Physical education teachers' attitudes towards the use of the Internet in education

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Abstract

The use of the Internet in the educational process is one of the factors that help to consolidate students' knowledge and acquire new skills based on the exchange of experiences that take place via email or open group dialogues. The study aimed to identify the attitudes of physical education teachers in Jordan towards the use of the Internet in the teaching–learning process. The descriptive approach was used, in addition to the use of the questionnaire as a tool for the study. The data collection instrument was applied to the study sample of 328 teachers and educators in Jordan in the second academic year 2021–2022. After carrying out the necessary statistical treatment, the study concluded that there is a presence of positive attitudes among teachers towards the use of the Internet in the educational process. In addition, there is a disparity in the use of the Internet in the educational process among physical education teachers in Jordan.

Keywords: Educational process, Internet, physical education, teachers;

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1. Introduction

Educators and those in charge of education are increasingly interested in the current era with modern changes in computer technology and the means to transfer and circulate knowledge (Eroglu, 2019; Tezer, 2020). The effectiveness of this technology cannot be overlooked, and understanding the modern variables of communication and its techniques helps in providing appropriate environmental conditions for the educational process in which communication techniques are employed in proportion to the environmental conditions surrounding the learner outside the classroom. This increases the ability to raise the rate of achievement away from uttering and narrating information, so the role of the student turns from a receiver of information into an interaction with the educational environment through technology, taking advantage of all its available capabilities (Mukhtarov & Vedyushkina, 2021).

Education is witnessing qualitative leaps in teaching methods as a result of the availability of aids that allow the provision of study materials in innovative ways. One of the most important means used in updating teaching methods is the Internet through which it was possible not only to increase the dose of information available to the student but also to develop evaluation methods and identify individual differences between students and take them into account in the teaching process (Hafez, 2019; Hasanov & Akbulaev, 2020).

Our contemporary world is witnessing a huge information revolution represented in information technology and its transfer from one place to another in any country in the world (Cil et al., 2021). This is regardless of the geographical locations of these countries, which has encouraged education officials to employ information technology in education and the service of the educational process, and invest in the Internet to improve the teaching methods and their development to meet the challenges facing contemporary education (Uzunboylu & Özcan, 2019; Yakubu et al., 2018).

The use of the Internet in the educational process is one of the factors that help to consolidate students' knowledge and acquire new skills based on the exchange of experiences that take place via email or open group dialogues, and others, which means urging students to continuous learning (Hafez, 2019).

1.1. Literature review

According to Al-Sharhan (2020), the Internet is a group of global networks connected to millions of devices around the world, to form a large group of networks, which transfer a large amount of information at high speed between different countries of the world, and it includes constantly evolving information. Al-Matrafi (2018) refers to it as a giant network of computers spread all over the world, through which millions of people communicate, intending to acquire information of all kinds.

Abu Salim (2019) refers to the Internet as a network, a large number of interconnected computers spread around the world, providing services that can be employed in the field of education, and it consists of a group of systems, programmes and conversational services, and includes faculty members' attitudes towards the use of the Internet, full knowledge of the use of the Internet and its programmes in the university education process.

Mufleh (2021) referred to the Internet as a very large network that is linked to a large group of computers spread all over the world, through which millions of users are connected for various purposes, whether they are pictured, read, audio or all at the same time. Muhammad (2017) also referred to the Internet as a large network of computers connected through telephone lines that secure communication between computer systems in a manner that suits and benefits users at the level and style they desire.

1.2. Theoretical framework

The spread of computers and the penetration of the Internet in various areas of our lives must have implications for various social systems, including the education system. Therefore, everyone who works in the education system must be aware of these changes that occur in the field of computers, general technology and calculated communications, as well as the Internet, in particular, to develop appropriate ways to confront and deal with these changes, to be able to absorb or reject these or that of these changes (Karagozlu, 2020).

Al-Mousa (2020) confirms the importance of integrating the Internet into the educational process, especially concerning communication, where he addressed in his article that email, mailing lists and newsgroups are means that are used to strengthen the relationship between students and teachers. To serve the educational process, the researcher stressed the need for the availability of material components, including equipment, educational programme design, technical support and training, and pointed to the obstacles that must be taken into account, which are weak infrastructure, lack of educational programmes in Arabic and the lack of specialists at the university level in the field of the Internet, in addition to technical problems and problems associated with mastering the English language.

