PERCEPTIONS OF STUDENTS ON THE APPLICATION OF DISTANCE EDUCATION IN PHYSICAL EDUCATION LESSONS

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ABSTRACT
The purpose of this study is to identify the viewpoints of the candidates of Physical Education and Sports Teachers and Sports Managers; and to examine these viewpoints with respect to sex, class, accommodation of the family, monthly income of the family, computer and internet facilities. Survey method was used to carry out the study. The sample of the study consisted of the students attending Department of Physical Education and Sports at Educational Faculty and Sports Management Department of Physical Education and Sports High School in Sakarya University. In order to gather data, a questionnaire was developed by the researcher and it was applied to 330 students. Several statistical techniques such as frequency, percentage, t-test and ANOVA were used to analyze the data depending on the qualities of the variables. The results of the study indicated that the students think that by the implementation of distance education, global education and equality of opportunity would be succeeded. They also think they should have general skills about computer hardware, software and internet usage in order to take the advantage of distance education. According to the students, providing distance education in practical lessons of the physical education field is almost impossible, because the compensation of the failures in physical movements on time is not possible by distance education.

Keywords: Physical Education, Distance Education, Perceptions.

INTRODUCTION

Distance education is expanding at a steady rate in many institutions, ranging from the families who decide to home-school their children to elementary and secondary schools, colleges and universities, and major corporations. While the number of those who are involved in various forms of distance learning may still pale in comparison with those who are learning in traditional ways, the important factor is the steady rate at which distance learners are increasing (Saba, 2005).

Historically, in the 1800s, the physical distance that prevented face-to-face education in many parts of the world led to education via mail, and, later in the century, telephone or radio. In the 1950s and 1960s, the more technologically advanced countries turned to audio-teleconferencing (multiple participants on one phone line) and television to increase access to education when distance was a barrier. In the 1980s and the 1990s, video tapes and computer instruction become more prevalent (Brown and Brown, 1994).

In 1989, Niper (1989) identified three generations of distance education: the first was correspondence teaching; the second was multi-media teaching - integrating the use of print with broadcast media, cassettes and to some degree computers; and the third generation was identified with the new interactive communication technologies (Guri-Rosenblit, 2005).

Today, increased and improved access to the Internet has allowed more students to communicate from their homes to teachers, schools, and other students around the world (Gilbert, 2000). In today's educational systems, the goals of distance education have been to provide degree granting programmes, to battle illiteracy in developing countries, to provide training opportunities for economic development, and to offer curriculum enrichment in non-traditional educational settings (McIsaac and Blocher, 1998).

Distance means where the teacher and the student are separated by space and/or time (Kearsley, 2000). There are two general criteria for judging the type of distance: geographical location and time (Miller and King, 2003). Many researchers argue that distance education is the key to expanding educational opportunities to rural areas (Hodder and Carter, 1997). Since, it enables larger numbers of people to have access to education and training (Grill, 1999). Learners, regardless of the country in which they live, study in four types of locations when taking a course delivered by distance education: The home, the workplace, study centers, and classrooms (Roberts, 1996). Synchronous and asynchronous distance education courses offer students the opportunity to enroll in classes where it might not otherwise be possible due to time and/or distance conflicts with course schedules (Dunning et al. 2000).

Moore and Kearsley (1996, p. 2) defined distance education as "planned learning that normally occurs in a different place from teaching and as a result requires special techniques of course design, special instructional techniques, special methods of communication by electronic and other technology, as well as special organizational and administrative arrangements".

Isman (1998, p. 18) also defined distance education as "an education system model which realizes teaching-learning activities between students and teachers in different locations through communication technologies and postal services, implying the existence of loose communication between the organization and the students".

Features of Distance Education

Distance education is typically characterized as having four features (Verduin and Clark, 1991, p. 8): (1) Teacher and learners are separated during at least a majority of the instructional process; (2) an educational organization influences the process, including some form of student evaluation; (3) educational media [technologies] are used to unite teacher and learner and to carry course content; and (4) two-way communication is provided between teacher, tutor, or educational agency and learner.

