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Distance Education Experiences of Physical Education and Sports Teachers: Covıd-19 Pandemic

"Beden Eğitimi ve Spor Öğretmenlerinin Uzaktan Eğitim Deneyimleri: Covid-19 Pandemisi"

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ABSTRACT
Aim: The aim of this research is to examine the distance education experiences of physical education teachers during the Covid-19 pandemic process.
Material and Method: Eleven (7 Male, 4 Female) physical education teachers who were determined by criterion sampling, one of the non-random sampling methods, participated in this study, which was designed in the descriptive qualitative methodology model. Semi-structured interview form was used in the research. Interview data were analyzed thematically.
Results: In this study, which examined the experiences of physical education teachers towards the distance education model, 5 (five) themes were reached by analyzing the data collected from the participants: 1) General opinions, 2) Positive sides, 3) Negative sides, 4) Obstacles and 5) Suggestions. In addition, fourteen (14) sub-themes were obtained within the scope of these themes.
Conclussions: As a result, it was determined that physical education teachers supported the decision to close the schools but did not rely on the distance education model. Although the participants acknowledged that there was a sudden transition to distance education due to the pandemic, it was observed that they generally focused on the negative sides. Participants stated that applied lessons such as physical education were not very efficient through the distance education model. In the study, physical education teachers stated that the positive side of distance education is that the theoretical lessons have become important and the use of educational technology has increased. In addition, the participants made suggestions for the solution of some negative situations experienced in physical education lessons conducted with the distance education model. It was observed that these suggestions focused on the technological development of teachers and increasing the support provided by the state.
Keywords: Physical Education and Sports, Teacher Opinions, Distance Education

ÖZET
Amaç: Bu araştırmanın amacı Covid-19 pandemi sürecinde beden eğitimi ve spor öğretmenlerinin uzaktan eğitim deneyimlerini incelemektir.
Materyal ve Metod: Tanımlayıcı nitel metodoloji modelinde tasarlanan bu araştırmaya, seçkisiz olmayan örnekleme yöntemlerinden ölçüt örnekleme ile belirlenen 11 (7 Erkek, 4 Kadın) beden eğitimi ve spor öğretmeni katılmıştır. Araştırmada yarı yapılandırılmış görüşme formu kullanılmıştır. Görüşme verileri tematik olarak analiz edilmiştir.
Bulgular: Beden eğitimi ve spor öğretmenlerinin uzaktan eğitim modeline yönelik deneyimlerinin incelendiği bu araştırmada, katılımcılardan toplanan verilerin analiz edilmesiyle 5 (beş) temaya ulaşılmıştır: 1) Genel görüşler, 2) Olumlu yanları, 3) Olumsuz yanları, 4) Engeller ve 5) Öneriler. Ayrıca bu temalar kapsamında on dört (14) alt tema elde edilmiştir.
Sonuç: Sonuç olarak beden eğitimi ve spor öğretmenlerinin okulların kapatılması kararını destekledikleri ancak uzaktan eğitim modeline güvenmedikleri belirlenmiştir. Katılımcılar pandemi nedeniyle uzaktan eğitime ani bir geçiş yaşandığını kabul etmekle birlikte, genellikle olumsuz yönlere odaklandıkları görülmüştür. Katılımcılar uzaktan eğitim modeliyle beden eğitimi ve spor gibi uygulamalı derslerin çok verimli geçmediğini ifade etmişlerdir. Araştırmada beden eğitimi ve spor öğretmenleri uzaktan eğitimin olumlu tarafı olarak teorik derslerin önemli hale gelmesi ve eğitim teknolojisi kullanımının artışını belirtmiştir. İlaveten katılımcılar, uzaktan eğitim modeliyle yürütülen beden eğitimi ve spor dersinde yaşanan bazı olumsuz durumların çözümüne yönelik öneriler sunmuştur. Bu önerilerin öğretmenlerin kendilerini teknolojik açıdan geliştirmesi ve devlet tarafından verilen desteğin artırılması çerçevesinde yoğunlaştığı görülmüştür.
Anahtar Kelimeler: Beden Eğitimi ve Spor, Öğretmen Görüşleri, Uzaktan Eğitim

INTRADUCTION

Covid-19 disease (Abuhammad 2020) caused by the SARS-Cov-2 virus, which first appeared in Wuhan, China, was included in the pandemic class on March 11, 2020 by the World Health Organization (WHO 2020). When the Covid-19 epidemic affected the whole world, schools were closed and face-to-face education was suspended. In general, this has brought the education of at least 1.6 billion students from schools to their homes in the world (UNESCO, 2020a; 2020b; UNICEF, 2020). Governments turned to distance education so that the education process of students was not interrupted (UNESCO, 2020). When the literature is examined, some studies (Odabaş, 2003; Arat & Bakan, 2014; Kırık, 2016; Burke & Dempsey, 2020) touched upon the positive sides of the distance education model, while others (Uzoğlu, 2017) emphasized the negative sides of the distance education model.

