



Physical Education Lesson in Distance Education According to Student Views

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Original Article

Abstract

This research was conducted in order to determine the place of physical education lesson in the distance education process according to students' views. Case study, one of the qualitative research designs, was used in the research. The study group of the research consists of 30 high school students studying in the province of Van. Descriptive analysis and content analysis techniques were used in analysing the data. As a result of the study, students stated that physical education lesson was not suitable for distance education, they found the physical education lesson teacher effective, and that physical education lesson in distance education had no effect on other lessons. Almost all of the students stated that physical education lessons in distance education are disadvantageous. The reason for this was that they could not be active, the course was not suitable for distance education, it was inefficient, there was no participation, and the conditions were not suitable. The only advantage of physical education lessons in distance education is stated as covering theoretical subjects. In the study, it was revealed that one hour of the course hour is sufficient in the distance education process, the physical education lesson as distance education does not contribute to sports at home, and the theoretical subjects covered in this process have no effect on sports.

Keywords: Distance Education, physical education lesson, high school students

Öğrenci Görüşlerine Göre Uzaktan Eğitimde Beden Eğitimi Dersi

Öz

Original Article

Bu araştırma öğrencilerin görüşlerine göre uzaktan eğitim sürecinde beden eğitimi dersinin yerini belirlemek amacıyla yapılmıştır. Araştırmada nitel araştırma desenlerinden durum çalışması kullanılmıştır. Araştırmanın çalışma grubunu Van ilinde öğrenim gören 30 lise öğrencisi oluşturmaktadır. Verilerin analizinde betimsel analiz ve içerik analizi tekniklerinden yararlanılmıştır. Araştırma sonucunda, öğrenciler beden eğitimi dersinin uzaktan eğitime uygun olmadığını, beden eğitimi ders öğretmenini etkili bulduklarını, uzaktan eğitimde beden eğitimi dersinin diğer derslere bir etkisi olmadığını belirtmişlerdir. Öğrencilerin tamamına yakını uzaktan eğitimde beden eğitimi dersinin dezavantajlı olduğunu belirtmiştir. Bunun sebebi olarak ise aktif olmadıklarını, dersin uzaktan eğitime uygun olmadığını, verimsiz olması, katılım olmaması ve koşulların uygun olmamasını belirtmişlerdir. Uzaktan eğitimde beden eğitimi dersinin tek avantajı teorik konuların işlenmesi olarak belirtilmiştir. Yapılan araştırmada uzaktan eğitim sürecinde ders saatinin bir saat olmasının yeterli olduğu, uzaktan eğitim olarak yapılan beden eğitimi dersinin ev içi spor yapmaya bir katkısının olmadığı ve bu süreçte işlenen teorik konuların spor yapmaya bir etkisinin olmadığı sonuçları da ortaya çıkmıştır.

Anahtar Kelimeler: Uzaktan eğitim, beden eğitimi dersi, lise öğrencileri

INTRODUCTION

The corona virus, which emerged in Wuhan, China at the end of December 2019 and affected the whole world in a short time, almost brought life to a standstill. The virus, which spread all over the world and turned into an epidemic in a short period of 4 months, negatively affected life in many areas, initially health, such as education, work, business life, tourism, and art, and many people died according to the World Health Organization (WHO) data (WHO, 2020). As the epidemic continues day by day, the number of people who have lost their lives is increasing. The World Health Organization has determined that with the epidemic, the order of life has changed all over the world, and practices such as flexible working, working from home, and working in return have been adopted in order to reduce the impact of the epidemic and to minimize it due to its highly contagious feature. In addition, measures such as part-time and full-time curfews, quarantine situations, self-isolation, and protection of social distance have been taken all over the world. In the context of these measures, places, where people could contact each other, were closed and schools and universities were included in this scope (WHO, 2020). The measures taken by the countries are increased or decreased according to the spreading rate of the epidemic.

Bozkurt (2020) stated that the covid-19 virus, which turned into a global epidemic, negatively affected the education sector the most in our country and in the world; that in Turkey, 18 million students are deprived of an education in the school and in the world stated that 1.6 billion students have had to break the school. From this point of view, distance education has been planned by educational institutions trying to make the most of the possibilities of technology. In this process, educational institutions have preferred distance education in order to ensure that students do not fall behind from their lessons and are less affected by this situation. Because distance education enables the use of a comprehensive learning method that is maintained in a planned manner and supported by original communication technologies (Özarslan, 2008).

