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#### Abstract

The purpose of this research; The aim of this study is to examine whether the distance education competencies of physical education teachers working in Elazığ differ in terms of different variables. The universe of the study consists of physical education teachers working in the province of Elazığ in Turkey, while the sample consists of 155 physical education teachers selected by random method. In the research, which was prepared in a 5-point likert type consisting of a personal information form and 18 items, in order to collect data in the research; Physical Education Teachers' Distance Education Competencies Scale was used. According to the research findings, 69.7% of the participants are male, 52.9% are 36-45 years old, 78.1% are married, 54.8% are at school level, 31.0% are 16-20 years. seen as. When we look at the analysis of variance according to the age and seniority of the participants, it was seen that there was a significant difference between the groups. In conclusion; When the Distance Education Competencies of Physical Education Teachers were examined, it was seen that the distance education competencies of the teachers decreased as the age and professional seniority of the teachers increased.

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**Research Article****Distance Education Competencies of Physical Education Teachers: Elazığ Province\***Oğuzhan ALTUNGÜL<sup>1</sup> , Didem YAVUZ SÖYLER<sup>2</sup> **Abstract**

The purpose of this research; The aim of this study is to examine whether the distance education competencies of physical education teachers working in Elazığ differ in terms of different variables. The universe of the study consists of physical education teachers working in the province of Elazığ in Turkey, while the sample consists of 155 physical education teachers selected by random method. In the research, which was prepared in a 5-point likert type consisting of a personal information form and 18 items, in order to collect data in the research; Physical Education Teachers' Distance Education Competencies Scale was used. According to the research findings, 69.7% of the participants are male, 52.9% are 36-45 years old, 78.1% are married, 54.8% are at school level, 31.0% are 16-20 years. seen as. When we look at the analysis of variance according to the age and seniority of the participants, it was seen that there was a significant difference between the groups. In conclusion; When the Distance Education Competencies of Physical Education Teachers were examined, it was seen that the distance education competencies of the teachers decreased as the age and professional seniority of the teachers increased.

**Keywords:** Distance education, covid-19, physical education, teacher**1. INTRODUCTION**

The Covid-19 outbreak emerged in Wuhan, China at the end of December 2019 and was officially confirmed on January 13, 2020. Over time, it spread to all provinces of the People's Republic of China and then to the world T.R. [Ministry of Health \(2020\)](#). Due to the destruction of the human body and the rapid spread of this epidemic all over the world, many activities have stopped [Demir, Cicioğlu and İlhan \(2020\)](#). One of the priorities of all pandemic countries is to ensure the continuation of uninterrupted education. In this context, almost every country has started to use distance education applications supported by technological infrastructure opportunities [Can \(2020\)](#). Due to the global crisis caused by the new covid-19 virus epidemic, it has been announced that schools will be closed as of March 16, 2020 to combat the epidemic and distance education activities will be started within the scope of educational measures accepted by the [Ministry of National Education \[MoNE\] \(2020\)](#). While distance education offers active communication opportunities to teachers and students living in different places, it provides an individual and collaborative working environment for teachers and students, independent of the influence of many variables [Altıparmak, Kurt, and Kapıder](#)

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(2011: 320). In addition, recorded lecture videos can be watched later and students can access various materials such as documents and videos individually whenever they want Solak, Ütebay, and Yalçın (2019: 42). Turkey; Although the entry to distance education is relatively late compared to developed countries, it has left many countries behind by strengthening the communication infrastructure and increasing technological investments.

Depending on this situation, the rapid development of technology and changes in social life have had an impact in the field of education and in many different fields (Özey & Demirci, 2010: 5). It is surprising that there are limited number of studies that reveal the situation of teachers in Turkey, especially in the field of physical education. Although Minister of National Education has created multi-faceted regulations covering all lessons and provided access to resources through EBA, it is necessary to understand the effect of these resources on learning and the ability of physical education teachers to acquire and use these resources effectively Aras and Işık (2020). Some comments indicate that applying for the EBA will not achieve the physical education goal.

In addition, in the studies on teachers' perceptions of competence, it was found that during the COVID-19 pandemic, 10 different courses were taught in primary and secondary schools with distance education and television support, and 22 separate courses in high school degrees, but within the scope of these courses, Physical Education course was taught in addition to Visual Arts, Music, Painting courses. On the other hand, it was seen that not all field teachers were included in this process Can (2020). Competent individuals decide how they think, how they feel, how they motivate themselves, and how they act. The cognitive process includes four main processes: the motivational process, the emotional process, and the choice process. These processes play a very important role in perception. It can prevent the expected behaviors from occurring, as well as encourage the expected behaviors to occur Bandura (1994). Competence, on the other hand, comes from four important sources. These; all life experiences such as success or failure; physical and emotional states such as fear and excitement; family, friends, colleagues, etc., provided by social models and to witness success or failure. They are indirect experiences such as given observations Bandura (1995). For teachers, the concept of competence is related to the amount and desire of students' success Goddard, Hoy, and Woolfolk Hoy (2000). Considering the teaching abilities of teachers, it is seen that students are more willing and their psychological development increases significantly when teachers show higher education ability Bandura (1994).