UNESCO stated that alternative education paths and learning programs should be put into practice for students during the pandemic process (Huang, Liu, Tlili, Yang, & Wang, 2020). Two weeks after the first case occurred in Turkey, the Ministry of National Education (MEB) started distance education for all primary, secondary and high schools with the slogan “This is not a holiday, but a distance education” (Fiş Erümit, 2020). MEB has announced that the system called Education Information Network (EBA) will be used in the distance education process (MEB, 2020). EBA is a platform created to support the availability of effective materials at school, at home and in all other environments and to integrate technology into Turkish education (Fiş Erümit et al., 2016). According to MEB (2020b), a total of 5,954,174 EBA synchronous lessons were applied from March to July.

The transition to distance education in schools has created some problems, especially in terms of the efficiency of applied lessons such as physical education and sports (Varea and Gonz´alez-Calvo, 2020). This is important for physical education and sports with a more practical side and will create more problems, especially for physical education and sports teachers who prefer face-to-face training (Lambert, 2020). In a study (Hortigüela-Alcalá, Garijo and Pérez-Pueyo, 2021), physical education and sports teachers stated that the implementation stages of physical education and sports lessons were limited with distance education, students' interest in the lesson decreased and there was a problem of trust among students. Especially with distance education, the increasing distance between teacher and student and the greater importance given to other classes by administrators have served to further intensify the discrimination that physical education and sports have been subjected to for decades (James, 2011) (Stirrup, 2020).

Examining the opinions of physical education and sports teachers on distance education under current epidemic conditions is considered important to ensure the continuity of physical education and sports lessons given in schools during "crisis" periods. In addition, it is thought that determining the problems faced by physical education and sports teachers within the framework of distance education during the Covid-19 pandemic process will help to present physical education and sports more effectively with the distance education model in the post-Covid-19 period. In this context, it is important to analyze the perception of physical education and sports teachers in terms of teaching this “new” physical education and sports lesson. Therefore, this study focused on the distance education experiences of physical education and sports teachers.

MATERIAL AND METHOD

Participants

Participants are 11 physical education and sports teachers (7 Male, 4 Female) working in public schools affiliated to the Ministry of National Education in Erzincan city. Ethics Committee Permission for the study was obtained from the Human Research Ethics Committee of Erzincan Binali Yıldırım University, dated 30/04/2021 and protocol number 05/30.

With the first Covid-19 case in Turkey on March 11, 2020, a number of measures were taken to prevent the spread of the epidemic throughout Turkey. At the time of data collection (20 December 2020 - 20 February 2021), face-to-face education was suspended at all education levels and distance education was initiated. In the determination of physical education and sports teachers, participant selection was made according to predetermined criteria in the study using the criterion sampling model, one of the non-random sampling methods (Creswell, 2007; Merriam, 2015; Yıldırım & Şimşek, 2016). The criteria in the research were determined as a) voluntarily participating in the research and b) teaching the lesson with the distance education model. Fifteen physical education and sports teachers who met the inclusion criteria were interviewed face to face and informed about the purpose of the study and the work schedule. Consent forms were also given to the participants during these interviews, but consent forms could not be withdrawn from 4 teachers. Therefore, the research started with a total of 11 physical education and sports teachers. Participants' ages range from 27-45. Pseudonyms were used in the study to protect identities of participants. Within the scope of the study, consent forms were obtained from both school principals and physical education and sports teachers, indicating that they wanted to participate in the study.

Table 1: *Demographic Characteristics of The Participants*

*Name of Participants	Gender	Age	Education
Ali	Male	27	University
Asuman	Female	28	University
Kadir	Male	27	University
Berna	Female	29	University
Cemal	Male	28	University
Murat	Male	45	University
Ceren	Female	32	University
Gökhan	Male	43	University
Ayşe	Female	30	University
Yakup	Male	34	University
Osman	Male	32	University

*Note: All names are pseudonyms.