In recent years, there has been a significant increase in the use of the Internet in various educational institutions (Sorokoumova et al., 2021). The development of electronic means of communication has changed the way of teaching and materials used. The use of the Internet has also led to a change in the pattern of relationships between students and teachers. As students become more involved in their studies, Salyers (2004) confirms that what students seek is a mental and critical preoccupation with the relationships between phenomena, analytical frameworks and the study of problems from a multidimensional perspective where it is no longer enough to cast the teacher a lecture on facts, figures and data. It is also no longer acceptable to expect students to memorise information by heart and repeat what is stated in textbooks without thinking.

Where interactive education should be one of the most important goals of the teacher, employing the Internet in the educational process requires a change in the teaching style, instead of the method of indoctrination or what is known as one-way education from the teacher to the students. The use of the Internet allows discovering talents and abilities of students and urges them to search for new information and try to link articles that agree or disagree on a specific topic. This allows the student to see different points of view, which they try to link and then come up with an opinion that reflects the student's personality and culture (Chizmar & Walbert, 2019).

The advantages of using the Internet in the educational process, determined by Hafez (2019), are as follows: the Internet helps to provide more than one method of teaching, as it is a large library in which all sources of information are available; users can benefit from online educational programmes, including documentaries related to the course; it allows access to the latest scientific research and educational specialisation; a teacher can benefit by employing the Internet, taking into account the individual differences between students, and this leads to improving the quality of learning and education; it helps to arouse and attract students' attention, as it is an interesting way to get the student out of the routine of memorisation and into work and application; it helps reduce effort and time the teacher uses, especially in routine work, which enables him to invest his time and effort in planning learning situations and experiences that contribute to the development of students' personalities in the intellectual and social aspects; it allows viewing of the article and identifying students' weaknesses and the possibility of offering additional activities that are consistent with their needs; it helps to realise the idea of active education and group cooperative

learning; it helps the student to shift from passive reception to self-directed learning; it provides flexibility in learning by encouraging students to deal positively with the assignments set by the teacher; it helps to provide an atmosphere for dialogue, discussion and exchange of views, proposals and viewpoints; finally, it helps to solve the problems of students who are left behind by their colleagues due to force majeure conditions, such as illness and others.

1.3. Related studies

Several studies related to the subject of the current study were conducted by several researchers. Some of them are described below.

Qabalan (2021) aimed to identify the techniques used by faculty members in the library and information departments in some Saudi universities. The study showed that most of its participants had a desire to use techniques in teaching, and the majority of the sample agreed that the techniques are available in their universities. The study also showed that the Internet is the most used, followed by computer programmes, projectors and others. The study also revealed that most faculty members did not receive sufficient training courses in the use of technology and that the lack of preparation in classrooms is one of the most important obstacles that prevent the use of technology in teaching.

Al-Amoudi (2018) aimed to highlight the concept of information and communication technologies and their role in promoting the use of modern methods in teaching physics, in addition to clarifying the educational importance of the computer simulation method in enhancing student learning by discovery. The capabilities of information and communication technologies in providing tools for producing educational exercises that can be obtained directly from the Internet were also highlighted and modified according to the user's need. Several physical educational exercises prepared according to the educational goals to be achieved were reviewed, which confirms the possibility of the success of these exercises in achieving these goals when choosing the appropriate time and course to present them to the students.

Al Fantoukh and Al Sultan (2019) aimed to identify the extent to which the idea of change was accepted or rejected. A questionnaire was distributed to a random sample of 210 teachers from different regions and it was found that 30% of the sample refused to change in the classroom, and they justified this because of the language barrier, information illiteracy and the fear that this will increase the burden, in addition to their feeling that they will have to learn new methods and methods. The study concluded that this resistance to the Internet demonstrated the impossibility of introducing and benefiting from new technologies.

Al-Fargouli (2018) aimed to describe and analyse some of the free databases available on the web due to their importance in attributing the scientific aspect of the decisions of the departments of information science and libraries, especially the courses related to information retrieval systems. The study focused on the analysis of the advantages available in these rules through which students acquire research skills and retrieve information. The study reached the result that the availability of free databases contributed to the implementation and employment of the scientific aspect of the information retrieval systems course for several reasons, including the availability of computer laboratories connected to the Internet and the local university network, which contributed to the implementation and application of the practical side of many courses. However, the availability of databases and free information services has a significant impact on expanding the understanding of the information retrieval systems course and obtaining high skill and efficiency among students.