### 2.5. Questions of the Study or Hypotheses

- Is there a significant difference between the distance education qualifications of physical education teachers and their gender?
- Is there a significant difference between physical education teachers' distance education qualifications and marital status?
- Is there a significant difference between the distance education qualifications of physical education teachers and school levels?
- Is there a significant difference between the distance education qualifications of physical education teachers and their ages?
- Is there a significant difference between distance education qualifications and professional seniority of physical education teachers?

## 2. METHOD

### 2.1. Research Method

The aim of our study is to examine the distance education competencies of physical education teachers working in Elazığ through various variables. Descriptive scanning methods were used in our study.

## 2.2. Sample

The population of the study is the Elazığ province sample; It consisted of 155 physical education teachers working in Elazığ.

## 2.3. Data Collection Tools

In the research; Demographic information and the “Distance Education Competency Scale of Physical Education Teachers” developed by [Sağın, Yücekaya and Güllü, \(2021\)](#) were used. A five (5) point Likert type scale consisting of 18 items was used, each item is given a score between 1 and 5. It is a scale with a single factor structure (1 = never, 5 = always). The minimum score on the scale is 18, the maximum is 90 points, and higher scores indicate a positive increase in the evaluation.

## 2.4. Analysis of Data

SPSS package program was used to analyze the data. Percentage, frequency, standard deviation, mean value and normal distribution tests of the research findings were carried out and as a result of these checks, it was seen that the data were normally distributed and the study was concluded by converting the T test for double groups and the ANOVA analyzes for multiple groups into tables and turning them into suggestions within the framework of scientific generalizations.

## 3. FINDINGS

**Table 1. Independent variables**

	Variable	Number (N)	Percent (%)
<b>Gender</b>	Male	108	69.7
	Woman	47	30.3
<b>Age</b>	25-35 years	29	18.7
	36-45 years	82	52.9
	46 years and older	44	28.4
<b>Marital status</b>	Married	121	78.1
	Single	34	21.9
<b>School grade</b>	Middle school	70	45.2
	High school	85	54.8
<b>Your year of employment</b>	1-5 years	10	6,5
	6-10 years	24	15.5
	11-15 years	38	24.5
	16-20 years	48	31.0
	21 and over	24	22.6

69.7% of the participants' genders are male, 30.3% are female, 18.7% of their ages are 25-35, 52.9% are 36-45, 28.4% are 46 and over, their marital status is 78.1%. 100,000 are married, 21.9% are single, 54.8% are at school level, 45.2% are at secondary school level, 54.8% are at high school level, 6.5% of their working years are 1-5 years, 15.5% are 6-10 years. It was observed that 24.5% were 11-15 years old, 31.0% were 16-20 years old and 22.6% were 21 years and above.

**Table 2. Average value**

N	Min.	Max.	Skala değeri
155	33.00	86.00	67.00

Considering the average scores of the participants; It was observed that the minimum value was 33.00 points and the maximum value was 86.00 points. The scale value has an average of 67.00. Accordingly, the distance education qualifications of physical education teachers are above average.

**Table 3. Mean and standard deviation of physical education teachers' scores from distance education competencies scale by gender**

Gender	N	Mean Score	sd	t	df	p
Male	108	66.97	14.573	.036	154	.972
Woman	47	67.06				

When the mean and standard deviation of the scores received from the Physical Education Teachers' Distance Education Competencies scale according to the gender status of the participants were examined, no significant difference was seen between men and women ( $p>0.05$ ). This shows that physical education teachers' distance education qualifications have no effect on their gender.

**Table 4. Mean and standard deviation of physical education teachers' scores from distance education competencies scale by civilization**

Marital Status	N	Mean Score	sd	t	df	p
Married	121	67.95	14.41	1.52	154	.129
Single	34	63.61				

When the mean and standard deviation of the scores received from the Physical Education Teachers' Distance Education Competencies scale according to the participants' civilization status were examined, no significant difference was seen between married and single individuals ( $p>0.05$ ). This has shown that physical education teachers' distance education qualifications have no effect on their marital status.

**Table 5. Mean and standard deviation of physical education teachers' scores from the distance education competencies scale by school level**

School level	N	Mean Score	sd	t	df	p
Secondary School	70	67.68	14.16	.526	154	.599
High School	85	66.43				

When the mean and standard deviation of the scores received by the participants from the Physical Education Teachers' Distance Education Competencies scale according to school level were examined, no significant difference was seen between secondary school and high school ( $p>0.05$ ). This shows that the distance education qualifications of physical education teachers do not have an effect on the school level.

