

Opinions of the faculty of sport sciences students on the changes in education system during COVID-19 pandemic: A qualitative research

Eren Uluöz

Faculty of Sport Sciences, Çukurova University, Adana, Turkey.

Accepted 21 July, 2020

ABSTRACT

Coronavirus disease 2019 (COVID-19) is defined as illness caused by a novel coronavirus now called severe acute respiratory syndrome. The only common thing to be evaluated in the flu category is that it is caused by the virus. The diseases have caused serious health problems and social problems throughout the world. The aim of this study is to determine the opinions of the faculty of sport sciences students about the changes in the education system during COVID-19 Pandemic. Case Study Pattern, one of the qualitative research methods, was used in the research. The data were collected virtually by interview method. The sample of the study consisted of 18 students studying at the Faculty of Sports Sciences of Çukurova University (Male: 13, Female: 5). Descriptive content analysis method was used to analyze the data. The data summarized and interpreted through descriptive analysis, coded themes and sub-themes were created. Subjects such as "the opportunity to watch the lesson again", "Protecting health", "Ease of focus", "Exam advantage", "Ease of access for students with disabilities", "Facilities provided by the university administration", "encouraging research" are positive opinions about distance education. Conditions such as "Problems in the Distance Education Infrastructure", "Lack of Education Face to Face", "Negative Emotion due to Pandemic", "Exam Anxiety" were found as negative findings. As a result, it is seen that the distance education system is advantageous in some aspects and disadvantageous in some aspects due to the COVID-19 pandemic. The solution suggestions presented for the elimination of problems in the distance education system are as follows, both in our study and other studies in the literature. "Improving distance education infrastructure", "Using web-based additional applications", "Assigning homework instead of exams, being fair in grading", "Exemption and adding additional courses to accelerated programs", "Producing solutions for increasing efficiency in practice classes", "ensuring ease of transportation", etc. We think that the state institutions should take the necessary precautions by considering the solutions based on scientific studies.

Keywords: COVID-19, pandemic, sports faculty, students, distance education.

E-mail: erenuluoz_333@hotmail.com.

INTRODUCTION

In the last months of 2019, a new virus has emerged in Wuhan, China, which will affect the whole world. Although the source of the virus is thought to be the live animal market in the Hubei region, some studies suggest that the virus has already appeared and may have spread in crowded areas (Yu et al., 2020). The virus was called SARS-CoV2 because it is from the same family as

SARS-CoV and MERS-CoV. The disease caused by the SARS-CoV2 virus was defined as COVID-19 (World Health Organization (WHO), 2019). Highly contagious pathogens, called SARS-CoV and MERS-CoV, are both viruses related to the coronavirus family. Both viruses are thought to be bat-derived (Cui et al., 2019). All coronaviruses are known to have an effect on the

respiratory system in both animals and humans. The clinical findings of the SARS-CoV and the group of SARS-CoV2 viruses, which belong to the same family as MERS-CoV, are largely compatible with SARS-CoV and MERS-CoV (Ksiazek et al., 2003).

COVID-19's clinical findings are usually high fever, dry cough and difficulty in exhaling (Yang et al., 2020). However, only 43.8% of those who got the disease showed signs of high fever in the early stages of the disease. While 85% of those who got the virus survived the disease slightly and did not need any medical support, 8% of those who survived the disease more heavily had breathing difficulties. This situation suggests that asymptomatic people who do not show symptoms of the disease carry the disease quietly for a longer period of time and even have a high potential to spread it around. However, the variety of symptoms observed increases with the spread of the disease to millions of people worldwide and the increase of academic studies on the subject. In the reports published by the U.S. Center for Disease Control and Protection (CDC), the main symptoms of the disease, chills, recurrent tremor attacks with chills, severe headache, sore throat, and finally loss of taste and smell. The analysis conducted by WHO on 56 thousand COVID-19 patients in February also supports that the disease causes muscle pain. The emergence of all these symptoms with the flu virus experienced every winter made it very difficult to diagnose the disease (Guan et al., 2020). Shortly after the virus emerged and spread rapidly all over the world, it was declared a pandemic by the World Health Organization (WHO), and this led to the creation of new living conditions that changed life throughout the world. With this virus, whose effects we have just started to understand, humanity has entered a new era. Almost all countries of the world have closed their border gates to other countries in order to be isolated from the virus. According to one of the reports published by WHO and constantly updated, more than 3.5 million people were affected by this virus and were diagnosed with disease at the beginning of May. Approximately 250 thousand people lost their lives (WHO, Situation Report, 2020).

