

## Investigation of Physical Education and Sports Teachers' Online Distance Education Role and Qualifications in The Pandemic Process

*Pandemi Sürecinde Beden Eğitimi ve Spor Öğretmenlerinin Çevrimiçi Uzaktan Eğitim Rol ve Yeterliliklerin İncelenmesi*

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**Abstract:** In this study, it was aimed to examine the online distance education roles and competencies of physical education and sports teachers during the pandemic process. The study group consists of a total of 75 physical education and sports teachers, 34 women and 41 men, working in public and private schools in Denizli and Izmir. 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 Teacher Role and Competencies Scale in Online Distance Education developed by Kavrat and Türel (2013) was used in the second part. The obtained data were statistically analysed using the SPSS 25.0 package program. While the majority of the participants are male participants (55.5), the school type consists of public school (71.7%) teachers with 1-10 years of seniority in the professional seniority year. As a result of the research, it is seen that there is a significant difference according to gender. It is seen that female teachers have significantly higher role model and competence perception scores than male teachers. It is seen that there is a significant difference between being a role model and proficiency perception scores of teachers with seniority years. Looking at the results of the LSD test, which was conducted to determine the difference, it was seen that the role model and perceived proficiency scores of the teachers working between 11-20 years were lower than the scores of being a role model and perceived proficiency of the teachers between 1-10 years and over 21 years. No significant difference was found between the role models and proficiency perception scores of the teachers according to the type of school they work in.

**Keywords:** Pandemic, PES Teacher, Online Distance Education, Role and Competence.

**Özet:** Bu araştırmada pandemi sürecinde beden eğitimi ve spor öğretmenlerinin çevrimiçi uzaktan eğitim rol ve yeterliliklerin incelenmesi amaçlanmıştır. Çalışma grubunu Denizli ve İzmir ilindeki devlet ve özel okullarında görev yapan 34 kadın 41 erkek olmak üzere toplam 75 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 bölüme ayrılmıştır. Birinci bölümde araştırmacı tarafından geliştirilen demografik bilgiler ve ikinci bölümde ise Kavrat ve Türel (2013) tarafından geliştirilen Çevrimiçi Uzaktan Eğitimde Öğretmen Rol ve Yeterliliklerini Belirleme Ölçeği kullanılmıştır. Elde edilen veriler SPSS 25.0 paket programı kullanılarak istatistiksel analiz yapılmıştır. Katılımcıların çoğunu erkek katılımcılar oluştururken (55,5) okul türünde devlet okulu (%71,7) mesleki kıdem yılında ise 1-10 yıllık kademe sahip öğretmenlerden oluşmaktadır. Araştırma sonucunda cinsiyete göre anlamlı bir şekilde farklılık gösterdiği görülmektedir. Kadın öğretmenlerin erkek öğretmenlere göre rol model ve yeterlilik algı puanları anlamlı düzeyde yüksek olduğu görülmektedir. Kıdem yılına sahip öğretmenlerin rol model olma ve yeterlilik algı puanları arasında anlamlı bir fark olduğu görülmektedir. Farklılığın tespiti amacıyla yapılan LSD testi sonuçların bakıldığında 11-20 yıl arası çalışan öğretmenlerin rol model olma ve algılanan yeterlilik puanlarının 1-10 yıl arası ve 21 üstü yıla sahip öğretmenlerin rol model olma ve algılanan yeterlilik puanlarından daha düşük olduğu görülmüştür. Öğretmenlerin rol model ve yeterlilik algı puanlarının çalıştıkları okul türüne göre ise anlamlı bir farklılık bulunamamıştır.

