THE ANALYSIS OF PHYSICAL EDUCATION AND SPORTS TEACHERS' PERSPECTIVES ON DISTANCE EDUCATION CLASSES OF PHYSICAL EDUCATION AND SPORTS: A MIXED METHOD RESEARCH

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Abstract
The goal of this research is to investigate physical education and sports teachers' perspectives on physical education and sports classes, which is heavily practice-based, during distance education period.

The research has been done with triangulation method. The quantitative data is collected via attitude scale while qualitative data is collected via semi-structured interviews. 90 physical education and sports teachers have volunteered in the research, 9 of which take part in qualitative part of the study and the remaining 81 volunteers take part in quantitative part of the study. The quantitative analysis of study has been done via SPSS 20.0 package program's definitive statistic methods, independent samples t-test and one way ANOVA variant analysis. The qualitative analysis of the study has been done via descriptive and content analysis.

According to quantitative results, the attitudes of physical education and sports teachers about distance education are on the medium-level. The attitude analysis towards distance education based on age variables has demonstrated that there is a meaningful difference between volunteers aged 23-29 and volunteers aged over 40, which is in favor of the volunteers aged 23-29. According to qualitative results, three categories (Distance education, physical education classes via distance education, technical competence), 6 themes and 14 sub-themes have been identified.

Keywords: Distance education, Physical Education and Sports, Mixed Method, Triangulation

1. Introduction

Every society wants generations who are physically, cognitively and emotionally well-educated. The realization of these expectations of the society can be possible through education. Education is a concept that the adult members of the society apply on individuals who are not yet mature according to the requirements of the society, activating the physical, mental, social, intellectual and moral requirements that the society expects from the individual, and sheds light on the future of societies. (Sirma, 2020).

Education has faced many problems from past to present. these problems have been influential regionally, nationally and globally. Examples of problems encountered include;

•   Centralist education approach,
•   Philosophical polarizations,
•   Economic opportunities,
•   Restrictions on freedom of thought and opinion,
•   Negative attitudes towards philosophy,
•   Disturbances in the education system,
•   Political, sociological, psychological and ideological factors,
•   Defending the traditional understanding of education against the innovative understanding etc.

In addition, when we look at the events that hindered education in the history of humanity, the following can be shown;

•   Wars,
•   Natural disasters,
•   Epidemics.

The Coronavirus (COVID-19), which emerged in December 2019, has affected education systems globally. Within the scope of the spread of the virus to the world and the measures taken by the countries against the virus, different applications were introduced in the field of education. Many countries have switched to distance education (Daniel, 2020). It is known that distance education applications were tried to be developed and applied even before the pandemic (Ozbay, 2015). In fact, when we look at distance education globally, it is seen that it provides radical changes in the economic and social conventional continuity of education (Daban, 2012). The age of technology we live in provides us with the opportunity to provide education without time and place restrictions. Although students and educators are not directly in the same environment, the learning-teaching process can be carried out effectively. An online environment is needed for teaching to take place. Teaching can be carried out by participating in the online environment of students and teachers. This situation has started the discussions of online education environments and traditional education environments.

Before the pandemic, many countries had no difficulties in the transition, as they had the necessary technological tools for distance education and strong internet infrastructure. However, many countries also experienced problems because they did not have these requirements. The reason for this is not only concrete factors, but also the fact that the education systems of the countries are resistant to change and transitions (Batubara, 2021). Distance education is considered to be useful and sufficient for theoretical courses. However, practice-oriented courses with the distance education system can cause difficulties (Espinoza-de-Santiago, Castañeda-Eugenio, Graus-Cortez, Delgado-Arenas, Montoya Asprilla, Espinoza, 2021; Kahraman, 2020; Altun-Ekiz, 2020).

The aim of this study is to reveal the attitudes and opinions of physical education teachers towards the physical education lesson taught with distance education. In the light of the data obtained from the teachers participating in the research, it is thought that it will help physical education teachers working today and who will work in the future in many different fields.