Larose et al. (1999) aimed to identify the extent to which faculty members use computer technologies in teaching, and the study sample consisted of 269 faculty members at the University of Sherbrooke in Canada. The study found that there were clear differences between the levels of faculty members in possession of skills to use technology. In general, faculty members who followed the departments of management and applied sciences were more familiar with technology than their colleagues in the social and human departments. The study also found that although faculty members tend to use technology, its employment in teaching is still limited and dependent on individual efforts and has not yet become widespread.

Herring (2001) aimed to identify the views of faculty members about students' use of the Internet for scientific purposes is very limited, and from this point of view. The study was keen to identify the faculty members' attitudes about Internet sites and the importance they represent for students in terms of considering them as means of research. The study also sought to identify the use of the Internet in the classroom and assignments that require students to use the Internet. The study came out with several results, the most important of which is that despite the positive attitude of faculty members towards the Internet as a research tool, they expressed their concern about the accuracy of the information available on various Internet sites and the possibility of their reliability and use for scientific purposes by undergraduate students. The faculty members expressed their doubts about the ability of students at this stage of the study to evaluate the information they view on the Internet.

Jones and Johnson (2015) aimed to identify the purposes for which faculty members in the United States of America use the Internet, and to what extent the use of the Internet affects the teaching and research processes. The study concluded that the Internet helps to overcome the traditional pattern of university education. The study revealed that most faculty members believe that the use of technology, in general, can double their responsibilities, burden them with additional burdens and take a long time. The study also found that there is a disparity among faculty members. While some have their websites on the Internet through which they interact extensively with students, the study found that there are many faculty members who are content with using email only.

Al-Matrafi (2018) aimed to identify the reality of the faculty members' use of the Internet in teaching natural sciences in Saudi universities, and the effect of the scientific degree, the scientific experience and the scientific section of the faculty member on the responses of the faculty members. To achieve this, a sample was selected that consisted of 255 members. The results of the study showed that the degree of members' use of the Internet was moderate. The degree of the importance of use was high; the degree of the need for training courses was high; and the degree of obstacles was high. The degree of approval for Internet employment was a degree of agreement. The proposed ways to activate and develop the use of the Internet were to a degree of agreement.

Al-Far (2015) aimed to identify the extent to which faculty members in teachers' colleges employ the Internet, and the results showed that 73% of the members use the Internet, and those members see the importance of employing the Internet in scientific research and that the most important purposes of the faculty from using the Internet are browsing and visiting websites to search for information. Heimlich (2003) aimed to identify the extent to which members of the North American Society for Ecology use the Internet, and the results showed that the use of the members of the society was good, and many of those who were classified as non-users of the Internet accessed the network less than 3 times per month and that the least use of the Internet were those over the age of 60.

Muhammad's (2017) study aimed to evaluate the use of the Internet by faculty members at Hashemite University in scientific research and identify the impact of academic rank, gender and teaching experience. The study sample consisted of 161 faculty members who were chosen in a stratified random manner. They are the percentage of use, its degree and the variety of this use. The results of the study revealed a large percentage of use and a medium degree of use, and there were statistically significant differences in the percentage of Internet use attributed to the research variables. The degree of use was medium, and there were statistically significant differences in the degree of use according to the variables of academic rank and teaching experience, while there was no statistically significant effect attributed to sex, and there was diversity in the use of the Internet.

Mufleh's (2021) study aimed to reveal the extent of the use of the Internet in education by teachers of Irbid Second Education and its female teachers in Jordan, where the study sample consisted of 172 male and female teachers, who were chosen randomly. The results of the study concluded that there were statistically significant differences related to the degree of total use of the Internet in the field of education. This is attributed to the different levels of the variables of educational qualification, knowledge of the English language and computer knowledge. The study also found that there are no statistically significant differences in the field of education, which are attributed to the different levels of the variables of sex, specialisation and experience.

1.4. Purpose of the study

The current study attempts to identify the degree of Internet use in the educational process from the point of view of physical education teachers in Jordan.

1.5. Research questions

The study attempts to answer the following questions:

1- What is the degree of knowledge of physical education teachers in Jordan using the Internet compared to their colleagues and students?
2- What are the directions of physical education teachers in Jordan towards the use of the Internet in the educational process?
3- What are the areas in which the Internet was used before physical education teachers in Jordan?
4- What are the advantages of using the Internet in the educational process from the point of view of physical education teachers in Jordan?
5- What are the obstacles to using the Internet in the educational process from the point of view of physical education teachers in Jordan?

