Covid-19 Sürecinde Uzaktan Eğitim Veren Spor Bilimleri Fakülteleri Öğrencilerinin Algıladıkları Uzaktan Eğitim Hizmet Kalitesinin Değerlendirilmesi

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Öz

Bu araştırmada Covid-19 sürecinde Marmara ve Batı Karadeniz bölgesinde kamu ve vakıf üniversitelerindeki Spor Bilimleri Fakültesi öğrencilerinin algıladıkları internet tabanlı uzaktan eğitim hizmet kalitesi ve faktörlerinin değerlendirilmesi amaçlanmıştır. Çalışmaya 260 (122 kadın, 138 erkek) üniversite öğrencisi gönüllü olarak katılmıştır. Araştırmada uzaktan eğitim hizmet kalitesi, "e-öğrenme ortamı", "güven", "erişilebilirlik" ve "heveslilik" olmak üzere 4 faktörlü yapıya sahip UE-SERVQUAL ile ölçülmüştür. Demografik özellikler için frekans ve yüzde sonuçları verilmiştir. Demografik değişkenlere göre farklılıklara bakılması için normallik yaklaşımlarından çarpıklık-basıklık katsayıları kullanılmıştır. Normallik testleri doğrultusunda parametrik yöntemlerden bağımsız örneklem t testi ve tek yönlü varyans analizi (One-Way ANOVA) kullanılmıştır. Varyans analizi sonucunda gruplar arasındaki farkın hangi gruplar arasında olduğunu belirlemek için Post Hoc testlerden Tukey testi kullanılmıştır. Uygulanan ölçeğin faktörleri arasındaki ilişkiyi belirlemek adına Pearson Korelasyon analizinden faydalanılmıştır. Araştırmanın sonucunda katılımcıların algıladıkları uzaktan eğitim hizmet kalitesi tüm faktörler için orta düzeydedir ve Covid-19 Pandemi sürecinde uzaktan eğitim hizmet kalitesi Marmara ve Batı Karadeniz bölgesi Spor Bilimleri Fakültelerinde orta düzey seviyesindedir. Uzaktan eğitim kalitesi algısının, katılımcıların okudukları üniversite türüne anlamlı bir fark göstermediği (p>0,05) bulunmuştur. Cinsiyete göre incelendiğinde ise katılımcıların algıladığı hizmet kalitesi anlamlı bir farklılık gösterdiği (p<0,05) belirlenmiş olup erkeklerin hizmet kalitesi puanlarının kadınlara göre daha yüksek olduğu sonucuna varılmıştır. Uzaktan eğitim hizmet kalitesi ve yaş arasında bir anlamlı bir fark bulunamamıştır.

Anahtar kelimeler: Covid-19, Uzaktan Eğitim, Hizmet Kalitesi, Üniversite, Spor Bilimleri Fakültesi

The Perception of Quality of The Remote Educational Service Among Students Studying in Sports Sciences Faculties Providing Distance Education During the Covid-19 Pandemic

Abstract

Objectives: In this study, it was aimed to evaluate the internet-based distance education service quality and factors perceived by the students of the Faculty of Sports Sciences of the universities in the Marmara and Western Black Sea Regions during the Covid-19 pandemic. 260 university students (122 F, 138 M) voluntarily participated in this experiment. Material and Methods: In the experiment, the UE-SERVQUAL scale was used to investigate the quality of distance education. Frequency and percentage are given for the demographic characteristics. To investigate the demographic variants, skewness and kurtosis of the normality approach were used. Independent sample t-tests from parametric methods and one-way analysis of variance (One-Way ANOVA) were used. After the variance analysis, Tukey's method was used to further determine and specify the differences between the groups. Pearson correlation coefficient was later used to determine the relationship between the applied sections of the used scale. Results: Results showed, all individual factors of the quality of the distance education system and the education quality of the Faculty of Sports Sciences of the universities in the Marmara and Western Black Sea Regions during the Covid-19 pandemic perceived by the participants were moderate. It has been further found that the perceived quality of distance education did not vary based on the type of university (i.e. public- private). The perceived quality of distance education was higher for male participants than for female participants. No difference was found between the perceived quality of distance education and age.