2. Methodology
2.1. Research Design
Basically, two different types were used in this study. Since the research includes both quantitative and qualitative data, it is a mixed method research. The Triangulation Design from mixed method research was used. The qualitative part of the research was made in the phenomenological type. The phenomenological method in education helps to reveal the experiences, perceptions and attitudes of the stakeholders of education from a subjective perspective (Polatcan & Kilinc, 2018).

2.2. Participants
The universe of the research consists of physical education teachers working in schools affiliated to Usak Provincial Directorate of National Education. For the quantitative data of the study, 81 physical education teachers were reached. While collecting the qualitative data of the research, homogeneous sampling, one of the purposive sampling methods, was used. In homogeneous sampling, the sample is formed from a homogeneous subgroup in the universe related to the research problem. The research continues until it reaches saturation point. The saturation point is the frequent repetition of answers to research questions (Baltaci, 2018; Yildirim & Simsek, 2016; Buyukozturk, 2012). When the data became repetitive, the interviews were stopped. Qualitative data of the study were obtained from interviews with 9 teachers.

2.3. Data Collection Tools
Both quantitative and qualitative data were collected in the study.
The quantitative data of the study consists of the data obtained from "The Attitude Scale Towards Distance Education" developed by Agir, Gur & Okcu (2008). The qualitative data of the research were obtained from the semi-structured interview records made with the teachers.
The following descriptive information was obtained from the teachers from whom the quantitative data were obtained; gender, age, level of education, sports branches.
The descriptive information obtained from the teachers who participated in the semi-structured interview in which the qualitative data were obtained, respectively; gender, age, level of education, years spent in the profession. The information obtained from the descriptive information forms of the teachers participating in the research is presented in Table 1.

Table 1. Descriptive information of teachers from whom the quantitative data of the study were obtained

Identifying Information	Groups	n	%
Gender	Male	41	50.6
	Female	40	49.4
Age	23-29	32	39.5
	30-39	30	37
	40 years and older	19	23.5
Level of Education	Secondary School	45	55.6
	High School	36	44.4
Sports Branch	Individual Sports	38	46.9
	Team Sports	43	53.1

Table 2. Descriptive information of the teachers from whom the qualitative data of the study were obtained

Teachers in Research	Gender	Age	Level of Education	Professional Experience
T1	Male	31	High School	5
T2	Female	30	Secondary School	2
T3	Male	25	Secondary School	2
T4	Female	42	Secondary School	14
T5	Female	34	Secondary School	8
T6	Male	31	Secondary School	4
T7	Female	36	High School, Secondary School	3
T8	Male	34	Secondary School	1
T9	Male	58	Secondary School	35

The qualitative data of the study were obtained from the semi-structured interview records made with the teachers. The 10 basic questions to be asked to the teachers were obtained as a result of unstructured interviews with expert teachers and academicians. During the process, additional questions of 4 items were obtained from the answers given by the teachers to 10 questions. These interviews were carried out from the online interview platform Zoom and were recorded by the researcher for the transcription of the interviews after obtaining the permission of the participants. Considering the ethical rules, coding was done from T1 to T9, since the participants were teachers instead of their names. First, the teachers were asked questions with 10 items. Data collection was continued by asking other teachers the questions added to the pool during the process.

The external validity of the qualitative part of the research was examined by a faculty member who was experienced in qualitative research, who had studies in this field and gave courses on qualitative research, apart from the researchers, and necessary arrangements were made in line with their feedback. Consensus was reached on categories, themes and sub-themes. The internal validity of the qualitative part of the research was ensured by having the participants approved the categories, themes and sub-themes obtained at the end of the research. The questions created in line with the purpose of the research were evaluated by the researcher and experts in the field, and face validity was ensured.

The data collection process has started in line with the permissions obtained from Mugla Sitki Kocman University Health Sciences Scientific Research Ethics Committee and Usak Provincial Directorate of National Education. The scale from which the quantitative data of the research will be obtained was delivered to the teachers online via Google Drive Forms. Since the enriched design includes the simultaneous collection of quantitative and qualitative data, the qualitative data of the research were obtained through interviews conducted over "Zoom" while the quantitative data were collected.