Crooks (1983, p. 329-330) identified some advantages of distance education in terms of the courses provided:

- Flexibility in the curriculum and content of learning materials through, for example, modular structures or credit systems;
- the conscious design of learning materials for independent study, incorporating, for example, clearly-formulated learning objectives, self-assessment devices, student activities and the provision of feedback from students to course writers and tutors and vice versa;
- the planned use of a wide range of media and other resources, selected from those available in the context of the system and suited to the needs of the students; these media may include specially prepared correspondence texts, books, newspaper supplements, posters, radio and television broadcasts, audio and video cassettes, films, computer-assisted learning experimental kits, local tuition and counseling, student self-help groups, lending library facilities and so on.

Advantages of Distance Education

Advantages of distance education to the students are considerable. Distance education is especially advantageous because it makes learning accessible to students all day, every day. This 24-hour accessibility allows students immense control over their own learning schedules and encourages active involvement from students in making decisions regarding their learning process (Dede, 1996). Through increasing access to distance education, students can meet their needs appropriately regardless of the present limitations and border lines (Verduin and Clark, 1994).

Some advantages of distance education to the student include: increased access to higher education (particularly for the non-traditional student), flexible scheduling of personal time, convenient location, individualized attention by the instructor, less travel, and increased time to think about, and respond to (via e-mail or discussion boards), questions posed by the instructor.

There are also some advantages of distance advantages to the institution. It increases enrollment, attracts new teaching staff (those interested in distance education), reduces the need to build and maintain university campuses and buildings, offers a new level of communication with students, requires the university to keep abreast of new technology, and signals the public that the institution is forward thinking and technologically advanced (Matthews, 1999).

Crooks (1983, p. 331) argued that distance education has the potential to:

- provide education and training for large numbers of people more rapidly than traditional methods alone;
- make better use of scarce resources, not least in adult literacy, tap new resources, and be significantly more cost-effective in comparison to conventional education;
- generate outputs relevant and appropriate to the different needs of major sectors of society, particularly rural development programmes to increase the quality of life of rural populations, and teacher training for the primary level.

Technology and Media Usage in Distance Education

Distance education has evolved from early correspondence education using primarily print-based materials into a worldwide movement using various technologies (McIsaac and Blocher, 1998).

It relies heavily on technologies of delivery. Print materials, broadcast radio, broadcast television, computer conferencing, electronic mail, interactive video, satellite telecommunications and multimedia computer technology are all used to promote student-teacher interaction and provide necessary feedback to the learner at a distance (McIsaac and Blocher, 1998). Interactive videoconferencing provides the opportunity for a faculty member to teach a class in a traditional classroom setting while concurrently instructing a different group of students in another classroom via interactive video. Introducing an audio link from the remote site back to the lecturer allows live interaction and enables questions. Teaching based on videoconferencing is pedagogically close to traditional university teaching (Matthews, 1999).

Distance education also employs media in many forms and to varying extents. It includes mail, facsimile, radio, television, satellite broadcasts, videotapes, teleconferencing and, most recently, the Internet. Electronic networks, remote databases, and collaborative working are becoming important. In addition, support materials include study packs, TV and radio programs, audio tapes and tutorials (Matthews, 1999).

Distance Education for Physical Education

In today's education world, almost every university or college is involved in some type of distance education (Moore and Kearsley, 1996). The rapid improvements in the computer technology have made the lesson activities easier for students and have increased their motivation. In addition technologies about distance education can be seen as a way to facilitate learning and improving interaction with the students in physical education.

The students in physical education departments can cooperate with the students from other classrooms or the other schools can do the projects through internet (Mohnsen, 2001; Sheingold and Hadley 1990). For instance the forums on the internet can increase the group interaction and web-pages can make the students reach huge piles of information easily. The use of e-mail is a beneficial way for informal communication between teachers as well (Knapper, 2001). The use of internet in the field education provides the information to spread fast improves communicative and writing skills and facilitates motivation for learning.

By using technological developments and internet in an organized way; students, teachers, athletes and trainers, doctors and patients may come together even if they are in different countries. Using web-pages, teleconference, e-mail and Msn, schools can be more than being just a building with walls and can become something that has a connection with every phase of life. The methods like Msn, pps and video might provide education to be more effective and enjoyable

Moreover, supervision of student teachers can be held by several methods such as videotaping, e-mailing, and creating a program-specific web site (Nabors, 1999; Souviney and Saferstein 1997; Wittenburg and McBride, 1998).

Nowadays, distance education programs are used in lots of countries for teacher's pre-service and in-service training. In Kenya, Mauritus, Indonesia, and Sri-Lanka, it is used for in-service training while in Zimbabve and Kenya it is used in preparatory teacher training programs (Sherestha, 1997). Teachers generally benefit from these pre-service and in service programs to complete the classes about their specialties and teaching methods, to be propped by inspectors and other teachers, and to communicate with them (Murphy, 1993).