Keywords: Covid-19, Distance Education, Quality of Service, University, Sport Sciences Faculty

Introduction

Because of the new coronavirus disease (COVID-19), the education process continued for a long time with distance education at all education levels in Turkey. Although some countries, face-to-face education started again after that period, some courses are continued with the distance education method. platforms like Zoom, Microsoft Team, Advancity, Canvas, G-suite, Adobe Connect, Blackboard, Moodle etc were used for distance education processes. The transition to compulsory distance education makes teaching difficult for many applied fields. One of these fields is Sports Sciences. In this study, the differences between the distance education service quality perceived by the students of Sports Sciences Faculties of public universities and private universities providing distance education during the Covid-19 Pandemic process were examined in terms of sub-dimensions such as age, department, and gender.

The new coronavirus disease (COVID-19) is a virus that was first identified on January 13, 2020, as a result of research conducted in a group of patients who developed respiratory symptoms (fever, cough, shortness of breath) in Wuhan Province, China in late December (Republic of Turkey, Ministry of Health 2020). With the rapid spread of the virus and the start of quarantine practices in the whole world and Turkey, the distance education process in the field of education had become mandatory. Due to the epidemic, distance education was carried out via the Internet during the education-teaching process. With the advancement of technology, such as television, computer, and phones have become an integral part of our life.

Technological tools, which play a very important role in the field of education, provide benefits at all levels of education today. The distance education model started to be used with information technologies. With this education model, it is ensured that the lessons that students and teachers can do completely online are taught live in any environment and at any time. (Horzum,2003). According to Yeniad (2006), distance education is an education that enables the teacher and student to realize a two-way educational process remotely through technology. Although the distance education model was used before the pandemic process, the rapid transition with the pandemic caused some problems. The adequacy of the existing information technologies internet, the proficiency of teachers in online courses, the diversity of technology-supported online learning materials, and the adaptation of students by motivating themselves to teach in the online environment are among the main debated problems (Carolan, et all., 2020). The distance education model is applied in the Faculties of Sports Sciences during the Covid-19 pandemic. This study, it is aimed to evaluate the expectations of the students of the Faculty of Sports Sciences of the universities in the Marmara sand Western Black Sea Regions about this education method from internet-based distance education and the existing distance education system, since the Covid-19 pandemic process is compulsory internet-based distance education.

Materials and Methods

Research Group: The sample of the research consists of university students in the Marmara and Western Black Sea regions. The study group consists of 1st and 2nd -year students studying at Marmara University, Haliç University, Düzce University, Istanbul Aydın University, at Sports Sciences, Coaching, Physical Education and Sports departments. A total of 63 participants from Marmara University (29 females, 34 males), 67 participants from Haliç University (31 females, 36 males), 64 participants from Istanbul Aydın University (30 females, 34 males), 66 participants from Düzce University participants (32 women, 34 men). Totally; 122 women, 138 men, 260 participants were included in the study voluntarily.

Data Collection: Personal Information Form and Distance Education Service Quality Scale (UE-SERVQUAL) (Gök and Gökçen, 2016) were used as data collection tools in the research. Personal Information Form' prepared by the researcher consists of questions such as gender, class, type of university, university name, department, class and finally socio-economic level.

The UE-SERVQUAL scale was developed by Gök and Gökçen in 2016. To investigate the quality of the distance education programs offered at our universities, this scale is compatible with the characteristics of distance education services. The UE-SERVQUAL scale developed to measure the service quality of distance education programs is a 7-point Likert type with maximum and minimum scores ranging from +6 to -6, and the scores are grouped into three levels low, medium and high. The low level is between -6 and -2, the medium level is between -2.01 and 2, and the high level is between 2.1 and 6. In the first part, the demographic information of the participants was investigated. In the second part of the scale, the importance of the dimensions constituting the service quality is investigated. The third part shows the importance of the features of an excellent distance education program in the "Distance Education Service Quality (Expected)" of the students. In the fourth part of the "Distance Education Service Quality (Perceptions-Current Situation)", is expected that student's participation in the features of the program they are enrolled in is expected to be evaluated with a 7-point Likert type between at least 1 and at most 7 points.