While the negative effects of the virus in the field of health are spreading rapidly, secondary effects are also seen in the economic and social fields. In many parts of the world, governments have been severely restricting social and economic life to prevent the spread of the virus. At the beginning of these practices is the banning of activities such as social distancing, avoiding unnecessary travel and gathering in crowded groups. In almost all countries, all activities such as sports competitions (Türkmen and Özsari, 2020), concerts, social events, crowded walks etc. have been postponed. All of the businesses that have the capacity to serve many people at the same time, such as hotels, hostels, restaurants, bars, cafeterias, have to be temporarily closed. These changes occurring in social life also

manifested itself in the education system. Schools and universities in more than 150 countries are intended to contribute to reducing the spread of the virus by entering distance education. According to the report published by UNESCO, the education of 72% of the world's student population was negatively affected by this temporary closure decision for schools and universities. Due to the epidemic, education face-to-face education was interrupted in many countries around the world. State administrations have switched to the distance education system by overcoming the first shock. However, the transition to distance education in many countries was quite troublesome. Because when the epidemic started, schools were open in many countries and trying to switch to distance education quickly caused serious problems (Demuyakor, 2020; Setiawan, 2020). In this context, the aim of this study is to determine the opinions of the students of the sports sciences faculty about the changes in the education system during the COVID-19 pandemic.

MATERIALS AND METHODS

In this section, the method of the research, defining the sources of the data obtained in the research, the data collection tools used in the research, the sample of the research, the performing processes of the research and data collection procedures, analysis of the qualitative data were described.

Research design

In this study, qualitative interview method is applied. A different quality of research technique is needed to examine the emotions and thoughts of a social entity such as human beings, time and place that vary from one person to another. If the reasons of the person's behavior and the opinions or feelings on any subject are desired to be learned due to the above reasons, the most appropriate method is to go to the person and get information from him. It is possible to learn his thoughts, feelings or opinions more accurately with free answers to open-ended questions. In this context, 'interview' can be proposed as a research technique that will provide data of different quality and depth compared to other methods. Interview as a research technique is a controlled and purposeful form of verbal communication between the researcher and the person who is the subject of the research (Cohen and Manion, 1994). The aim of the research is to systematically learn, understand and define the subjective thoughts and feelings of the person by managing questions about the subject of the research. Kvale (1996) tried to explain this process with a miner's metaphor. The interview process can be compared to that of a miner's in-depth excavation to search for mines. Just like a miner excavating to find a precious mine, a

researcher tries to identify and learn the results, people's way of thinking, perceptions, thoughts, feelings and comments through these systematic questions (Türnüklü, 2000).

Sample of the research: 18 students who volunteered in Faculty of Sport Sciences, Çukurova University in the academic year of 2019-2020 participated voluntarily. The average age of students was found to be 21.25 ± 1.14 .

Data analysis procedure

Support was received from experts in qualitative research for the healthy planning of processes such as the planning of the research, the data collection process, the analysis of the data, the coding and theming processes, the discussion and the interpretation. Since expert and colleague confirmations are closely related to the reliability and validity concepts in qualitative research, support from these experts has been continuously received from the design process of the research to the conclusion. Content analysis was applied to the findings obtained from the interview. In the content analysis, the collected data should be placed in a certain concept. It has been reported that the determined concepts should be organized in a logical manner and appropriate themes should be created (Şimşek and Yıldırım, 2011). During the coding of the data, the researcher tried to analyze the results obtained and to divide this data into intermediate result sections and to determine what each section conceptually means. During the discovery of the themes, the words that could be the code and the synonyms of these words were found and the similar ones were brought together and a preliminary preparation was made for the contact coding process. In the subsequent thematic coding process, attention was paid to the phenomenon of internal consistency and external consistency. In internal consistency, care has been taken to create a meaningful whole of the data under the created theme. In external consistency, it was attempted to explain all the themes created in a meaningful way as a result of the research. In order to achieve this, the codes assigned to the themes by the researcher were read at different times. Items that do not comply with internal and external consistency are removed from the themes. The same process was repeated by a researcher who is experienced in qualitative research and the margin of error was tried to be minimized (Şimşek and Yıldırım, 2011).