**Table 6. Analysis of variance by age**

	Sum of squares	df	Mean of squares	f	p
Between groups	23868.508	1	1064.091	8.738	.000
Within groups	27060.780	154	121.778		

  

Tukey HSD			
		Average difference	Sig.
46 years and older	25-35 years *	- 11.32421*	.000
	36-45 years*	- 10.32387*	.000

When we look at the analysis of variance according to the age of the participants, there is a significant difference between the groups. The difference between the mean scores is significant ( $p < 0.05$ ). When we look at which groups the difference is, considering the results of the Tukey hsd test, it is seen that it is between the ages of 46 and over, 25-35 years \* and 36-45 years\*. This shows that physical education teachers' distance education qualifications have an impact on their age, and those who are older have lower distance education qualifications.

**Table 7. Analysis of variance by year of employment**

	Sum of squares	df	Mean of squares	f	p
Between groups	5197.171	1	1732.390	7.818	.000
Within groups	43434.184	154	221.603		
Tukey HSD					
			Average difference		Sig.
16-20 year	1-5 year *		-11.32421*		.000
	6-10 year*		10.32387*		.000

When we look at the analysis of variance according to the status of the participants, there is a significant difference between the groups. The difference between the mean scores is significant ( $p < 0.05$ ). When we look at which groups the difference is, considering the Tukey hsd test results, it is seen that it is between 16-20 years and 1-5 years\* and 6-10 years\*. This shows that physical education teachers' distance education qualifications have an impact on their years of service, and those with higher years of service have lower distance education qualifications.

#### 4. DISCUSSION AND CONCLUSION

In the rapidly changing and developing world, it is a current situation that teachers meet with distance education. However, due to the outbreak of the covid 19 epidemic preventing the face-to-face education in schools, the process of meeting teachers with distance education has begun. This study aims to determine the distance education and competencies of physical education teachers. When the mean and standard deviation of the scores of physical education teachers from the distance education competency scale according to the gender of the participants were examined, there was no significant difference between women and men ( $p > 0.05$ ). This shows that physical education teachers' distance education qualifications have no effect on their gender. In the study conducted by [Özcan and Saraç \(2020\)](#) to examine the online distance education role and competence perceptions of physical education teachers (42.75% female, 57.25% male), it was seen that teachers did not differ in terms of gender. In another study, [Kocasarac \(2003\)](#) found a difference in terms of gender, and it was seen that male teachers perceived themselves more competent than women. When the mean and standard deviation of the scores obtained from the Physical Education Teachers' Distance Education Competencies scale according to the marital status of the participants were examined, there was no significant relationship between married and single people ( $p > 0.05$ ). This has shown that physical education teachers' distance education qualifications have no effect on their marital status. When the mean and standard deviation of the scores obtained from the Physical Education Teachers' Distance Education Competencies scale according to the school level of the participants were examined, there was no significant difference between middle school and high school ( $p > 0.05$ ). This shows that the distance education qualifications of physical education teachers do not have an effect on the school level. The teachers in the research sample of [Jannah, Prasojo, and Jerusalem \(2020\)](#), who examined



the digital technology perceptions of secondary school teachers in a qualitative way, emphasized that an effective digital-based teacher depends on teacher competence rather than the availability of digital opportunities (technological tools/equipment). When we look at the analysis of variance according to the age of the participants, there is a significant difference between the groups. The difference between the mean scores is significant ( $p < 0.05$ ). When we look at which groups the difference is, considering the results of the Tukey test, it is seen that it is between the ages of 46 and over, 25-35 years\* and 36-45 years\*. This shows that physical education teachers' distance education qualifications have an impact on their age, and those who are older have lower distance education qualifications. Özcan and Saraç revealed that there is a relationship between the ages of teachers and their perceptions of role and competence, and as the age of the teacher increases, the perception of role and competence towards online distance education decreases. When we examine the literature, we come across different results. In the study conducted by Kocasaraç (2003) it was revealed that the most self-sufficient group is the teachers in the 36-40 age range. When we look at the analysis of variance according to the status of the participants, there is a significant difference between the groups. The difference between the mean scores is significant ( $p < 0.05$ ). When we look at which groups the difference is, considering the Tukey hsd test results, it is seen that it is between 16-20 years and 1-5 years\* and 6-10 years\*. This shows that physical education teachers' distance education qualifications have an impact on their years of service, and those with higher years of service have lower distance education qualifications. We can say that as the number of years of service of the participants increases, their level of proficiency also decreases. We can say that this result progresses in parallel with age.

In conclusion; When the Distance Education Competencies of Physical Education Teachers are examined, it is seen that teachers' gender, marital status and school grades do not have an effect on their distance education qualifications, but they do affect their age and professional seniority. It is seen that distance education competencies decrease as teachers' age and professional seniority progress.

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*The researchers confirmed that the data in this study were collected before the year 2020.*

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