The data obtained from "The Attitude Scale Towards Distance Education", in which the quantitative data of the research were collected, were analyzed in the SPSS 22.0 package program. Attitudes of physical education teachers towards distance education; It was seen that the data showed a normal distribution in the Skewness and Kurtosis tests, which were conducted to determine whether the data obtained differ according to gender, age groups, education level and sports branches. For this reason, "Independent Groups T-test" and "One Way Anova Analysis of Variance" calculations were made. The differentiation between the homogeneously distributed groups was analyzed with the Tukey test. Descriptive analysis and content analysis types were used in the analysis of qualitative data.

3. Results

In this section, the data obtained from "The Attitude Scale Towards Distance Education" applied to physical education teachers and the data obtained from the semi-structured interviews in which the qualitative data were obtained are given. First, the quantitative data were presented in tables, and then the qualitative data were presented using figures.

3.1. Quantitative Findings of the Study

It was aimed to examine whether there is a difference between the attitudes of physical education teachers towards distance education and gender, level of education and sports branch. It is presented in Table 3.

Table 3. Comparison of attitude scale scores towards distance education according to gender, level of education and sports branch

	n	$\bar{X}$	p
Gender			
Male	41	52.65	.065
Female	40	55.6	
Total	81	54.11	
Level of Education			
Secadary School	45	54.2	.902
High School	36	54	
Sports Branch			
Individual Sports	38	54.76	.446
Team Sports	43	53.53	

When Table 3. is examined, the average scores obtained by physical education teachers from the scale of attitude towards distance education were found to be very close to each other among genders, in the levels they served and in the sports branch. When the t-test results are examined, it is seen that there is no significant difference in attitudes towards distance education according to gender (p=0.065>0.05), level of duty (p=0.902>0.05), and branch of sports (p=0.446>0.05).

In Table 4. the results of the Skewness and Kurtosis test for the age groups of the teachers participating in the research, the results of the One Way Anova Analysis of Variance to understand whether there is a significant difference between the attitudes of physical education teachers towards distance education and their ages, and the age groups between which attitudes towards distance education are shown. Tukey test results are given in the table below to find out the difference.

Table 4. Comparison of attitudes towards distance education by age

	n	X̄	p	Skewness	Kurtosis
23-29	32	55.68			
30-39	30	54.60			
40+	19	50.68			
Total	81	54.11		.018	-.668
	Age Groups	**Mean Difference**			
23-29	30-39	1.087	.815		
	40+	5.003	.041		
30-39	23-29	-1.087	.815		
	40+	3.916	.144		
40+	23-29	-5.003	.041		
	30-39	-3.916	.144		
	Sum of Squares	**Mean of Squares**			
Between Groups	309.82	154.91	.048		
Within Groups	3826.18	49.054			
Total	4136				

According to Table 3. when the skewness and kurtosis values are taken into consideration, the fact that the score ranges are in the range of ±1.5 values indicates that the variables have a normal distribution (Tabachnick & Fidell, 2013). Accordingly, it shows a normal distribution according to the age groups of the teachers participating in the research.

It is seen that the total mean score of the teachers between the ages of 23-29 has the highest mean among the groups, and the mean score of the teachers aged 40 and over has the lowest mean among the groups. When the results of One Way Analysis of Variance between and within groups are analyzed according to 0.05 significance level, it is seen that there is a significant difference (p=0.048<0.05). Accordingly, the attitudes of physical education teachers towards distance education change significantly depending on age. From the Tukey test results, it is seen that there is a significant difference between the attitudes of teachers aged 23-29 and teachers aged 40 and over towards distance education (p=0.041<0.05).

