

BEDEN EĞİTİMİ VE SPOR ÖĞRETMENLERİNİN UZAKTAN EĞİTİME KARŞI TUTUMLARININ İNCELENMESİ

EXAMINATION OF PHYSICAL EDUCATION AND SPORTS LEARNERS' ATTITUDES TO DISTANCE EDUCATION¹

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Öz: Amaç: Bu çalışmada beden eğitimi ve spor öğretmenlerin uzaktan eğitime karşı tutumlarının incelenmesi amaçlanmıştır.

Yöntem: Çalışma grubunu Denizli ilindeki devlet ve özel okullarında görev yapan 33 kadın 51 erkek olmak üzere toplam 78 beden eğitimi ve spor öğretmeni araştırma grubunu oluşturmaktadır. Veriler Google Formlar üzerinden katılımcılara ulaştırılmış ve gönüllü olarak araştırmaya katılımı esas alınmıştır. Araştırmada ilgili verilerin toplanması için kullanılan form iki bölümden oluşmuştur. Birinci bölümde araştırmacı tarafından geliştirilen demografik bilgiler ve ikinci bölümde ikinci bölümde ise Kışla (2016) tarafından geliştirilen Uzaktan Eğitim Yönelik Tutum Ölçeği (UEYTÖ) kullanılmıştır. Elde edilen veriler SPSS 22.0 paket programı kullanılarak istatistiksel analiz yapılmıştır. Katılımcıların çoğunu Katılımcıların çoğunu erkek katılımcılar oluştururken (57,7) okul türünde devlet okulu (%73,1) mesleki kıdem yılında ise 1-5 yıllık kıdem sahip öğretmenlerden oluşmaktadır (%47,4).

Bulgular: Araştırma sonucunda cinsiyete ve okul türüne göre anlamlı bir şekilde farklılık göstermediği görülmektedir. Kıdem yılına sahip öğretmenlerin uzaktan eğitime karşı tutum düzey puanları arasında anlamlı bir fark olduğu görülmektedir.

Sonuç: LSD testi sonuçlarının bakıldığında 21-25 yıl arası kıdem yılına sahip olan beden eğitimi ve spor öğretmenlerinin uzaktan eğitime karşı tutum düzey puanlarının 1-5 yıl, 6-10 yıl, 11-15 yıl, 16-20 yıl arası kıdem yılına sahip beden eğitimi ve spor öğretmenlerinin uzaktan eğitime karşı tutum düzey puanlarından daha yüksek olduğu görülmüştür.

Anahtar Kelimeler: Uzaktan eğitim, Beden Eğitimi, Tutum

Abstract: Aim: In this study, it was aimed to examine the attitudes of physical education and sports teachers towards distance education.

Method: The study group consists of a total of 78 physical education and sports teachers, 33 female and 51 male, working in public and private schools in Denizli. The data were delivered to the participants via Google Forms and their voluntary participation in the research was taken as basis. The form used to collect the relevant data in the study consisted of two parts. In the first part, demographic information developed by the researcher and in the second part, the Attitudes towards Distance Education Scale developed by Kışla (2016) were used in the second part. The obtained data were statistically analyzed using the SPSS 22.0 package program. Most of the participants are male participants (57.7), while the school type consists of public school (73.1%) teachers with 1-5 years of seniority in the professional seniority year (47.4%).

Results: As a result of the research, it is seen that there is no significant difference according to gender and school type. It is seen that there is a significant difference between the level scores of teachers with seniority towards distance education.

Conclusion: When the LSD test results are examined, it is seen that physical education and sports teachers who have a seniority between 21-25 years have 1-5 years, 6-10 years, 11-15 years, 16-20 years of seniority. It has been seen that the attitude level scores of education and sports teachers towards distance education are higher.

