Views of Sports Sciences Students About Distance Education During Covid-19: SWOT Analysis

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Abstract

This study is aimed to examine the views of the students of the Faculty of Sports Sciences on distance education with SWOT analysis and to evaluate the current circumstance. The phenomenology design was used in the study. The research group consisted of 62 students studying at Afyon Kocatepe University Faculty of Sport Sciences located in a town in the Aegean region in Turkey. In collecting the data, the personal information form created by the researchers and the semi-structured interview form was used, and the data obtained were analyzed by content analysis and descriptive analysis technique. As a result of the findings, it was seen that the views of the students studying in the field of sports sciences on the strengths of distance education provided the best conditions in the Covid-19 process, gained experience in synchronous-online courses and the online system, and to reinforce the knowledge by making use of projects and assignments. Views on the weaknesses of distance education were expressed as the inability of every student to benefit from the right to education under equal conditions, difficulties in accessing the internet, and lack of materials. Besides, the views on the opportunities of distance education were determined as good management of the process, planning the applied courses face-to-face, that is, choosing the hybrid system, motivating the students for the assignments and projects, and making up compensatory programs applied to solve the problems. Socialization of students, unsuitable working environment, anxiety, and negative views of the society towards the education system were recorded as threats and dangers.

Keywords: Covid-19, students views, SWOT analysis, physical education and sports, distance education

1. Introduction

Since December 2019, an epidemic has started to be mentioned in Wuhan city of Hubei province of China (Sertdemir, 2020). With the rapid spread of the contamination, on social platforms, etc. virus news came upon the channels. In this sense, it was stated that Chinese experts conducted the first research, and created a report, and submitted this report to the World Health Organization (Huang et al., 2020). It was noteworthy that after the World Health Organization started its investigations, firstly, it was defined what this situation endangering people's lives were, and then studies were started on how to prevent this situation. Ultimately, quarantine measures were taken due to this epidemic, which reached all countries of the world and was named the new type of coronavirus (Covid-19) (Arslan & Karagül, 2020; Arslan, 2020), as well as security (Pala, 2020), education, trade, politics. Steps have been taken for research and measures in production, production and many other areas (Genç & Gümrükçüoğlu, 2020; Wang, Cheng, Yue & McAleer, 2020).

In terms of the restrictions and isolation measures imposed by the pandemic process, face-to-face education was suspended in almost every country and the distance education system was applied to continue education (Daniel, 2020). The coronavirus epidemic, which triggered the acquisition of a new perspective, affected all education levels from preschool to higher education, and accordingly, various decisions were taken by relevant institutions and organizations (Bozkurt, 2020). In this context, at least to the reduction of negative developments on a global scale for universities in Turkey within and on behalf of the disruption of the educational process, "Higher Education Digital Conversion Commission" Pandemic Period prepared by the Distance Education Practices were identified and made public (Yükseköğretim, 2020). As a matter of fact that, distance education has been preferred as a solution to the pandemic process and has enabled individuals to benefit from their education rights as well as

being healthy.

The mention of distance education since the 1700s, and the inclusion of a letter in 1728 in Boston and 1833 in the Swedish newspaper, are considered as the first steps towards the initiation of the distance education process (Verduin & Clark, 1994). In 1927, the subject of controversy in Turkey, while in 1956, officially in many countries of sub-structures of the distance education system are included in the educational process in the process of the pandemic in the past to the present date is thought to facilitate to be easily integrated into the system (Kaya, 2002; Serçemeli & Kurnaz, 2020).

So based on this information, "What is distance education?" Distance education, in its most general definition, is known as educating each individual separately in his/her life area (Tuncer & Taşpınar, 2008). In the past, it is transferred to students with the developing information technologies today (Newby, Stepich, Lehman & Russell, 2006). While Altıparmak, Kurt and Kapıdere (2011) explains distance education as carrying out education-training activities in a planned and programmed manner with the available communication tools without the time and place limits; similarly, Uşun (2006) reports that teachers and learners have an educational structure created by communicating with a tool despite their distance. Considering the pandemic period, it is observed that both private and state institutions provide access to technological materials such as phones, computers, and tablets and manage the education process through internet-based systems. Also, it is seen that homework, projects, and online exams are applied to evaluate the education-training process (Keskin & Özer-Kaya, 2020).

