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**PERCEPTIONS OF PHYSICAL EDUCATION TEACHERS TOWARDS FACE-TO-FACE AND DISTANCE IN-SERVICE EDUCATION ACTIVITIES**

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**Abstract**

This research examines the perceptions of physical education and sports teachers regarding face-to-face and distance in-service training. The study was conducted on 321 physical education and sports teachers working in schools affiliated with the Ministry of National Education in Elazığ province. The research was carried out within the framework of the survey model. Parametric tests such as t-test, ANOVA, and Pearson correlation tests were used in the research. Considering the demographic characteristics of the participants, the research evaluated their perceptions of face-to-face and distance education. The findings indicate that participants generally have a positive view of distance education activities, particularly noting advantages in terms of productivity, accessibility, and ease of tracking. However, participants found distance education to be insufficient in terms of willingness to participate, communication, and preparation for higher-level duties. The research found a positive

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relationship between the total score of participants' perceptions of face-to-face and distance in-service training and perceptions related to willingness to participate, the function of in-service training, and application-oriented perception dimensions. The research provides important findings that could guide decision-makers in the design and implementation of in-service training programs in education.

**Key words:** Physical education and sports teachers, distance in-service training, face-to-face in-service training, perception.

## INTRODUCTION

Education is a field that is constantly changing and evolving, requiring teachers to stay updated and continue their professional development. The main qualities of education involve encompassing a process, creating desired changes in individuals' behaviors during this process, and intentionally carrying out these changes (Erden, 2011). Besides these, education should incorporate emotional, intellectual, and psychomotor learning achievements in individuals, providing comprehensive and equally distributed development (Aslan, Aslan & Cansever, 2012). Physical education teachers also need to adapt to continuously evolving educational environments. In recent years, factors such as rapid technological advancement and events like the pandemic have led to significant changes in education, accelerating the transition from face-to-face to distance learning. In this context, the perceptions of physical education teachers towards face-to-face and distance in-service training activities have become a noteworthy subject for examination.

Anyone starting a job in any sector needs to continuously renew themselves throughout their tenure to adapt to any changes and developments. Encouraging employees to get closer to their workplaces, providing them with specific training, plays a crucial role in increasing productivity and enabling them to perform their duties effectively. The vocational training of these individuals is possible through in-service training (Selimoğlu & Yılmaz, 2009). The aim of in-service training is to provide individuals who have newly started or are currently working in private or corporate workplaces with the knowledge, skills, and attitudes related to their work for achieving a certain behavior (Ulus, 2009).

The in-service training of teachers is an important process aimed at supporting their professional development and enabling them to keep up with innovations in the teaching process. These trainings focus on strengthening teachers' pedagogical skills to enhance classroom interaction and learning outcomes (Osamwonyi, 2016). Additionally, they aim to equip teachers with the necessary knowledge and skills to adapt to technological advancements

and changes in pedagogical approaches. This process enables teachers to continuously renew their expertise in their profession and guide their students more effectively (Essel, et al., 2009). Therefore, in-service trainings are crucial for improving the quality of education and supporting students' success.

Traditionally, teachers usually receive in-service training in face-to-face education. Such training may consist of seminars, conferences, workshops, and classroom observations. However, in recent years, opportunities for in-service training in distance education have also been rapidly developing. Online courses, webinars, virtual workshops, and other online resources provide teachers with professional development opportunities. When the history of distance education is examined, it is noteworthy that it has a history of 2 centuries. This process reflects a period of significant developments in the realization of education and its transmission. The journey of distance education, which started with letters in 1728, continued with radio after the widespread use of radio in the 1930s, through television in the 1950s, and then through videocassettes, and in recent years, distance education has been conducted worldwide through the internet (Casey, 2008). Essentially, distance education can be described as planned instruction conducted by utilizing various technological means, allowing students and teachers to engage in teaching and learning regardless of time and place (İşman, 1998).

The perceptions of physical education teachers towards in-service training activities through face-to-face and distance education may influence their participation in these activities and the benefits they derive from them. Research indicates that some teachers may initially be skeptical of distance education activities but eventually begin to see their benefits (Smith, 2019). However, some teachers may believe that face-to-face activities are more effective (Jones & Brown, 2020). These different perceptions may require educational institutions and administrators to plan in-service training programs by considering the needs and preferences of teachers.

