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The Relationship Between Attitudes of Students Studying in Aviation Departments Towards Distance Education and Their Commitment to University During COVID 19 Epidemic Period

Zeynep Feride Olcay[1*], Ercan Öge[2]

[1*]İstanbul Aydın University, Occupational Health and Safety Program, İstanbul, Turkey. (e-mail: zeynepolcay@aydin.edu.tr).
[2] İstanbul Aydın University, Human Resource Management Program, İstanbul, Turkey. (e-mail: eoge@aydin.edu.tr).

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Corresponding Author: *Zeynep Feride Olcay*

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Abstract

This study aims to investigate the relationship between university students' attitudes towards distance education and their university commitment in aviation departments/programs, where practical (applied) courses are vital in addition to theoretical courses, in the distance education which is compulsory during the pandemic process caused by COVID 19. Within the scope of the research, 282 participant students enrolled in the Civil Air Transport Management and Civil Aviation and Cabin Services program of the 2-year Vocational Schools of the foundation universities in Istanbul, and the Aviation Management and Pilotage Departments of the 4-year aviation departments could be reached. The questionnaire administered to the participants consists of 3 parts. The first part comprises questions regarding the demographic characteristics of the participants. The second part, includes survey questions including the "Attitude Scale towards Distance Education Applied during the Epidemic Period" and the third part include "Student Commitment in Higher Education Scale". In order to analyze the data obtained from this survey, SPSS 25.0 statistical package program is employed. According to the findings of the research; 51% of the change in student commitment in higher education was explained by the attitude towards distance education offered during the COVID 19 pandemic. Significant differences are found between the attitudes towards distance education and student commitment according to the department types and grade levels of the students. It has been observed that student commitment increases as the scores of satisfaction with the opportunities offered by the university in distance education, communication and access in distance education, and comparison scores of distance education and face-to-face education increase.

1. Introduction

Since the beginning of the 20th century, the civil aviation sector has been one of the most rapidly developing sectors in the world and is inextricably linked to technology. The aviation industry has a complex structure that includes many systems. This structure requires experienced and qualified staff with appropriate technical expertise to maintain and improve this structure. To satisfy the need for qualified personnel, an education system with international standards is required (Durali and Özdamar, 2021).

The aviation sector, which has grown with great momentum in tandem with the globalization and technological advancements and steadily expanding its share in passenger and freight transportation around the world (Çoban, 2019), is an integral aspect of modern life in an age where safety and time are continually gaining value. Air transportation, which is the fastest and most reliable type of transportation plays a vital role in our lives.

With the global expansion of the aviation sector, civil aviation operations in our country are gaining momentum day by day. The increased demand for aviation sector allows private airline companies to increase. With the growth of private airline firms, there is a greater awareness of the significance of awareness of education in the civil aviation sector in order to train qualified personnel. To fulfill demand, there has been considerable increase in both the number and quality of higher education institutions that provide this education (Kiracı et al., 2013). To put it another way, the fast expansion of the aviation sector has resulted in the quick establishment of aviation departments and programs at universities (Gülaçtı, 2019). With the acceleration of the growth in the civil aviation sector, businesses in the aviation sector will be able to meet graduates of universities that provide education in the relevant field for the human resources they need, as well as people who receive training from the courses that have been opened (Karaağaçoğlu, 2015).

A multi-faceted cooperation protocol has been signed between the Directorate General of Civil Aviation (SHGM) and

the Presidency of Council of Higher Education (YÖK), covering all fields in civil aviation, opening relevant departments and programs at universities, determining curricula, and conducting sector analysis studies. In accordance with the advancements at Turkish civil aviation, it is intended that civil aviation trainings would be expanded in higher education institutions in order to fulfill the growing need for qualified human resources in the aviation sector and to ensure the sustainable development of civil aviation. As a result, the number of universities and vocational schools offering training in fields like as piloting, aircraft maintenance technician, cabin and ground handling services has increased significantly (SHGM, 2012).