Research Model

In this study, it was aimed to determine the experiences of physical education and sports teachers regarding distance education. In this direction, descriptive qualitative methodology was used, which allows a case to be fully understood (Creswell, 2009) and enables participants to make sense of their life experiences (Sandelowski, 2000; Abramsky et al., 2017). Interviews with physical education and sports teachers led to the discovery of the experiences of conducting an applied lesson with the distance education model.

Data Collection Tools

Two data collection tools were used in the study: "personal information form" and "semi-structured interview form". Personal information form was used to obtain demographic characteristics (gender, age and educational status) about physical education and sports teacher. With the semi-structured interview form, the experiences of physical education and sports teachers regarding distance education during the COVID-19 epidemic were examined. In the preparation of the interview questions, the relevant literature was examined and an item pool was created. Afterwards, the form was finalized by taking the opinions of 3 academicians (1 Professor, 2 Associate Professors) who have many publications in the field of physical education pedagogy and qualitative studies. The questions in the interview form are given in Table 2.

Table 2: *Interview Questions*

1. What are your thoughts on the distance education model?
2. What are the positive sides of physical education and sports lessons conducted with the distance education model for your students?
3. What are the negative sides of physical education and sports lessons conducted with the distance education model for your students?
4. What are the obstacles you encounter in physical education and sports lessons conducted with the distance education model?
5. What can you suggest for the physical education and sports lessons conducted with the distance education model to be more effective?

Process

The interviews with the participants were carried out face-to-face by taking the necessary measures (WHO, 2020) within the framework of the Covid-19 outbreak. As part of these measures, interviews were held in an open area, attention was paid to social distance and the use of masks. It was stated that the participants could leave the study at any time so that they feel comfortable and that the interviews would only be used in this study. The interviews lasted 11 minutes on average. During the interviews, the necessary permissions were obtained from the participants and voice recording was made.

Data Analysis

Thematic analysis was used in the process of data analysis in the study. Thematic analysis (Yıldırım & Şimşek, 2016), which is defined as the interpretation process by gathering similar data within the framework of certain concepts and themes and organizing them in a way that the reader can understand, can be applied in two ways: inductive and deductive. In this study, inductive thematic analysis was used, in which the data strongly supported the themes and categories and provided the possibility of coding with an objective perspective (Thomas, 2003).

Validity-Reliability

In order to ensure the validity of the study, in addition to the detailed presentation of the data obtained as a result of the interviews with the participants, direct quotations were made from the interviews. In the interpretation of the findings, quotations were likewise made from the interviews with the participants. The internal validity of the research was tried to be ensured by preparing the themes in accordance with the relevant literature and determining the interview questions in line with the expert opinions. In order to ensure external validity, the obtained data and participant characteristics are presented in detail. In order to ensure the reliability of the data, the formula of Miles and Huberman (1994) (Consensus / (Consensus + Dissensus) x 100) was calculated. Consistency among experts is calculated as 95%.

RESULTS

In this study, which examined the experiences of physical education and sports teachers regarding the distance education model, 5 (five) themes were reached by analyzing the data collected from the participants: 1) General opinions, 2) Positive sides, 3) Negative sides, 4) Obstacles and 5) Suggestions. Within the scope of the general opinions theme, 2 sub-themes were obtained: supporting the decision to close the schools and the distrust in the distance education model. Within the scope of the positive sides theme, the subthemes of the theoretical parts of the courses gaining importance and the increase in the use of educational technologies were included. Within the scope of the negative sides theme, subthemes of decreased interest in the lesson, interruption of applied lessons, lack of interaction and inactivity came out. Within the scope of the obstacles theme, sub-themes of financial difficulties and inadequacy of infrastructure were obtained. Within the scope of the suggestion theme, four (4) sub-themes were determined: the use of various web-based applications, uploading sufficient resources / materials, in-service training for teachers and increased state support (Figure 1).