Distance education is expressed as a teaching method that is used based on the active transfer of knowledge in technology so that the lessons are processed efficiently, and students' learning can be easier since teachers and students are in different environments (Valentine, 2002). Deshpande and Hwang (2001) stated that the main purpose of a real-time distance education system is to provide the remote participant with most of the skills and experiences that an in-class participant receives. While distance education provides a simultaneous sharing of information between the teacher and the student, it also provides students with an economical

and fast learning process. Thanks to this method, the student can access recorded information at any time without being physically present in a specific place and can be included in many programs with video conferences (González-González, Infante-Moro, & Infante-Moro 2020).

It is stated by many researchers that in order to realize distance education in accordance with its purpose, student experiences and outputs in the teaching and learning process should be as close as possible to the level in face-to-face educational environments (Moore, 2007). There are studies indicating that distance education has advantages (Odabaş, 2003; Arat & Bakan, 2014; Kırık, 2016; Burke & Dempsey, 2020). It can be expressed as its advantages, especially not requiring a space, obtaining high efficiency with less human power (Altıparmak, Kurt & Kapıdere, 2011), and obtaining more products with less cost. Another advantage is that people continue their education from where they are (Altıparmak, Kurt & Kapıdere, 2011). In this way, transportation costs have also decreased. Besides, the lack of teacher and student interaction can be seen as a negative situation in terms of learning. Another negative situation is the limited useful interaction between peers and the resulting lack of motivation (Uzoğlu, 2017). Another negative aspect is the fact that not every student or family has internet infrastructure. This creates a situation contrary to the principle of equality in education. There is a requirement that all students benefit from the same services at the same time. It can be said that distance education may cause unfairness in subsequent measurement and evaluation studies due to the fact that it creates learning injustice among students (Anderson, 2020; Duran, 2020), loss of motivation and some negativities (Çetin, Çakıroğlu, Bayıldı, & Ekiz, 2004). Research conducted also support this situation.

It has been determined that theoretical courses are more advantageous than applied courses in distance education during the epidemic period, which affected the whole world, and there are various problems related to distance education, especially in applied courses (Kahraman, 2020). In addition to the basic courses in distance education, physical education and sports, music and visual arts lessons, which have more application areas, are also included as courses. It is known that physical education lesson, which is among the applied lessons, is fun and pleasing (Özcan, Mirzeoğlu, & Çoknaz, 2016; Yılmaz & Güven, 2015; Temel & Güllü, 2016; Namlı, Temel, & Güllü, 2017). Therefore, it can be said that this lesson is effective in relieving stress and relaxation in students. Research conducted in this process include various results such as restricting mobility, causing stress and depression in individuals. In the study conducted by Aşkın, Bozkurt and Zeybek (2020), it was stated that because of increasing depression, anxiety, loneliness, social isolation, stigmatization, and financial difficulties and changing working

conditions, the necessity, importance, and scope of psychological interventions during and after the epidemic were clearly revealed. It is stated that the psychological resilience level of individuals decreased during the epidemic process (Killgore, Taylor & Cloonan, 2020). In addition, it has been determined that people who perceive more social support from individuals such as family and friends, who show more frequent going out, do more sports and exercise, sleep better, and pray more often have higher levels of psychological resilience (Killgore et al., 2020). According to another study, it was determined that the situation of individuals after the epidemic affected their psychological resilience (Tönbül, 2020). It was determined that there was a decrease in physical activity during the quarantine period due to Covid 19 (Tison et al., 2020).

That factors such as the limited possibility of question and answer in distance education, having problems with entering and connecting to the system cause negative reactions (Ekiz, 2020); in the study examining physical education teachers' perceptions of competence towards technology, it is thought that teachers are competent/skilled in using technology (Woods, Karp, Miao, & Perlman, 2008), and social life is thought to have ended temporarily (Aktaş, Büyüktaş, Gülle and Yıldız); physical education teachers' perceptions of roles and competencies towards online distance education are high (Özcan & Saraç, 2020); physical education activities broadcasted on EBA TV prevented inactivity in students during the curfews (Yıldız & Bektaş, 2020) are the results of the research conducted. According to the results of the research, it is thought that physical education lesson is important in distance education.