In our country, there are 4-year piloting aviation management departments and 2-year civil air transportation management, aircraft technology and operator programs that accept students based on the results of the Student Selection and Placement Center (ÖSYM) exam placement results on civil aviation (ÖSYM, 2021).

With the COVID 19 pandemic that broke out in Wuhan, China in 2019, impacting the entire world, some changes in the education system were required. In this circumstance, there is a need to develop and implement new education models that cover education and training procedures. The computer and internet-based distance education application in education is the most important of these applications. Distance education is a type of education system that allows students to participate in education without the having to be physically present in the same place with their instructors (Johnson and Aragon, 2003).

This study aims to examine the relationship between the attitudes of students, who have been studying in higher education, especially in programs with practical curricula such as the Civil Aviation Transportation Management program and Civil Aviation Cabin Services program in 2-year Vocational Schools and Aviation Management Department and Pilotage Department in 4-year aviation departments towards distance education applied in their universities and their commitment to the university during the COVID 19 Epidemic Period.

2. Conceptual Framework

2.1. Distance Education

Distance education, which has taken its place in education with the opportunities provided by communication and information technologies to humanity, it is the maintain of educational activities without any physical effect through communication tools such as computers, mobile phones, tablets and televisions (Clark, 2020).

According to research on distance education, it is noted that there are positive and negative aspects of distance education. Distance education is known to have a different learning environment design compared to the classical education model (Traxler, 2018).

The COVID 19 outbreak first broke out in Wuhan, China in November 2019 and spread rapidly, and eventually was declared a “pandemic” by the World Health Organization (WHO) on March 11, 2020 (WHO, 2020). At the meeting held by the YÖK on March 13, 2020, it was decided to suspend education in universities in our country for a period of 3 weeks as of March 16, 2020. It has been agreed that starting of March 23, 2020, educational activities would be carried out remotely at institutions with distance education infrastructure (YÖK, 2020).

Many academic studies on the attitudes of students and teachers in the education sector, which is one of the sectors most affected by the distance education process have been undertaken. Altun-Ekiz (2020) conducted a study on participants consisting of students from the school of physical education and sports and he was found that the disadvantages of distance education are more than the advantages during the pandemic process.

According to the survey results of a study conducted by Altuntaş-Yılmaz (2020) on 265 students on distance education; it was concluded that especially practical (applied) courses should be developed or that alternative methods would be beneficial.

According to Kürtüncü and Aylin (2020), the group that has the most problems due to the fact that practiced courses and internships are held in clinics during the COVID 19 process are students who are educated in the nursing department. In the study, it was seen that fact that the conduct of the courses and the exams were in the form of distance education caused anxiety in the students.

Erzen and Ceylan (2020) say that being able to teach courses effectively online is related to being competent in information technologies. It is seen that it is an advantage to be impartial and to conclude quickly in the evaluation of the exams.

In the research conducted by Bayram et al. (2019), it was concluded that university students agree on problems such as the inadequate infrastructure for distance education and the inability to obtain the expected efficiency from distance education, especially in practical courses. According to the study, it can be said that there is a statistically significant difference between men and women in distance education courses, and that women believe that distance education courses are more advantageous than face-to-face courses compared to male participants.

2.2. University Commitment

The concept of organizational commitment is associated with the behavior and attitudes of employees towards their work. Organizational commitment is defined as the loyalty (fidelity) of the employees to their work and the identification with their job (Bayyurt and Kılıç, 2017). The concept of commitment at the organizational level refers to working people, the concept of commitment in educational institutions, on the other hand, refers to students. This is because, in the education sector; satisfaction, belonging and quality studies in the educational institution are handled by the students who are directly affected by these processes (Strauss and Volkwein, 2004).

If students have a negative perception and attitude towards technology, as well as fear of technology in students, these situations should be eliminated and the present negative perception should be rectified, since this is thought to affect students’ commitment to university (Günüç, 2013).