According to these trends in higher education field, the purpose of this study is to identify the viewpoints of the candidates of Physical Education and Sports Teachers and Sports Managers; and to examine these viewpoints with respect to sex, class, accommodation of the family, monthly income of the family, computer and internet facilities.

METHOD

The study was carried our by using survey method. The sample of the study consisted of the students attending Department of Physical Education and Sports at Educational Faculty and Sports Management Department at Physical Education and Sports High School o Sakarya University. In order to gather the

necessary data, the questionnaire named "The Students' Attitudes Towards Distance Education", which was developed by the researcher, was applied to sample group consisted of 330 students by the researcher himself after completing validity and reliability analysis. In the questionnaire, the students were asked to reply 32 questions regarding the students' sex, class, place where the family live, monthly income of the family, if they have a computer, if they have internet connection and their attitudes towards computer and distance education, learning environment, roles of the students, learning methods, communication and distant learning system. The data was analyzed making use of SPSS 11.0 (Statistical Package for the Social Sciences).

Population and Sample

The population of the study consisted of 1st, 2nd, 3rd and 4th grade university students at Department of Physical Education and Sports at Educational Faculty and Sports Management Department at Physical Education and Sports High School of Sakarya University. The sample consisted of the 330 students from the mentioned groups.

Data Collection Tools

In order the collect the data, the questionnaire continuing 26 items developed by the researcher and evaluating the students' attitudes towards distance education named "The Students' Attitudes Towards Distance Education" was used. During the preparation stage of the questionnaire, firstly the related literature was reviewed and the subjects connected with the students' attitudes to distant learning were defined. Moreover, detailed information was taken from the experts on distant learning by interviewing them. Then, the information gathered with these studies was transformed into questionnaire items to see the attitudes. The prospect physical education teachers and sports managers stated their opinions about the items in the questionnaire selecting one of the categories as Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4) and Strongly Agree (5).

The questionnaire has two parts. In the first part, thee are demographical questions concerning the sample students' sex, class, accommodation of the family, monthly income of the family, computer and internet facilities; as for the second part, there are 26 likert type questions on the attitudes towards distance education. 330 questionnaires were distributed to the sample and 297 of these were accepted valid and taken into consideration.

Validity and Reliability of the Questionnaire

For the validity of the data collection tool, principal component analysis was applied. According to the results of this analysis, the students' attitudes were seen to gather fewer than six dimensions as: Computer and distance education, learning environment, students' roles, teaching methods, general opinions about communication and distance education system (Table: 1). Cronbach Alpha value of the questionnaire is found to be 0.8372.

Table 1: Principal Component Analysis

	Component					
	1	2	3	4	5	6
Computer and Distance Education	,893	6,034E-	7,885E-	-7,30E-	8,593E-	-6,74E-
	,889	-2,88E-	3,668E-	,104	4,601E-	-3,61E-
	,804	,178	-1,43E-	,129	,115	5,640E-
	,451	,250	-8,79E-	9,020E-	,332	,186
Learning Environment	7,087E-	,785	,155	4,174E-	2,134E-	,185
	8,865E-	,711	1,635E-	-2,22E-	-8,87E-	,243
	,119	,647	6,804E-	,111	,191	4,172E-
	7,869E-	,635	,241	,117	-7,96E-	,318
	-6,60E-	,555	,263	,413	-5,16E-	-3,35E-
Roles of Students	4,941E-	8,013E-	,811	,158	-7,45E-	,113
	,134	,154	,781	-3,29E-	6,880E-	,144
	-4,46E-	8,512E-	,647	,122	-9,50E-	,204
	-8,01E-	,282	,625	,367	-5,74E-	-8,00E-
Teaching Techniques	4,592E-	7,564E-	6,336E-	,850	-5,97E-	,249
	-3,05E-	9,930E-	,234	,767	-,156	,137
	,129	,150	8,258E-	,625	,209	-1,44E-
	,332	-8,67E-	,102	,495	,323	,157

Communication	6,803E-	-3,49E-	-,105	9,686E-	,837	-4,53E-
	9,191E-	7,177E-	2,406E-	-8,09E-	,780	2,403E-
	,123	4,479E-	-4,46E-	7,644E-	,775	8,014E-
System of Distance Education	,135	,111	-1,39E-	,162	2,355E-	,813
	-2,33E-	,165	,118	2,225E-	,137	,729
	1,510E-	,195	,202	,118	-7,94E-	,639
	-4,64E-	,295	,314	,128	6,183E-	,492

Analysis of the Data

For the analysis of the data collected through the questionnaire, SPSS 11.0 statistical package was used. In the definition of the students' personal qualities, frequency (f) and percentage (%); in order to find out about the differences between the students' attitudes based on personal qualities t-test and one-way ANOVA were used depending on the qualities of the variables.