Aim of the Study

This research was conducted to determine the importance of physical education lessons in the distance education process according to students' views. It is important how distance education, which is newly and widely used in our country, finds its place in practical lessons. For this reason, it is thought that this research will contribute to the literature. Based on this, answers to the following questions were sought.

1. What do you think about physical education lesson in distance education?
2. Is physical education teacher sufficient in distance education for you?
3. Does physical education lesson in distance education have any effect on other classes you take?
4. What are the advantages or disadvantages of physical education lesson in distance education compared to face-to-face classes?

5. What do you think about the inclusion of physical education lessons in distance education in the program?
6. Does distance education lesson encourage you to do home sports after class?
7. Do the theoretical subjects taught in the physical education course in distance education contribute to you with doing sports?

METHOD

Research Model

In this study, the case study design, one of the qualitative research methods, was used to determine the importance of physical education lessons in distance education according to student views. Case study is a type of pattern within qualitative research that can be both the result and the object of the research (Creswell, 2014). In this sense, exploratory case study was used in the research (Davey, 1991).

Study Group

The study group of the research consists of students studying in the province of Van. Purposeful sampling method, which is one of the non-probabilistic sampling methods, was used in the study. The purpose of choosing this sample is to select cases that contain rich information that will illuminate the questions studied in the research in the purposeful sampling type (Patton, 2014). Demographic information of the research participants is given in Table 1 below.

Table 1. Characteristics of the Study Group

Variables		f	%
Gender	Female	13	43.3
	Male	17	56.7
Grade	9. Grade	10	33.3
	10. Grade	12	40
	11. Grade	6	20
	12. Grade	2	6.7

Data Collection Tool and Collection of the Data

In the research, semi-structured interview form was used to obtain data. The semi-structured interview form was used because it allows those who want to do research to determine a general perspective on the subject to be researched, to ask questions about the topics, and to add questions according to new developments that may arise at the time of the interview (DiCicco-Bloom & Crabtree, 2006; Türnüklü, 2000). The semi-structured interview form prepared by the researchers was examined by two academicians who are experts in the field and started to be

applied after it was finalized. The semi-structured interview form consists of two parts. In the first part, there are two questions on demographic information, and in the second part, there are seven research questions.

During the research process, both due to the restrictions considering the corona epidemic and since face-to-face meeting would pose a risk for researchers and participants, all information was given by phone calls with the participants, and an appointment was made for the appropriate time period. When the interview was to be held, the participant was called, it was stated that a voice recording would be taken, and after their approval, the interview was initiated. The interviews in the audio recording were transformed into electronic forms and analysis was started after they were sent to the participants and their approvals were obtained.

Analysis of the Data

The data obtained from the research were analysed using descriptive and content analysis. Descriptive analysis was used to determine the titles and themes for the research questions, and content analysis was used to analyse the answers. While descriptive analysis is used for collating data that does not require profound analysis; content analysis was used to investigate the resulting data closely (Yıldırım & Şimşek, 2011; Altunışık, Çoşkun, Yıldırım, & Bayraktaroğlu, 2010).

Validity and Reliability

Certain conditions must be fulfilled in order to ensure validity and reliability in qualitative research. In the study, it was included in detail how conceptual categories were reached to ensure internal validity (Yıldırım & Şimşek, 2011). While analysing the data, they were included in the same themes according to the similarity of the expressions, and a code (such as P1, P2, P3) was used for each participant while analysing the participant expressions. The external validity of the study was provided by using the detailed description strategy and purposeful sampling strategy (Yıldırım & Şimşek, 2011).

In order to ensure the internal reliability of the study, the opinion of an expert, out of research, was obtained. (Yıldırım & Şimşek, 2011). In order to determine whether the participant's views represent the theme on which they were placed, the field expert was asked to place the themes determined by the researcher in a way that no answer was left out. The matches made by the researcher and the field expert were compared; the number of agreements and differences of opinion were determined. The reliability formula proposed by Miles and Huberman (1994) was used to calculate the reliability of the research and the reliability of the research was calculated as 88%. Reliability calculations above 70% are considered reliable for research (Miles &

Huberman, 1994). According to this finding, it can be said that the study is reliable. In order to ensure the external reliability of the research, the data obtained from the participants are transferred to the electronic environment and stored for later need (Yıldırım & Şimşek, 2011).