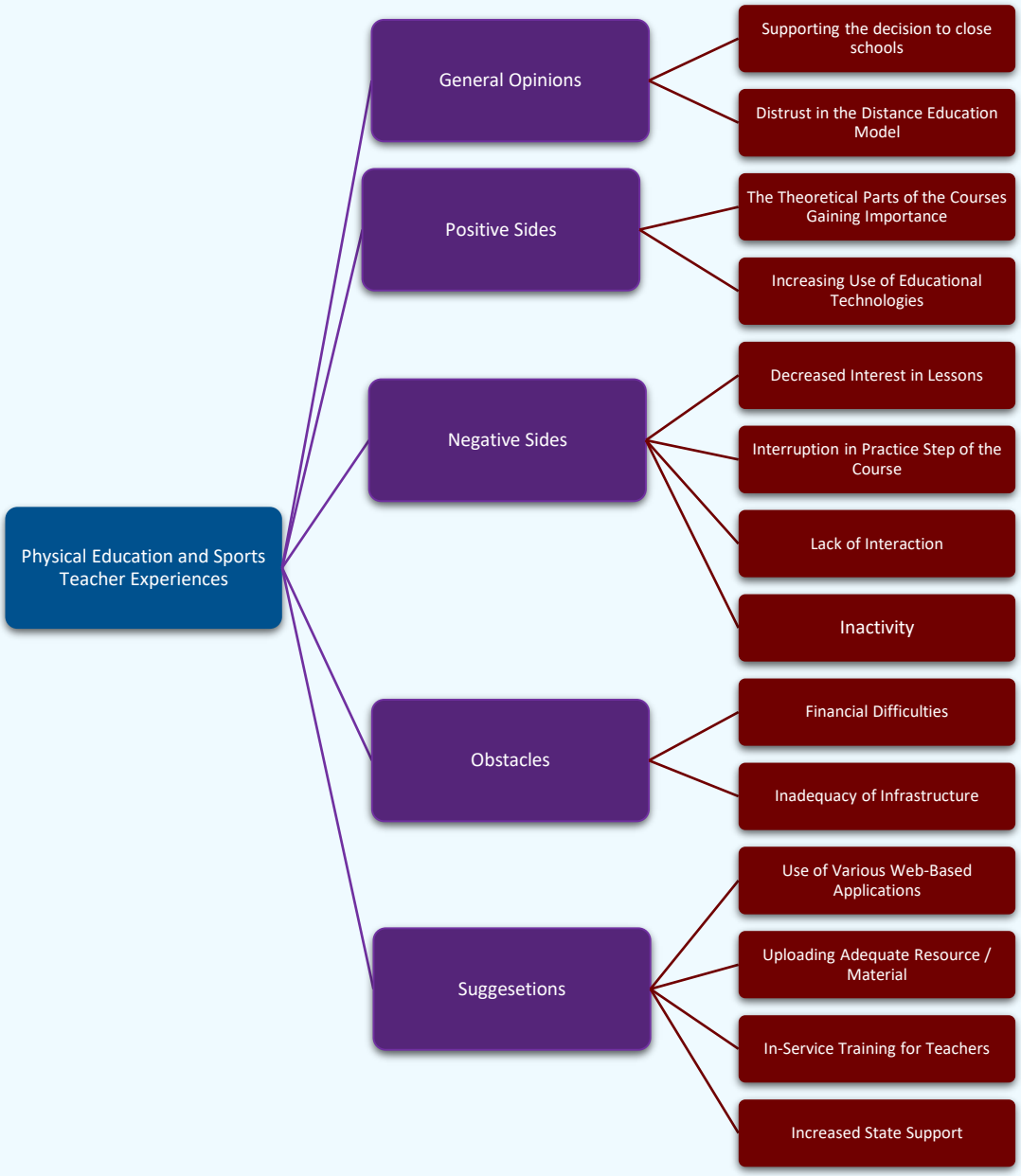

Figure 1: Theme and Sub-Themes

Theme 1: General opinions

Physical education and sports teachers, whose opinions were consulted in the study, generally stated that the decision to close schools within the framework of the Covid-19 outbreak was correct. In addition, the majority of physical education and sports teachers stated that they were not satisfied with the distance education model. However, a few participants describe the physical education and sports lessons conducted with the distance education model as "better than nothing" and evaluated it as a successful process under these conditions.

