses containing teaching profession knowledge, and 200 students (52.4%) in courses related to sports.

DISCUSSION AND CONCLUSION

In this thesis, the views of undergraduate students studying at the Faculty of Sports Sciences, Yozgat Bozok University, on distance education have been investigated. The participants' (students) levels of opinion towards distance education were analyzed using the Distance Education Attitude Scale (DEAS); statistical analyses were conducted based on gender, age, income level, department, sports preference, health status, academic success, type of device used for education, class attendance status, and the type of courses found difficult. A total of 382 participants, including 232 men and 150 women, took part in this study. The age range is distributed between 17-51; the majority of students who participated in the study were 21 years old (121 = 31.7%). 173 participants have an income level of 0-2500 TL, 145 have 2501-5000 TL, 46 have 5001-7000 TL, 10 have 7001-10000 TL, and 8 have an income level of 10001 TL and above. 142 of them (%37.2) are studying in the coaching education department, 106 in the physical education and sports department, and 134 in the sports management department.

179 of the participants engage in team sports, while 203 participate in individual sports. As the place where they underwent the Distance Education Process, 61 participants answered village, 25 answered town, and 296 answered city. 188 of the participants were either Covid-19 patients or contacts. The distance education process has positively affected 171 participants and negatively affected 211. During the distance education process, 157 participants believe

that their professional courses were positively affected, while 225 believe they were negatively affected. During the remote education process, 107 participants followed their lessons on a computer, 242 on a phone, and 7 in a hybrid manner, while 290 watched live, 35 watched recorded videos, and 10 watched in a hybrid manner. During the remote education process, 92 participants reported difficulties with courses containing general cultural knowledge, 90 with courses containing teaching profession knowledge, and 200 with courses related to sports field knowledge. Additionally, the number of students who cannot follow the classes remotely ranges from 27 to 46. In this part of the thesis, the findings were discussed with similar studies, and suggestions were made for improving distance education.

In the dimensions of personal suitability, effectiveness, instructiveness, and aptitude, the highest average score was in the instructiveness dimension, with participants believing that face-to-face education was more beneficial. It has been determined that students studying in the School of Physical Education and Sports have a more negative attitude towards distance education compared to students studying in the School of Health. (Bayram et al., 2019). In the study conducted by Doğar (2021), it is observed that students of the Physical Education and Sports Teaching Department exhibit a more positive attitude compared to students from other departments. In the studies conducted by Yakar & Yıldırım Yakar (2021) and Ergenekon (2021), it is observed that students from various departments have a negative view of distance education. The results of this study are consistent with the works of Kanbak (2021) and Ergenekon (2021), where participants evaluate distance education negatively. In contrast to our study, there are also studies that do not find a significant difference based on the gender variable. (Barış, 2015; Bulut, 2020; Kırali and Alcı, 2016).

As a result of the comparison of the 4 sub-dimensions by gender, differences have emerged in the sub-dimensions of personal suitability and effectiveness. This difference is in favor of men. According to the gender variable, it has been determined that women encounter more problems than men in the distance education process in terms of personal suitability and effectiveness sub-dimensions. Compared to other studies, our results align with the findings of Doğar (2021), Ergenokon (2021), Genç et al. (2020), Yenilmez et al. (2017), and Bahar (2014) in terms of the gender variable. This situation can be related to the higher number of male students in physical education and sports departments. In a similar study conducted by Sarıkaya (2021), it was concluded that, unlike our study, the average opinions of female students towards distance education were higher than those of male students. Additionally, the fact that women

are not as proficient in technology as men and have more responsibilities due to household chores may also contribute to this outcome.

There is a low positive relationship between the age variable and the personal suitability sub-dimension. With the increase in age, personal suitability rises. In Kanbak's (2021) study, when we examined the participants according to the age variable, a statistically significant difference was observed in the e-learning scale. In the e-learning scale, it is observed that students in the age groups of 26 and above view distance education more positively compared to students aged 25 and below. Our study is also consistent with this study in terms of the age variable. However, there are also studies whose results do not align with our work. (Cavusoglu and Acar, 2020; Bayram et al., 2019; Gokbulut, 2021; Yakar & Yıldırım, 2021; Aras 2019). This situation can be associated with the increase in students' experiences as they grow older. Additionally, as age increases, the expectations/responsibilities in professional and family life also rise, which fosters positive attitudes towards distance education.