FINDINGS

Demographic Characteristics of the Participants

Demographic Characteristics of the Participants are presented in Table: 2.

Table 2: Demographic Characteristics of the Participants

INDIVIDUAL VARIABLES	PHYSICAL EDUCATION AND SPORTS		SPORTS MANAGEMENT	
	Number	%	Number	%
Sex				
Female	51	39,5	72	43,1
Male	78	60,5	95	56,9
Total	129	100	167	100
Class				
1	26	20,2	55	32,9
2	36	27,9	35	21
3	45	34,9	33	19,8
4	22	17,1	44	26,3
Total	129	100	167	100
Family's Accommodation				
City	68	52,7	103	61,7
Town	37	28,7	50	29,9
Village	24	18,6	14	8,4
Total	129	100	167	100
Family's Monthly Income				
400 YTL and below	34	26,4	33	19,8
401-800 YTL	32	24,8	68	40,7
801-1001 YTL	34	26,4	37	22,2
1001-1500 YTL	16	12,4	16	9,6
1501 YTL and more	13	10,1	13	7,8
Total	129	100	167	100
Existence of Computer at Home				
Yes	73	56,6	82	49,1
No	56	43,4	85	50,9
Total	129	100	167	100
Internet Connection at Home				
Yes	65	50,4	68	40,7
No	64	49,6	99	59,3
Total	129	100	167	100

Items Analyses

Frequencies of the responses to the items of the questionnaire are presented in Table: 3.

Table: 3. Frequencies

	PHYSICAL EDUCATION AND SPORTS					SPORTS MANAGEMENT				
	Strongly Disagree	Disagree	No Comment	Agree	Strongly Agree	Strongly Disagree	Disagree	No Comment	Agree	Strongly Agree
I think distance education is a useful education system	12 %9,3	25 %19,4	28 21,7	51 %39,5	13 10,1	24 %14,4	70 %41,9	37 %22,2	23 %13,8	13 %7,8
By distance education, I can receive feedback on my effective skills.	3 %2,3	31 %24	37 %28,7	49 %38	9 %7	5 %3	56 %33,5	50 %29,9	49 %29,3	7 %4,2
My ideas about the usage of Internet in distance education are positive.	8 %6,2	10 %7,8	16 %12,4	70 %54,3	25 %19,4	8 %4,8	28 %16,8	36 %21,6	75 %44,9	20 %12,2
I appreciate the application of distance education in all our lessons (including our practical lessons).	22 %17,1	42 %32,6	18 %14	29 %22,5	18 %14	27 %16,2	47 %28,1	34 %20,4	37 %22,2	22 %13,2
Distance education gives me more responsibility for learning.	11 %8,5	52 %40,3	35 %27,1	25 %19,4	6 %4,7	21 %12,6	68 %40,7	35 %21	27 %16,2	16 %9,6
Distance education makes me feel as if I achieve an important thing.	9 %7	52 %40,3	26 %20,2	37 %28,7	5 %3,9	19 %11,4	67 %40,1	41 %24,6	28 %16,8	12 %7,2
By distance education, I can receive enough feedback on my poor skills.	6 %4,7	34 %26,4	27 %20,9	50 %38,8	12 %9,3	15 %9	56 %33,5	35 %21	48 %28,7	13 %7,8
I think it is more effective than traditional classroom learning.	18 %14	56 %43,4	20 %15,5	24 %18,6	11 %8,5	33 %19,8	64 %38,3	27 %16,2	33 %19,8	10 %6
Learning independent from time and place makes my performance better.	13 %10,1	46 %35,7	24 %18,6	30 %23,3	16 %12,4	27 %16,2	61 %36,5	31 %16,8	28 %16,8	20 %12
It makes me ask questions comfortably which I hesitate to ask in traditional classrooms.	4 %3,1	25 %19,4	10 %7,8	70 %54,3	20 %15,5	11 %6,6	36 %21,6	25 %15	69 %41,3	26 %15,6
Questions towards discussion facilitate reinforcement.	4 %3,1	22 %17,1	23 &17,8	65 %50,4	15 %11,6	10 %6	35 %21	34 %20,4	70 %41,9	18 %10,8
Discussion activities by e-mail, chat and electronic bulletins provides me new viewpoints.	4 %3,1	16 %12,4	24 %18,6	70 %54,3	15 %11,6	12 %7,2	19 %11,4	30 %18	80 %47,9	26 %15,6
In distance education, there is no oppressiveness which I experience in traditional classes.	7 %5,4	37 %28,7	28 %21,7	36 %27,9	21 %16,3	22 %13,2	50 %29,9	27 %16,2	45 %26,9	23 %13,8
I know that in order to receive distance education, I must know computer software very well.	10 %7,8	20 %15,5	14 %10,9	64 %49,6	21 %16,3	17 %10,2	33 %19,8	11 %6,6	73 %43,7	33 %19,8
I know that in order to receive distance education, I must know computer hardware very well.	9 %7	31 %24	8 %6,2	59 %45,7	22 %17,1	16 %9,6	39 %23,4	17 %10,2	70 %41,9	25 %15
I know that in order to receive distance education, I must know the Internet very well.	10 %7,8	18 %14	14 %10,9	63 %48,8	24 %18,6	14 %8,4	34 %20,4	17 %10,2	68 %40,7	34 %20,4
Distance education reduces the expenses of communication and travel.	5 %3,9	33 %25,6	16 %12,4	52 %40,3	23 %17,8	19 %11,4	41 %20,4	35 %26,9	50 %29,9	19 %11,4
In distance education process, studying at home causes motivational problems, conflicts in the family and reduction of attention.	6 %4,7	27 %20,9	28 %21,7	47 %36,4	21 %16,3	19 %11,4	34 %20,4	45 %26,9	50 %29,9	19 %11,4