3.2. Qualitative Findings of the Study

The categories created from the questions of the semi-structured interview, the themes and sub-themes obtained from these categories are given below.
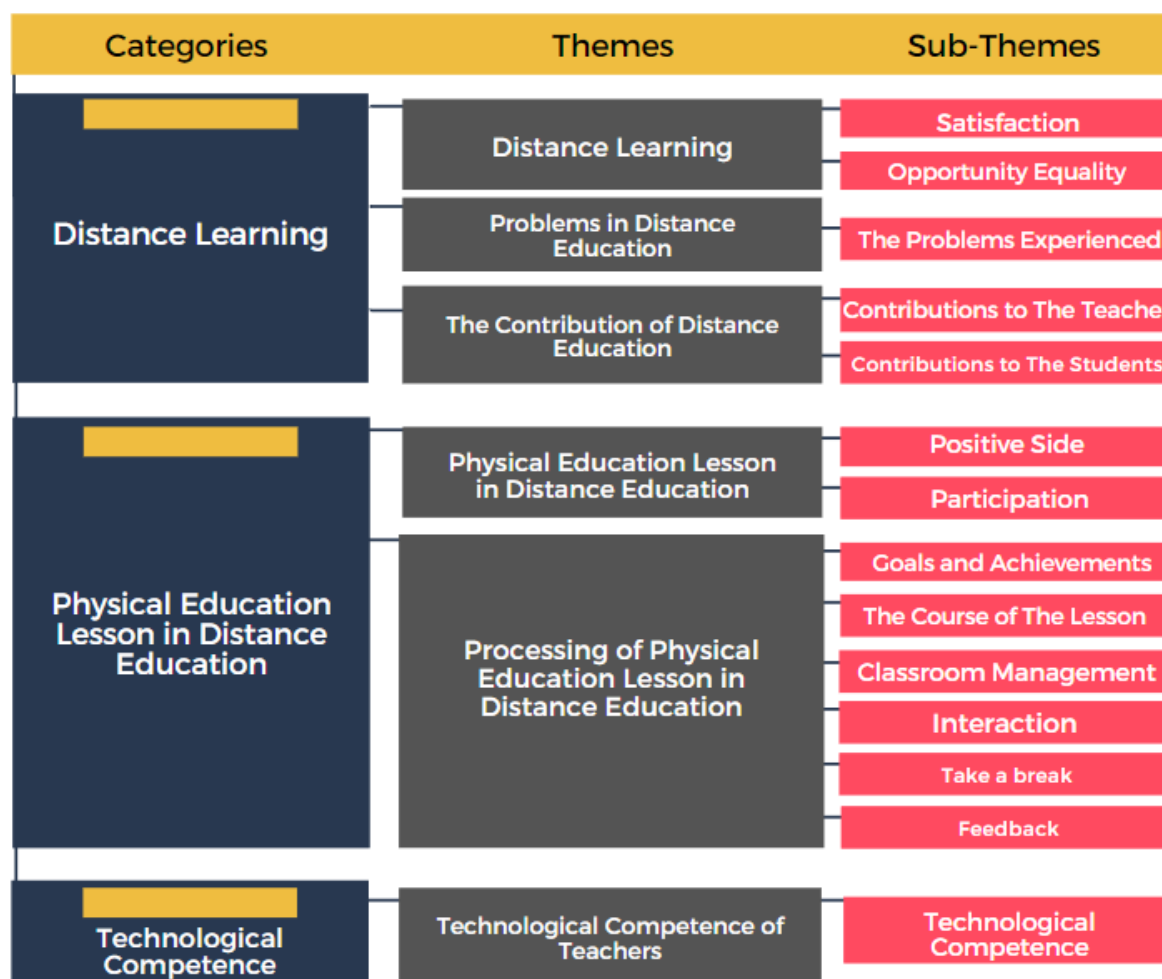

Figure 1. Distribution of themes and sub-themes related to the subject by categories

The following 14 questions were asked to the teachers participating in the research, and 3 categories, 6 themes and 14 sub-themes were obtained in line with the answers given.

1. Did you participate in the in-service training activity related to distance education before the pandemic?

2. Are you satisfied that physical education lessons are taught with distance education? Why?

3. What are the problems you experience in distance education?

4. Are there any positive aspects of doing physical education lessons with distance education? If so, what are they?

5. What is the participation rate in distance education physical education classes in your school?

6. How do you handle physical education lessons in distance education?

7. How do you provide classroom management in distance education? What would you say if you compare it to face-to-face training?

8. How do you provide teacher-student interaction in distance education? What methods and techniques do you use while providing this interaction?

9. Do you teach the two-hour physical education class in blocks or with breaks? Why?

10. Is it possible to gain physical education lesson goals/achievements in distance education? Why?
11. What did you experience in providing feedback to students in distance education?
12. Do you consider yourself competent in using technology?
13. What did distance education add to you and your students?
14. Do you think distance education provides equal opportunity?