Statistical analysis: To analyze the data, SPSS 23 package program was used to make the correlation analyzes. Frequency and percentage results are given for demographic characteristics in the research. To look at the differences according to the demographic variables, skewness and kurtosis coefficients were calculated. In line with normality tests, independent sample t-tests and one-way analysis of variance (One Way ANOVA) from parametric methods were used. Tukey's test, one of the Post Hoc tests, was used to determine between which group differs the others was as a result of variance analysis.

Results

Demographic Characteristics of Participants

Table 1 . Descriptive statistics of the demographic characteristics of the participants

	Group	f	%
Gender	Male	138	53,1
	Female	122	46,9
University Type	Private	131	50,4
	State	129	49,6
Department	Coaching	130	50,0
	Physical Education and Sports Teaching	130	50,0
Grade	1st Grade	128	49,2
	2nd Grade	132	50,8
Your Family's Income Level	2000- 4000 TL	64	24,6
	4001- 6000 TL	72	27,7
	6001- 8000 TL	57	21,9
	8001 TL+	67	25,8
Is there a suitable working environment in your home?	Yes	222	85,4
	No	38	14,6
Do you have a computer in your home?	Yes	247	95,0
	No	13	5,0
Do you have an internet connection at home?	Yes	252	96,9
	No	8	3,1
Through which platform do you attend your classes?	Microsoft team	67	25,8
	Adobe Connect	64	24,6
	Perculus- Zoom	63	24,2
	Moodle	66	25,4
Toplam		**n=260**	**100,0**

Comparison of Distance Education Service Quality and Sub-Dimensions of the Scale by University Type

Table 2 The service quality in distance education and the comparison of the scale's expectations, perceptions-current situation, and the importance given to the sub-dimensions according to the type of university they study.

	University Type	n	$\overline{X}$	s.d	t	p
Service Quality	Private	131	-1,58	1,12	1,935	0,054
	State	129	-1,86	1,26		
Scale Sections						
Importance — *E-learning Env.*	Private	131	0,25	0,06	-0,036	0,971
	State	129	0,25	0,09		
Trust	Private	131	0,26	0,07	0,232	0,817
	State	129	0,26	0,08		
Accessibility	Private	131	0,25	0,05	-1,363	0,174
	State	129	0,26	0,07		
Enthusiasm	Private	131	0,25	0,05	1,248	0,213
	State	129	0,24	0,07		
Expectations	Private	131	-6,00	0,63	-0,454	0,650
	State	129	-5,96	0,79		
Perceptions-Current State	Private	131	4,42	0,91	2,839	0,005*
	State	129	4,10	0,94		

$p<0.05$, $\overline{X}$: Arithmetic mean, s.d: Standard deviation.

It was found that the sub-dimensions of the importance given to the quality of service in distance education, the section of expectations and the quality of service did not differ significantly according to the type of university they attended ($p>0.05$). It was determined that the perceptions-current situation section of the service quality in distance education showed a significant difference ($p<0.05$) according to the type of university they studied. It was concluded that the perceptions-current situation section scores of the students studying at the private universities were higher than those studying at public universities.

Comparison of Distance Education Service Quality and Sub-Dimensions by Gender

Table 3 . Findings on the service quality in distance education and the comparison of the scale's expectations, perceptions-current situation, the importance given to the sub-dimensions according to the gender of the participants

	Gender	n	$\overline{X}$	s.d	t	p
Service Quality	Male	138	-1,58	1,16	1,997	0,047*
	Female	122	-1,88	1,23		
Scale Sections						
Importance — E-learning Env.	Male	138	0,25	0,07	-0,104	0,918
	Female	122	0,25	0,09		
Trust	Male	138	0,26	0,07	1,200	0,231
	Female	122	0,25	0,07		
Accessibility	Male	138	0,25	0,05	-1,950	0,052
	Female	122	0,26	0,87		
Enthusiasm	Male	138	0,24	0,06	1,045	0,297
	Female	122	0,24	0,07		
Expectations	Male	138	-5,89	0,78	2,220	0,027*
	Female	122	-6,09	0,62		

Perceptions-Current State	Male	138	4,31	0,90	0,880	0,380
	Female	122	4,21	0,99		

$p<0.05$, $\overline{X}$: Arithmetic mean, s.d: Standard deviation.