In distance education communication with teaching staff is difficult.	9 %7	23 %17,8	29 %22,5	50 %38,8	18 %14	17 %10,2	39 %23,4	23 %13,8	58 %34,7	30 %18
In distance education process, in-class interaction and discussion medium will be less.	8 %6,2	16 %12,4	9 %7	75 %58,1	21 %16,3	18 %10,8	31 %18,6	28 %17,4	66 %39,5	23 %13,8
In distance education, modern teaching methods are used.	6 %4,7	26 %20,2	39 %30,2	50 %38,8	8 %6,2	9 %5,4	48 %28,7	61 %36,5	42 %25,1	7 %4,2
Courses taken through distance education are stable in the mind.	11 %8,5	50 %38,8	40 %31	20 %15,5	8 %6,2	25 %15	53 %31,7	57 %34,1	22 %13,2	10 %6
Deficiencies of course materials in schools can be eliminated by distance education.	10 %7,8	46 %35,7	33 %25,6	32 %24,8	8 %6,2	20 %12	46 %27,5	53 %31,7	34 %20,4	14 %8,4
Through distance education, global education and equality of opportunity in education can be provided.	8 %6,2	15 %11,6	28 %21,7	50 %40,3	26 %20,2	15 %9	30 %18	44 %26,3	45 %26,9	33 %19,8

Effects of Different Variables on the Ideas about Distance Education

Gender

As a result of the analysis, there was no meaningful difference at the level of p<0,05 for the department of Physical Education and Sports in terms of the variable of gender. In students of the department of Sports Management, however, women gave more positive responses than men to the items "*It helps me ask questions which I refrain from asking in classroom environment"* (*0,031)* and *"Distance education enables equal opportunities by realizing global education" (0,031)*.

Having Computer at Home

For the variable of having computer at home, it was seen at the end of the analysis that students of the department of Physical Education and Sports who have computers at home gave more positive responses to the variables "*I can receive sufficient feedback for areas on which I am weak in distance education*" (*0,046*) and "*It helps me ask questions which I refrain from asking in classroom environment"* (*0,038*). There was no meaningful difference for the department of Sports Management for the variable of having computer at home at the level of p<0.05.