Supporting the decision to close schools

Most of the participants (n: 9) stated that the Covid-19 epidemic should be taken very seriously, and schools in particular are the places with the highest potential to spread this disease in the society. In addition, physical education and sports teachers stated that if the epidemic increases in schools, there may be a serious increase in the number of cases and deaths. In this context, the opinions of the participants are as follows:

"Schools were closed due to the COVID-19 virus. Of course, the health of children and teachers is at the top of everything. Although it is said that this disease does not affect children very much, these children spread the disease to everyone. Therefore, it is definitely the right decision to close the schools. I think the majority of the country should be vaccinated for schools to open"- Ceren

"When the schools were closed, the change in the disease map was noticed immediately, the occupancy of the hospitals decreased. This alone proves the correctness of the decision. For example, my diabetic mother stays with me, maybe I will get through the disease slightly, but the same is not true for my mother. We do not have a chance to know which child is sick at school. Therefore, the decision to close the schools is justified"-Gökhan

Distrust in the distance education model

Although physical education and sports teachers support the decision to close the schools, they think that the distance education model is not very suitable for physical education and sports lessons. Participants especially stated that practice-based lessons such as physical education and sports conducted with the distance education model are not efficient for students. In addition, the participants claimed that the expectations could not be met with the distance education model. Participant opinions reflecting this situation are as follows:

"Although Distance education is a model that almost everyone has approached positively until a year ago, the process we are in has shown that it is not very efficient for our students. Before this epidemic, I was thinking differently about distance education, but now it is not possible to say that it gives much confidence."- Asuman

"As both a teacher and a parent, I do not trust distance education. The themes of lack of classroom interaction, less participation in the lesson, and the decrease in the importance of the lesson in the eyes of the students have gained importance in this process. Distance education was insufficient in applied courses, and comprehension of the subject significantly reduced the rate of gaining practical knowledge and skills apart from theoretical knowledge. It is obvious that the current system does not fully meet the expectations in cases where there is no suitable environment for the course."-Yakup

Theme 2: Positive sides

Regarding the positive sides of physical education and sports lessons conducted with the distance education model, the participants expressed their opinions on the importance of the theoretical parts of

the lessons and the increase in the use of educational technologies. However, it was seen that there was a generally negative point of view towards the distance education model in the participants' opinions.

The theoretical parts of the courses gaining importance

When the participants compared face-to-face education and distance education, they stated that theoretical knowledge gained more importance within the scope of physical education and sports lessons. Participants stated that the duration of physical education and sports lessons is mostly completed with practices and therefore, time cannot be allocated to the theoretical part. In this context, the opinions of the participants are as follows:

"Actually, I am one of those who don't think distance education has too many positive sides. However, it is a very positive result that the theoretical parts of the course is not given attention much in face-to-face education, but they consider and adopt the theoretical parts as main courses in this period."- Murat

Increasing use of educational technologies

Participants stated that with the transition to the distance education model, there have been positive developments in both themselves and students in terms of using technology. At the beginning of the distance education model, the participants stated that they were lacking in technical skills such as taking the class and using various applications, but they progressed in these skills over time. In this context, the opinions of the participants are as follows:

"The introduction of the distance education model into our lives has provided benefits in terms of the use of educational technologies. It was beneficial to see our national shortcomings in a new field in education. When I personally think about it, I haven't used the zoom and EBA platforms so actively before. I have not received any training in this area. I had a hard time at first."- Osman

"As a society, we are people who are not very fond of technology. However, the epidemic taught us that this point of view was wrong and that technologies should be used correctly in order not to break away from the world. Maybe nothing will be right, but the epidemic reminded us of the importance of technology in education."-Murat

Theme 3: Negative sides

It was determined that the majority of the physical education and sports teachers participating in the study focused on the negative sides of physical education and sports lessons conducted with the distance education model. Participants emphasized the inadequacy of the distance education model for a practice-based lesson. Participants stated that there was not enough interaction environment and therefore students' interest in the lesson decreased. In addition, the participants stated that they are in constant contact with families in the distance education model, otherwise, students experience problems in following the lesson.