FINDINGS

This section is presented in titles according to the research questions. In this part of the research, findings of the results of the research questions are included.

Views on Physical Education Lesson in Distance Education

"What do you think about physical education lessons in distance education?" was asked to the participants in the study. Since none of the participants stated that they had an effective time, answers were obtained for the reasons for not having effective time. Participant views are given in Table 2 below.

Table 2. Views on Physical Education Lesson in Distance Education

Theme	Code	f
Views on Physical Education Lesson in Distance Education	The course is not suitable for distance education	10
	Inefficiency of the lesson	8
	Lesson to be considered unnecessary	5
	Efficient and enjoyable	4
	All lessons are inefficient	3
	Seen as a waste of time	3
	Failing to meet expectations	1
	No distant or face-to-face attendance	1

Research participants stated that the course is not suitable for distance education, it is inefficient and considered unnecessary. Some quotations from the opinions of the participants are given below.

"I think online physical education lesson in distance education is not efficient. Because the physical education lesson needs to be done practically. We cannot do any activity online. Classes always pass by chatting. " P19

"I do not find distance physical education lessons very useful. After all, it's a lesson that should be applied, but still as much as possible. " P16

"I do not find online lessons helpful at all because they are very tiring. Physical education lesson was not very efficient for me. We do not do any activities, so I get bored. " P20

"I found the distance physical education lesson efficient. I am very pleased, it is fun and enjoyable, so I love it. " P6

"I do not find online physical education classes effective at all. So boring to me, I see it as a waste of time. I barely attend the lessons anyway. " P27

"I don't think it's effective. Not only physical education but other classes are also very inefficient. That's why I mostly study on my own on the internet.

Effectiveness of a Physical Education Lesson Teacher in Distance Education

In the research, the participants were asked "Is the physical education teacher in distance education sufficient for you?". Participant opinions are given in Table 3 below.

Table 3. Effectiveness of a Physical Education Lesson Teacher in Distance Education

Theme	Code	f
Effectiveness of a Physical Education Lesson Teacher in Distance Education	Supporting attitudes	10
	Passing the lesson with chatting	6
	Finding effective	5
	Guidance	3
	Unpleasing	3
	Getting off the lesson	2
	Enjoyable	2
	Dissatisfied with the teacher	1

A great majority of the participants (70%) found physical education teachers effective in distance education. Participants stated their reasons for finding it effective, partially effective or ineffective. Exact quotations of the participants are given below.

"Yes, I find the lesson teacher effective. S/He explains well. S/He helps, asks our situation if we study or not. So, interested. S/He informs us about the epidemic period. " P4

"I find him/her effective. S/HE tells us useful things about personal development and guidance. S/he motivates. That is why I find him/her sufficient. " P7

"Not so much. We do not do any activities. I will not enter physical education lessons from now on anyway. " P30

"I find him/her effective. The information s/he gives is important, s/he makes us laugh, it is fun, it is good, I love physical education lessons. " P16

"S/He keeps us informed. S/He guides in most subjects. But I can't do much as a sport, I see h,m/her a little ineffective. " P12

"Yes, I find it very effective. The lesson is not boring. We constantly chat with jokes. That's why I love our teacher. " P22

"Not so much. The lesson is boring. It does not seem effective to me. It would be more fun if we played games. " P21

Impact of Physical Education Lesson on Other Lessons

In the study, the participants were asked, "Does physical education in distance education have any effect on your other lessons?". Participant views are given in Table 4 below.

Table 4. Impact of Physical Education Lesson on Other Lessons

Theme	Code	f
Impact of Physical Education Lesson on Other Lessons	Not related to other courses	6
	To be relaxing	4
	Increasing motivation	3
	Inefficient	1
	A waste of time	1

A large extent of the participants (83%) stated that physical education lesson in distance education has no effect on other lessons. Quotations regarding the opinions of the participants are given below.