1.6. Importance of the study

The importance of the current study is that it is the first scientific study dealing with the reality of using the Internet in teaching sports education courses in schools. The study seeks trends towards the use of the Internet in teaching. It also seeks to identify the obstacles that prevent the use of the Internet in sports education courses according to the opinions of teachers. The study provides recommendations that can contribute to the development of teaching sports courses using the Internet. The current study also sheds light on the areas of Internet use from the point of view of teachers who are currently using this technique in their teaching, and therefore it is hoped that the results of this study will generate positive motivation for other teachers, which will contribute to expanding the use of the Internet in teaching sports courses.

1.7. Objectives of the study

This study seeks to achieve the following objectives: recognising the reality of using the Internet in teaching sports in the educational process; learning about the facilities available for physical education teachers in schools; and identifying the obstacles that prevent the optimal use of the Internet in teaching the physical education subject.

2. Materials and methods

The study used the descriptive approach, which is appropriate for such studies. The study sought to identify the opinions of individuals from a sample of physical education teachers in Jordan on how often they use the Internet in the educational process.

2.1. Participants

The study community consisted of all subject teachers in sports education in Jordan. The study sample consisted of 328 male and female teachers.

2.2. Data collection instrument

This study made use of a questionnaire developed by the researchers. Previous studies related to the subject of the current study were referred to and the scales used in them were reviewed (Hafiz, 2019). The scale built for this current study consists of five areas, namely the elements of using the Internet in teaching, areas of using the Internet in teaching, Internet sites, obstacles to using the Internet in teaching and trends towards using the Internet in teaching. It consisted of 50 paragraphs.

2.3. Validity and reliability of the tool

2.3.1. Honesty

To verify the validity of the study tool, it was shown to a group of arbitrators/specialists in the field of physical education from Yarmouk University and Al-Balqa Applied University. The number of arbitrators was 10. The arbitrators gave their opinions on the tool to conduct the current study, and thus the opinion of the arbitrators was adopted as evidence for the validity of the study tool.

2.3.2. Stability

To ensure the stability of the study tool, the researcher used Cronbach's alpha equation where the stability coefficient of the instrument was determined at 0.83. This value is considered appropriate for scientific research.

3. Results

3.1. Answers to the first study question, which states: 'What is the degree of knowledge of physical education teachers in Jordan using the Internet compared to their colleagues and students?'

From the analysis of answers given by teachers to the question about their skills in using the Internet, compared to their colleagues, as shown in the Table 1, more than half of the sample (8, 56%) consider that their skills in using the Internet are equal to the rest of their colleagues.

Table 1
Skills of Physical Education Teachers Compared to Their Colleagues

%	Skills of using the Internet compared to colleagues

24.3	Higher
56.8	Equal
13.5	Minimum
5.4	No answer
100.0	The total

To the question about teachers' opinions of their skills compared to the students, majority of the sample saw, according to Table 2, with a percentage of 81.1, that they possess higher skills than the students, which reflects the good qualifications of teachers in schools.

Table 2
Skills of the Faculty Members Concerning the Students

%	Skills in using the Internet compared to students
81.1	Higher
13.5	Equal
2.7	Minimum
2.7	No answer
100.0	The total

3.2. Answers the second study question, which states: 'What are the attitudes of physical education teachers in Jordan towards the use of the Internet in the educational process?'

In answering the question regarding the teaching method, which is the main focus of this study, 97.3% admitted that it changed as a result of using the Internet, as evidenced in Table 3.

Table 3
The Extent to Which the Teaching Method is Affected by the Use of the Internet

%	Has the teaching style changed as a result of using the Internet?
97.3	Yes
2.7	No
100.0	The total

To the question on whether teachers use the Internet on sites other than the schools, the vast majority, with a percentage of 97.3, answered that they use the Internet on sites other than the school. As can be seen by reviewing Table 4, where this result reflects an interest of teachers, on the one hand, it also reflects the reality of the spread of Internet service, on the other hand, especially in light of the service improvements, in terms of speed or cost, which encouraged an increase in usage rates. In different locations and for teachers, home is one of the most important sites from where the Internet is used.

Table 4
Use of the Internet on Other Websites

%	Do you use the Internet in other sites other than the schools?
97.3	Yes
2.7	No
100.0	The total

To the question to physical education teachers about the availability of Internet service in their offices in schools, the result was 94%, which reflects the interest of the Jordanian Ministry of Education in providing this necessary service in offices.

Answers to the question about teachers owning their computers are shown in Table 5. The vast majority (94.6%) answered in the affirmative, and this percentage represents a natural trend at all levels that reflects the keenness of physical education teachers on computer use.