"Did you participate in the in-service training activity on distance education before the pandemic?"

All the teachers participating in the research stated that they did not participate in any in-service training on distance education before the pandemic.

> (T7) "We were able to meet with distance education during the pandemic period. It would be an experience for us if we could participate in distance education activities earlier."

"Are you satisfied with the distance education of physical education lessons? Why?"

The majority of the teachers participating in the research stated that they were not satisfied with the distance education of physical education lessons.

> (T2) "I am not satisfied at all, because our lesson is applied, not theoretical. We tried to use the presentation method as much as we could. We watched videos all the time. After all, you are trying to give the child a psychomotor skill, this child needs to hit the ball or see it."

"Do you think distance education provides equal opportunity?"

The majority of physical education teachers participating in the research stated that distance education does not provide equal opportunities. One teacher stated that distance education provides equal opportunity.

> (T8) "Distance education certainly does not provide equal opportunity. One of them has internet at home, the other one does not have internet at home, there are many infrastructure problems, students' learning styles are different, distance education does not appeal to every student, there is a shortage of technological equipment, so I do not think it offers equal opportunities."

> (T3) "…We don't have materials, we don't have a garden or an area, these are all limitations for physical education lessons. But when there is distance education, it is as if equality of opportunity is provided among all students, especially with schools with very good opportunities for physical education."

"What are the problems you experience in distance education?"

Seven codes were created from the answers given by the teachers participating in the research to this question. These ones;

- Internet
- Lack of technological tools
- Camera restriction
- Some parents' view of the lesson
- Lack of online material
- Grade passing and grading system
- Lesson sabotage.

The most common problem faced by the teachers participating in the research is the internet problem. This is followed by the second most encountered problem, the lack of technological tools.

> (T3) "…Our biggest problem was infrastructure. . Unfortunately, due to these circumstances, there were very few students attending the lesson. I was able to teach very few students…"
>
> (T4) "…There are still students who do not have internet, tablets or computers at home…"

"Are there any positive aspects of doing physical education lessons with distance education? If so, what are they?"

The opinions of the teachers about the positive aspects of the physical education lesson being taught with distance education are grouped under four codes. These;

- More detailed treatment of theoretical issues
- Provide mobility
- Creating curiosity in students
- Opportunity Equality.

Most of the teachers stated that theoretical subjects can be covered in detail besides physical activities in distance education. The second most mentioned issue is that the physical education lesson is effective for the students to be physically active in the weekly lesson hours, even if it is limited.

> (T2) "…One of the positive aspects is that they learn the rules more intensively. How can I say, kids learn bit by bit as they practice throughout the match. Broadcasted on Turkish Radio and Television Corporation, "What is it, How to Play?" I learned a program called I taught the children the rules with videos. Both me and the children enjoyed the lesson."
>
> (T6) "Distance education reduces mobility. We can enable children to move in distance education with physical education lessons, even if it is for two hours. I see that as the only positive side."

"What is the participation rate in distance education physical education class in your school?"

The teachers participating in the research stated that the students' participation in the physical education lesson taught in distance education was quite good. Teachers also stated that the participation is at the lowest levels and the participation is the least among the students in the exam period.

> (T3) "All children with internet access, tablet, computer and phone attended my class. Even students who did not attend math, science, Turkish, social studies classes attended my classes. It was incredibly fun…"
>
> (T8) "The participation rate of 5th grade students in secondary schools is slightly higher, probably because they are enthusiastic. Participation in the 6th and 7th grades was slightly less than in the 5th grades, one or two people participated in the 8th grades."

"How do you handle physical education lessons in distance education?"
Physical education teachers stated that they try to teach their lessons practically and theoretically in distance education. They also stated that they try to produce and use online materials in their classes.

> (T1) "…Our lesson is about learning by seeing and applying 90 percent. You have to use images. If you don't use visuals, it doesn't come to life in the child's mind in any way…"
> (T9) "…We do various exercises…"

"How do you provide classroom management in distance education? What would you say if you compare it to face-to-face education?"
Physical education teachers who participated in the research expressed two different views on classroom management as positive and negative. Teachers who responded positively stated that they did not have any difficulties because they had mastered the use of the platform.