Keywords: Distance Education, Physical Education, Attitude

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INTRODUCTION

Sudden and unpredictable changes can have a critical impact on important functions and services (Bergdahl & Nouri, 2020). Due to the outbreak of the Covid-19 pandemic in 2019-2020, almost all travel, commercial activities, sports activities, social events and education were temporarily suspended or switched to a different phase. During the pandemic process, similar measures were taken in many countries for education and training practices (Yaman, 2021). Due to the Covid-19 pandemic, almost the whole world had to work and learn online (Yang & Yang, 2021). Turkey has suspended face-to-face education activities in primary, secondary and higher education institutions, and has started the online distance education process on the internet, with the occurrence of Covid-19 cases (MEB, 2020). Ministry of National Education (MEB) has tried to provide tablets and internet to disadvantaged individuals in all regions of Turkey to ensure that education is not disrupted. Educational Information Network [EBA] and TRT EBA ensure the uninterrupted continuation of education carried out through TV channels, including primary, secondary and high schools. provided.

Distance education is an education system that is carried out entirely on the virtual environment without the education and training participants coming together, regardless of time and place (Enfiyeci & Büyükalın, 2019). When we look at the studies on distance education, it is seen that distance education has both advantages and disadvantages. According to Bayram et al.,

(2019), distance education eliminates time and place constraints in education, can be done with low economic budgets, provides equality of opportunity and opportunity in education, application of new methods and techniques in education with technology, education can last a lifetime, and alternative learning for adult individuals. It has the advantages of providing the opportunity to share what they have learned quickly. According to Kocayiğit and Salih (2020), distance education can be summarized as the disadvantages of distance education compared to face-to-face education, not being able to provide education relations easily, students not being able to socialize, being forced by students who do not have the habit of learning on their own without support, not being able to benefit enough in lessons for implementation, and increasing dependence on technology.

As the pandemic process affected all life, physical education and sports lessons of individuals were also affected. (Yıldız & Bektaş, 2020). Physical education aims to learn through movement, is an indispensable element of education, and contributes to the goals of education through movement (Kangalgil et al., 2006). Unlike core classes, physical education focuses on physical activity. All participants have concerns about how to transfer physical activities in distance education physical education classes and how to make online physical education lesson a meaningful educational activity (Kim et al., 2020). Conducting physical education and sports lessons remotely, the necessity of using equipment and materials specific to the



branch, the limitation of movement in the home environment, the fact that it is competitive, it gives a lot of room to group activities, the desired efficiency cannot be obtained from the lesson because it is a practice-based lesson, it is not willing to attend the lesson, it causes loss of time. may cause a decrease in the motivation of teachers and students towards the lesson (Güven, 2021).

In order to overcome the difficulties of physical education lessons in distance education, it is necessary to develop and implement group assignments that encourage student participation (Lee & Gwak, 2012). There is a need to develop ways to complement the sensory areas while improving the cognitive area of physical education lessons in distance education (Jeong & So, 2020). Determining the problems faced by teachers, who are the most important practitioners of education and training, while performing their duties with distance education is very important in terms of carrying out educational activities better (Çakın and Külekçi Akyavuz, 2020). has an effect (Başar et al., 2019).

Evaluation of attitude objects is a situation that depends on the individual's perceived views, senses, previous experiences, and various components of cognitive, sensory and behavioral information sources. The relationship strength between positive or negative attitude evaluation, especially the strong one, tends to be automatically matched in the individual's memory after encountering the attitude object; determines the judgments of the individual at the end of

the process (Cruz et al., 2021). Since attitudes are one of the factors that affect the motivation and behavior of the individual, positive and negative attitudes towards remote physical education lessons may cause the physical education lessons to be productive or unproductive, to affect the student positively or negatively.

There is a need for existing practices and good plans for physical education classes with distance education both during and after the Covid-19 process and in the future. From this point of view, the aim of this research is to determine the attitudes towards physical education and sports lessons with distance education and to manage physical education lessons efficiently in the future.

METHOD

In this part of the research, information is given about the study group, the data collection tools used in the research, the method followed in data collection and the statistical techniques applied in the analysis of the data.