It was found that the sub-dimensions of the importance and perceptions-current situation sections did not show a significant difference according to the gender of the participants ($p>0.05$). It was determined that the expectations section and service quality in distance education differed significantly according to the gender of the participants ($p<0.05$), and it was concluded that the expectation and service quality scores of men were higher than women.

Comparison of Distance Education Service Quality and Sub-Dimensions by Age

Table 4 Findings on the service quality in distance education and the comparison of the scale's expectations, perceptions-current situation, the importance given to the sub-dimensions according to the age of the participants

	Age	n	$\overline{X}$	s.s	F	p
Service Quality	18-21	175	-1,74	1,14	0,787	0,456
	22-25	70	-1,74	1,30		
	26+	15	-1,34	1,34		
Scale Sections						
E-learning Environment	18-21	175	24,34	7,58	1,112	0,331
	22-25	70	25,93	8,48		
	26+	15	24,00	6,60		
Trust	18-21	175	25,51	7,41	1,341	0,263
	22-25	70	25,36	6,04		
	26+	15	28,67	11,72		
Accessibility	18-21	175	25,90	7,16	1,312	0,271
	22-25	70	24,64	5,06		
	26+	15	24,00	4,71		
Importance — Enthusiasm	18-21	175	24,02	6,55	0,149	0,862
	22-25	70	24,29	5,73		
	26+	15	23,33	5,23		
Expectations	18-21	175	-5,99	,71	0,979	0,377
	22-25	70	-6,02	,75		
	26+	15	-5,74	,59		
Perceptions-Current State	18-21	175	4,24	,92	0,199	0,820
	22-25	70	4,28	,97		
	26+	15	4,40	1,06		

*$p<0,05$

"It was determined that the sub-dimensions of importance given to service quality characteristics in distance education, expectations, perceptions-current situation sections and service quality did not show a significant difference according to the age of the participants ($p>0.05$).

Comparison of Distance Education Service Quality and Sub-Dimensions by Department

Table 5 Findings on the service quality in distance education and the comparison of the expectations, perceptions-current situation, and the importance given to the sub-dimensions sections of the scale according to the section of the participants.

	Department	n	$\overline{X}$	s.d	t	p
Service Quality	Coaching	130	-1,67	1,20	0,688	0,492
	Physical Education and Sports Teaching	130	-1,77	1,20		
Scale Sections						
E-learning Environment	Coaching	130	0,25	0,08	0,756	0,450
	Physical Education and Sports Teaching	130	0,24	0,08		
Trust	Coaching	130	0,26	0,08	1,421	0,156
	Physical Education and Sports Teaching	130	0,25	0,07		
Accessibility	Coaching	130	0,25	0,06	-1,357	0,176
	Physical Education and Sports Teaching	130	0,26	0,07		
Importance — Enthusiasm	Coaching	130	0,24	0,06	-0,853	0,395
	Physical Education and Sports Teaching	130	0,24	0,06		
Expectations	Coaching	130	-6,03	0,71	-0,975	0,330
	Physical Education and Sports Teaching	130	-5,94	0,72		
Perceptions-Current State	Coaching	130	4,36	0,94	1,624	0,106
	Physical Education and Sports Teaching	130	4,17	0,93		

$\overline{X}$: *Arithmetic mean, s.d: Standard deviation.*

It was found that the sub-dimensions of importance given to service quality characteristics in distance education, expectations, perceptions-current situation sections and service quality did not differ significantly according to the department they studied ($p>0.05$).