Research procedure and ethical measures

According to Bogdan and Biklen (1998), two basic ethical concepts are generally mentioned in scientific research. These are the principles of "volunteerism" and "confidentiality of information and findings about the

participants or materials involved in the research". In this study, the students who participated in the research for the principle of "volunteering" were informed about the research subject. Volunteers who want to participate in the research are included in the study. In order to ensure the principle of "confidentiality of information and findings belonging to the participants of the research", the real names of the participants were kept confidential in the interview records and the findings were presented by giving numbers during reporting. The findings were presented as numerical data or descriptive inferences, and the true identities of the participants were kept confidential. In qualitative research, it has been reported that the probability of encountering problems related to ethics is higher and more serious (Hitchcock and Hughes, 1995; Punch, 2005). In this context, the ethical measures taken throughout the research can be listed as follows:

- Participants were informed about the purpose of the research, the role of the researcher, the way the research was conducted. In the light of this information, students who volunteered to participate in the research were included in the study.
- Creswell (2003) and Yaşar (2006) reported that disclosure of participants' information, personal thoughts, professional knowledge and information about their private lives may cause difficulties in the lives of the participants. For this reason, they reported that the identity of the participants should remain confidential. In this context, the personal information of the participants in the data collection, data analysis and all other processes and the findings obtained were kept confidential.
- In the research, measures such as "participant confirmation" and "expert review" were used during data collection, analysis and reporting for validity and reliability.

RESULTS

As a result of the analysis of the findings obtained in the research, the opinions of the students studying in the faculty of sports sciences during the pandemic process were presented through coding and theming from text transcripts. As a result of the study, it was seen that the themes were gathered under 3 main titles. "Code X Theme" tables are given below. "Positive opinions", "negative opinions" and "suggestions and alternative opinions" are the main themes. In Table 1, the primary code and theme table regarding the positive thoughts about the pandemic period are given.

As seen in Table 1, subjects such as "Possibility to watch the lesson again", "Protecting health", "Ease of focus", "Comfortable exam", "Easy access to education for students with disabilities", "Facilities provided by the

Table 1. Codes and themes related to positive opinion.

Themes	Codes
Decreasing costs	Decreasing in transportation costs Decreasing in self-care expenses Decreasing in accommodation expenses such as rent and dormitory fees Decreasing in copy, book and stationery expenses
Opportunity to watch the lesson again and ease of focus	Watching the lesson again at different times Re-watching the sections that are not understood Mastering the overall integrity of the course Watching the lesson while mentally ready Course follow-up in an environment away from crowded classroom environment Course follow-up in the comfort of home
Protecting health	Protection from COVID-19 Protection from other infectious seasonal diseases Increased health awareness
Comfortable exam advantage	Relaxed and unsupervised exam Easier exams for teachers Open exam benefits
Easy access to education for students with disabilities	Elimination of transportation difficulties Not being exposed to physical barriers in transportation
Facilities provided by the Government and university administration	Flexibility in absenteeism Flexibility in make-up exams Continuous information Flexible decision mechanism according to changing situations
Encouraging research	Students research more with homework

Government and university administration", "Encouraging research" reflects their positive opinions about education. In Table 2, the primary code and theme table related to the negative processes related to the pandemic process are given.

As seen in Table 2, "Concentration problem", "Lack of technical equipment", "Systematic insufficiency in the distance education system", "Internet outage / absence / insufficiency", "Asocial education environment", "Difficulties in asking questions and getting answers to the lecturer", "Decreasing in lesson hours", "Adaptation problems to new conditions", "Extreme flexibility in educational components", "Cheating risk in the exam", "Worsening of the course contents", "Lack of practical lessons", "Injustice in exam and homework evaluation", "Problems related to decreased physical activity", "Injustice in attendance / absenteeism", "Problems of students with visually handicapped" were negative situations related to distance education. In Table 3, the primary code and theme table on the pandemic process

suggestions and alternative opinions are given.

As can be seen in Table 3, "Improving systemic possibilities", "Continuing distance education", "Providing Internet quota support by the Government", "Fair evaluation request for exam scores and absenteeism", "Improving the duration of the courses", "Performing practice lessons", "Abolition of distance education", "Promising and rewarding students with high class participation" were suggestions and alternative opinions on distance education.

DISCUSSION AND CONCLUSION

When the findings of the research are analyzed, it is seen that the opinions of the students of the sports sciences faculty on the transition to distance education due to COVID-19 pandemics are gathered under three main headings. "Positive opinions", "negative opinions" and "suggestions / alternative opinions" are the primary

Table 2. Codes and themes related to negative opinion.