Decreased interest in the lesson

Participants stated that students' interest in the lesson decreased with the physical education and sports lessons conducted with the distance education model. In this context, the participants argued that they tried to take measures but could not be successful due to distance education. In this direction, Ayşe's opinions are as follows:

"Both the reluctance of the students and the parents' not paying enough attention to distance education cause the attendance to the classes to be low. In addition, the fact that applied courses have to be taught theoretically causes students to lose their interest in the course." –Ayşe

Interruption of applied lessons

Participants stated that practice-oriented courses such as physical education and sports cannot be conducted with the distance education model. According to the participants, it is possible to reach the gains in physical education and sports lessons with more practice. Therefore, the participants stated that various problems were experienced in the application stage of the lesson with the distance education model. In this context, the opinions of the participants are as follows:

"It was not easy to adapt to the system as it is a different model for applied courses. Therefore, there is a lack of student motivation against these lessons. Thus, it has pushed the applied course teachers to seek innovation in both assessment and teaching of the lessons."- Gökhan

"In the simplest way, the meaning of physical education lesson is practice for a student. Likewise for us, this course is difficult to carry out without practice. Particularly, in order for the subjects to be learned by the student, the practice dimension should also be processed. However, this is unfortunately not possible under current conditions. Therefore, the practice part is not a small deficiency in our lesson, but a big deficiency."

Lack of interaction

According to the participants, among the most important negative effects of physical education and sports lessons conducted with the distance education model is the radical decrease in student-teacher interaction. Participants particularly stated that some course subjects require significant interaction, but this is not possible in this process. In addition, the participants stated that they did not get enough feedback from the students in the question and answer section. In this direction, Berna's opinions are as follows:

"Students do not answer questions with different excuses, and yet it is difficult to increase the readiness of students in face-to-face lessons, while in distance education it becomes almost impossible."

"As physical education teachers, we are the teachers who interact the most with students. And that created a culture. We are no longer different from other theoretical courses. And this created an invisible wall between us and the children. We are not even sure whether the children understand the subject or not" -Kadir

Inactivity

Participants stated that physical education and sports lessons are the most important practices that meet the students' need to move in the pre-epidemic period. According to the participants, with the distance education model, the possibility of many health problems in students as a result of inactivity has increased. In this context, the opinions of the participants are as follows:

"Since we started distance education, what we have in common with families is that children will remain inactive. It is a huge problem that children cannot be active enough due to the limited range of movement of students at home." -Kadir

"Inactivity causes obesity and negativity in mind-muscle coordination in children. A person who is not moving can neither relieve stress nor improve himself/herself in terms of sports." –Cemal

Theme 4: Obstacles

In the study, the participants stated that they encountered many obstacles during the conduct of physical education and sports lessons with the distance education model. According to the participants, students have difficulty attending classes due to EBA or problems caused by internet connection speed.

Financial difficulties

Participants think that students have problems in attending classes due to financial difficulties. According to the participants, many problems arise due to the fact that the students taking the classes with the distance education model do not have equal opportunities. The opinions of the participants expressing this problem are as follows:

"Children have disconnections on the net, and sometimes the system prevents me from logging. Those who do not have financial opportunity cannot attend classes. Inequality of opportunity occurs in education. If I give an example from my own students, I have very smart students, but they cannot attend live classes at Eba because they do not have the financial opportunity." -Ayşe

"At the same time, the purchasing power of families stands out in this regard. Families with financial difficulties and especially when there are more than one distance education student in the same family in distant areas, there are serious difficulties in getting education and it requires serious financial means, so a solution cannot be found."-Berna

Inadequacy of infrastructure

The participants stated that they could not get efficiency from the lessons by pointing out the existing informatics infrastructure inadequacy. According to the participants, especially students living in rural areas are more affected by the problems arising from the lack of infrastructure. Participant opinions on this issue are as follows:

"The main problem I have with distance education in the current period is that the internet connection is slow. Because at least 5-6 of the 25 students in the class either cannot enter the system or the system throw out students after a certain period."- Kadir

"We are in a really difficult time. Maybe these problems should not be seen, but sometimes EBA, sometimes internet or power outages reduce the efficiency of the lessons. It is one of the many things we experience that when there is density, there are always cases that can be thrown out of the system or not being able to enter the system." – Ayşe

Theme 5: Suggestions

As a result of the interviews with the participants, some suggestions for physical education and sports lessons conducted with the distance education model have emerged. Participants made various suggestions in order to avoid some problems that may be experienced due to the rapid transition to the distance education model. Within the scope of this theme, suggestions were made such as the use of various web-based applications, uploading sufficient resources/materials, in-service training for teachers and increasing state support.