Upon reviewing the relevant literature, it is concluded that such an examination has not been conducted in studies that bring together physical education and sports teachers with in-service trainings on a common ground. Moreover, in studies examining opinions on distance in-service training activities, correlational relationships have been ignored while making comparisons according to demographic variables. In this context, it can be argued that the research contributes pioneer results to the literature. This detail also enhances the significance level of the research. Additionally, it is believed that the research results will guide future studies of similar quality.

The main purpose of this research is to examine the perceptions of physical education and sports teachers towards face-to-face and distance in-service training. The sub-purposes of the research include comparing the perceptions of physical education and sports teachers towards face-to-face and distance in-service training according to demographic variables. In the scope of these purposes, the problems the research seeks to answer are as follows:

- What is the level of perception of physical education and sports teachers towards face-to-face and distance in-service training?
- Do the total scores of physical education and sports teachers' perceptions of face-to-face and distance in-service training differ significantly according to demographic variables such as gender, school type, professional seniority, graduation, and type of in-service training attended?
- Is there a significant relationship between the total scores of physical education and sports teachers' perceptions of face-to-face and distance in-service training and the sub-dimensions?

## METHOD

This section contains descriptions about the research design, participants, data collection tools, and data analysis.

### Research Design

This research is about the perceptions of physical education and sports teachers regarding face-to-face and remote in-service activities. In line with this issue, it was decided that the research model would be a survey model. This model; It is a research model that reaches a large number of people, collects data, and produces descriptive results with the data obtained (Wellington, 2015).

### Participants

The population of this research is 389 physical education and sports teachers working in educational institutions affiliated with the Ministry of National Education in Elazığ province in the 2022-2023 academic year. The sample group consists of 321 participants selected from the universe. Demographic information of the participants is given below.

**Table 1.** *Demographic Variables of the Participants*

Variable	Group	f	%
Gender	Woman	108	33.6
	Male	213	66.4
Type of School Attended	Primary school	9	2.8
	Middle school	180	56.1

	High school	132	41.1
<b>Professional Seniority</b>	0-5 years	35	10.9
	6-10 years	63	19.6
	11-15 years	75	23.4
	16-20 years	123	38.3
	21 years and above	25	7.8
<b>Graduation</b>	Licence	294	91.6
	Degree	27	8.4
<b>Type of In-Service</b>	Face to face	46	14.3
<b>Training Participated</b>	Distance	21	6.5
	Both of them	254	79.1
<b>Total</b>		321	100.0

As seen in Table 1, 33.6% (108 teachers) of the sample group are female and 66.4% (213 teachers) are male; 2.8% (9 teachers) work in primary school, 56.1% (180 teachers) work in secondary school and 41.1% (132 teachers) work in high school; 10.9% 0-5 years, 19.6% 6-10 years, 23.4% 11-15 years, 38.3% 16-20 years and 7.8% has 21 years or more professional seniority; 91.6% (294 teachers) have a bachelor's degree and 8.4% (27 teachers) have a master's degree, and 14.3% (46 teachers) are face-to-face and 6.5% (21 teachers) are graduates. distance and 79.1% (254 teachers) participated in both types of in-service training.

### Data Collection Tool

In this study, the Perception Scale on Face-to-Face and Distance Education In-Service Activities, developed by Limon (2014), was used to determine the perceptions of participating teachers regarding face-to-face and distance education in-service activities. The scale, developed in a 5-point Likert type, consists of 3 dimensions. The Cronbach alpha value of the scale was determined as .96. This is an indication that the scale is a reliable scale.

### Data Analysis

The licensed SPSS-25 program was used to analyze the data obtained in this research. Before proceeding with inferential analysis in the research, the data were subjected to normality test. Kurtosis and skewness values were examined for normality test. Accordingly, the range between -2.00 and +2.00 meets the normal distribution assumption (George, 2011).

**Table 2.** *Skewness and Kurtosis Values of the Measuring Tool*

Dimension	Skewness		Kurtosis	
	İst.	S.H.	İst.	S.H.
Total	0.77	0.14	0.08	0.27
Perception of Willingness to Participate	1.13	0.14	0.08	0.27
Function of In-Service Training	0.82	0.14	0.25	0.27
Perception Towards Application	0.41	0.14	-0.96	0.27

Examining Table 2 shows that both the total score of the measurement tool and the skewness and kurtosis values of all items in the scale meet the assumption of normal distribution (between -2.00 and +2.00). In this context, parametric methods were used to conduct research analyses.