Pattern of the Research

This research has been prepared in a quantitative design and is a research in which the relational screening model is used. This model model is an approach that aims to describe an existing situation as it is. (Karasar, 2015).

Research Group

Since the research group was held during the pandemic process, physical education teachers were reached over the internet (via Google Drive-Form) due to restrictions. A



total of 78 physical education and sports teachers, 33 women and 45 men, constitute the research group.

Data Collection Tools

The data collection tools included the personal information form prepared by the researcher, consisting of the participants' knowledge about gender, school type, professional year, and distance education, and the Attitudes towards Distance Education Scale developed by Kışla (2016).

Attitude Scale Towards Distance Education

The Attitudes towards Distance Education Scale (IAITS) was developed by Kışla (2016) and consists of 35 items and is scored between "Strongly Disagree and Strongly Agree", a 5-point Likert-type single-factor scale. The highest score that can be obtained from the scale is 175, while the lowest The score was determined as 35. The internal consistency coefficient of the scale was found to be 0.89. It shows that the thoughts of the individual with a higher score are more positive towards distance education. 1., 2., 4., 5., 9., 11., 14 Since items other than ., 15., 16.,

RESULTS

Table 1. Demographic Information

Demographic Variables		f	%
Gender	Female	33	42,3
	Male	45	57,7
	Total	78	100
School Type	Special	21	26,9

18., 19., 22., 23., 25., 26., 28., 29., 33. and 34 contain negative statements, they are scored in the opposite direction.

Data Collection

Due to the restrictions during the pandemic process, the data were delivered to physical education teachers via Google Forms and participation was voluntary. A total of 80 people were reached, and as a result of outlier analysis, 2 questionnaire forms were not evaluated and a total of 78 questionnaires were evaluated.

Analysis of Data

SPSS 22.0 package program was used in the statistical analysis of the obtained data. Frequency, percentage and reliability coefficient calculations were made. Normality test was applied to the data set in order to determine which of the parametric tests was appropriate, and parametric tests were found suitable for analysis. The t test for binary variables and the One Way Anova test for more than two variables were used. The reliability of the scale was determined by the Cronbach's Alpha coefficient and was found to be 0.87.



	State	53	73,1
	Total	78	100
Professional Seniority	1-5 Years	37	47,4
	6-10 Years	21	26,9
	11-15 Years	11	14,1
	16-20 Years	6	7,7
	21-25 Years	3	3,9
	Total	78	100

While the majority of the participants were male (57.7), the school type consisted of public school (73.1%) and teachers with 1-5

years of seniority (47.4%) in the professional seniority year.

Table 2. T-Test Analysis Table of Physical Education Teachers' Attitude Scores towards Distance Education in Independent Groups by Gender

Gender	N	\bar{X}	Sd	t	p
Female	33	2,91	0,251	0,205	,838
Male	45	2,89	0,277		

p<0,05*

When Table 2 is examined, the level of physical education teachers' attitudes towards distance education does not show a significant difference according to the gender

variable (p>0.05). Attitude levels of male and female physical education teachers towards distance education are almost at the same level.

Table 3. T-Test Analysis Table of Physical Education Teachers' Attitude Scores towards Distance Education in Independent Groups According to the Variable of School Type

School Type	N	\bar{X}	SD	t	p
State	50	2,92	0,280	0,743	,460
Special	28	2,87	0,239		

p<0,05*



When Table 3 is examined, the level of physical education teachers' attitudes towards distance education does not show a significant difference according to the school

type variable ($p>0.05$). Attitude levels of male and female physical education teachers towards distance education are almost at the same level.