The fact that failure to organize educational environments in accordance with student’s wishes and needs, as well as lack of proper integration of technology and education platforms, results in problems such as decreasing the attractiveness of educational institutions, increasing student absenteeism, and increasing indifference to learning (Yazzie-Mintz, 2010). In this sense, the quality of service should be enhanced in order for students to strengthen their ties with the university and to identify themselves with the university where they are studying (Ismanova, 2019).

Some research suggests that the quality of higher education service and trust perceived by students affect students’

commitment to higher education (Hennig-Thurau et al., 2001). Rojas-Méndez et al. (2009) concluded that student satisfaction is the most important factor directly affecting student commitment and other premises have only indirect effects on student commitment.

Student commitment (Osman et al., 2019), considered as students' willingness to maintain their engagement with the university, is critical for universities to survive (Demir et al., 2021). As a result, higher education institutions that benefit from the technological development in a way that does not make the students suffer and face-to-face education, by carrying out a successful process in the distance education system during the pandemic period, particularly in departments and programs where applied practical courses predominate, are institutions that have turned the situation in the sector where competition is intense into an opportunity.

3. Data Collection Tools and Analysis of Data

3.1. Data Collection Tools

The survey consists of three parts. In the first part, the first part include personal information form consisting of 4 questions about the socio-demographic characteristics of the students. The second part has "Attitude Scale towards Distance Education Applied during the Epidemic Period" and third part contain a "Student Commitment in Higher Education Scale".

- Personal Information Form: The first part contains questions such as gender, age, student's department/program type, student's class.

- "Attitude Scale towards Distance Education Applied during the Epidemic Period": In the second part, "Attitude towards Distance Education Applied during the Epidemic Period" consisting of five sub-dimensions and 21 questions developed by Arslan (2021) to measure the attitudes of the participants towards distance education at their universities during the epidemic period. Sub-dimensions of the scale defined as Satisfaction with the Facilities Provided by the University in Distance Education (SFPUDE), Attitude towards Faculty Members in Distance Education (AFMDE), Attitude towards Online Exams (ATOE), Communication and Access in Distance Education (CADE), Comparison of Distance Education and Face-to-face Education (CDEFE).

- "Student Commitment Scale in Higher Education": Third part includes "Student Commitment Scale in Higher Education" developed by Çınkır et al. (2021), which consists of 14 questions and one dimension, in order to determine the level of commitment of students towards the university.

3.2. Analysis of Data

Within the scope of the research, skewness and kurtosis coefficients were used to determine the distribution of scores obtained from the attitude towards distance education and student commitment in higher education scales offered during the COVID 19 epidemic period. If the skewness and kurtosis coefficients are in the range of ±1, it indicates that the scores have a normal distribution (Büyüköztürk, 2007). The skewness and kurtosis coefficients obtained as a result of the calculations showed that their scores had a normal distribution (Table 1). Considering this result, parametric analysis techniques were used.

Table 1. Skewness and Kurtosis Coefficients

Variables	Skewness		Kurtosis	
	z	SH	z	SH
SFPUDE	-0.69	0.15	0.26	0.29
AFMDE	-0.25	0.15	0.55	0.29
ATOE	0.92	0.15	0.79	0.29
CADE	-0.19	0.15	0.13	0.29
CDEFE	-0.10	0.15	-0.86	0.29
ASTDE Total Score	-0.87	0.15	0.75	0.29
Student commitment in higher education	-0.69	0.15	0.32	0.29

(ASTDE)= Attitude Scale towards Distance Education Offered During the COVID 19 Epidemic Period