Having Internet at Home

For the variable of having Internet at home, it was seen that students of the department of Physical Education and Sports who have Internet at home gave more positive responses to the variables "*Discussion activities carried out through e-mail, chatting, and electronic bulletin board helps me develop new viewpoints*" (*0,048*) and "*I suppose there will be less classroom interaction and discussion opportunities in the process of distance education"* (*0,048*). There was no meaningful difference for the department of Sports Management for the variable of having Internet at home at the level of p<0.05.

Family Income Status

At the end of the ANOVA analysis done for the students of the department of Physical Education and Sports for the variable of family income status, it was seen that people with a monthly income of 400 YTL and below gave more positive responses to the question "*I have positive opinions towards the use of Internet in distance education*" than those with an income between 801-1000 YTL, according to the LSD test results. People with a monthly income of 400 YTL and below gave more positive responses to the question "*I know that I have to be familiar with computer software well to receive distance education*" than those with an income between 401-800 YTL (*0,044*) and those between 1001-1500 YTL (*0,037*), while people with a monthly income of 1501 YTL and above gave more positive responses than those with an income between 1001-1500 YTL (*0,047*), according to the LSD test results. Finally, people with a monthly income of 400 YTL and below gave more positive responses to the question "*I know that I have to be familiar with computer hardware well to receive distance education*" than those with an income between 401-800 YTL (*0,025*), according to the LSD test results.

As to the students from the department of Sports Management, it was seen that people with a monthly income of 400 YTL and below gave more positive responses to the question "*I want that there is such an practice in all of our courses (including applied ones)*" than those with an income between 1001-1500 YTL (*0,003*), while people between 401-800 YTL (*0,037*) gave more positive responses than those between

1001-1500 YTL (*0,011*), according to the LSD test. People with a monthly income of 400 YTL and below gave more positive responses to the question "*Getting an education free from time and place increases my performance*" than those with an income between 801-1000 YTL (*0,036*) and an income of 1501 YTL and above (*0,020*), while those with an income between 401-800 YTL gave more positive responses than those between 801-1000 YTL (*0,041*), and those with 1501 YTL and above (*0,024*), according to the LSD test results. Last, people with a monthly income of 400 YTL and below gave more positive responses to the question "*Discussion activities carried out through e-mail, chatting, and electronic bulletin board helps me develop new viewpoints*" than those with an income between 1001-1500 YTL (*0,003*), those with an income between 401-800 YTL gave more positive responses than those between 1001-1500 YTL (*0,004*), and those with an income between 801-1000 YTL gave more positive responses than those between 1001-1500 YTL (*0,010*), according to the LSD test results.

Family's Accommodation

In terms of the variable of family's accommodation, among the students of department of Physical Education and Sports, those who live in cities gave more positive responses to the question "*I know that I have to be familiar with computer hardware well to receive distance education*" than those living in villages (*0,007*), according to the LSD test results, in terms of the variable of family's accommodation. Students who live in cities gave more positive responses to the question "*I suppose there will be less classroom interaction and discussion opportunities in the process of distance education"* (*0,016*) than those in villages. In addition, students in cities gave more positive responses to the question "*I suppose that contemporary methods are used in distance education"* than those in villages (*0,020*).

Among the students of the department of Sports Management, on the other hand, those living in cities and towns gave more positive responses to the question "*Distance education helps me feel as if I managed something important"* than those in villages (*0,016*) and (*0,003*) respectively; students living in villages gave more positive responses to the question "*It helps me ask questions which I refrain from asking in classroom environment"* than those in cities (*0,011*); and finally students living in villages gave more positive responses to the question "*I suppose that I have to be familiar with Internet well to receive distance education"* than those in towns (*0,025*), according to the LSD test results.

Class

At the end of the ANOVA analysis done for the students of the department of Physical Education and Sports for the variable of class, it was seen that juniors gave more positive responses to the question "*Distance education helps me feel as if I managed something important*" than freshmen (*0,022*) while juniors and seniors gave more positive responses to the question "*Discussion activities carried out through e-mail, chatting, and electronic bulletin board helps me develop new viewpoints* " than freshmen (*0,017*) and (*0,010*) respectively, according to the LSD test results. Juniors gave more positive responses to the question "*I know that I have to be familiar with computer hardware well to receive distance education*" than freshmen (*0,040*) and juniors gave more positive responses to the question "*I know that I have to be familiar with Internet well to receive distance education*" than freshmen (*0,024*), according to the LSD test results. Freshmen gave more positive responses to the question "*I suppose that it is difficult to establish communication with lecturer in distance education"* than sophomores (*0,032*) and seniors gave more positive responses to the question "*I suppose there will be less classroom interaction and discussion opportunities in the process of distance education*" than sophomores (*0,027*), according to the LSD test results. Finally, juniors gave more positive responses to the question "*I suppose the lack of materials and tools at school can be eliminated through distance education"* than freshmen (*0,034*), according to the LSD test results.