Table 5
Teachers Who Own a PC

%	Do you have a personal computer?
94.6	Yes
5.4	No
100.0	Total

Regarding the question to teachers regarding their ownership of laptops, it appears that 70.3% own them, as shown in Table 6. In comparing this result with the results of Table 5, it turns out that the percentage of those who own mobile devices is lower than those who own personal computers.

Table 6
Teachers Who Own a Laptop

%	Do you own a laptop?
70.3	Yes
29.7	No
100.0	Total

3.3. Answers to the third study question, which states: 'What are the components of using the Internet in the educational process from the point of view of physical education teachers in Jordan?'

Table 7 shows the ingredients that the physical education teachers in Jordan consider necessary for the use of the Internet in teaching and are ranked in descending order from their point of view.

Table 7
Elements for Using the Internet in Teaching

Direction	SD	Average likely	I agree	I agree	No opinion of me	Disagree	Strongly disagree	Phrases (in descending order)
			%	%	%	%	%	
I totally agree	0.62	4.70	78.38	13.51	8.11	0.00	0.00	Display equipment quota
			29	5	3	0	0	
I totally agree	0.58	4.68	72.97	21.62	5.41	0.00	0.00	Availability of technical support
			27	8	2	0	0	
I totally agree	0.51	4.49	48.65	51.35	0.00	0.00	0.00	Provide training courses
			18	19	0	0	0	
I totally agree	0.69	4.49	56.76	37.84	2.70	2.70	0.00	To encourage the ministry
			21	14	1	1	0	
I totally agree	0.60	4.41	45.95	48.65	5.41	0.00	0.00	Personal website design support
			17	18	2	0	0	
I agree	0.75	4.14	29.73	59.46	5.41	5.41	0.00	Course files
			11	22	2	2	0	

It is noted by reviewing Table 7 that the vast majority of the study sample agreed with the statements related to the elements of using the Internet, with a percentage of 94.15, of which

55.41% agreed strongly, and this result agrees with the weighted average on the total of this axis (4.48), which falls in the category of 'strongly agree', as noted. The display equipment quota ranked first, followed by the availability of technical support. Given these two elements, we find it necessary to equip classrooms with display devices such as data show and the provision of wireless Internet connectivity, as this is one of the basic components of using the Internet in the educational process. The effort the teachers put in processing data using PowerPoint, Internet explorer and the others are not very useful unless appropriate presentation and communication means are available. It is also necessary to provide technical support to solve any problems encountered by teachers. Therefore, such a service is available upon request directly and it is even necessary for the technician to verify that the technical equipment is working effectively before the start date.

3.4. Answers to the fourth study question, which states: 'What are the areas in which the Internet is used by physical education teachers in Jordan?'

Table 8 shows the analysis results of the questions related to the fields of Internet employment by physical education teachers, which ranks aspects of the use of the Internet in teaching in descending order of importance.

Table 8
Areas of Internet Use

Direction	SD	Weighted average	Phrases (in descending order)
Always	0.50	3.59	Guide students to the sites
Always	0.50	3.57	Online homework order
Sometimes	0.74	3.11	Receive email
Sometimes	1.00	2.81	Online article vocabulary
Sometimes	0.93	2.73	View the results on the personal website
Sometimes	0.80	2.73	Send articles to email
Sometimes	0.83	2.62	Show test models

By reviewing Table 8, it can be seen that more than half of the sample, with percentages of 59.46 and 56.76, respectively, answered that they use the Internet in two ways, guiding students to relevant websites and requesting assignments from students, with the latter requiring browsing the Internet, including the vocabulary of materials. Usually, the teacher uses the sites to instruct the students at the beginning of the semester, as well as during the study, and asks them to carry out some duties by referring to the websites. This result agrees with the weighted average of the answers, which reached 3.59 and 3.57. As for receiving students' questions and comments by email, it was approved by 54% of the teachers. They sometimes receive these questions and comments, and the majority do not display the articles and results on their personal website (51.36%). This can be justified by the lack of personal websites for all teachers, although the ministry urges teachers to create their own website. This result agrees with the results in Table 7 where teachers expressed their desire to provide more facilities that allow them to have personal sites on the Internet.

3.5 Answer to the fifth study question, which states: 'What are the obstacles to using the Internet in the educational process from the point of view of physical education teachers in Jordan?'