Independent groups t test was used when evaluating the perceptions of physical education and sports teachers participating in the research about face-to-face and distance in-service training activities according to gender and graduation. In addition, ANOVA analysis was used in comparisons made according to the type of school studied, professional seniority and type of in-service training attended. Finally, Pearson Correlation Analysis was used to evaluate the relationship between the dimensions of the measurement tool.

### FINDINGS

In this part of the research, the analysis results of the research conducted on the perceptions of physical education and sports teachers regarding face-to-face and remote in-service activities are presented. First of all, the research sought to answer the level of physical education and sports teachers' perceptions of face-to-face and distance in-service education.

**Table 3.** *Physical Education and Sports Teachers' Perceptions of Face-to-Face and Distance In-Service Education*

Materials	n	min	max	$\bar{x}$	ss
Total	321	24.00	120.00	58.18	21.71
Perception of Willingness to Participate	321	3.00	15.00	6.78	3.45
Function of In-Service Training	321	15.00	75.00	35.78	13.55
Perception Towards Application	321	6.00	30.00	15.62	6.65

Table 3 shows the scores of the participating teachers regarding the measurement tool and sub-dimensions. Accordingly, it was determined that the scale score was  $58.18 \pm 21.71$ , the score for the perception dimension of willingness to participate was  $6.78 \pm 3.45$ , the score for the function of in-service training dimension was  $35.78 \pm 13.55$ , and the score for the perception

dimension for practice was  $15.62 \pm 6.65$ . According to these results, it was determined that the participants had low levels of perception both in total and in other sub-dimensions.

Physical education and sports teachers' perceptions of face-to-face and distance in-service training were also examined in terms of gender, school type, professional seniority, graduation, and type of in-service training attended. The findings obtained are presented respectively.

**Table 4.** Findings Regarding the Gender Variable

Dimension	Gender	n	$\bar{x}$	ss	sd	t	p
Total	Woman	108	62.44	21.48	319	2.52	0.01*
	Male	213	56.02	21.55			
Perception of Willingness to Participate	Woman	108	7.21	3.46	319	1.61	0.11
	Male	213	6.56	3.43			
Function of In-Service Training	Woman	108	38.29	13.46	319	2.38	0.02*
	Male	213	34.50	13.45			
Perception Towards Application	Woman	108	16.94	6.69	319	2.54	0.01*
	Male	213	14.96	6.54			

\* $p < 0.05$

In Table 4, the perceptions of physical education and sports teachers regarding face-to-face and distance in-service training are compared in terms of gender variable. Based on the independent samples t test findings, women were evaluated in terms of total score ( $t_{319}=2.52$ ;  $p=.01$ ), function of in-service training ( $t_{319}=2.38$ ;  $p=.02$ ) and perception towards practice ( $t_{319}=2.54$ ;  $p=.01$ ). It was determined that teachers received significantly higher scores than male teachers. However, no significant difference could be determined in terms of gender variable in the perception dimension of willingness to participate ( $t_{319}=1.61$ ;  $p=.11$ ).

**Table 5.** Findings Regarding the School Type Variable

Dimension	School Type	n	$\bar{x}$	ss	F	p	Difference
<b>Total</b>	Primary school (1)	9	70.11	29.57			
	Secondary school (2)	180	56.86	23.54	1.84	0.16	-
	High school (3)	132	59.16	18.10			
	Total	321	58.18	21.71			
<b>Perception of Willingness to Participate</b>	Primary school (1)	9	8.11	4.20			
	Secondary school (2)	180	7.21	3.70	4.67	0.01	1, 2>3
	High school (3)	132	6.11	2.91			
	Total	321	6.78	3.45			
<b>Function of In-Service Training</b>	Primary school (1)	9	42.44	18.92			
	Secondary school (2)	180	34.84	14.58	1.77	0.17	
	High school (3)	132	36.60	11.46			
	Total	321	35.78	13.55			
<b>Perception Towards Application</b>	Primary school (1)	9	19.56	7.84			
	Secondary school (2)	180	14.82	6.71	4.01	0.02	1, 3>2
	High school (3)	132	16.45	6.32			
	Total	321	15.62	6.65			