Table 4. One-Way Anova Analysis Table of Physical Education Teachers' Attitude Scores towards Distance Education by Professional Seniority

Professional Seniority	N	\bar{X}	SD	F	p	LSD
(1)1-5 Years	37	2,87	0,255			5>1
(2)6-10 Years	21	2,95	0,250			5>2
(3)11-15 Years	11	2,82	0,228	3,123	0,020*	5>3
(4)16-20 Years	6	2,81	0,236			5>4
(5)21-25 Years	3	3,34	0,330			

* $p<0.05$

When Table 4 is examined, it is seen that there is a significant difference between the attitude level scores of teachers with different seniority years ($p<0.05$). When the LSD test results are examined, it is seen that physical education and sports teachers who have a

seniority between 21-25 years have 1-5 years, 6-10 years, 11-15 years, 16-20 years of seniority, physical education and sports teachers. It was seen that the attitude level scores of sports teachers towards distance education were higher.

CONCLUSION

The covid 19, which emerged in an animal market in the wuhan province of China in December 2019 and declared as a pandemic by the world health organization as of March 2020, has affected our lives globally. The places where people live collectively have led to flexible working models, closure for a while, or the development of working from home models, taking into account the rate of transmission of the epidemic. Educational institutions were also closed due to the coexistence of students and the increase in

the rate of transmission of the epidemic, and education continued with distance education in order not to disrupt education. It has been tried to prevent distance education students from being completely alienated from education and training. In our study, it was aimed to examine the attitudes of physical education and sports teachers towards distance education during the covid 19 process.

The level of physical education teachers' attitudes towards distance education does not show a significant difference according to



the gender variable ($p>0.05$). Attitude levels of male and female physical education teachers towards distance education are almost at the same level. Kocayiğit and Uşun (2020) concluded that there was no significant difference between the average scores of teachers in the dimensions of distance education attitudes, advantages of distance education and disadvantages of distance education, according to the gender variable. Barış (2015) found that there was no significant difference according to the gender variable, in parallel with our research, in his study named "Examination of the attitudes of university students towards distance education". Kurnaz et al. (2015) concluded that, unlike our study, the perceptions of female teachers about distance education among teachers' scores regarding distance education are higher than the perceptions of male teachers about distance education. Arslan (2021) found a statistically significant difference in terms of the importance of distance education features by female teachers according to their gender. When the literature is examined, it is seen that the results differ. The branch difference can be explained by the differences such as the education level of the service area.

Physical education teachers' attitude levels towards distance education do not show a significant difference according to the school type variable ($p>0.05$). Attitude levels of male and female physical education teachers towards distance education are almost at the same level. During the pandemic process, all public and private schools were closed and education was carried out with online

education tools. Since physical education and sports course is a course that requires practice, some difficulties have been experienced in doing it with distance education. When we look at the literature, it is seen that the literature is limited between the type of school and teachers' attitudes towards distance education. This can be explained by the fact that there is no difference according to the school type variable.

It is seen that there is a significant difference between professional seniority and teachers' attitude level scores towards distance education ($p<0.05$). When the LSD test results are examined, it is seen that physical education and sports teachers who have a seniority between 21-25 years have 1-5 years, 6-10 years, 11-15 years, 16-20 years of seniority, physical education and sports teachers. It was seen that the attitude level scores of sports teachers towards distance education were higher. According to this result, it is seen that professional experience has a significant effect on adaptation to the situation. When we look at the literature, Kocayiğit and Uşun (2020) concluded in their research that teachers' attitudes towards distance education do not differ in terms of the advantages of distance education and distance education attitudes according to their professional seniority. Kurnaz et al. (2015) concluded that teachers' seniority years do not make a difference in their perceptions of distance education.

Conclusion and Recommendations;

- It is important to raise awareness of both students and teachers and to contribute with



in-service training courses, if necessary, in order for the physical education and sports course to be more efficient and trouble-free.

- The readiness levels of both students and teachers should be increased by increasing the content and infrastructure opportunities related to distance education.

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- Student participation in distance education is generally low. Students and parents should be made aware of participation in these courses.
 - It is important to eliminate the deficiencies in tools such as the internet and computers that prevent students from connecting to distance education.



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