Use of various web-based applications

Participants stated that various web-based applications should be used in order to make physical education and sports lessons more efficient for students in the distance education process. According to the participants, after the synchronous lessons, whether the subject is understood by the students should be tested on different online platforms. In addition, some participants stated that software that supports game-based applications is needed in the teaching of lessons, especially in younger age groups. In this context, the opinions of Kadir and Ayşe are as follows:

"I *think various practices should be used after synchronous lessons. For example, I asked each student with a smartphone to download the pedometer program, which is in the play store. At the beginning of the lesson, we posted the current images of our pedometer to our WhatsApp group and*

reshared our pedometer screenshots at the end of the lesson. I rewarded the one who took the most steps and burned calories. This made my lessons more efficient and enjoyable as a result-based game."-Kadir

"Unfortunately, we cannot do as much practices as we want in the lessons, maybe we can eliminate this deficiency with various action-based online games."-Ayşe

Uploading sufficient resource/material

Participants stated that the resources / materials in the current system are not sufficient to make physical education and sports lessons conducted with the distance education model more effective. Participants stated that they try to provide resource diversity individually, but the system should be rich in more videos and images. In this context, the opinions of the participants are as follows:

"In order for distance physical education and sports to be more effective, I think that not only the narration method but also the students should be supported with pictures and videos. Students who visually see what they have learned through the narration method both get away from boredom during the lesson and understand what is being told better."-Murat

In-service training for teachers

Participants stated that there was a very rapid transition to the distance education model, so the problems could not be solved simply by making the systems suitable. Participants stated that it would be appropriate for teachers to participate in in-service training in the form of "digital literacy". A participant opinion supporting this opinion is presented below:

"I think the teachers who use the system are as important as the system, in the effect of education. In particular, teachers who are a little older should receive in-service training on computer use. Because entering the system, uploading resources, taking exams, evaluating all require the correct use of the system."- Ceren

Increased state support

Participants stated that there is a greater need for state support to ensure equal opportunities in education, especially for students. According to the participants, the Ministry of National Education should provide more support, as families cannot solve the problems students experience in accessing classes alone. Participant opinion supporting this is as follows:

"We are currently going through a difficult process. I am aware that the burden on the state has also increased. However, every student should be given a free tablet by the state and every home should be connected to the internet."- Murat

DISCUSSION AND CONCLUSION

In this study, it was aimed to examine the distance education experiences of physical education and sports teachers during the Covid-19 pandemic process. Examining the opinions of physical education and sports teachers on distance education under the current epidemic conditions is considered important to ensure the continuity of physical education and sports lessons given in schools in "crisis" periods.

Almost all of the physical education and sports teachers who participated in the study stated that they supported the decision to close the schools. According to the participants' opinions, the underlying reason for the decision to close schools is the concern that the risk of transmission will increase. In addition, in the context of closing schools, parents considered the health and safety of their children as a priority when evaluating the decision to close the school (Garbe, Ogurlu, Logan, & Cook, 2020). Although the participants supported the decision to close the schools, they expressed that they did not trust the existing distance education model. This insecurity felt by physical education and sports teachers in terms of the distance education model was explained by the inability to complete the practice lessons,

the decrease in the classroom atmosphere and the decrease in teacher-student interaction in terms of the participants. As a matter of fact, in the studies conducted (Hortigüela-Alcalá, Garijo and Pérez-Pueyo, 2021; Varea and Gonz´alez-Calvo, 2020), it was determined that there are some concerns regarding physical education and sports lessons conducted with the distance education model. In this context, the transfer of physical education and sports to online environments during the Covid-19 process created anxiety and distrust among physical education and sports teachers (Hortigüela-Alcalá, Garijo, & Pérez-Pueyo, 2021).

In the study, although the participants generally emphasized the negative sides of physical education and sports lessons conducted with the distance education model, they also mentioned some positive sides. According to the participants, it was stated that the theoretical parts became more important as a result of the implementation of distance education in physical education and sports lessons, which have the characteristics of practice. In this sense, Walker and Johnson (2018) state that cooperation in physical education and sports should go beyond physical contact and emotional control and is an ideal teaching model for the acquisition of cognitive sides. In addition, the participants stated that with the distance education model, both students and teachers have made positive improvements in the use of educational technology. Technological regulations regarding online (TV learning, radio, online applications) or offline (printed teaching materials, modules, textbooks) teaching strategies are extremely important for the success of distance education (Rasmitadila et al., 2020). Therefore, it is seen that there is a direct relationship between the technology use skills of physical education and sports teachers and the efficiency of the lesson.