In Table 5, the perceptions of physical education and sports teachers regarding face-to-face and distance in-service training are compared in terms of the school type variable. Based on the Anova analysis findings, no significant difference could be determined between the total score ( $F(2,318)=1.84$ ;  $p=0.16$ ) and the function of in-service training ( $F(2,318)=1.77$ ;  $p=0.17$ ). However, significant differences were determined in the perception of willingness to participate ( $F(2,318)=4.67$ ;  $p=0.01$ ) and perception of implementation ( $F(2,318)=4.01$ ;  $p=0.02$ ) dimensions in terms of the type of school variable studied. Scheffe test was used to determine these differences. In terms of perception of willingness to participate, teachers working in primary and secondary schools are more likely than teachers working in high schools; In the perception dimension regarding practice, it was determined that teachers working in primary school and high school received significantly higher scores than teachers working in secondary school.



**Table 6.** Findings Regarding the Professional Seniority Variable

Dimension	Seniority	n	$\bar{x}$	ss	F	p	Difference
<b>Total</b>	0-5 years (1)	35	57.20	21.66	0.43	0.78	-
	6-10 years (2)	63	59.05	22.82			
	11-15 years (3)	75	55.84	24.77			
	16-20 years (3)	123	58.74	19.66			
	21 years and above (5)	25	61.60	19.55			
	Total	321	58.18	21.71			
<b>Perception of Willingness to Participate</b>	0-5 years (1)	35	6.34	3.04	2.97	0.02	2>4
	6-10 years (2)	63	7.79	3.72			
	11-15 years (3)	75	7.05	3.94			
	16-20 years (3)	123	6.11	3.00			
	21 years and above (5)	25	7.28	3.25			
	Total	321	6.78	3.45			
<b>Function of In-Service Training</b>	0-5 years (1)	35	35.77	13.62	0.66	0.62	-
	6-10 years (2)	63	35.87	14.23			
	11-15 years (3)	75	33.75	15.10			
	16-20 years (3)	123	36.55	12.53			
	21 years and above (5)	25	37.80	11.92			
	Total	321	35.78	13.55			
<b>Perception Towards Application</b>	0-5 years (1)	35	15.09	6.15	0.47	0.76	-
	6-10 years (2)	63	15.38	6.49			
	11-15 years (3)	75	15.04	7.53			
	16-20 years (3)	123	16.07	6.45			
	21 years and above (5)	25	16.52	6.08			
	Total	321	15.62	6.65			

In Table 6, the perceptions of physical education and sports teachers regarding face-to-face and distance in-service training are compared in terms of professional seniority. Based on the ANOVA analysis findings, the total score ( $F(4,316)=0.43$ ;  $p=0.78$ ) and the function of in-service training ( $F(4,316)=0.66$ ;  $p=0.62$ ) and perception towards practice ( $F(4,316)=0.47$ ;  $p=0.76$ ) no significant difference could be determined. However, significant differences were determined in terms of professional seniority in the perception of willingness to participate ( $F(4,316)=2.97$ ;  $p=0.02$ ). Scheffe test was used to determine this difference and it was determined that teachers with professional seniority between 6-10 years received significantly higher scores than teachers with professional seniority between 16-20 years.

**Table 7.** Findings Regarding the Graduation Variable

Dimension	Graduation	n	$\bar{x}$	ss	sd	t	p
<b>Total</b>	Bachelors degree	294	57.83	21.55	319	-0.96	0.34
	Master's Degree	27	62.00	23.45			
<b>Perception of Willingness to Participate</b>	Bachelors degree	294	6.68	3.40	319	-1.64	0.10
	Master's Degree	27	7.81	3.85			
<b>Function of In-Service Training</b>	Bachelors degree	294	35.66	13.52	319	-0.49	0.63
	Master's Degree	27	37.00	14.12			
<b>Perception Towards Application</b>	Bachelors degree	294	15.48	6.60	319	-1.28	0.20
	Master's Degree	27	17.19	7.05			

In Table 7, the perceptions of physical education and sports teachers regarding face-to-face and distance in-service training are compared in terms of the graduation variable. Based on the independent groups t test findings, the total score ( $t_{319}=-0.96$ ;  $p=0.34$ ) and the perception dimension of willingness to participate ( $t_{319}=-1.64$ ;  $p=0.10$ ), the function of in-service training ( $t_{319}=-0.49$ ;  $p=0.63$ ). No significant difference could be determined in the dimensions of perception and implementation ( $t_{319}=-1.28$ ;  $p=0.20$ ).