**Anahtar Kelimeler:** Pandemi, Beden Eğitimi ve Spor Öğretmeni, Çevrimiçi Uzaktan Eğitim, Rol ve Yeterlilik.

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## INTRODUCTION

It is a virus that was defined as covid 19 on January 13, 2020, as a result of researches showing symptoms such as respiratory diseases (cough, shortness of breath, high fever) in Wuhan province of China in December 2019 (Liu et al., 2020). Although this disease is not the first pandemic of the 21st century, it has brought unprecedented results (Tali et al., 2020). It has caused very important changes in health, economy, social life and educational practices worldwide, and this epidemic was declared as a pandemic by the World Health Organization (WHO, 2020a) on 11 2020. As a result of the increase in the speed of the epidemic, many parts of our lives were negatively affected, as well as education and training. According to the data of the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2020a), as of April 07, 2020, schools were closed in 188 countries due to the Coronavirus (Covid-19) pandemic, which corresponds to an average of 92% of the world's student population (UNESCO, 2020a). Most governments around the world (143 countries) to contain the spread of the pandemic had to close educational institutions, albeit temporarily (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020a). Most governments around the world (143 countries) to contain the spread of the pandemic had to close educational institutions, albeit

temporarily (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020a). The COVID-19 pandemic is a global health crisis, many students, teachers and parents around the World. He also wanted to change their lives and involve them in distance education activities. When to normal/face-to-face activities of educational institutions predicting that they will continue, the negative effects of the pandemic are constantly changing. learning activities in this unknown process because it is difficult. The importance of maintaining its continuity is emphasized in the literature (UNESCO, 2020b; 2020c). Against the rapidly advancing epidemic on a global scale, our country also took quick decisions, T.C. Effective and constantly renewed decisions were taken by the Presidency and ministries. Education, sports, scientific and artistic activities aimed at reducing the rate of transmission have been postponed or canceled (Tuba, 2020). As of March 23, 2020, the activities of TRT EBA TV channels and Education Informatics Network (EBA) live lesson applications have been started to the distance education process (<https://www.setav.org/5-question-koronavirus-covid-19-salgininin-egitim-and-influence-on-teachers/> Accessed: 20.04.2020).

In order to ensure that education is not disrupted throughout the world and to ensure the continuity of students in education, distance education courses have been started for students with the support of technology (Özcan and Saraç, 2020). Distance education is education in which the teacher and the student are physically in different places, that is, the source and the receiver are carried out in different places (Uzunboylu & Tuncay, 2012). Although these practices prevented the students from being away from the lessons, they still created some deficiencies. In particular, the implementation of practical lessons such as Physical Education and Sports lessons with online materials has led to some deficiencies and difficulties for both the teacher and the student.

Physical education lesson differs from other lessons in its own way. In addition to physical development, it also allows for social, cognitive and affective development (Filiz, 2019). It helps the individual to reveal the undiscovered features of the individual (Akgül et al., 2012). Physical Education and Sports course is a very important course in raising strong and willed individuals by contributing to the spiritual development of the student. It is a matter of great curiosity whether a course that contributes to the development of so many students can be beneficial with distance education (Ada, 2021).

With the closure of schools during the pandemic process, Turkey quickly entered the distance online learning process and successfully carried out this process. Although the Ministry of National Education provides access to resources and materials related to many courses through EBA, where 10 different courses are conducted in secondary schools and 22 different courses in high schools during the distance education process, Physical Education and Sports courses are not included in these courses, although Physical Education courses are not included in addition to Painting, Music, Visual Arts courses. It has been observed that resources are limited, and access cannot be provided (Özcan and Saraç, 2020). The Covid-19 epidemic has affected Turkey as well as the world. Covid-19 sports caused negative effects in the community. Suspension of sports activities Stopping the organizations, postponing the matches and events can affect the athletes psychologically and affected physiologically. Inability of athletes to participate in competitions during the Covid-19 process, the inability to perform planned trainings has caused the athletes to fear losing their performance (Şahinler, 2021).

As of March 2020, the majority of the education process is carried out with distance education and online education opportunities. It is important to determine the problems and deficiencies experienced in this process. In our study, it was aimed to examine the online distance education roles and competencies of Physical Education and Sports teachers. Our study will contribute to the literature by determining the negativities that occur in the distance education process of the Physical Education and Sports course.

## METHODS

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.

**Research Model:** The research was structured with the relational survey model within the scope of the survey model. This model is an approach that aims to describe an existing situation as it is. (Karasar, 2015).

**Purpose of the Research:** In this study, it was aimed to examine the online distance education roles and competencies of physical education and sports teachers during the pandemic process. Method: The study group consists of a total of 75 physical education and sports teachers, 34 women and 41 men, working in public and private schools in Denizli and Izmir.