Themes	Codes
Concentration problem	Loss of concentration in the lesson Thoughtfulness Focusing problem Lack of attention
Lack of technical equipment	Computer absence Low computer capacity Hardware or software deficiency
Systematic insufficiency in the distance education system	Disconnections Systematic disruptions and pauses Freezes in screen sharing Students not being able to attend the class
Internet outage / absence / insufficiency	Insufficient Internet quality Lack of Internet Quota overflow Financial impossibilities
Asocial education environment	The absence of social communication Decrease in friendship relations Lack of communication
Difficulties in asking questions and getting answers to the lecturer	Difficulty asking questions during the lesson Difficulty getting answers during the lesson
Decreasing in lesson hours	Decreasing in lesson hours Decreasing in lesson time due to problems in the distance education system
Adaptation problems to new conditions	Not being able to adapt to distance education Monotonization in Education
Extreme flexibility in educational components	Disciplined conditions
Cheating risk in the exam	Injustice due to individual cheating Injustice due to collective cheating Unchecked against cheating
Worsening of the course contents	Decreasing in course contents Quality problems in course contents
Lack of practical lessons	Lack of practical lessons Students' feeling of lack of practical lessons
Injustice in exam and homework evaluation	Subjective evaluation of homework Injustice in open-ended exam grades
Problems related to decreased physical activity	Practical lessons cannot be held Decreasing in daily mobility Getting fat

Table 2. Continues.

Injustice in attendance / absenteeism	Legal uncertainty about absenteeism Malicious approaches
Problems of blind students	Insufficiency in the exam Times Having exams under the same conditions as students without disabilities Distance education system not specific to disabled students

Table 3. Codes and themes related to suggestions and alternative opinions.

Themes	Codes
Improving systemic possibilities	Development of software used in the distance education system Enabling student participation
Continuing distance education	Financial advantages Health protection advantages Psychological advantages Exam / homework advantages Ease of focus
Providing Internet quota support by the Government	Providing students with an internet quota for distance education Invoice payment support for students who are not financially competent
Fair evaluation request for exam scores and absenteeism	Fair evaluation request for open-ended exams Fair evaluation of homework Clarification of absenteeism
Improving course times	Extending the duration of the lessons Additional course opportunities
Performing practice lessons	Performing practical lessons by taking health precautions Increasing the number of practice courses
Abolition of distance education	Difficulty focusing Lack of communication Lack of practical lessons Difficulty in participating in the course Lecturer-oriented system Injustice in giving exam scores
Promising and rewarding students with high class participation	Giving the topics of the next week Giving the right to speak to the willing students who have studied the subject of that week Giving extra points to students who attend the courses

themes that emerged in this study.

In this study, the topics such as "Possibility to watch the lesson again", "Protecting health", "Ease of focus", "Comfortable exam", "Easy access to education for

students with disabilities", "Facilities provided by the Government and university administration", "Encouraging research" reflect the positive opinions of the students about distance education. When the literature on the

subject is examined, it is seen that some researchers examine the subject through the synchronous and asynchronous models. Some researchers reported that synchronous distance education creates “Real-time discussion and brainstorming environment”, “Instant feedback can be given when any problem is encountered”, “Less isolated because the student is in the group”, “Eliminates the location-related barriers”. The advantages of the asynchronous model, “Eliminating the place and time obstacle”, “Providing everyone with the opportunity to participate in education”, “Making education international,” “Participation of the student in the way they want”, “Increasing participation of students with shy, poor communication aspect” (Demir, 2014; Midkiff and DaSilva, 2011; Taylor, 2002). Similar results have been reported in all studies in general. Likewise, in a study on the students of the sports department, the distance education “being traceable regardless of time and place”, “to be able to “get education more easily” It has been reported to have advances in subjects (Ekiz, 2020). This study shows similarities with our study in these aspects. In our study and the studies in the literature, the positive statements of the students are as follows:

Examples from the positive opinions in our study;

“I think distance education has a positive aspect like this. Research topics and assignments were given in many lessons. This inevitably helped us learn the information more permanently by researching, rather than temporarily memorizing the subjects of that course.”