**Table 8.** Findings Regarding In-Service Training Participated

Dimension	In-Service Training	n	$\bar{x}$	ss	F	p	Difference
<b>Total</b>	Face to Face (1)	46	54.96	22.08	0.60	0.55	
	Distance (2)	21	59.38	26.97			
	Both (3)	254	58.66	21.20			
	Total	321	58.18	21.71			
<b>Perception of Willingness to Participate</b>	Face to Face (1)	46	6.72	3.50	0.67	0.51	
	Distance (2)	21	7.62	4.12			
	Both (3)	254	6.72	3.38			
	Total	321	6.78	3.45			
<b>Function of In-Service Training</b>	Face to Face (1)	46	33.72	14.07	0.62	0.54	
	Distance (2)	21	35.81	17.02			
	Both (3)	254	36.15	13.16			
	Total	321	35.78	13.55			
<b>Perception Towards Application Dimension</b>	Face to Face (1)	46	14.52	6.27	0.74	0.48	
	Distance (2)	21	15.95	7.46			
	Both (3)	254	15.80	6.65			
	Total	321	15.62	6.65			

In Table 8, the perceptions of physical education and sports teachers regarding face-to-face and distance in-service training are compared in terms of the type of in-service training attended variable. Based on the Anova analysis findings, the total score ( $F(2,318)=.60$ ;  $p=.55$ ) and the perception dimension of willingness to participate ( $F(2,318)=.67$ ;  $p=.51$ ), the function of in-service training ( $F(2,318) =.62$ ;  $p=.54$ ) and perception towards practice ( $F(2,318)=.74$ ;  $p=.48$ ) dimensions, no significant difference could be determined.

The perceptions of physical education and sports teachers participating in the research regarding face-to-face and remote in-service activities and the relationship between their sub-dimensions were examined. Pearson correlation analysis was used in this analysis.

**Table 9.** Examination of the Relationships Between the Total Score of the Measurement Tool and the Sub-Dimensions

		Total	PWP	FIST	PTI
<b>Total</b>	r	1			
	p	-			
	n	321			
<b>PWP</b>	r	0.757*	1		
	p	0.000	-		
	n	321	321		
<b>FIST</b>	r	0.970*	0.661*	1	
	p	0.000	0.000	-	
	n	321	321	321	
<b>PTI</b>	r	0.894*	0.607*	0.787*	1
	p	0.000	0.000	0.000	-
	n	321	321	321	321

\*p<0.05

PWP: Perception of Willingness to Participate; FIST: Function of In-Service Training; PTI: Perception Towards Implementation

Table 9 shows the relationships between the total score and the sub-dimensions regarding the perceptions of physical education and sports teachers regarding face-to-face and distance in-service training. Accordingly, the total score was determined by the perception of willingness to participate ( $r_{321}=0.757^{**}$ ;  $p=0.000$ ), the function of in-service training ( $r_{321}=0.970^{**}$ ;  $p=0.000$ ) and the perception of practice ( $r_{321}=0.894^{*}$ ).  $^{*}$ ;  $p=0.000$ ) and a positive and significant relationship was determined between the dimensions.

## DISCUSSION, RESULTS AND SUGGESTIONS

The research identified that participants' perceptions of face-to-face and distance in-service training were low. However, physical education and sports teachers found distance in-service training activities to be more efficient, accessible, and easy to follow compared to face-to-face in-service training activities. However, participants perceived distance in-service training activities as inadequate in terms of participation willingness, communication, and preparation for higher-level duties. Given the structure of in-service training conducted through distance education, these results can be considered expected outcomes. Indeed, in-service training activities conducted through distance education are practical (Tekin, 2020). This practicality enables reaching a large number of people and saving time and space (Taşlıbeyaz,

Karaman & Göktaş, 2014). Additionally, when reviewing the literature, it has been determined that in-service training activities conducted through distance education yield results similar to those of this research (Horzum, Albayrak & Ayvaz, 2012; Parmaksız & Sıcak, 2015; Yılmaz & Düğenci, 2010).