**Population and Sample:** A total of 75 physical education and sports teachers, 34 women and 41 men, working in public and private schools in Denizli constitute the research group.

**Data Collection Tools:** The collection of relevant data in the study consisted of two parts. In the first part, the personal information form for the demographic information of the participants was used, and in the second part, the Scale for Determining the Role and Competencies of Teachers in Online Distance Education developed by Kavrat and Türel (2013). The data was delivered to the participants via Google Forms and participation was voluntary. A total of 78 people were reached, and as a result of outlier analysis, 4 questionnaire forms were not evaluated and a total of 74 questionnaires were evaluated.

**Analysis of Data:** In this study, SPSS 25.0 package program was used in the statistical analysis of the data obtained from the online distance education role model and competence perceptions of physical education and sports teachers. Statistically, frequency, percentage and reliability coefficient calculations were made. Normality test was applied to the data set to determine which of the parametric tests was appropriate. Since the level of significance was greater than 0.05 according to the Shapiro-Wilk normality analysis, it was concluded that the data showed a normal distribution and parametric tests were found suitable for the 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 0.91.

## RESULTS

**Table 1:** Demographic information

| Demographic Variables  |         | f  | %    | Total |
|------------------------|---------|----|------|-------|
| Gender                 | Female  | 33 | 44,5 | 74    |
|                        | Male    | 41 | 55,5 |       |
| School Type            | Special | 21 | 28,3 |       |
|                        | State   | 53 | 71,7 |       |
| Professional Seniority | 1-10    | 39 | 52,7 |       |
|                        | 11-20   | 17 | 22,9 |       |
|                        | 21+     | 18 | 24,4 |       |

While the majority of the participants were male (55.5), the school type consisted of public school (71.7%) and teachers with 1-10 years of seniority (52.7%) in the professional seniority year.

**Table 2:** T-Test Analysis Table of Role Model and Efficiency Perception Scores in Independent Groups by Gender

| Gender | n  | $\bar{X}$ | Sd    | t     | p            |
|--------|----|-----------|-------|-------|--------------|
| Female | 33 | 4,24      | 0,462 | 2,216 | <b>,030*</b> |
| Male   | 41 | 3,95      | 0,612 |       |              |

$p < 0,05^*$

When viewed in Table 2, it is seen that teachers' role model and competence perception scores differ significantly according to gender ( $p < 0.05$ ). It is seen that female teachers have significantly higher role model and competence perception scores than male teachers. For this reason, it is seen that female teachers have a higher perception level of being a role model and competence for the profession.

**Table 3:** T-test analysis table of role model and efficiency perception scores in independent groups by school type

| School Type | n  | $\bar{X}$ | Sd    | t     | p     |
|-------------|----|-----------|-------|-------|-------|
| Special     | 21 | 4,24      | 0,413 | 1,507 | 0,136 |
| State       | 53 | 4,02      | 0,608 |       |       |

$p < 0,05^*$

Looking at Table 3, no significant difference was found between the role model and competence perception scores of teachers according to the type of school they work ( $p > 0.05$ ). The fact that teachers work in private or public schools did not make any difference in their role model and competence perception scores.

**Table 4:** One-way anova analysis table of role model and competency perception scores by professional seniority

| Professional Seniority | n  | $\bar{X}$ | Sd   | F     | p             | LSD |
|------------------------|----|-----------|------|-------|---------------|-----|
| <sup>(1)</sup> 1-10    | 39 | 4,18      | ,513 | 5,032 | <b>0,009*</b> | 2>1 |
| <sup>(2)</sup> 11-20   | 17 | 3,72      | ,678 |       |               | 2>3 |
| <sup>(3)</sup> 21+     | 18 | 4,20      | ,427 |       |               |     |

$*p < 0.05$

Looking at Table 4, it is seen that there is a significant difference between the scores of being a role model and perception of competence of teachers with different years of seniority ( $p < 0.05$ ). Looking at the results of the LSD test, it was seen that the role model and perceived proficiency scores of teachers working between 11-20 years were lower than the scores of being a role model and perceived proficiency of teachers between 1-10 years and over 21 years.