Despite all these developments and the sustainability of education, the education of theoretical courses related to distance education continues comprehensively. However, it is also noted that problems such as worry, anxiety, and space limitation occur in the applied units. In this sense, revising and adapting the applications with modification also comes to the agenda; it is important to focus more on exercises that can be done in the home environment such as Yoga and Pilates. Especially during the pandemic process, it was understood that sports, which is considered as one of the ways of protection from the epidemic, as well as hygiene, has an important place, and societies have turned to sports for a healthy life. Accordingly, it will be more effective to plan and update either the hybrid education approach or applied courses with different methods and adapt them to the home environment.

Thusly, it is necessary to determine the positive and negative aspects, opportunities, and threats of distance education to increase the quality of education and make arrangements in this process, which also affects the field of Sport Sciences. Besides, the quality of the information acquired by the experts and educators of the future who will have a say in the field of health and sports in line with the education they receive is important. Although there are many studies on distance education during the pandemic period (Aras & Karakaya, 2020; Can, 2020; Durak, Çankaya & İzmirli, 2020; Longhurst et al., 2020; Wang & Wang, 2020) in the literature, it is the attention the opportunities and threats of education in the field of sports sciences are not mentioned in detail. Suffers both material and spiritual aspects of students' educational process, technology in the context of distance education, etc. It is thought that their views on distance education should be examined in terms of this such situations. In this context, it is aimed to determine the views of Faculty of Sport Sciences students on distance education with a SWOT analysis.

2. Method

2.1 Research Design

The phenomenology design, one of the qualitative research methods, was used in this study. Phenomenology, which is to evaluate the lived experience is a method that is focused on (Jasper, 1994). Although the studies using the phenomenological design do not reveal a generalizable structure or result, it is emphasized that such research can better understand, explain and present experiences of a phenomenon. Besides, it is stated that this design enables individuals to focus on issues that they are aware of but do not have detailed and comprehensive information (Yıldırım & Şimşek, 2013).

SWOT is used to identify and compare strengths, weaknesses, opportunities, and threats to identify and improve the effects of the internal and external environment (Hill & Westbrook, 1997). The letter "S" is formed from the initials of strengths (strong), the letter "W" weaknesses (weak), the letter "O" opportunities (opportunity), and the letter "T" threats (threat).

2.2 Research Group

The research group consisted of 62 students, 32 females and 30 males, who were selected through criterion sampling, among purposeful sampling methods, studying at Afyon Kocatepe University Faculty of Sport

Sciences located in a town in the Aegean region in Turkey.

This study was conducted with the approval of the ethics committee of Afyon Kocatepe University's "Social and Human Sciences Scientific Research and Publication Ethics Committee" dated 18.09.2020 and numbered 2020/157.

2.3 Data Collection Tools

In the research, "personal information form" and "semi-structured interview" forms were used as data collection tools to reveal the views of the participants about the distance education system and to provide information about the current circumstance. The semi-structured interview technique enables the individual or individuals to express their thoughts on the subject freely in a systematic structure with open-ended questions, the emergence of new ideas about the subject with different questions, and the subject to be examined in more detail (Merriam, 2013).

During the data collection phase, forms were sent to the participants through the web-based application, and audio recordings were requested to answer the questions. On the other hand, the data obtained were coded as participant 1, namely "K1, K2, K3,", considering ethical values; interview structure, date, and duration of the interviews were also recorded.

2.4 Data Analysis

In this study, in which the mixed research approach was adopted, descriptive analysis was used in the analysis of quantitative data, and content analysis was used in the analysis of qualitative data. Content analysis is accepted as an in-depth analysis technique and is expressed as revealing previously unknown themes (Koca, 2017).

While analyzing, each question was first reviewed and classified according to the meaning they contain. Then the data were encoded, themes were created from the encoded data, and the findings were defined and interpreted. For the reliability of the measurement tool, the views of 3 field experts were taken and comparisons were made in terms of consistency.

3. Results

In this section, information about the views of the students of the Faculty of Sports Sciences on distance education during the pandemic period is given in general. This information, on the other hand, has been discussed in 5 sections as theoretical courses, applied courses, homework or projects, online exams and access to distance education. Also, students' views consist of 4 categories as strengths and weaknesses, opportunities, and threats of distance education with SWOT analysis.