"I don't think it is related to other lessons, so it does not have an effect. Neither positive nor negative."
P7

"I have not noticed any effect, but it is more enjoyable than other lessons." P18

"It has a positive effect. When the lesson is enjoyable, I get a little more motivated for other lessons."
P12

"In my opinion, it has a negative effect; it takes my time, and it is not efficient. I find it very boring." P14

Advantages and Disadvantages of Physical Education Lesson in Distance Education

"What are the advantages or disadvantages of physical education lessons in distance education compared to face-to-face lessons?" was asked and the opinions of the students were taken. These opinions of the students are given in Table 5 below.

Table 5. Advantages and Disadvantages of Physical Education Lesson in Distance Education

Theme	Code	f
Advantages and Disadvantages of Physical Education Lesson in Distance Education	Not being active	13
	Not suitable for distance education	9
	Inefficient	9
	No participation	5
	Conditions are not suitable	4
	Suitable for theoretical subjects (Advantage)	2

Almost all of the participants (93%) stated that distance physical education lessons were disadvantageous. Some quotations from the opinions of the participants are given below.

"I do not find distance physical education lessons useful at all. It was much more advantageous at school, and it was very useful when we studied physical education outside. We were waiting for physical education class all week because we were playing football." P21

"It was not very advantageous in distance education for physical education lessons because there is not much to do with the computer, but it was always nice to play games or football in face-to-face education, so I find the education at school much more advantageous." P19

"Distance physical education lesson is disadvantageous to me because we cannot practice, we cannot play games, so it is not efficient, but it was more useful when we were in school face to face. We were playing games and practicing, everyone was willing. " P15

"I do not find physical education lessons useful in distance education. First of all, there is no common area. I get bored when I am not in the same environment as my friends. Playing games in the face-to-face lesson was making me happy. " P12

"Distance education is not beneficial anyway, since physical education is also a practical lesson, we were getting more efficiency at school." P28

"Because physical education lesson makes sense when it is done with everyone. Not everyone can participate when it comes to distance education. It is nice when everyone in the classroom participates in face-to-face education. Face-to-face training is better since you see the teacher. There is not that spirit in online education. " P1

Physical Education Lesson Hours in Distance Education

"What do you think about the inclusion of physical education lessons in distance education?" was asked to the participants and their views were received. The opinions of the students are given in Table 6 below.

Table 6. Physical Education Lesson Hours in Distance Education

Theme	Code	f
Physical Education Lesson Hours in	1 hour	17
	Other lessons' hours should be increased	9
Distance Education	No lessons	5
	Should be increased	2
	2 hours	2

The majority of the students participating in the study stated that it would be sufficient to have a distance physical education lesson for one hour. Some participants stated that instead of physical education lesson, the hours of other lessons should be increased, that is, the hours of physical education should be given to other lessons. Some quotations from the opinions of the participants are given below.

"I think that it takes place for 1 hour is sufficient. I think more is not needed. " P12

"No. I do not find the lesson useful anyway. Face-to-face lessons should be either 1 hour or not at all."
P11

"No. I do not find it efficient, so it does not need to take place more. More emphasis should be placed on other lessons. " P4

"It must be reduced. I see it as a waste of time. The hours of other courses should be increased. " P7

"I think it should not be included. Because it's not a lesson that I give priority to. It is enough to take part in the program a little. " P1

"The number of lessons 'hours can be increased because the lessons are enjoyable and fun. We are chatting, I like it. " P5

The Effect of Distance Physical Education Lessons on Doing Sports at Home After Lesson

“Does distance physical education lesson encourage you to do indoor sports after class?” was asked to the research participants and their views were received. The opinions of the participants are given in Table 7.

Table 7. The Effect of Distance Physical Education Lessons on Doing Sports at Home After Lesson

Theme	Code	f
The Effect of Distance Physical Education Lessons on Doing Sports at Home After Lesson	No desire	14
	Lack of space to do sports at home	13
	Not interesting	7
	Exercising on the break	6
	Inefficient	4
	Laziness	4
	Seen as a waste of time	1

Most of the participants in the study stated that physical education lessons in distance education do not have any effect on doing sports at home. They stated that the reasons for not doing sports at home are that they do not have a desire and that there is no space to do sports with family at home. In addition, the reasons such as not being interesting and being lazy were revealed. Some quotations of participant opinions are given below.