> (T1) "I can say that it is easier. The "Zoom" program has features, the volume on-off is under the direction of the teacher. Classroom management becomes easier in distance education. Compared to face-to-face education, all dominance is in the teacher…"

Teachers who gave negative answers; It is seen that students talk about situations such as turning on-off audio and video, entering-exiting the course, not participating in the active course.

> (T4) "Turning the camera on and off, turning the sound on and off is a problem in itself. The student joins the lesson later and asks you to explain from the beginning. A topic cannot be fully processed. We can't talk about classroom management."

"How do you provide teacher-student interaction in distance education? What methods and techniques do you use while providing this interaction?"
The opinions of physical education teachers about how they provide teacher-student interaction in distance education are grouped under four codes. These;
- Question answer
- Mutual trust environment
- Rewarding
- Interaction is limited.

Most of the teachers stated that they use the question-answer technique to interact with the students.

> (T7) "The process proceeded entirely on question and answer. After teaching the lesson, we moved on to the question-answer part, this is how we ensured the interaction in the lessons."

"Do you teach the two-hour physical education class in blocks or with breaks? Why?"
All but one of the teachers participating in the research stated that they work in distance education by taking a break. Teachers taking a break stated their break in the following 3 codes; system requirement, time spent in front of the screen, preparation for the next lesson. The teacher, who stated that he was working in block, expressed this as follows;

> (T1) "I don't take a break between two lessons because when there is a break, it is difficult and takes time to get the children to class or wait for them to reconnect. This is how 10-15 minutes of the lesson can pass…"

"Is it possible to gain physical education lesson goals/achievements in distance education? Why?"

Most of the teachers who participated in the research stated that physical education lessons and gains cannot be gained by distance education. Some teachers stated that only theoretical gains can be gained.

> (T3) "Some of it is possible with distance education… If we separate the physical and cognitive parts, the cognitive part is given in distance education, but the psychomotor part is very, very lacking."

"What did you experience in providing feedback to students in distance education?"

The teachers who participated in the research stated that they had difficulty in giving feedback to the students, that they did it in the form of guidance in practical achievements and in the form of question and answer in theoretical achievements.

> (T5) "…It was quite difficult to provide feedback. We could not understand whether the quiet, calm and shy children gained the gains, we continued our lesson according to the feedback of the more vocal and active children. We don't know if other children have learned anything."

"Do you consider yourself competent in using technology?"

Most of the physical education teachers participating in the research consider themselves sufficient in terms of technological competence.

> (T4) "I am not at a very advanced level, but I find it sufficient. In this process, I had no problems, whether it was about the internet, the computer, or downloading and installing programs."

"Do you think distance education provides equal opportunity?"

It is seen that all but one of the physical education teachers participating in the research expressed an opinion that distance education does not provide equality of opportunity.

> (T5) "It does not provide. If every child had internet, computer and tablet, it could be said that it provide equal opportunity. But since there is no such thing, I don't think it provides equal opportunity. "
>
> (T3) "…We don't have materials, a garden or an area, these are all limitations for physical education lessons. But when there is distance education, it is as if equality of opportunity is provided among all students, especially with schools with very good opportunities for physical education."

4. Discussion and Conclusion

Attitude levels of physical education teachers towards distance education were found at an average level. There are studies with parallel results (Gok, 2011; Agir, 2007). Unlike this result, there are studies in which the perception of distance education is high (Yumbul, 2021; Ozcan & Sarac, 2020; Kocayigit ve Usun, 2020). There are studies in which the perception of distance education is low (Arabaci, 2021). It can be said that the reason why physical education teachers' attitudes towards distance education are at a moderate level, physical education lesson outcomes are separated both practically and theoretically, therefore, it can be said that the items are answered by thinking in two ways.

As a result of the analyzes made in the attitudes towards distance education, it is seen that there is no significant difference between male and female teachers (p=0.065>0.05). Parallel to this finding, Deniz (2021), Cok (2021), Arabaci (2021), Demirtas (2020), Kocayigit and Usun (2020), Ulku (2018), Agir (2007) can be cited in these studies.