Table 1. SWOT matrix for theoretical courses for distance education according to students' views

STRENGTHS	WEAKNESSES
▪ The abundance of lectures during the pandemic period (n=23) ▪ Adapting the learning process and make more effective (n=18) ▪ Recording of online (synchronous) courses and being able to access or watch them again when needed (n=13) ▪ Creating a classroom environment with online courses (n=11)	▪ Internet-based access problems (n=20) ▪ The inefficiency of interaction compared to face-to-face education (n=16) ▪ Only the visual and sound of the teachers are active in the virtual classroom (n=12) ▪ Having obstacles that cause perception to fall (n=11) ▪ Internet-based problems occurring during the course (n=8)
OPPORTUNITIES	**THREATS**
▪ Training institution managing this process well (n=19) ▪ Qualified academicians and interested in the process (n=17) ▪ Courses being treated as private courses due to individuals who do not attend the course (n=7) ▪ They have the access to record any course that they need and able to get back to it as much as they need (n=7) ▪ Getting information about the distance education process (n=5) ▪ The advantage for those who have personal communication barriers can express themselves more easily through messages (n=4) ▪ The university's observance of student rights (n=3) ▪ Written documents and documents being registered in the system (n=3) ▪ Gaining experience about the system (n=1)	▪ Students do not have their working environment (n=19) ▪ Lack of communication (n=16) ▪ Student's indifferent attitude towards the course (n=15) ▪ The emergence of a focusing problem for the course (n=14)

In Table 1, the views of the students participating in the study on the efficiency of the theoretical courses within the distance education system are listed as strengths, weaknesses, opportunities, and threats. As a result of the analysis, it was seen that the students gave 4 views about the strengths of the theoretical courses, 5 about their weaknesses, 9 about their opportunities, and 4 about their threats. Besides, the statements in which the students expressed the most views on the strengths, weaknesses, opportunities, and threats of the theoretical courses, respectively; "High efficiency of the courses according to the conditions of the pandemic period (n = 23)", "Internet-based access problems (n = 20)", "The education institution manages this process well (n = 19)" and "Students have a unique working environment. not having (n = 19)".

Table 2. SWOT matrix for applied courses in distance education according to students' views

STRENGTHS	WEAKNESSES
▪ Implementation of the hybrid system (n=47) ▪ Preparation of different plans and programs for graduate students (n=13) ▪ Processing theoretical course hours of applied courses by uploading documents (n=8)	▪ Online course practice is not taken as a basis in applied courses (n=32) ▪ Not allowing repetitions and training (n=28) ▪ Decreasing quality of applied courses compared to face-to-face education (n=16) ▪ Lack of knowledge about the branches for Sports students' (n=9)
OPPORTUNITIES	**THREATS**
▪ Planning the practical course hours face to face at a later date (n=48) ▪ Providing opportunities for researches in the field of application by giving homework and projects (n=32)	▪ The formation of negative thoughts of the society on individuals who are educated during the pandemic period (n=26) ▪ Lower scores in exams compared to face-to-face education (n=21) ▪ Documents uploaded by academicians to the distance education system are not examined by students (n=9) ▪ Making a midterm exam for the theoretical course hours of the applied courses (n=7) ▪ Worrying about the reliability of the information to be passed on to future generations (n=4)

In Table 2, the views of the students participating in the research on the efficiency of the applied courses within the scope of the distance education system are listed as strengths, weaknesses, opportunities, and threats. As a result of the analysis, it was seen that the students gave 3 views about the strengths of the theoretical courses, 4 about the weaknesses, 2 about the opportunities, and 5 about the threats. However, the statements in which the students expressed the most views on the strengths, weaknesses, opportunities, and threats of the theoretical courses respectively; "Implementation of the hybrid system (n = 47)", "Not using live course practice in applied courses (n = 32)", "Planning of face-to-face practical lecture hours at a later date (n = 48)" and "Education in the pandemic period formation of negative thoughts on individuals (n = 26)".

In Table 3, the strengths, weaknesses, opportunities, and threats stated by the students participating in the research regarding the assignments and projects given in the distance education system evaluation process are listed in items. As a result of the analysis, it was seen that the students gave 4 views about the strengths of the theoretical courses, 5 about their weaknesses, 5 about their opportunities, and 4 about their threats. Besides, the statements in which the students expressed the most views on the strengths, weaknesses, opportunities, and threats of the theoretical courses, respectively; "The knowledge obtained through research is permanent (n = 23)", "Not having technological tools and equipment such as computers and tablets (n = 26)", "Homework encourages individuals to study (n = 22)" and " being excessive and tiring (n = 25)".