“The distance education system passed while in the pandemic process worked flawlessly. We can say that our country tried to give education in this system for the first time with so many students. However, I think the system works flawlessly. I can say that this system was actually more comfortable for students and teachers. For example, it helped the student economically. For example, students coming from outside the city have stayed at home and attended classes. In addition, during the distance education, the student had the opportunity to watch the subject he did not understand in the lesson after the lesson was over. Frankly, we were all wondering how the exams would be in this system. However, the system is operating flawlessly for me and I can say that the Republic of Turkey was able to distance education system. I think this system is very beneficial for both the student and the teacher in this process and in the upcoming processes. I hope to keep training on this system, taking into account the risk of COVID-19 in the future.”

“I think that the positive aspects in the distance education system are more than the negative aspects in terms of lessons. For example, in the distance education system, the student was very economically comfortable. For example, a student living in Istanbul but studying in Adana attended classes in his own home without having to come to Adana. In this way, I think that the information

received from the course has increased. For example, instead of teaching in classes of 80-90 people, everyone attended the classes by listening to the teacher on their own screen. However, lessons were held without the crowd and noise of the class of 80-90 people. The noise that students made among them necessarily affected the course flow. However, this has disappeared in the distance education system, and by listening to the student teacher, he gained more efficiency from the lessons. Moreover, he learned the subject by watching the lecture video again after the lessons he missed or did not understand. In addition, I think that accessing the system both from computer and mobile phone eliminates the suffering of students who do not have a computer. After all, if there was only a system entered from the computer, many students would be victims.”

“It is a great advantage for us that we have the chance to archive videos in distance education and to watch the topics that the instructors later recount. It is also very comfortable that we can access the lecture notes.”

Serçemeli and Kurnaz (2020) reported some examples of positive opinions in their study as follows:

“I don't have to search for lecture notes. Life is safer at home in online education, it makes me happy not to be at risk”.

“I concentrate better, use time better, I can watch the places I don't understand in the lessons again and again”.

“It is not possible to be late for class at 9 in the morning”.

“With this system, information is learned better. It's nice to be able to watch the video replay whenever we want”.

“It is great that our teacher told us the lesson live”.

“It is good that homework makes us more active”.

“Homework enabled more research on a subject”.

“I replay the video when there is something I don't understand”.

“Time saving, repeatable, easy to access electronically”.

“The question we asked is that our teacher answers instantly. The fact that the whole class is in the online course at the same time and we feel like the classroom environment”.

“I think he is more focused on research”.

Ekiz (2020) reported some examples of positive opinions in their study as follows:

K1: “The concept that distance education expresses to me is to continue education from home without going to school.”

K6): For me, distance education is a gift that the country applies to young people who are educated in difficult times.

K8: Distance education creates convenience and convenience. The first thing that comes to my mind is to lie on my bed and listen to the lesson.

K11: The first thing that comes to my mind about distance

education is help. I think it is a very useful system for people who cannot attend face to face lessons.

K19: In a situation that prevents us from taking face-to-face lessons, it is the lessons we take through devices such as computer television or telephone in order not to disturb the lessons. The thing that comes to my mind is to continue education

As seen in all three studies, the students expressed their positive opinions about the distance education system for reasons such as maintaining health, being economical, and eliminating time and space dependency during the pandemic process. Due to these advantages, it can be said that there is a positive view to the distance education system as a general trend especially in theoretical lessons. In addition to these positive opinions, negative opinions were also reported. In our study and the studies in the literature, the negative statements of the students are as follows:

Examples from the negative opinions in our study;

"When many classes and students enter the distance education system at the same time, disconnection is very troublesome due to density"

"While the lecturer was teaching the video, there was a problem sharing the screen or the videos were viewed in poor quality. There is a problem in this way and this is a disadvantage in practice classes or elective courses (example: tennis, modern dance)"

"Frankly, I don't think distance education has a positive aspect for us. Because the course and follow-up in the virtual environment can never be provided. Apart from that, there is an obligation to continue, but we are considered to have continued when it was archived and watched again, and most of us, including me, open the video from the archive and then close it immediately. I want to state by honestly participating in the research that unfortunately, this is the way."