As a result of the analysis made in this study, a significant difference (p=0.05>0.048) was found in attitudes towards distance education according to age. Accordingly, teachers' attitudes towards distance education change significantly depending on age. As a result of the Tukey test, which was conducted to find out between which age groups the attitudes towards distance education differ, it was seen that the differentiation was between teachers aged 23-29 and teachers aged 40 and over. Accordingly, it can be said that teachers aged 23-29 have more positive attitudes towards distance education than teachers aged 40 and over. There are studies in parallel with this research result (Kartimi, Gloria, Anngrah, 2021; Deniz, 2021; Agir, 2007).

As a result of the analysis of the data obtained, it is seen that the level of duty has no effect on the attitude towards distance education (p=0.902>0.05).

As a result of the findings, it is seen that there is no significant difference between the physical education teachers' attitudes towards distance education and the sports branch (p=0.446>0.05).

All 9 teachers who participated in the semi-structured interview stated that they had not received any in-service training before COVID-19. In the interviews, the teachers stated that they wanted to receive training on distance education. There are studies emphasizing the importance of teachers and faculty members obtaining information about distance education in the distance education process (Cok, 2021; Karafazli, 2021; Deniz, 2021; Koca, 2020; Yildiz, 2015; Yilmaz ve Kilic-Cakmak, 2012; Gok, 2011).

It is understood from the opinions of the teachers that they are not satisfied with the physical education lesson being taught by distance education. It can be said that the reason for this is that they do not consider distance education sufficient in gaining the practical gains of the physical education course. There are studies on the fact that trying to transfer the achievements that require practice through distance education creates various deficiencies and problems (Cok, 2021; Karafazli, 2021; Deniz, 2021; Koca, 2020; Yildiz, 2015; Yilmaz ve Kilic-Cakmak, 2012; Gok, 2011; Espinoza-de-Santiago, Castañeda-Eugenio, Graus-Cortez, Delgado-Arenas, Montoya Asprilla, Espinoza, 2021; Alp, 2021; Cetin, Yilmaz, Ilhan, 2021; Terzi, Azizoglu, Ozhan, 2021; Varea ve González-Calvo, 2020; Kahraman, 2020; Altun-Ekiz, 2020; Ozgol, Sarikaya, Ozturk, 2017; Horzum, 2003).

Except for one of the physical education teachers participating in the research, it is seen that the others think that distance education does not provide equal opportunities. UNESCO (2020) has stated that the inequalities that already exist in education will grow further with distance education.

Considering the opinions of the teachers regarding the problems experienced in distance education, it is seen that the biggest problem experienced in distance education is the internet. There are studies in the literature emphasizing that the infrastructure that supports the views of teachers is insufficient and that various connection problems occur where there are, and that these internet problems should be solved for the continuity of education (Guvercin, Elitok-Kesici, Akbasli, 2021; Yilmaz-Ozelci, 2020; Yilmaz, 2020; Kaya, 2020; Kaban, 2013; Gok, 2011).

From the opinions of teachers, it is seen that the biggest contribution of distance education is learning to use different programs, improving creativity and increasing the interaction between students and teachers. When asked about the positive aspects of physical education teaching in distance education, most of the teachers stated that the theoretical subjects in the curriculum can be discussed in detail. In addition, they stated that the increase in the time spent in front of the screen in distance education increased the immobility of the students, albeit limited, with the physical education lesson taught for two hours.

Considering the participation in the physical education lesson taught with distance education, some teachers stated that the participation was quite high. Some teachers, on the other hand, stated that as the grade level rises, the participation decreases inversely, and it drops to almost zero for the students in the exam period. Chen (2001) stated that students should actively participate in the lesson, which would increase participation.

The teachers who participated in the research stated that the aims and achievements of the physical education course can only be given in the theoretical part in distance education, and they consider it insufficient in terms of gaining the gains and gains in line with the practice. There are many studies in the literature that distance education is considered inadequate in departments and courses that require practice (Espinoza-de-Santiago**,** Castañeda-Eugenio**,** Graus-Cortez**,** Delgado-Arenas**,** Montoya Asprilla**,** Espinoza, 2021; Alp, 2021; Cetin, Yilmaz, Ilhan, 2021; Terzi, Azizoglu, Ozhan, 2021; Varea ve González-Calvo, 2020).