## DISCUSSION

The findings obtained from this study, which was conducted to examine the online distance education roles and competencies of Physical Education and Sports teachers during the pandemic process, were discussed and interpreted in this section. When we look at the research findings, it is seen that the majority of the participants are male participants, the majority of the teachers work in public schools, and the professional seniority is composed of teachers with 1-10 years of seniority.

It is seen that there is a statistically significant difference between the role model and competence perceptions of the

teachers and the gender variable and the independent sample t-test results, and the female teachers' role model and competence perception scores are significantly higher than the male teachers. When the literature is examined, Arslan (2021), in his study named Secondary School Teachers' Opinions on Distance Education, Technologies and Methods, concluded that when we look at the t-test results according to gender, there is a statistically significant difference, and the scores of female teachers are higher than male teachers. This result supports our research. Özcan and Saraç (2020) concluded that physical education and sports teachers' perceptions of teacher role and competence in online distance education do not differ significantly according to gender. Kocayigit and Usun (2020); Day (2013); Star (2016); Peace (2016); Özbek (2020) in his study, in which he examined the views of teachers on distance education, concluded that there was no significant difference between the average scores of distance education attitudes, advantages of distance education and disadvantages of distance education according to gender. These results differ from our research. When we look at the literature, it is seen that the studies on distance education and Physical Education and Sports lessons are limited. It is seen that the studies carried out are generally on the basis of all branches or different courses. Among the reasons for the difference, there may be reasons such as the branch difference of the studies, whether there was a pandemic at the time the research was conducted. The findings obtained in this study show that the physical education teachers participating in the research have gender and efficacy perceptions in online distance education did not differ according to the duration of teaching experience, the ages of the teachers and that there is a relationship between perceptions of role and competence, and that as the teacher's age increases, It has been revealed that the perception of role and competence towards distance education has decreased (Özcan & Saraç, 2020).

In the study, teachers' body in the process of the COVID-19 pandemic in Finland teaching experiences in various courses, including education. It has been revealed that teachers in Finland and Finland used digital applications in their lessons 5 years before the pandemic, and accordingly, the teachers in the pandemic. It was stated that they did not experience any problems during the transition to online distance education. However, this situation does not cover all teachers, as well as teachers who are not equipped with technology, who are satisfied with online distance education, who have problems and who are taught about distance education applications. It has also been reported that there are teachers who stated that their planning takes more time than face-to-face teaching (Livari & Sharma & Venta-Olkkonen, 2020).

It has been concluded that there is no significant difference between the role model and competence perception scores of the teachers according to the type of school they work in. When the literature is examined, it is seen that there are no studies on school type and distance education. According to this result, it is concluded that the distance education roles and competencies of the participants are the same, regardless of whether they are public or private schools. It can be said that the holiday of education activities as of March 16, 2020, and the continuation of education activities in both public and private schools through distance education after March 23, 2020 are effective in the insignificance of the result.

It is seen that there is a significant difference between being a role model and proficiency perception scores of teachers with seniority years. Looking at the results of the LSD test, it was seen that the role model and perceived proficiency scores of teachers working between 11-20 years were lower than the scores of being a role model and perceived proficiency of teachers between 1-10 years and over 21 years. When the literature is examined, Kocayığıt and Uşun (2020) concluded that teachers' attitudes towards distance education do not differ in the advantages of distance education and distance education attitudes according to their professional seniority, but there is a significant difference in the disadvantages of distance education sub-factor. This result partially supports our study.

As a result, in this study, physical education teachers' online distance teacher role and competence perceptions in education are high, this role and competence perceptions do not differ according to gender and duration of teaching experience, but age It has been brought to the literature as a finding for the field in which it is associated with (Özcan & Saraç, 2020).

In the field of exercise and sport psychology, intolerance of uncertainty is closely related. The inclusion of psychological factors related to the studies, affecting the performance of the athlete, it is important to conduct research together with the factors that hinder its development (Şahinler, 2021).

Although distance education allows students to stay in touch with education during the pandemic process, it is obvious that it is insufficient at some points. Tang et al. (2023) stated in their research that the use of distance education alone is insufficient in terms of assessment and evaluation and learning levels of students. Distance education cannot replace face-to-face education and it will be more appropriate to use it for support purposes in education (Yılmaz et al., 2020).