"My distance education system caused difficulties due to the course. Too many teachers had difficulty connecting. The number of weeks we studied in some lessons was less than the others. There should be no problem in the system due to the connection of teachers. Students can then watch and listen to the lesson. So the main thing is the lecture video. The assignment loading part in the system made me very logical. I think the homework given leads us to research more. At least that was how it was for me. If too many students entered the exam at the same time, the system could be dull. "

"Some lecturers' computer use was very bad. We had a hard time reaching some teachers. I think some of the lecturers grade it without reading the homework. Because there was 25 points difference between two students doing the same homework"

"I think that the negative aspects of switching to distance education during the pandemic process are slightly more than the positive aspects. This is somewhat related to the seriousness of the work done. While having

a very productive lesson with the lecturer who is prepared for online education, the efficiency has decreased a lot when only the unprepared lecturers who read skate have taught."

"The time I spent on physical activity decreased and I had mental difficulties. I was actively doing sports before my pandemic. However, because I stopped the sport suddenly, because of the decrease in the endorphin secretion, I had a lot of psychological depression, but now I'm fine. "

"Even those who do not work in distance education, especially in exams, achieve high points and succeed in lessons. In my opinion, it was unfair to people who made an effort. Some students have suffered the lesson, played games or watched movies, we all know that. I really don't think it can be productive except for the employees. Homework was given, but students who gave the same homework by changing their names were given different points. I have many friends who suffer from this issue. This shows that teachers give points without reading homework."

"Since the internet infrastructure in our country is not everywhere at the same level and at high speed, freezing in the system was a big problem when there was any document transfer or screen sharing. This was the biggest negativity I had during the pandemic process."

"First of all, there were friends who did not have computers or had difficulties in telephoning. Therefore, they could not do the homework given. "

"It would be better to do our sports branch lessons in the hall. I do not think that we will benefit from our branch lessons from computer"

"My teacher, my school is over, but my only problem with my visually impaired friends and me was the insufficient exam periods"

"It was not very good to switch to distance education because of the pandemic. Distance education does not encourage students to attend classes. I had a desire to work in face to face education. However, there is no such desire in distance education. It is as if we are expecting to graduate from school."

Serçemeli and Kurnaz (2020) reported some examples of negative opinions in their study as follows:

"Lecture notes are sometimes long and difficult to write. There is no possibility to print. There are problems on the internet. There are too many homework. There are both exams and homework in some classes. In this process, we are not psychologically comfortable in days when it is not clear what our tomorrow is. Homework is very overwhelming when it comes to them".

"It is troubling that visas and finals are in a virtual environment. In the current situation, everyone's psychology is bad and it is not very efficient to solve questions by looking at the phone".

"We moved away from the friendly environment".

"We were nerdy, I miss my friends".

"A cold environment away from information sharing and sincerity from distance education".

"There's a lot of distraction. Internet-related problems are experienced. Since the attendance cannot be actively provided, the information is not in our minds. It is difficult to relate it to daily life as we cannot ask questions and reinforce the issue".

"Because we are not at school, we have jobs at home and we cannot attend the classes regularly".

"I don't have internet access. I have difficulty understanding the lesson from the slides. Getting a high grade from the exam does not mean that I fully understand the subject. I am a fan of face to face education".

"Both exams and homework are not correct. Most teachers do like this. Moreover, quiz + too many homework + exams are also done. Most of us don't have enough technological opportunities. It gets really tiring. Our teachers give excessive homework and it is difficult to do the homework given by some teachers. We cannot even find the homework answers in the lecture notes. The homework given and the exams are really stressful".

Ekiz (2020) reported some examples of negative opinions in their study as follows:

"K2: "It was absolutely inefficient. I personally couldn't watch the whole thing because I don't have internet. What I could watch was not completely in my mind. I think that face to face expression would be better. "

K3: The distance education system was not efficient and useful. Because I had difficulty entering the system many times. The system was giving an error. I understood from my difficulties in the homework that I had problems in the practical parts of some lessons that the lessons were not very efficient. I watched my classes regularly for a while. But then I couldn't watch it regularly. In the early days, teachers loaded lessons day by day, but later on they were disrupted. The internet was gifted but not used in the distance education system. "

"K6: In this process, it was unavoidably comfortable since we were in our homes. I do not believe that this period was as efficient as at school. But that doesn't mean the system is bad. I think that because we are at home, the seriousness at school never happens. Many of our lessons are applied in our department, and we proceed with just watching and reading and taking notes. There is an issue like this; of course, we had to be in class during school hours. But now it is not easy to put it in order because there is no such obligation."