Comparison of Distance Education Service Quality and Sub-Dimensions by Class Level

Table 6. Findings on the service quality in distance education and the comparison of the scale's expectations, perceptions-current situation, the importance given to the sub-dimensions according to the class levels of the participants

		Grade	n	$\overline{X}$	s.d	t	p
Service Quality		1st Grade	128	-1,50	1,25	2,939	0,004*
		2nd Grade	132	-1,93	1,10		
Scale Sections							
Importance	E-learning Environment	1st Grade	128	0,24	0,08	-0,956	0,340
		2nd Grade	132	0,25	0,08		
	Trust	1st Grade	128	0,27	0,08	1,896	0,059
		2nd Grade	132	0,25	0,06		
	Accessibility	1st Grade	128	0,25	0,07	-0,125	0,901
		2nd Grade	132	0,25	0,06		
	Enthusiasm	1st Grade	128	0,24	0,06	-0,672	0,502
		2nd Grade	132	0,24	0,06		
	Expectations	1st Grade	128	-5,90	0,76	1,978	0,049*
		2nd Grade	132	-6,07	0,65		
	Perceptions-Current State	1st Grade	128	4,39	0,97	2,223	0,027*
		2nd Grade	132	4,14	0,90		

*p<0.05, $\overline{X}$: Arithmetic mean, s.d: Standard deviation.

It was determined that the sub-dimensions of the importance given to service quality characteristics in distance education did not differ significantly according to the class levels of the participants (p>0.05). According to Table 7, expectations, perceptions-current situation parts and service quality in distance education showed a significant difference according to the class levels of the participants (p<0.05). It was concluded that the expectations, perceptions-current the situation and service quality scores of the 1st-grade students were higher than the 2nd-grade students.

Comparison of Distance Education Service Quality and Sub-Dimensions by Family Income Level

Table 7 Findings on the service quality in distance education and the comparison of the scale's expectations, perceptions-current situation, the importance given to the sub-dimensions according to the family income levels of the participants

		Income	n	$\overline{X}$	s.d	F	p
Service Quality		2000-4000 TL	64	-1,69	1,17		
		4001-6000 TL	72	-1,76	1,22	0,286	0,836
		6001-8000 TL	57	-1,82	1,14		
		8001 TL +	67	-1,63	1,27		
Scale Sections							
Importance	E-learning Environment	2000-4000 TL	64	0,27[a]	0,10		
		4001-6000 TL	72	0,24	0,06	3,429	0,018*
		6001-8000 TL	57	0,23[b]	0,06		
		8001 TL +	67	0,26	0,07		
	Trust	2000-4000 TL	64	0,25	0,08		
		4001-6000 TL	72	0,26	0,08	0,593	0,620
		6001-8000 TL	57	0,26	0,05		
		8001 TL +	67	0,26	0,08		
	Accessibility	2000-4000 TL	64	0,25	0,08		
		4001-6000 TL	72	0,27	0,07	2,641	0,051
		6001-8000 TL	57	0,26	0,05		
		8001 TL +	67	0,24	0,06		
	Enthusiasm	2000-4000 TL	64	0,24	0,07		
		4001-6000 TL	72	0,24	0,06	0,590	0,622
		6001-8000 TL	57	0,25	0,06		
		8001 TL +	67	0,24	0,06		
	Expectations	2000-4000 TL	64	-5,91	0,72		
		4001-6000 TL	72	-5,99	0,74	0,292	0,831
		6001-8000 TL	57	-6,02	0,73		
		8001 TL +	67	-6,01	0,67		
	Perceptions-Current State	2000-4000 TL	64	4,22	0,88		
		4001-6000 TL	72	4,23	1,00	0,479	0,697
		6001-8000 TL	57	4,21	0,87		
		8001 TL +	67	4,38	0,98		

*p<0.05 a,b: differences between groups containing different letters in the same column are significant. $\overline{X}$: Arithmetic mean, s.d: Standard deviation.