**Recommendations:** Physical Education and Sports course, unlike other courses, provides support to the development of the student in many ways. Starting from here;

- In the distance education process, studies should be carried out to support the interaction of both the student and the teacher, and the deficiencies should be minimized.
- Researches should be conducted on how to increase the efficiency of classes such as Physical Education and Sports, Music and Painting that require practice, and if necessary, teachers should be supported with in-service training.
- Deficiencies can be determined by taking teacher opinions by using qualitative research methods.
- Research can be applied not only to teachers but also to students.
- TRT EBA TV channels and Education Informatics Network (EBA) provide resources and materials to support many courses. However, the absence of practical lessons such as physical education and sports lessons leads to the conclusion that there is a great deficiency. In these applications, it is of great importance to have and increase the resources that support all courses.

**Ethical Considerations:** In this article, during the research process, journal writing rules, publication principles, research, and publication ethics rules, and journal ethics rules were followed. Responsibility for any violations that may arise regarding the article belongs to the author. Pamukkale University Ethics Decision Number E-60116787-020-139305 (dated 30.11.2021 and numbered 21).

**Conflict of Interest:** The authors state no conflict of interest.

**Contribution of authors:** While the contribution rate of the first author in this study is 60%, the total contribution rate of the other authors is 40%.

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## GENİŞLETİLMİŞ ÖZET

**Çalışmanın Amacı:** Bu çalışmada pandemi sürecinde beden eğitimi ve spor öğretmenlerin çevrimiçi uzaktan eğitim rol ve yeterliliklerin incelenmesi amaçlanmıştır.

**Literatür Taraması:** Aralık 2019'da Çin'in Wuhan eyaletinde solunum yolu hastalıkları (öksürük, nefes darlığı, yüksek ateş) gibi semptomlar gösteren araştırmalar sonucunda 13 Ocak 2020'de covid 19 olarak tanımlanan bir virüsdür (Liu ve ark. , 2020). Bu hastalık 21. yüzyılın ilk pandemisi olmasa da benzeri görülmemiş sonuçları beraberinde getirmiştir (Tali ve ark., 2020). Dünya çapında sağlık, ekonomi, sosyal yaşam ve eğitim uygulamalarında çok önemli değişikliklere neden olmuştur ve bu salgın Dünya Sağlık Örgütü (WHO, 2020a) tarafından 11 2020 tarihinde pandemi olarak ilan edilmiştir. Salgın, eğitim ve öğretimin yanı sıra hayatımızın birçok alanını olumsuz etkiledi.

**Yöntem:** Çalışma grubunu Denizli ve İzmir ilindeki devlet ve özel okullarında görev yapan 34 kadın 41 erkek olmak üzere toplam 75 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 Kavrat ve Türel (2013) tarafından geliştirilen Çevrimiçi Uzaktan Eğitimde Öğretmen Rol ve Yeterliliklerini Belirleme Ölçeği kullanılmıştır. Elde edilen veriler SPSS 25.0 paket programı kullanılarak istatistiksel analiz yapılmıştır. Katılımcıların çoğunu erkek katılımcılar oluştururken (55,5) okul türünde devlet okulu (%71,7) mesleki kıdem yılında ise 1-10 yıllık kıdeme sahip öğretmenlerden oluşmaktadır.

**Sonuç ve Değerlendirme:** Araştırma sonucunda cinsiyete göre anlamlı bir şekilde farklılık gösterdiği görülmektedir. Kadın öğretmenlerin erkek öğretmenlere göre rol model ve yeterlilik algı puanları anlamlı düzeyde yüksek olduğu görülmektedir. Kıdem yılına sahip öğretmenlerin rol model olma ve yeterlilik algı puanları arasında anlamlı bir fark olduğu görülmektedir. Sonuç: Farklılığın tespiti amacıyla yapılan LSD testi sonuçların bakıldığında 11-20 yıl arası çalışan öğretmenlerin rol model olma ve algılanan yeterlilik puanlarının 1-10 yıl arası ve 21 üstü yıla sahip öğretmenlerin rol model olma ve algılanan yeterlilik puanlarından daha düşük olduğu görülmüştür. Öğretmenlerin rol model ve yeterlilik algı puanlarının çalıştıkları okul türüne göre ise anlamlı bir farklılık bulunamamıştır.