In another study in which negative opinions about distance education are discussed collectively, the following review and opinions are included (Kürtüncü and Aylin, 2020):

a. Problems in Distance Education Infrastructure: Almost all students expressed problems arising from the

university's distance education infrastructure. The students stated that many students entering the system at the same time weakened internet access and the system did not remove this situation. Some of the statements of the students on this subject were as follows:

"Although I try to follow the lectures from the forum, I am having trouble following the Learning Distance System page because it is not automatically refreshed and frozen." (3rd year student)

"Learning Distance System does not remove all students at the same time. This causes us to miss the lessons. " (2nd year student)

b. Lack of Education Face to Face: Having practical parts of nursing education was one of the most important issues affected by the pandemic. The students complained about not being able to learn by making one-to-one practice due to the closure of schools and their absence from clinics. Some of the statements of the students on this subject were as follows:

"Staying away from the application area prevents us from learning on the field." (1st year student)

"I don't think the distance education system is the right choice for the nursing department." (4th year student)

"I feel the lack of face-to-face communication." (1st year student)

c. Lack of Possibility: Some of the students stated that they could not follow the course with distance education due to reasons such as economic reasons, residential area and lack of internet and computer at home. Some of the statements of the students on this subject were as follows:

"I was unable to attend some classes because I was staying in the village and interrupted from time to time. Even though the internet is sometimes very slow, I had difficulty following it." (1st year student)

"I have a brother at home, our lessons overlap. We have to use the computer. (3rd year student)

"We hurriedly had to leave our dormitories. My computer stayed in the city I was reading, and the internet is not connected in my home. I try to continue on the phone and on my own internet. However, it is very difficult. I'm having trouble with homework because I don't have a computer. " (2nd year student)

d. Negative mood brought by a pandemic: Most of the students stated that they had difficulty in following the lessons because they had difficulty in dealing with moods such as anxiety, stress, and current condition. Some of the statements of the students on this subject were as follows:

"When I have concerns about my family and myself, an

exam stress is added to it. I'm afraid that the scholarship he received will be cut. My father cannot work anyway during this period. In addition, the risk of my scholarship being cut affects me negatively." (3rd year student)

"Some people around me got COVID-19 disease. I am always at risk of getting sick. We live at home with my grandmother and my grandmother, and I meet every need of the house from the outside." (2nd year student)

"I cannot study because I am psychologically affected." (1st year student)

e. Exam Anxiety: Almost all of the students take the exams to be held with distance education system.

He stated that they could not trust and that they could get lessons by taking a low grade. This is your students some of the statements on the subject were as follows:

"I have difficulty in attending the class and the system crashes when many people enter. We will be exam from the internet, the system will crash and if the internet connection goes, the probability of getting low from the lesson is very high." (2nd year student)

"I think that even if there is a face-to-face exam, the students who work in remote exams can be wasted when the copy cannot be prevented." (3rd year student)

As can be seen from the studies in which the sample views are given above, a wide variety of negative views about distance education have been stated. We think that different negativities in different studies are caused by different distance education software and application differences used by universities. However, problems such as "difficulty concentrating", "discipline problems", "technical difficulties", "problems in practice lessons", "lack of communication", "exam and homework anxiety" have been reported in almost all studies.

As a result, it is seen that the distance education system is advantageous in some aspects and disadvantageous in some aspects due to the COVID-19 pandemic. The solution suggestions presented for the elimination of problems in the distance education system are as follows, both in our study and other studies in the literature. "Improving distance education infrastructure", "Using web-based additional applications", "Assigning homework instead of exams, being fair in grading", "Exemption and adding additional courses to accelerated programs", "Producing solutions for increasing efficiency in practice classes", ensuring ease of transportation, etc. We think that the state institutions should take the necessary precautions by considering the solutions based on scientific studies.

REFERENCES

- Bogdan, R., and Biklen, S. K. (1998).** Foundations of Qualitative Research in Education. Qualitative Research in Education: An Introduction to Theory and Methods.
- Cohen, L., Manion, L., and Morrison, K. (1994).** Educational research methodology. Athens: Metaixmio.
- Creswell, J. W., Plano, C. V., Gutmann, M. L., and Hanson, W. E.**