"During the epidemic period, laziness and unwillingness increased in me. That is why I do not feel like doing anything. I am depressed. I am also pessimistic from time to time. I do not see it as a useful and efficient lesson. It does not motivate me. " P7

"Because I have laziness and reluctance due to staying at home, and this virus. There is also a feeling of pessimism. That is why it did not encourage me to do sports at home, unfortunately. They are not the information I find necessary. Not the information that will be useful for my future department, it is a waste of time." P4

"My environment is not suitable. I always help my mother with the housework, but I will start doing it. "
P18

"It does not encourage. It does not motivate me at all. I do not have a special area in the house to move around and do sports, my brother stays in my room. That is why I am not very active. " P17

"I am not interested in doing sports at home. I do not want it. Since I play mobile games, I do not engage in domestic activities. " P3

"I do not do because I have laziness, I always feel tired." P28

The Effect of the Theoretical Subjects Taught in the Physical Education Lesson on Sports in the Distance Education Process

To the research participants, "Do the theoretical subjects taught in the physical education course in the distance education process have any effect on your doing sports?" was asked and their views were received. The opinions of the participants are given in Table 8 below.

Table 8. The Effect of the Theoretical Subjects Taught in the Physical Education Lesson on Sports in the Distance Education Process

Theme	Code	f
The Effect of the Theoretical Subjects Taught in the Physical Education Lesson on Sports in the Distance Education Process	Not interesting	10
	No space of their own at home	5
	To be unnecessary	2
	To be boring	1

The majority of the students participating in the study (87%) stated that theoretical subjects in the distance physical education lesson had no effect on doing sports. Some quotations from the opinions of the participants are given below.

"Theoretical subjects do not interest me, so it does not affect me to exercise." P17

"Theoretical subjects are not very interesting to me. That is why it does not happen much. " P20

"I do not find it efficient; it does not interest me at home. The home environment is not suitable in our house anyway. I do not have a room of my own and I cannot do anything with my family. " P8

"Theoretical lessons are interesting to me. It is good when I learn the rules, but I cannot be very active at home. " P26

"I do not see the lesson necessary and efficient. Other lessons are more important for me. " P7

DISCUSSION and CONCLUSION

Despite the infrastructure of the Ministry of National Education that enables distance education (FATİH project, EBA, etc.), the corona epidemic caused an unfamiliar process for all stakeholders. In the study, opinions about the physical education course in distance education were received and no participant thought that the course could be taught very effectively in this process. The reasons for the ineffectiveness of the physical education course in distance

education are that the course is not suitable for distance education, the teaching of this course in distance education is seen as unnecessary and the lesson is ineffective. It can be said that the fact that the physical education course is a practice-based course and the students do not have any obligations related to this course during the exam period lead to this result. In other studies, it has been stated that distance education is inefficient for practical courses, efficient for theoretical courses and that this situation is not very satisfactory in terms of the lack of mutual communication (Ekiz, 2020). However, different from the results of the research, it was found in the study conducted by Yıldız and Bektaş (2020) that distance physical education activities can also distract students from the stress of theoretical lessons, help to keep the interest in sports alive, and can contribute to the physical development of students when applied.

In the research, it was concluded that the physical education teacher was effective in the distance education process. 70% of the participants stated that their teachers were effective. In this process, the reasons such as teachers' supportive behaviour to the students, guiding the students, and the lesson being enjoyable are among the reasons why the teacher is seen as effective.

It is known that physical education classes have a positive effect on students' motivation (Yerlisu, Ağyar, & Bahadır, 2012; Uğraş, 2018). It can be said that this effect of physical education lessons is valid for face-to-face lessons in the classroom environment, but it is not yet known how this can happen in distance education. The students were asked whether distance physical education lessons had an effect on other lessons, and 83% of the students stated that it had no effect. In addition, it was stated in the answers given by the students that distance physical education lesson was not efficient and the lesson was boring for them. Physical education should be handled differently from other branch courses in terms of content (Temel, 2019). The reason for this is that the course is carried out actively and a large area is needed. Other features can be listed as the need for various materials, and teachers and students dressed appropriately for the lesson. These features require that physical education be evaluated separately from other lessons (Harrison & Blakemore, 1992).