Table 3. SWOT matrix for homework and projects given within the scope of the evaluation process in distance education according to the views of the students

STRENGTHS	WEAKNESSES
▪ The Permanence of the information obtained through the research (n=23) ▪ Reinforcement of course topics (n=20) ▪ It is more appropriate in terms of preventing behaviors such as cheating (n=17) ▪ Being able to distinguish between working and non-working students (n=12)	▪ Not having technological tools and equipment such as computers and tablets (n=26) ▪ Compelling and detailed homework (n=24) ▪ Information not being permanently traced and reused (n=12) ▪ Limited internet access (n = 9) ▪ lack of time (n=2)
OPPORTUNITIES	THREATS
▪ Homework encourages individuals to study (n=22) ▪ More useful in terms of time management (n=15) ▪ Learning how to conduct research (n=15) ▪ Understanding the importance of research and investigation (n=11) ▪ It is more suitable for those who do not have technological tools (n=1)	▪ Too much homework and tiring data (n=25) ▪ Lack of knowledge of students studying in applied departments in planning homework and projects (n=17) ▪ Homework being away from objectivity (n=12) ▪ Insufficient use of office programs (n=10)

Table 4. SWOT matrix for online exams conducted within the scope of the distance education evaluation process according to the views of the students

STRENGTHS	WEAKNESSES
▪ Online exams are more transparent and objective since they have only one correct answer (n=23) ▪ High discrimination in terms of planning questions with classifications such as easy, medium, difficult, and very difficult (n=17) ▪ Being equal and fair for every individual (n=15) ▪ Overlap with the exam system at a school (n=12)	▪ The student's participation in the exam with more than one person or a person who familiar with the subject (n=39) ▪ Systemic problems (internet-based infrastructure inadequacy, to the site access problem, of the system of gives an error code, the questions marked in the exam are not included in the system, expelling the student from the system during the exam, etc.) (n=30)
OPPORTUNITIES	THREATS
▪ Protection of students' rights and making make-up exams for problems arising from the system (n=25) ▪ Multiple choice questions (n=21) ▪ The exam has been scheduled (n=19)	▪ Anxiety about the difficulty of the exams (n=29) ▪ I worrying about accessing problems (n=26) ▪ Individuals who cannot attend the course ▪ ▪ s due to technological barriers will not pass the exams (n=8) ▪ Duration of online exams and lack of time (n=3)

In Table 4, the strengths, weaknesses, opportunities, and threats stated by the students participating in the study regarding the online exams in the distance education system evaluation process are listed in items. As a result of the analysis, it was seen that the students gave 4 views about the strengths of the theoretical courses, 2 views about their weaknesses, 3 about their opportunities, and 4 about their threats. Besides, the statements in which the students expressed the most views on the strengths, weaknesses, opportunities, and threats of the theoretical courses, respectively; "Online exams are more transparent and objective because they have only one correct answer (n = 23)", "The student participates in the exam with more than one person or a person who is knowledgeable about the subject (n = 39)", "Protection of students' rights and making make-up exams for problems arising from the system (n = 25)" and "Anxiety about the difficulty level of exams (n = 29)".

Table 5. SWOT matrix for distance education according to students' views

STRENGTHS	WEAKNESSES
▪ Providing the best conditions that can be applied during the pandemic period (n=17)	▪ Not every student to have not equal conditions and the principle of equal opportunity in education cannot be provided (n=21)
▪ The opportunity for every individual with an internet connection to access information with reliable and easy methods (n=14)	▪ Systemic problems occurred in the distance education platform (n=20)
▪ Trying to provide the quality of education with synchronous and asynchronous courses (n=12)	▪ Low efficiency in terms of motivation and communication (n=9)
▪ Easy to access distance education system via computer from technological devices (n=11)	▪ Financial insufficiency (n=9)
▪ Recording of live (synchronous) courses and being able to access or watch them again (n=10)	▪ Internet-infrastructure insufficiency (n=7)
▪ Having every individual's benefit from the right to education (n=2)	▪ Occasional malfunctions during online courses recordings (video recovery, loss of image and sound, etc.) (n=6)
▪ Having the benefits from a system that previously experienced in education and training during the pandemic period (n=1)	▪ System errors in the term of using a mobile device (n=3)
	▪ Individual shortage in using the distance education system (n=3)
OPPORTUNITIES	**THREATS**
▪ Composing of possibility to continue education by making certain of the health (n=23)	▪ Being away from the educational environment, educators, and friends, unsociability (n=14)
▪ Individual's ability to spare more time for herself and her family other than education (n=8)	▪ Adaptation problems (n=11)
▪ The rights of the students that got infected by Covid-19 to benefit from education (n=8)	▪ Exam anxiety caused by technical access problems (n=10)
▪ Opening the libraries for students who cannot access the internet (n=7)	▪ Information deficiencies revealed by the educator and the student in the use of technological tools (n=8)
▪ Understanding the values of freedom, the rights of education, friendship, and educators as well (n=5)	▪ Identifying university students as the lost generation by the society (n=8)
▪ Providing access to activities Symposiums, panels, etc. held by experts of the field on online platforms (n=4)	▪ Restriction of regular activities and freedom (n=7)
▪ Trying to raise awareness about home exercise programs (n=3)	▪ Cost of purchasing a new product such as computers and tablets (n=6)
▪ Opportunity to graduate for both working and students as well (n=2)	▪ Restrictions during the pandemic period cause psychological disorders (n=5)
▪ Social platforms, games, etc. for the use of educational purposes other than activities (n=2)	▪ Job responsibilities attributed by the family to the homeschool student (n=3)
▪ Following the preventive measures both families and society while students continue on education (n=2)	▪ Internet access problems (village, town, etc.) that occur with the change of residence (n=2)
▪ Being able to spend quality time preparing for the exams applied for the teaching profession (n=1)	▪ Lack of time management (n=2)
▪ Healthy and balanced diet while staying with their families (n=1)	▪ Students that attending online courses but not listening effectively (n=1)