Since the data satisfied the assumption of normal distribution, Pearson correlation coefficients were calculated and the relationships between the attitude towards distance education offered during the COVID 19 epidemic and student commitment scores in higher education were calculated. Multiple linear regression analysis was performed to determine the predictive effect of the attitude components towards distance education presented during the COVID 19 epidemic period on the attitude towards distance education. The existence of a multicollinearity problem between the independent variables was investigated before to performing the regression analysis by computing the variance increase factor (VIF) values. If VIF <10, it indicates that there is no multicollinearity problem (Çokluk et al., 2010). Because the calculated VIF value was found range between 1.10 and 2.64, it was concluded that there was no multicollinearity between the independent variables. The Durbin-Watson coefficient was used to examine the assumption of independence of errors. The fact that this coefficient should be between (>1.5 and <2.5) shows that the assumption of independence of errors is met (Kalaycı, 2017). As a result of the analysis, the Durbin-Watson coefficient was found to be 2.02. The coefficients obtained showed that the relevant assumption was satisfied.

Independent groups t-test was used to compare the attitudes towards distance education and student commitment in higher education offered during the COVID 19 epidemic period by gender, and one-way analysis of variance was used to compare by the age, department/program type and grade level. In order to make more accurate comparisons, some of the groups which have small number of participants were combined and included in the analysis. The confidence interval for the analyses was set at 95%. Analyzes were carried out using the SPSS 25.0 statistical package program.

4. Findings

Information about Participants

When Table 2 is examined, it is seen that 44% of the participants are male and 56% are female. The majority of the participants are in the 18-20 (50%) and 21-24 (40.8%) age groups. 75.9% of the participants are vocational school students and 57.1% of them are studying in the first year. Vocational School students refer to the students studying in the Civil Air Transportation Management and Civil Aviation and Cabin Services Program.

Table 2. Distribution of Participants by Diagnostic Characteristics

		f	%
Your gender	Man	124	44.0
	Woman	158	56.0
Your age	18-20	141	50.0
	21-24	115	40.8
	25-30	14	5.0
	31 and over	12	4.3
Your Department/Program	Aviation Management	38	13.5
	Civil Air Transport Management-Civil Aviation and Cabin Services	214	75.9
	Pilotage	30	10.6
Your class	1st Class	84	29.8
	2nd Class	161	57.1
	3rd Class	2	0.7
	4th Class	35	12.4

Table 3. Descriptive Values of the Scores Obtained from the Attitudes towards Distance Education and Student Commitment Scales in Higher Education Presented During the COVID- 19 Epidemic Period

Variables	N	min.	Max.	Mean	ss
SFPUDE	282	6	30	22.18	5.63
AFMDE	282	4	20	16.12	3.32
ATOE	282	4	20	12.11	2.21
CADE	282	4	20	16.01	3.42
CDEFE	282	3	15	9.46	3.44
ASTDE Total Score	282	21	105	75.89	12.55
Student commitment in higher education	282	14	70	51.51	13.46

When Table 3 is examined, it is found that the mean scores of satisfaction with the opportunities offered by the university in distance education, attitude towards faculty members in distance education, attitude towards online exams, communication and access in distance education, comparison of distance education and face-to-face education, ASTDE total score and student commitment in higher education score averages were calculated as 22.18(Ss=5.63), 16.12 (Ss=3.32), 12.11 (Ss=2.21), 16.01 (Ss=3.42), 9.46 (Ss=3.44), 75.89 (Ss=12.55) and 51.51 (Ss=13.46) respectively. According to the results obtained, it was found that the students participating in the research had a high level of positive attitudes towards distance education and student commitment in higher education during the COVID 19 epidemic period.

Table 4. Attitudes towards Distance Education and Student Commitment Scores in Higher Education Presented During the COVID 19 Epidemic Period by Gender, Standard Deviations and Independent Samples t-Test Results