Participants stated that student interest in physical education and sports lessons conducted with the distance education model has decreased. In distance education, students stated that their interest in lessons decreased because there was no instructor that they could interact face to face (Tunga & İnceoğlu, 2016). Similarly, teachers stated that there is a decrease in the interest of students in the lesson because there is no self-motivating environment in distance education (Özgöl, Sarıkaya, & Öztürk, 2017). Most of the participants emphasized that the most important deficiency in physical education and sports lessons conducted with the distance education model is the disruption in the practice stage of the lesson. During the epidemic that affected the whole world, it was determined that distance education theoretical courses were more advantageous than applied courses and there were various problems with distance education, especially in applied courses (Kahraman, 2020). In a study (Hortigüela-Alcalá, Garijo, and Pérez-Pueyo, 2021), physical education and sports teachers stated that the practices stages of distance education and physical education and sports lessons were limited. Similarly, with the distance education model, it was observed that the application steps of lessons such as physical education and sports could not be carried out with the desired efficiency (Koç, 2021; Arslan, Arı, & Kanat, 2021).

According to the participants, among the most important negative effects of physical education and sports lessons conducted with the distance education model is the radical decrease in student-teacher interaction. In this context, insufficient social relations (Ceyhun, Özdemir, & Işım, 2020; Kör, Çataloğlu, & Erbay, 2013), lack of discipline to work with the group (Balaman & Tiryaki, 2021), and the decrease in student-teacher interaction as well as students' interaction among themselves (Koç, 2021) cause a decrease in the level of interaction in the distance education process.

Participants stated that with the transition to the distance education model, the level of inactivity in students will increase. Despite the positive effects of the measures taken due to Covid-19 on the spread of the disease, the potential increase in sedentary behavior due to isolation may be harmful to health (Hallal et al., 2012). Indeed, the annual death toll attributed to physical inactivity is estimated to be over 5 million globally (Lee et al., 2012). However, in a study conducted by Yıldız and Bektaş (2020), it was

revealed that physical education activities broadcast on EBA TV prevent students' inactivity during curfews. However, some studies have shown that inactivity increases in students with the pandemic process (Munasinghe et al., 2020).

The participants stated that with the sudden transition to the distance education model, different obstacles emerged. Participants stated that the most common obstacles faced by students and teachers in the distance education model are financial impossibility and lack of infrastructure. It is estimated that there are some differences in internet speed between rural and urban areas, especially in terms of informatics infrastructure (Dolan, 2016). Internet outages, which are also common in traditional educational settings, have increased even more during the epidemic and have started to negatively affect learning (Abuhammad 2020; Garbe et al., 2020). In addition, the fact that students who do not have a computer or internet at home go back in terms of education compared to face-to-face education (Morgan, 2020; Carillo and Flores, 2020; Anderson, 2020) points to the importance of financial impossibility and lack of infrastructure.

Participants made some suggestions regarding the problems that arise during the conduct of physical education and sports lessons with the distance education model. These suggestions include the use of various web-based applications, adequate resource/material contracting, in-service training for teachers, and increased state support. The suggestions expressed by the participants should be seen to be notable given the complexity of the COVID-19 crisis. The use of interactive materials such as various animations, videos and simulations in the lessons conducted with the distance education model makes education more effective (Kör, Çataoğlu, & Erbay, 2013; Balaman & Tiryaki, 2021). In a study (Hiltz & Goldman, 2004), it was seen that the distance education model requires a different experience and teachers who do not have virtual classroom experience consider themselves as "inexperienced". As a matter of fact, the resistance of some educators to technology (Huang, Deggs, Jabor, & Machtmes, 2011) highlights the necessity of in-service training.

RECOMMENDATIONS

Although a year has passed since the first case was seen in Turkey, concerns related to Covid-19 continue and various measures are still on the agenda to fight the epidemic. Therefore, under current conditions, it is an undeniable fact that the most appropriate option is distance education in order to prevent disruption in the education process of students. More research can be recommended to make the distance education model more effective and applicable. Interdisciplinary comparisons can be made, especially by conducting research involving different branches. In order to present applied lessons such as physical education and sports more effectively with the distance education model, asynchronous applications can be used in addition to synchronous lessons. In addition, steps can be taken to make physical education and sports lessons the most enjoyable lesson in distance education, as well as in face-to-face education through game-based applications.

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