Table 5 lists the strengths, weaknesses, opportunities, and threats of the distance education system from the perspective of the students of the Faculty of Sports Sciences. As a result of the analysis, it was seen that the students gave 7 views on the strengths of the distance education system, 8 on its weaknesses, 12 on its opportunities, and 12 on its threats. Besides, the statements in which the students mostly express their views about the strengths, weaknesses, opportunities, and threats of the distance education system are as follows. "Providing the best conditions that can be applied during the pandemic period (n = 17)", "Not every student to have not equal conditions and the principle of equal opportunity in education cannot be provided (n = 21)", "Composing of possibility to continue education by making certain of the health (n = 23)" and "Being away from the educational environment, educators, and friends, unsociability (n = 14)".

4. Discussion

This study, it was aimed to examine the views of the students of the Faculty of Sports Sciences on distance education with SWOT analysis, and the strengths and weaknesses, opportunities, and threats were evaluated. While making evaluations, ideas within the scope of "the efficiency of theoretical and practical courses, homework and projects, online exams and access to distance education" were taken into consideration. Following this purpose, the findings obtained from the participants are tried to be discussed, interpreted, and supported with the present research findings in the literature in this section.

When the statements of the students participating in the study regarding the strengths of distance education were

examined, it was reported that the distance education system had the most appropriate conditions that could be applied during the pandemic period. In the literature, some studies support this view, stating that it is an appropriate decision to implement distance education during the pandemic period (Kuzu, 2020). Besides, it was stated that the efficiency of the theoretical course was high in the education given, and the hybrid system was adopted in the applied courses. It was stated that the assignments and projects are given to ensure the interaction of the students to manage the process in the best way, to give time, and to solve the problems related to technological materials, made learning permanent. In online-timed exams, a single answer is correct, equal score distribution, etc. It has been stated that the evaluation is impartial and reliable due to the reasons. Accordingly, it can be thought that the distance education process is the most suitable alternative in terms of sustainability of education during the pandemic period. On the other hand, it can be said that academicians play an important role in the management of the synchronous and asynchronous courses and that the recording of the courses meets the expectations of the students. The claim that the attention of the educators to the process is effective and the education process can also be shown among the remarkable views. In the study of Genç, Engin and Yardım (2020), it was noted that graduate students expressed their views on the supportive attitudes and competencies of instructors in the process of distance education.

In another finding of the study, according to the views of the weaknesses of distance education, it was stated that individuals could not benefit from education with equal opportunities due to reasons such as internet access, insufficiency of technological tools and equipment, and the systemic problems experienced negatively affected education. In the study conducted by Başaran, Doğan, Karaoğlu and Şahin (2020), it was reported that distance education has beneficial aspects, but the system should be developed for reasons such as restriction of interaction and individual differences. And also, it was noted that some educators and students had insufficient use of information technologies. It is stated that communication is one-way in terms of the efficiency of the theoretical courses and therefore is limited, when the efficiency of the applied courses was examined, it was stated that accessing information from the documents was tiring and caused ambiguity. Besides, for computers, tablets, etc. It has emerged as a problem that students who do not have materials have difficulty in doing homework and projects. Additionally, it was asserted that when online exams are applied instead of homework, the risk that experts in the field or more than one student can apply the exams cannot be prevented and this situation does not provide equality. The reasons for these circumstances; comparison of distance education with face-to-face education system can be listed as the individuals' lack of equal financial and moral opportunities. Türküresin (2020) expressed the disadvantages of distance education in six categories as "Permanent Learning", "Problems Arising from Measurement and Evaluation", "Disciplinary Problems", "Internet Problems", "System Problems" and "Lack of Interaction".