Physical education teachers used slides and visual materials to convey theoretical subjects while teaching their lessons in distance education, they used educational games to make their lessons attractive and entertaining, and they also tried to convey the achievements that require practice. In support of these views, Karadayi-Evyapan (2021) mentions the importance of practice and games in distance education in his study.

From the opinions of the teachers participating in the research, it is seen that some teachers have difficulties in classroom management in distance education. It is seen that the reasons for the difficulties of these teachers stem from the fact that they do not have a good grasp of the features of the curriculum. On the other hand, it is seen that the teachers who dominate the application do not have difficulty in classroom management. There are studies addressing the difficulties experienced in terms of classroom management in distance education (Ozcakir-Sumen, 2021; Cetin, Yilmaz, Ilhan, 2021).

It is seen that teachers give great importance to interaction with students in distance education. While providing this interaction, they used different techniques (question-answer, rewarding, providing an environment of trust). There are studies emphasizing the importance of interaction in distance education (Torres-Romero, Lopez, Pena, Fernandez-Gines, Tapias, 2021; Karafazli, 2021; Perboni, Silva, Reis, Siqueira, Sebastiao, 2021; Ustun, 2020; Elitas, 2017; Demir-Kaymak & Horzum, 2013; Zhang, 2003; Lally & Barrett, 1999; Bischoff, 1996; Garrison & Shale, 1987).

Except for one of the teachers participating in the research, it is seen that the others take a break between two lesson hours. They stated that taking a break means getting away from the screen a little bit and making them come to the next lesson more willing and ready. The teacher, who did not take a break, stated that he worked in this way because of the difficulty in bringing the students back to the lesson after the break.

It is very important to provide feedback in order to understand whether the students' learning in the course is correct. Physical education teachers participating in the research; They gave directions to students who practice with their cameras open in their practical lessons, and they tried to provide feedback with questions and answers in theoretical lessons.

Technology and the use of technological tools are very important today. Internet and technological equipment proficiency is required for distance education. Not only the existence of these tools, but also the use of these tools is important. Teachers and students need to be technologically proficient. In the research, it is seen that most of the physical education teachers consider themselves technologically sufficient. There are many studies on the importance of teachers' technological competence (Kartimi, Gloria, Anngrah , 2021; Deniz, 2021; Yilmaz, 2020).

5. Suggestions

Physical education lessons are a very important lesson for the physical, cognitive, affective and psychomotor development of students. The importance of this course should be known by all stakeholders of education. Underestimating the importance of this course and trying to reduce it should be prevented and necessary precautions should be taken.

Distance education brings inactivity and it is thought that this will bring various diseases in the future. In the face-to-face educations to be held after the pandemic, it is necessary to increase the class hours of classes such as physical education and sports, physical education and games, increase the mobility of children and support their cognitive, affective and psychomotor developments.

While planning the training program, it is important to look at the applied lessons from a separate window and plan them face-to-face.

Introducing distance education systems and applications to teachers and students will increase usefulness and effectiveness. Teachers should be trained on the introduction of technological tools and their effective use, and qualitative research should be conducted to reveal the reservations and fears of teachers about technology.

The camera should be used effectively and actively in order to give immediate feedback and arrangements to the students while gaining practical gains.

For the Physical Education course, a certain system should be established in distance education. In order to determine the objectives, what the objectives consist of, how these subjects will be conveyed and how effective they are at the end, what the measurements and evaluations will be should be determined in advance and applied by everyone in this way. Especially the absence of such a system means that the seriousness of distance education is lost on the side of teachers, students and parents.

It is recommended to carry out artificial intelligence, augmented and virtual reality studies in the field of physical education, to support and diversify the studies to be done in this field.

The lack of online materials in distance education is a very important problem. Various visual and auditory materials should be designed especially for the physical education lesson, and the opinions and suggestions of the teachers should be taken while these materials are being designed.

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