- (2003). Advanced mixed methods research designs. Handbook of mixed methods in social and behavioral research.
- Cui, J., Li, F., and Shi, Z. L. (2019).** Origin and evolution of pathogenic coronaviruses. *Nature Reviews Microbiology*, 17(3): 181-192.
- Demir, E. (2014).** Uzaktan Eğitime Genel Bir Bakış. *Dumlupınar University Journal of Social Science/Dumlupınar Üniversitesi Sosyal Bilimler Dergisi*, (39).
- Demuyakor, J. (2020).** Coronavirus (COVID-19) and online learning in higher institutions of education: A survey of the perceptions of Ghanaian international students in China. *Online Journal of Communication and Media Technologies*, 10(3): e202018.
- Ekiz, M. A. (2020).** Beden Eğitimi ve Spor Yüksekokulu Öğrencilerinin Karantina Dönemindeki Uzaktan Eğitim İle İlgili Görüşleri (Nitel Bir Araştırma). *Spor ve Rekreasyon Araştırmaları Dergisi*, 2 (Özel Sayı 1), 1-13.
- Guan, W. J., Ni, Z. Y., Hu, Y., Liang, W. H., Ou, C. Q., He, J. X., and Du, B. (2020).** Clinical characteristics of coronavirus disease 2019 in China. *New England Journal of Medicine*, 382(18): 1708-1720.
- Hitchcock, G., and Hughes, D. (1995).** Research and the Teacher: A Qualitative Introduction to School-Based Research. Psychology Press.
- Ksiazek, T. G., Erdman, D., Goldsmith, C. S., Zaki, S. R., Peret, T., Emery, S., and Rollin, P. E. (2003).** A novel coronavirus associated with severe acute respiratory syndrome. *New England Journal of Medicine*, 348(20): 1953-1966.
- Kürtüncü, M., and Aylin, K. (2020).** COVID-19 Pandemisi Döneminde Hemşirelik Öğrencilerinin Uzaktan Eğitim Konusunda Yaşadıkları Sorunlar. *Avrasya Sosyal ve Ekonomi Araştırmaları Dergisi*, 7(5), 66-77.
- Kvale, S. (1996).** Interviews: an introduction to qualitative research interviewing. Sage.
- Midkiff, S. F., and DaSilva, L. A. (2000).** Leveraging the web for synchronous versus asynchronous distance learning. In *International Conference on Engineering Education* (Vol. 2000, pp. 14-18).
- Punch, K. P. (2005).** Sosyal Araştırmalara Giriş Nicel ve Nitel Yaklaşımlar (Çeviri: Bayrak D, Arslan HB., Akyüz Z). Ankara: Siyasal Kitapevi.
- Setiawan, A. R. (2020).** Lembar Kegiatan Literasi Sainifik untuk Pembelajaran Jarak Jauh Topik Penyakit Coronavirus 2019 (COVID-19).
- Şimşek, H., and Yıldırım, A. (2011).** Sosyal Bilimlerde Nitel Araştırma Yöntemleri. Geliştirilmiş 8. Baskı. Seçkin Yayıncılık.
- Taylor, R. W. (2002).** Pros and cons of online learning - A faculty perspective. *Journal of European Industrial Training*, 26(1): 24-37.
- Türkmen, M., and Özsari, A. (2020).** Covid-19 Salgını ve Spor Sektörüne Etkileri. *International Journal of Sport Culture and Science*, 8(2): 55-67.
- Türnüklü, A. (2000).** Eğitim bilim araştırmalarında etkin olarak kullanılacak nitel bir araştırma tekniği: Görüşme. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi*, 6(4): 543-559.
- WHO (2019).** <https://www.who.int/emergencies/diseases/novel-coronavirus-2019>.
- WHO (2020).** Coronavirus disease 2019 (COVID-19): situation report, 88.
- Yang, X., Yu, Y., Xu, J., Shu, H., Liu, H., Wu, Y., and Wang, Y. (2020).** Clinical course and outcomes of critically ill patients with SARS-CoV-2 pneumonia in Wuhan, China: a single-centered, retrospective, observational study. *The Lancet Respiratory Medicine*, 8(5): 475-481.
- Yaşar, M. (2006).** An Ethnographic Case Study of Educational Drama in Teacher Education Settings: Issues of Resistance, Community and Power. Unpublished Doctoral Thesis, The Ohio State University.
- Yu, W. B., Tang, G. D., Zhang, L., and Corlett, R. T. (2020).** Decoding the evolution and transmissions of the novel pneumonia coronavirus (SARS-CoV-2/HCoV-19) using whole genomic data. *Zoological Research*, 41(3): 247-257.

Citation: Uluöz, E. (2020). Opinions of the faculty of sport sciences students on the changes in education system during COVID-19 pandemic: A qualitative research. *African Educational Research Journal*, 8(3): 481-490.