Variables	Your gender	N	Mean	ss	t(280)	p
SFPUDE	Woman	158	22.47	5.23	0.98	0.33
	Man	124	21.81	6.11		
AFMDE	Woman	158	16.35	2.99	1.34	0.18
	Man	124	15.82	3.68		
ATOE	Woman	158	11.92	1.93	-1.68	0.09
	Man	124	12.36	2.51		
CADE	Woman	158	16.10	3.29	0.52	0.60
	Man	124	15.89	3.59		
CDEFE	Woman	158	9.27	3.33	-1.04	0.30
	Man	124	9.70	3,57		
ASTDE Total Score	Woman	158	76.12	11.60	0.35	0.72
	Man	124	75.59	13.72		
Student commitment in higher education	Woman	158	51.28	13.83	-0.32	0.75
	Man	124	51.80	13.01		

When Table 4 is examined, it is understood that the mean scores of satisfactions with the opportunities offered by the university in distance education, attitude towards faculty members in distance education, attitude towards online exams, communication and access in distance education, comparison of distance education and face-to-face education and ASTDE total score and student commitment in higher education do not differ significantly by gender (p>0.05). It was observed that the positive attitudes of women and men towards distance education and student commitment in higher education were similar.

Table 5. Attitudes towards Distance Education and Student Commitment Scores in Higher Education, Standard Deviations and Independent Samples t-Test Results by Age Groups during the COVID- 19 Epidemic Period

Variables	Age group	N	Mean	ss	t(280)	p
SFPUDE	18-20	141	22.54	5.17	1.06	0.29
	21 and over	141	21.83	6.05		
AFMDE	18-20	141	16.54	2.91	1.13	0.03
	21 and over	141	15.70	3.64		
ATOE	18-20	141	12.21	2.22	0.75	0.45
	21 and over	141	12.01	2.21		
CADE	18-20	141	16.24	3.10	1.15	0.25
	21 and over	141	15.77	3.71		
CDEFE	18-20	141	9.62	3.48	0.76	0.45
	21 and over	115	9.30	3.40		
ASTDE Total Score	18-20	141	77.15	11.16	1.69	0.09
	21 and over	115	74.62	13.74		
Student commitment in higher education	18-20	141	52.43	12.14	1.16	0.25
	21 and over	115	50.58	14.64		

When Table 5 is examined, the results showed that the mean scores of satisfactions with the opportunities offered by the university in distance education, attitude towards online exams, communication and access in distance education, comparison of distance education and face-to-face education and ASTDE total score and student commitment in higher education does not show significant difference according to age groups (p>0.05).

However, the mean scores of attitudes towards faculty members in distance education according to age groups show significant difference (p<0,05). The average score of the participants in the 18-20 age group towards the faculty members in distance education is significantly higher than the average score of the participants in the 21 and over age group.

Table 6. Attitudes Towards Distance Education and Student Commitment Scores in Higher Education, Standard Deviations and Independent Samples t-Test Results in the COVID 19 Epidemic Period by Department/Program Type

Variables	School	N	Mean	ss	t(280)	p
SFPUDE	Vocational School	214	22.65	5.35	2.48	0.01
	Pilotage and Avi. Man.	68	20.72	6.25		
AFMDE	Vocational School	214	16.35	3.28	2.08	0.04
	Pilotage and Avi. Man.	68	15.40	3.36		
ATOE	Vocational School	214	12.02	2.11	-1.21	0.23
	Pilotage and Avi. Man.	68	12.40	2.51		
CADE	Vocational School	214	16.19	3.34	1.57	0.12
	Pilotage and Avi. Man.	68	15.44	3.65		
CDEFE	Vocational School	214	9.66	3.38	1.72	0.09
	Pilotage and Avi. Man.	68	8.84	3.56		
ASTDE Total Score	Vocational School	214	76.87	11.72	2.35	0.02
	Pilotage and Avi. Man.	68	72.79	14.54		
Student commitment in higher education	Vocational School	214	53.15	12.45	3.72	0.00
	Pilotage and Avi. Man.	68	46.34	15.20		

When Table 6 is examined, the results showed that the mean scores of satisfaction with the opportunities offered by the university in distance education, attitude towards faculty members in distance education, attitude towards online exams, comparison of distance education and face-to-face education and ASTDE total score and student commitment in higher education show significant difference according to the department/program type (p<0.05). The mean scores of attitude towards online exams, communication and access in distance education, comparison of distance education and face-to-face education does not show significant difference according to the department/ program type (p>0.05).