In the research, it has been tried to determine whether distance physical education course is advantageous or not. Almost all of the students participating in the study stated that they found distance physical education lessons disadvantageous. The reasons for the students to find it disadvantageous are that the course is generally not suitable for distance education, it should be applied as an active course, and there are no suitable conditions for being active at home. In the

study conducted by Yıldız and Bektaş (2020), it was stated that distance physical education is not perceived as a lesson by students and is not practiced mostly. In addition, it was determined that it was not possible to move freely because it was performed in a home environment.

In this study, in which the hours of distance physical education lessons were also asked, the majority of the students expressed the view that the lesson hour should be 1 hour. Some of the students stated that the time allocated to physical education lessons should be allocated to other lessons. No research has been found regarding the hours of physical education lessons in distance education, but according to the data of the Organization for Economic Cooperation and Development (O.E.C.D.) in face-to-face education; in our country, students receive 600 hours of physical education in the first 8 years of their education. This period corresponds to 577 hours as “health and physical education lessons” in the average of European Union countries. It is stated that students in our country take 23 hours more lessons in the first 8 years of compulsory education, compared to the average of European Union countries (TEDMEM, 2016). However, the physical education course in our country is included as a health and physical education course in compared countries. Therefore, it should be taken into account that their contents cannot exactly match each other.

It has been revealed in the results of the research that long periods of immobile periods spent at home during the epidemic period led to negative psychological conditions in individuals (Aşkın, Bozkurt, & Zeybek, 2020; Killigore et al., 2020; Tönbül, 2020). That the rates of physical activity in Turkey are already low and the lowest age group that physical activity is reported to be among the 15-19 age group (Active Life Association, 2010). While the level of physical activity is so low in a period of normal life, it is likely that physical activity will decrease even more and inactivity will rise to higher levels during the epidemic period. Distance physical education lessons are expected to make a positive contribution to this situation during this period. However, the majority of the students participating in the study expressed the opinion that distance physical education lessons had no effect on doing sports at home. As a result of the research, it has been revealed that such a high rate has emerged due to the reasons such as the lesson being uninteresting, inefficient lessons, and unsuitable domestic conditions. On the other hand, Avşar (2020) made the following statements regarding the importance of physical activity, especially in this period: “It has been revealed that all kinds of regular physical activities reduce the stress level of people and make them feel better psychologically and stay healthy.

From this point of view, physical activity, even for 10 minutes, before the start of daily distance education lessons will be sufficient in terms of physical fitness. In addition, in the study conducted by Demir and Çiftçi (2020), it was stated that those who exercise have higher levels of psychological resilience than those who do not.

In the study, it was also investigated whether the theoretical subjects about the physical education course had an effect on students' doing sports in the distance education process. Almost the majority of the students stated that the theoretical subjects had no effect on doing sports after the lesson. As the reasons why the theoretical lessons taught students do not have any effect on their sports after the lesson; they stated that they did not find the distance-based physical education lesson interesting and effective. However, different from the research results, the research conducted by Yıldız and Bektaş (2020) concluded that distance physical education activities can also distract students from the stress of theoretical lessons, help to keep the interest in sports alive and contribute to the physical development of students when applied.

Considering all these data, the study revealed that the physical education course is not effective in the distance education process. In the study, it can be said that the physical education lesson is not suitable for distance education is effective in the emergence of this result. While the physical education lesson was not perceived as an effective lesson in the study, it was stated that the physical education teacher was effective in the distance education process. It can be thought that the difference between these two situations may be related to the sympathy for physical education teachers. It has been determined that physical education lesson has no effect on other lessons in the distance education process and the advantageous aspect of this lesson is that only theoretical subjects are taught. In addition, after the physical education lesson in distance education; it is stated in the research results that there is no effect of the theoretical subjects covered on doing sports.

SUGGESTIONS

At the end of this research, the researchers;

- The research has been applied on high school students. Application for students of different age groups,
- Comparison of practical visual arts and music lessons with physical education lessons,
- To conduct a research involving all stakeholders of education can be suggested.

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