Table 9 shows the obstacles that prevent the effective use of the Internet in the educational process of physical education teachers in Jordan:

Table 9
Obstacles to Using the Internet in Teaching Ranked in Order of Importance

Direction	SD	Weighted	I	I	No	Disagree	Strongly	Phrases (in

		average	totally agree	agree	opinion of me		disagree	descending order)
			%	%	%	%	%	
I agree	0.95	3.92	27.03 10	51.35 19	8.11 3	13.51 5	0.00 0	Increasing the academic quorum
I agree	1.17	3.81	35.14 13	32.43 12	13.51 5	16.22 6	2.70 1	Increasing the number of students
I agree	1.08	3.81	32.43 12	32.43 12	18.92 7	16.22 6	0.00 0	Equipment is insufficient
I agree	1.01	3.62	13.51 5	59.46 22	2.70 1	24.32 9	0.00 0	Dealing with students face to face
I agree	1.42	3.62	32.43 12	37.84 14	2.70 1	13.51 5	13.51 5	Not enough training available
I agree	1.04	3.49	16.22 6	37.84 14	27.03 10	16.22 6	2.70 1	Student cheating is hard to detect
I agree	1.22	3.46	16.22 6	48.65 18	8.11 3	18.92 7	8.11 3	Student inquiries
I agree	1.26	3.38	24.32 9	27.03 10	13.51 5	32.43 12	2.70 1	There are no financial incentives
Without seeing	1.04	3.27	8.11 3	43.24 16	18.92 7	27.03 10	2.70 1	Long time to prepare quota

It is noted by reviewing Table 9 that the majority of teachers agreed on all the obstacles mentioned in the question. The rates ranged between 78.38% for the excess academic quorum and 64.87% for the time required to respond to student's questions and inquiries. The elements of increasing the academic quorum, increasing the number of students and the inefficiency of equipment represented the most prominent obstacles seen by teachers as elements that limit the effective use of the Internet in the educational process. For the equipment, the results of this table emphasise the importance of providing equipment, whether in lecture halls or others, which constitutes one of the most important elements for the success of the educational process.

4. Discussion

More than half of the sample consider that their skills in using the Internet are equal to the rest of their colleagues. This result indicates that the majority of physical education teachers have similar experiences in using the Internet due to the availability of development and educational opportunities in the schools. This is done through educational development centres and units. It is sponsored by the Jordanian Ministry of Education, which prepares training programmes for teachers in various fields. In addition, it provides ministry opportunities to enrol in various training courses. This reflects the eagerness of physical education teachers to develop their capabilities (Whittle et al., 2018).

Majority of the participants admitted that learning has changed as a result of using the Internet (Sorokoumova et al., 2021). As this result indicates, beyond any doubt, there is a keenness for physical education teachers to employ new technologies and to update teaching methods to keep pace with changes in the specialisation. But if we compare this result with the results in the tables, we find that there is an agreement in the answers of the teachers, especially concerning encouraging the Ministry of Education to employ modern technologies and develop the performance of teachers, by rehabilitating them and providing the facilities that enable them to achieve this end.

There is availability of Internet service in the offices in schools. This reflects the interest of the Jordanian Ministry of Education in providing this necessary service in offices. This constitutes an infrastructure that is expected to bear more fruit over time, especially if it is associated with the addition of updates and improvements required by the nature of rapid developments in the fields of communication and information (Eroglu, 2019; Hasanov & Akbulaev, 2020).

5. Conclusion

The limitations of the study include the objective boundary that revolves around recognising the point of view of physical education teachers towards the use of the Internet in teaching. There was a spatial limit since this study was applied to physical education teachers in Jordan. There was also a limit on the sample since it consisted of 328 physical education teachers in Jordan.

Regardless of the limitations, the study presents very important results that are practically beneficial to academia. Based on the research, the following recommendations were made: firstly, the study recommends that the Ministry of Education adopts the Internet in the educational process. The Internet is an essential medium of education. The ministry should work to provide all the ingredients that help to use the Internet effectively, including encouraging teachers, providing technical support and complete equipment, especially in classrooms. The interest of teachers should be addressed, especially those who have graduated from universities located in non-English speaking countries, by giving them intensive English language courses, since it is one limitation to using the Internet.

Also, the researcher recommends intensified courses in online applications, and that they are available to teachers to possess the skills to effectively use the Internet in teaching. Teachers should be encouraged to create personal sites for themselves, but with the establishment of controls, whether in terms of content or services, to ensure the achievement of educational goals. Other studies should explore the opinions and suggestions of students of specialisations in the use of the Internet in teaching.

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