Table 7. Attitudes towards Distance Education and Student Commitment Scores in Higher Education, Standard Deviations and ANOVA Results Presented During the COVID 19 Epidemic According to Grade Level

Variables	Class	N	Mean	ss	F(2;279)	p	Post Hoc (Scheffe)
SFPUDE	1st class [a]	84	21.87	5.52	7.15	0.00	a>c, b>c,
	2nd class [b]	161	23.02	5.45			
	3rd and 4th Class [c]	37	19.27	5.76			
AFMDE	1st class [a]	84	15.92	3,51	5.79	0.00	a>c, b>c,
	2nd class [b]	161	16.58	3.24			
	3rd and 4th Class [c]	37	14.59	2.71			
ATOE	1st Class	84	12.57	2.77	2.60	0.08	-
	2nd Class	161	11.91	2.00			
	3rd and 4th Class	37	11.97	1.42			
CADE	1st class a	84	16.14	3.05	3.30	0.04	a>c, b>c,
	2nd Class b	161	16.24	3,52			
	3rd and 4th Class c	37	14.68	3,54			
CDEFE	1st class a	84	11.23	3.37	17.90	0.00	a>b, a>c,
	2nd Class b	161	8.79	3.16			
	3rd and 4th Grade c	37	8.38	3.36			
ASTDE Total Score	1st class a	84	77.73	13.49	7.16	0.00	a>c, b>c,
	2nd Class b	161	76.53	12.02			
	3rd and 4th Class c	37	68.89	10.42			
Student commitment in higher education	1st class a	84	54.80	12.41	12.78	0.00	a>c, b>c,
	2nd Class b	161	51.97	12.88			
	3rd and 4th Class c	37	42.03	14.24			

When Table 7 is examined, it is found that the mean scores of satisfaction with the opportunities offered by the university in distance education, attitude towards faculty members in distance education, attitude towards online exams, communication and access in distance education, comparison of distance education and face-to-face education and ASTDE total score and student commitment in higher education differ significantly by the class level (p<0.05). According to results of Scheffe test, the mean scores of first and second class students' satisfaction with the opportunities offered by the university in distance education, attitude towards faculty members in distance education, communication and access in distance education, ASTDE total score and student commitment in higher education were significantly higher than the mean scores of 3rd & 4th class students. The mean score of first-year students comparing distance education and face-to-face education was found to be significantly higher than the average score of second, third and fourth class students.

Table 8. Pearson Correlation Coefficients of the Relationship between Attitudes towards Distance Education and Student Commitment Scores in Higher Education during the COVID 19 Epidemic Period

Variables	1.	2.	3.	4.	5.	6.	7.
1. UEÜSİM	1						
2. AFMDE	,710**	1					
3. ATOE	,168**	,212**	1				
4. UEİE	,721**	,731**	,224**	1			
5. CDEFE	0,012	-0,028	,285**	0,029	1		
6. CUTO Total Score	,866**	,812**	,447**	,837**	,330**	1	
7. Student Commitment in higher education	,626**	,468**	,219**	,537**	,325**	,678**	1

**p<0.01; N=282

When Table 8 is examined, it is found that there are low and moderate positive correlations between the scores of student commitment higher education and UEÜSİM (r=0.626; p<0,01), attitude towards Faculty Members in Distance Education (r=0.468; p<0,01), Attitude towards Online Exams (r=0.219; p <0.01), Communication and Access in Distance Education (r=0.537; p<0,01), Comparison of Distance Education and Face-to-Face Education (r=0,325; p<0,01), and ASTDE Total Score (r=0.678; p<0.01).