In the scope of the research, perceptions of physical education and sports teachers regarding face-to-face and distance in-service activities were evaluated according to gender, and it was found that women's scores were significantly higher than men's. The identified result indicates that female teachers may prefer distance in-service training activities more than males due to the societal gender roles assigned to women. Because female teachers are often involved in tasks such as household chores and childcare after school more than male teachers (Özcan, 2008). Consequently, the situation may have led to women preferring distance in-service training activities over face-to-face in-service training activities. When examining the relevant literature, it has been determined that research on in-service training activities conducted through distance education yields significant results according to gender (Arslan & Şahin, 2013). However, the direction of the significant results varies depending on the nature of the studies. For example, in a study conducted with the participation of teachers from all branches, the views of teachers on distance in-service training activities show significant differences in favor of women (Parmaksız & Sıcak, 2015). However, in a study conducted with the participation of classroom teachers, significant results in favor of men were obtained (Horzum, Albayrak & Ayvaz, 2012).

Another result obtained at the end of the research is that no significant difference was found in the perceptions of physical education and sports teachers regarding face-to-face and distance in-service activities according to the type of school worked. In this context, the perceptions of teachers working at the primary, secondary, and high school levels are at a similar level. The identified result is a likely outcome of the research. Because many studies supporting these findings have been conducted (Bahtiyar, Elbir & Keskin-Bahtiyar, 2023; Limon, 2014). In the obtained scope, the results obtained in terms of the type of school worked by physical education and sports teachers regarding their perceptions of face-to-face and distance in-service activities are consistent with the studies in the literature.

When the results obtained in terms of professional seniority in the perceptions of physical education and sports teachers regarding face-to-face and distance in-service activities are evaluated, it was determined that there was no significant difference. When the relevant literature is examined, it is concluded that there is no consensus on the views according to professional seniority in the studies conducted. For example; in some studies, participant scores

did not show significant differences according to professional seniority (Arslan & Şahin, 2013; Gebel & Bozkurt, 2022). However, in some studies, unlike this study, significant differences have been identified (Horzum, Albayrak & Ayvaz, 2012). Therefore, it can be said that the results obtained in the scope of the research contribute a current perspective to the literature.

Another result obtained at the end of the research is that no significant difference was found in the perceptions of physical education and sports teachers regarding face-to-face and distance in-service activities according to graduation. Therefore, it can be stated that the perceptions of teachers with undergraduate and postgraduate degrees are at a similar level. Indeed, many studies in the literature support this result (Güney & Mete, 2022; Limon, 2014). Based on the relevant studies, it can be said that the results obtained in terms of graduation in the perceptions of physical education and sports teachers regarding face-to-face and distance in-service activities support the studies conducted before it.

Another result obtained at the end of the research is that no significant difference was found in the perceptions of physical education and sports teachers regarding face-to-face and distance in-service activities according to the type of in-service training attended. Generally speaking, the perceptions of teachers who attended either face-to-face or distance in-service training and those who attended both types of training are similar. The result obtained is a likely outcome of the research. Because many studies have been conducted with findings supporting the results obtained (Güney & Mete, 2022; Limon, 2014). In the investigated scope, the results obtained in terms of the type of in-service training attended by physical education and sports teachers regarding their perceptions of face-to-face and distance in-service activities are consistent with the studies in the literature.

The final result obtained from the research is that there is a positive and significant relationship between the total score and the perception of participation willingness, the function of in-service training, and the perception of application direction. The identified relationship indicates a direct proportion between the relevant scores. Thus, while one increases, the others also increase, and while one decreases, the others also decrease. When the relevant literature is examined, it is concluded that such an examination has not been conducted in the studies that bring together physical education and sports teachers with in-service training (Avşar 2011; İnce et al., 2020; Sabah & Çekin, 2016). Also, such an examination has not been conducted in studies addressing views on distance in-service training activities (Aslan, Göksu & Karaman, 2018; Demir, 2022; Horzum, Albayrak & Ayvaz, 2012; Taşlıbeyaz, Karaman & Göktaş, 2014; Yılmaz & Düğenci, 2010). In this context, it can be argued that the research has provided data

set-like results to the literature. The identified situation is also a detail that increases the importance level of the research.

In conclusion, it was determined that participants found distance in-service training activities more economical, accessible, and easily perceivable. Additionally, it was concluded that participants have a low level of perception regarding willingness to participate in distance in-service training, providing more communication opportunities, and better preparation for higher-level duties. Furthermore, it was determined that there was no significant difference in perceptions according to the type of school, professional seniority, graduation, and the type of in-service training attended. However, the results obtained according to gender indicate that perceptions of distance in-service training activities are significantly higher in women than in men. Finally, it was concluded that there is a positive and significant relationship between the total score and the perception of participation willingness

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