It was determined that the importance given to service quality features in distance education, trust, accessibility, responsiveness sub-dimensions, expectations on service quality in distance education, perceptions-current situation sections and service quality did not differ significantly according to the family income levels of the participants (p>0.05). However, the e-learning environment sub-dimension of the importance given to service quality features in distance education shows a significant difference according to the family income levels of the participants (p<0.05). When the e-learning environment averages of the participants were examined, the Tukey test from the Post Hoc tests was used to determine the difference between the groups. According to the Tukey test result, the e-learning environment dimension score of the participants with an income level of 2000-4000 TL was higher than the participants with an income level of 6001-8000 TL.

Comparison of Distance Education Service Quality and Sub-Dimensions According to the Platform Attended by the Participants

Table 8 Findings on the service quality in distance education and the comparison of the expectations, perceptions-current situation, the importance given to the sub-dimensions of the scale according to the platform in which the participants attended the course

	Platform	n	$\overline{X}$	s.d	F	p
Service Quality	Microsoft Team	6 7	-1,51	1,2 4		
	Adobe Connect	6 4	-1,65	0,9 8	2,22 5	0,086
	Perculus - Zoom	6 3	-1,70	1,1 3		
	Moodle	6 6	-2,03	1,3 6		
Scale Sections						
Importance						
E-learning Environment	Microsoft Team	6 7	0,25	0,0 6		
	Adobe Connect	6 4	0,25	0,0 7	0,07 2	0,975
	Perculus - Zoom	6 3	0,24	0,0 9		
	Moodle	6 6	0,25	0,0 9		
Trust	Microsoft team	6 7	0,26	0,0 7		
	Adobe Connect	6 4	0,26	0,0 7	0,02 8	0,994
	Perculus - Zoom	6 3	0,26	0,0 9		
	Moodle	6 6	0,25	0,0 7		
Accessibility	Microsoft team	6 7	0,25	0,0 5		
	Adobe Connect	6 4	0,25	0,0 6	0,71 6	0,543
	Perculus - Zoom	6 3	0,26	0,0 8		
	Moodle	6 6	0,26	0,0 7		
Enthusiasm	Microsoft team	6 7	0,25	0,0 5		
	Adobe Connect	6 4	0,24	0,0 5	0,86 8	0,458
	Perculus - Zoom	6 3	0,24	0,0 7		
	Moodle	6 6	0,23	0,0 7		
Expectations	Microsoft Team	6 7	-5,91	0,6 6		
	Adobe Connect	6 4	-6,10	0,5 8	1,33 9	0,262
	Perculus - Zoom	6 3	-5,89	0,7 9		
	Moodle	6 6	-6,03	0,8 0		
Perceptions-Current State	Microsoft Team	6 7	4,40	0,9 8		
	Adobe Connect	6 4	4,45 a	0,8 4	3,15 9	0,025*
	Perculus - Zoom	6 3	4,19	0,8 8		
	Moodle	6 6	4,01 b	0,9 9		

p<0.05 a,b: differences between groups containing different letters in the same column are significant. $\overline{X}$: Arithmetic mean, s.d: Standard deviation.

It was found that the sub-dimensions of the importance given to the service quality features in distance education, the expectations sections and the service quality did not differ significantly according to the platform in which the participants attended the course (p>0.05). However, the perceptions-current situation section in distance education shows a significant difference according to the platform in which the participants attend the course (p<0.05). When the perceptions-current situation section averages of the participants were examined, it was determined that the students who attended the lesson via Adobe Connect had higher perception-current situation section scores than the students who attended the lesson through the Moodle platform.

Discussion and Conclusion

In the study, the dimensions of distance education service quality are e-learning environment, accessibility, enthusiasm and reliability. E-learning is the appropriateness of the environmental characteristics during distance education. Accessibility is content to easy to use and access. Enthusiasm is the willingness to provide the full service offered by the institution. Reliability is the perception of the institution to provide honest and reliable service. Although the enthusiasm factor score was moderate in the study, it was the lowest score. Institutions should provide the promised service by clearly explaining the service they will receive to the students, or if they cannot provide the promised service. Martínez -Argüelles et al. (2010) evaluated the learning process in distance education as the most important dimension in their study. The mentioned learning process dimension is the factors such as the guidance and support given to the students by the teacher, and the willing response to the questions posed by the teacher. These factors are related to the responsiveness dimension in our study and support the importance of the responsiveness dimension. Ilgaz and Gülbahar (2015), in their study, one of the most important points that students expect from distance education is to establish effective communication between teachers and students in the learning process. Providing this