As a result of the comparison of the 4 sub-dimensions according to income level, no statistical difference was found. In the study conducted by Doğar (2021), a significant difference was found, and it was observed that participants from low-income families had a lower attitude towards e-learning activities compared to participants from higher-income families. The reason for this could be the university students' familiarity with Internet usage and the ease of accessing the Internet. According to our findings, although statistically significant results were not obtained for the income level variable. Due to reasons such as the high internet costs for low-income families and the high prices of technological devices for remote education (phones, computers, and tablets), this group may have expressed negative opinions about remote education. It has been determined that the sports branch differences that the athletes are interested in, the aims of their orientation to sports, the level of communication between the athletes studying physical education and sports training and the people who are in direct and constant communication, and the spatial differences in which the interested sports branch is performed can play an active role in the motivation levels of the athletes (Ceylan et al., 2022).

In this study, although many issues were encountered regarding the feasibility and applicability of distance education in sports training and teaching, it has been concluded that it is a necessary form of education to adapt to the conditions of the developing sport in today's pandemic conditions and changing world.

As a result of this study, it was found that there is a significant difference in the attitudes towards learning of students engaged in Physical Education and Sports based on gender, age, financial status, class, computer ownership, internet access, levels of computer and internet usage, usage durations, and learning methods. Overall, 60% of the participants stated that they were negatively affected academically by the distance education process, while 40% indicated that they were positively affected. The reasons why the 40% of participants who expressed positive views should be investigated in a separate study.

Recommendations

In this section, these suggestions have been made based on our experiences on how to improve distance education;

Participants who are students have expressed both positive and negative opinions regarding the feasibility of sports education in distance learning. Although negative opinions are quantitatively more prevalent, positive opinions are undeniable. More similar research should be conducted, taking into account regional differences.

During the pandemic, due to quarantine measures, the remote education process was conducted in an unprepared and rapid manner. Therefore, faculty members and students should be better informed about remote education methods.

New educational models should be developed, especially for areas where practical training is provided, to address the deficiencies in the distance education system.

More comprehensive video conferencing programs should be developed for sports enthusiasts designed for sports education, allowing them to exercise independently. Additionally, academic studies should be conducted to develop new techniques for self-exercise (autosport) applications.

Video pools containing practical lesson content should be created for students receiving sports education, and asynchronous applications should be developed.

Especially for children and young people, exercise applications based on gamification should be developed as computer programs for remote sports education.

By developing remote education tools suitable for sports training, any potential disruptions in remote education should be addressed, and assessment systems that can evaluate students remotely should be developed.

The Internet infrastructure should be improved nationwide so that all students can access the distance education system equally and fairly.

Especially in the field of Physical Education and Sports Departments, new techniques should be developed for remote examinations.

According to the findings obtained in this thesis, students follow their courses using mobile phones with iOS and Android-based operating systems. In this context, any program or application related to education that will be developed should be designed to work on this operating system.

The findings of this study may not reflect the results under normal conditions because they were obtained under the stress conditions of the pandemic. Therefore, similar academic studies are needed after the pandemic to verify the reliability of the findings.

Seminars, panels, etc. should be conducted on methods and ways to effectively use distance education for teaching staff and students.

New approaches and efforts should be made regarding internet access for students residing in rural areas..

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CONTRIBUTION RATE	***EXPLANATION***	***CONTRIBUTORS***
Idea or Notion	*Form the research hypothesis or idea*	Aydin AKCA, Hayrettin GUMUSDAG
Design	*To design the method and research design.*	Aydin AKCA, Hayrettin GUMUSDAG
Literature Review	*Review the literature required for the study*	Aydin AKCA, Hayrettin GUMUSDAG
Data Collecting and Processing	*Collecting, organizing and reporting data*	Aydin AKCA, Hayrettin GUMUSDAG
Discussion and Commentary	*Evaluation of the obtained finding*	Aydin AKCA, Hayrettin GUMUSDAG
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