It was stated that in line with the perspectives of the students of the Faculty of Sports Sciences regarding the opportunities of distance education, precautions were taken for each individual to benefit from their education and health rights, and institutions and organizations strive to shape the conditions by considering the rights of the students. In the study conducted by Özdoğan and Berkant (2020), it was noteworthy that within the scope of the advantages of distance education, it is independent of time and place, the courses can be watched repeatedly, the educational needs can be met during the pandemic period, and the protection conditions for the transmission of the disease are stated. In addition to this, in terms of the efficiency of the theoretical courses, the institution officials managed the process well. It has been observed that the preference of the hybrid system by postponing applied courses to a later date is considered as an opportunity for students. It can be said that homework and projects directed students to research, and problems experienced in online exams were eliminated with compensation programs. Based on this information, it can be said that there is an effort to create a democratic environment and trust and consistency in education among students, academics, and administrators. Besides, it can be thought that steps have been taken to manage the education process effectively. Unlike this finding of the research, Stoller (2020) drew attention to the issues of gaining experience in the use of virtual teaching and virtual learning strategies regarding the opportunities of distance education and innovation in education.

When the views of the participants about the threats of distance education were evaluated, it was stated that the continuous increase in the number of patients during the pandemic period triggered the restrictions, the individuals remained away from the educational environment and became asocial. Şen and Kızılcalıoğlu (2020) also stated that in parallel with this finding, distance education prevents socialization and that students are deprived of the connection they establish with academicians. Further, the emphasis has been placed on the subject that the environment is effective in terms of the education and process received, and it has been stated that individuals who do not have a working environment have difficulty in the process. In line with the views of the students, the reason for this circumstance can be attributed to the fact that individual and environmental

needs are an obstacle to the education process during this period. Individual deficiencies can be listed as the basic needs of the students in the distance education process, such as not having a study room, not having a computer, smartphone, or internet access. Besides, it can be said that society's beliefs that university students who receive education during the pandemic period will fail in the future pose psychological a threat to the next generation of teachers.

5. Conclusion

As a result, it was determined that during the pandemic period, the distance education process was preferred in terms of continuing education, many individuals made efforts to survive this period healthily, and specific and applicable plans and programs were created for the pandemic period. In addition to these, it has been determined that there are negative aspects as well as positive aspects, lack of knowledge about technological tools and equipment, psychological barriers occur, and difficult situations are experienced in the process due to restrictions in interpersonal communication. Despite the development and change of technology, problems related to internet access are still on the agenda in the modern age and the emergence of material and moral deficiencies in providing tools and equipment.

One of the striking results of the study is that the statements about the negative aspects of distance education are more than the positive ones. The reason for this situation can be explained by the fact that individuals limit their views towards positive thoughts while expressing negative thoughts easily both in daily life and in education. Therefore, the lack of constructive behavior and the negative amount of critical attitude drew attention. Thus, it is thought that it is important to strengthen verbal expressions to ensure the development of individuals who will shape the next generations and to increase the quality of society, and raise awareness for expressing beautiful things, events, facts, or objects.

6. Suggestions

With the current circumstance revealed as a result of the research, the strengths and opportunities of the distance education system can be evaluated in a good way and complementary studies can be carried out to improve the weaknesses and eliminate threats.

To eliminate the deficiencies related to information technologies, it may be suggested to create in-service training programs and to raise awareness on the subject with seminars and conferences. Besides, it may be possible to increase the technology-related courses in the curriculum.

In virtual classroom applications, it may be suggested to develop the infrastructure and programs to ensure student-teacher interaction, to prevent information theft, and to ensure justice in online exams.

It can be suggested to examine the views on the usability of information technologies in applied sciences. The perspectives of academicians, students, and parents towards distance education can be compared.

7. Limitations

This research is limited to a single university in the field of Sport Sciences Faculty. Besides, the ideas of the students of the Faculty of Sport Sciences towards distance education were examined in a SWOT analysis.

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