environment is in the hands of teachers and administrators. Teachers and administrators should be ready and willing to help in all matters that will affect the education service, they should try to solve their problems by dealing with students one-on-one, and the service should be developed in the dimension of enthusiasm by adapting and developing it according to expectations and needs.

The e-learning environment is the second most important dimension in terms of importance. When the service quality score is evaluated, it ranks third. In the study conducted by Çelik and Perçin (2019), one of the most important criteria in e-learning was determined as supporting the course with various visuals (pictures, animations, videos, etc.). This criterion is within the scope of the e-learning environment in our study. Because of that, the e-learning environment is one of the most important points for students. It can be positive for both the student and the teacher that the learning environment attracts the attention of the student and increases the student's interest in the lesson. Using advanced technologies in the learning environment, videos supporting the course, access from different devices, etc. With innovations and developments, distance education can be improved in terms of e-learning factor (Kor, et all., 2013)

The accessibility dimension was determined as the third-highest score in the order of importance and the second-highest score in the quality score. It is possible to increase the service quality of this dimension by enabling students to access the learning environment, course materials and resources whenever they want. The dimension called reliability in the study is similar to the reliability factor in other scales (Barnes & Vidgen, 2001; Cronin & Taylor, 1992; Gök & Gökçen, 2021; Udo et al., 2011; Uppal et al., 2018).

Reliability has the highest score for both the most important dimension and the service score. In the study of Çakmak (2020), the students gave the highest score to the quality of fulfilling the promised service reliably by the university. This result supports our study. By providing a standard curriculum without causing inconsistency between learning objectives and learning results in the education process, a reliability dimension can be achieved to increase the quality of service.

The study conducted by Gök and Gökçen (2021) showed that there is a medium level of distance education service quality and supports our study. Service quality scores are lower in our study. The reason for this may be that the study took place during the Covid-19 process and universities started the unprepared distance education process. Likewise, the unexpected transition of teachers and students from face-to-face education to distance education may be effective in the low level of service quality. In the other study, Sarı and Nayır (2020) found that teachers had difficulties accessing the internet, insufficient human resources, students did not ready for distance

education, there was a lack of practice in this regard, they did not have sufficient knowledge and experience, and they have revealed other deficiencies by correcting such shortcomings. By improving the training, it can be ensured that the lessons are taught efficiently when they need to be used.

In the study, it was found that the participants' age, university type, and family income level did not show a significant difference in the quality of distance education. When examined by gender, it was determined that the service quality perceived by the participants showed a significant difference, and it was concluded that the service quality scores of male students were higher than female students. In other words, men found the perceived distance education to be of higher quality than women. In their study, Bulut and Eşitti (2020) found that male students were more satisfied with distance education courses. In this respect, it was similar to our study. In addition, it is noteworthy that male students find distance education courses more effective than female students. It has been found that the service quality in distance education and the expectations, perceptions-current situation sections of the scale show a significant difference according to the class levels of the participants, and it has been concluded that the service quality and expectation, perceptions-current situation scores of the 1st-grade students in distance education are higher than the 2nd-grade students. In the study of Çakmak (2013), the service quality scores of the first-year undergraduate students were found to be higher than the other classes. This result is consistent with our study. In the study of Gök and Gökçen (2021), there was no statistically significant difference was found regarding the quality of distance education service and the demographic characteristics of our study.

According to these results, the levels of all factors are moderate, and the quality of distance education service in the Covid-19 Pandemic process is at a medium level in the Faculties of Sport Sciences in the Marmara and Western Black Sea Regions. It is thought that this study will contribute to the improvement of distance education, which will be offered to universities in conditions that will cause distance education, such as a pandemic.

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