Table 9. Results of Regression Analysis Performed to Determine the Predictive Effect of Attitudes towards Distance Education Presented During the COVID 19 Epidemic Period on Student Commitment in Higher Education

Variable	B	SH	β	t	p
(Fixed)	2.39	3.99		0.60	0.55
SFPUDE	1.20	0.16	0.50	7.60	0.00
AFMDE	-0.01	0.28	0.00	-0.05	0.96
ATOE	0.06	0.28	0.01	0.22	0.83
CADE	0.65	0.27	0.17	2.40	0.02
CDEFE	1.22	0.17	0.31	7.00	0.00
R=0,711	R^2=0.506		F(5;276)=56.43		*p*<0.01

Dependent variable = student commitment in higher education

When Table 9 is examined, it is found that the created regression equation is statistically significant (R=0.711; F(5;276)=56.43; p<0.01). 51% of the change in student commitment in higher education was explained by the attitude towards distance education offered during the COVID-19 pandemic. When the significance values of the standardized beta coefficients are examined, it is found that the variables UEÜSİM (β=0.50; p<0.01), communication and access in distance education (β=0.17; p<0.01) and comparison of distance education and face-to-face education (β=0.31; p<0.01) predict student commitment positively. As the scores of satisfaction with the opportunities offered by the university in distance education, communication and access in distance education, and comparison of distance education and face-to-face education increase, student commitment also increases.

5. Conclusion and Recommendations

This study investigates the relationship and impact between the attitudes of aviation-related department and program students towards distance education applied during the COVID-19 pandemic period in higher education and university commitment where the importance of practical courses in the curriculum is stressed. Of the 282 questionnaires answered on a voluntary basis, 214 are consisted of university students from the 2-year Civil Air Transport Management and Civil Aviation and Cabin Services programs, 38 from the 4-year aviation management departments, and 30 from the department of Pilotage.

According to the study's finding, there is no significant difference between students' attitudes towards distance education and student commitment by gender and age groups. The attitudes of the students in the Civil Air Transport Management and Civil Aviation and Cabin Services programs and the students enrolled in the Aviation Management department towards distance education, as well as satisfaction with the opportunities offered by the university in distance education, attitude towards faculty members in distance education, attitude towards online exams, communication and access in distance education, and student commitment in higher education consisting of the sub-factors of the scale are significantly higher than students studying in the pilotage department. From this; it can be concluded that pilotage students have higher expectations as a result of the higher tuition fees paid to the university due to the department in which they are enrolled

On the other hand, according to the class level, the general attitudes of first and second year students towards distance education, as well as satisfaction with the facilities offered by the university in distance education, attitude towards faculty members in distance education, communication and access in distance education and student commitment in higher education, which are the sub-factors of the scale, are significantly higher than those of 3rd and 4th year students. This may be because 1st and 2nd class students are not as familiar with face-to-face education as 3rd and 4th class students.

It is found that there are low and moderate positive relations between students' general attitudes towards distance education and satisfaction with the facilities offered by the university in distance education, attitude towards faculty members in distance education, communication and access in distance education, comparison of distance and face-to-face education in higher education, and student commitment in higher education which are the sub-factors of the scale.

Students' general attitudes towards distance education and satisfaction with the opportunities offered by the university in distance education, the variables of communication and access in distance education, and comparison of distance education and face-to-face education, which are the one of the sub-factors of the scale, positively predict student commitment.

It is thought that this study will contribute to the literature because there is no previous study on the process in universities in distance education in aviation departments, where practices courses are important, where the transition from face-to-face education to distance education in higher education institutions due to the onset of the pandemic process and the rapid spread of the COVID-19 virus all over the world. Despite the fact that higher education institutions have made a transition to face-to-face education again, some universities have decided to continue with the blended education model and some courses in the form of distance education. It is believed that it will be beneficial for science if researchers conducting studies to measure the attitudes and perceptions of students in different faculties and departments, where the practices should be made.

Ethical Approval

Ethical Approval The survey study was carried out with the approval number 2022/02 of Istanbul Aydın University Ethics Commission.

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