Among the students of the department of Sports Management, on the other hand, seniors gave more positive responses to the question "*I suppose that distance education is a useful educational system*" than freshmen and sophomores (*0,000*) and juniors (*0,015*), while juniors gave more positive responses to the question "*I can receive sufficient feedback for areas on which I am weak in distance education*" than freshmen (*0,015*) and sophomores (*0,040*) and seniors gave more positive responses than freshmen (*0,030*), according to the LSD test results. It was seen that seniors gave more positive responses to the question "*I can receive sufficient feedback for areas on which I am weak in distance education*" than freshmen (*0,027*) and juniors (*0,002*), while seniors gave more positive responses to the question "*Getting an education free from time and place increases my performance*" than freshmen (*0,008*), sophomores (*0,019*), and juniors (*0,029*), according to the LSD test results. Sophomores, juniors, and seniors gave more positive responses to the question "*I know that I have to be familiar with computer software well to receive distance education*" than freshmen (*0,013*), (*0,001*), and (*0,003*) respectively, according to the LSD test results.

Finally, sophomores, juniors, and seniors gave more positive responses to the question "*I suppose there will be less classroom interaction and discussion opportunities in the process of distance education*" than freshmen (*0,006*), (*0,001*), and (*0,020*) respectively, according to the LSD test results.

Comparison of the Averages

Points that are effective in distance education have been classified and certain analyses have been conducted. The purpose of these analyses is to find out the opinions of the students under certain designated headings. Therefore, the issue has been studied in six dimensions as Computer and Distance Education, Learning Environment, Student Roles, Teaching Methods, Communication and Distance Education System, and Related Ideas.

At the end of the analysis conducted, no meaningful relation has been found between students of the Physical Education and Sports department and the above dimensions at the level of p<0, 05.

In the department of Sports Management, on the other hand, male students think that teaching methods used in distance education are better than traditional classroom teaching methods at the level of "*0,021*" compared to the female ones.

At the end of the analysis conducted, it has been found that sophomores in the department of Sports Management think that they should use computer well so that distance education is successfully utilized at the level of "*0,008*" compared to freshmen, while seniors think that learning environment in distance education is better than traditional classroom environment at the level of "*0,009*" compared to freshmen.

Again, seniors have stated that they think teaching methods used in distance education are more effective than traditional classroom teaching methods at the level of "*0,025*" compared to the freshmen. Finally, seniors have said that they think the system of distance education is more effective at the level of (*0,001*) compared to freshmen and (*0,001*) compared to sophomores.

CONCLUSION

Usage of modern technologies is suggested as a remedy to the problems of traditional education's limitations. Performing education free of time and place constraints, conveying it to larger numbers of people and doing all these in an economic manner is now possible. As a result, models of distance education are on agenda in our country and in the world nowadays, and they are preferred during the education of students, staff and larger groups of people.

As a result of this study, the students from both departments who took the questionnaire think that in order to benefit from distance education; they should have general skills about computer hardware, software and internet usage. Based on this result, adapting some courses on computer literacy and internet usage in these departments' curriculum can be suggested. While students from Physical Education and Sports Department think that distance education is a useful education system, students from Sports Management Department have some negative ideas on distance education.

Students from both departments mostly think that global education and equality of opportunity would be succeeded by the implementation of distance education. But, they generally have negative ideas for taking *all lessons (theoretical and practical)* by distance education. The majority of students think that theoretical lessons would be given by distance education if appropriate software and tools are used. On the other hand, they generally think that in physical education field, compensation of failures on time is very important in practical lessons. If practical lessons are given by distance education, it is impossible to compensate the failures on time via distance education technologies.

Moreover, a research which is carried out in Akdeniz University, Faculty of Law revealed that the potential of distance education programs is very close to be powerful. As a result of this study, if proper equipment and atmosphere is provided, students develop positive beliefs on distance education (Ilter et al, 2005). So, some information would be useful for students of Physical Education and Sports and Sports Management in order to eliminate their hesitation on distance education.

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