



Training needs of physical education teachers in Jordan and their relationship to various variables

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Abstract

This study aimed to identify the training needs of physical education teachers in Jordan and explore their relationship with variables such as academic qualification and experience. A descriptive approach was used, with a questionnaire as the data collection tool, administered to a sample of 285 male and female teachers during the second semester of the 2021-2022 academic year. The results, after conducting the necessary statistical analysis, revealed that physical education teachers in Jordan expressed a need for training in all the skills examined in the study, including teaching planning, classroom management, classroom environment, assessment tool development, and strategy implementation. Furthermore, the study found no statistically significant differences in training needs based on the variables of gender, academic qualification, or experience. These findings suggest that regardless of these factors, there is a consistent demand for professional development in physical education teaching practices in Jordan.

Keywords: Needs; training; training needs; physical education; teachers.

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1. INTRODUCTION

The tremendous knowledge progress that characterizes the current era, which is characterized by rapid quantitative and qualitative change in scientific knowledge and its applications, especially what is happening in the field of education, has developed as a result of continuous scientific research and the use of modern technologies. And teaching methods, and to meet this great challenge, teachers must be in a continuous training phase during their professional life so that they can keep up with everything new in their field of work and then raise the level of their performance (Xing & Qi 2023; Descoeudres, 2024; Barakat, 2020; AL-Momani & Jawarneh 2020a).

The teacher is a cornerstone of the educational process in all its forms, methods, and methods. There is no method except that the teacher is its foundation and support, even those methods called self-styled methods. Professional, cultural, and moral. It is a special model that is not suitable for teaching others, while it is suitable for many other professions, or it may be able to do many professions; Therefore, the countries paid attention to the teacher and gave him their care and attention. He is responsible for building the generations that will build their civilizations, progress, and development to consolidate their foundations. Fields Scientific, but rather all cognitive, cultural, emotional, and skill fields (Abu Al-Hija, 2016).

The era in which we live is rapidly evolving and changing, as the knowledge explosion is one of the most important features of development in our present era, which led to the great development that occurred in the methods of education and teaching with the development of time and the scientific and cultural progress that has occurred. Therefore, there is an urgent need to follow good teaching methods that are capable of raising productive and participating students. Here comes the role of the successful teacher who chooses the method appropriate to the nature of the lesson and compatible with the student's interests. Therefore, in-service training is an important requirement for the professional growth of the teacher, and it is an effective means of achieving educational development, as the teacher is the tool of change, the means of development, and the key to renewal (Al-Hadidi & Dahmash, 2018).

The process of identifying training needs is considered an indicator that directs training in the right direction so that it can achieve the efficiency and good performance of teachers, improve their skills and behavior, and direct their thinking and beliefs by the trends of society and its educational needs. Many educators have emphasized the significance of identifying the training needs of trainees, whether they are managers or teachers, as the success of any training program is determined by how effectively training needs are identified, inventoried, and aggregated. A program that is not grounded in a precise and skillful assessment of training needs is likely to render the training effort ineffective (Sherif & Issa, 2016).

The inventory of training needs is the objective starting point in preparing a training plan. Therefore, many educators have stressed the importance of this; Since the success of any training program is measured by the extent to which training needs are identified, identified, and aggregated; Because the program does not perform its role appropriately unless it is based on a scientific measurement of training needs (Sauli, 2021; Sherif & Sultan 2019; AL-Momani & Jawarneh 2022b).

A fact in the field of training is that the effectiveness of the planning, design, implementation, and evaluation of training programs depends mainly on the process of identifying training needs, as the process of identifying training needs results in deciding the type of training required, who needs it, and the required level of expertise (Yaghi, 2017).

Education material plays an important part in the educational process, which affects various aspects of the student's personality, whether it is physical, psychological, social, or mental, and it is of a theoretical, practical, and skillful nature, so the teacher needs to possess advanced competencies and skills to fit with the developments of the times that have occurred in the field of education sports And related functions and tasks to keep pace with the tremendous and rapid scientific progress that has occurred in the field of education sports In general, and teaching methods and methods in particular.

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A successful Education teacher spots various methods in his theoretical and practical teaching, and makes efforts to provide the best conditions for education; Therefore, he needs to develop, enrich, and renew his information, and evaluate his performance level and his ability to practice education successfully, and this can only be achieved by conducting a comprehensive evaluation of his effectiveness in teaching from time to time (Marques et al., 2023). The role of the education teacher is to create an educational process that is much greater than the roles that teachers play in other subjects through their relations with students and parents, so the education teacher must have many advantages and recipes that make them more efficient and more qualified for the roles assigned to them (Osman et al., 2024; Wittwer et al., 2024).

1.1. Literature review

1.1.1. Classification of training needs

According to Sherif & Sultan (2019) and Yaghi (2017), training needs can be categorized into three main groups:

Routine Goals: These goals aim to help the organization maintain its usual efficiency levels. They focus on supporting existing capabilities and skills without necessarily advancing them to higher levels or new areas. Routine goals are essential for ensuring that the organization continues to function smoothly and that performance patterns remain consistent, thereby ensuring organizational continuity.

Problem-solving goals: This type of training focuses on identifying and addressing specific issues within the organization. The process involves analyzing the root causes of these problems and designing a training program to provide the necessary conditions to resolve them.

Innovative Goals: The objective here is to achieve extraordinary results that elevate organizational performance to new heights. This type of training aims to foster innovation and distinction, helping the organization to surpass previous performance levels and establish a competitive edge over similar organizations.

1.1.2. Techniques for identifying training needs

Sharaf Aldeen (2019), Mohammed (2018), Abdel-Maksoud (2017), and AL-Momani & Jawarneh (2022c) note that several methods are available for identifying training needs. The most prominent techniques include:

Organization Analysis: This approach examines various organizational and administrative aspects, including objectives, functions, policies, human resources, and the overall organizational climate. The goal is to pinpoint which organizational positions require training, the type of training needed, and how it aligns with the organization's broader goals. This technique ensures a precise identification of training requirements based on organizational needs.

Operations Analysis: This method involves studying the tasks and responsibilities of various jobs within the organization. Collecting data on job duties, necessary skills, and performance standards helps determine what type of training is required. The focus is on matching the training content to the skills and knowledge necessary to perform specific tasks effectively.

Performance Analysis: This method involves assessing an individual's current performance in their job and comparing it with the expected knowledge, skills, and attitudes for that role. It helps identify any gaps in performance and training needs by comparing existing capabilities with those needed to perform effectively in the current or future job roles.

1.1.3. Tools for identifying training needs

Sharaf Aldeen (2019), Khatib & Al-Khatib (2018), and Algebra (2021) identify several important tools for determining training needs:

Interviews: Interviews are conducted with the groups to be trained, revealing topics they consider essential for their professional development. These interviews may also involve training officials, managers,

supervisors, and leaders to gain insights into perceived training needs.

Questionnaires: Questionnaires are distributed to collect input from trainees on topics deemed important for their development. These surveys can also be directed at supervisors to assess the performance of workers, identify strengths and weaknesses, and pinpoint areas where training could be beneficial.

Educational Committees: These committees focus on studying specific topics of interest to the trainees. Based on their findings, they identify the training needs relevant to the group.

Teachers' Periodic Efficiency Reports: These reports, when prepared diligently, offer valuable insights into teachers' experiences, behaviors, and attitudes. By accurately reflecting these aspects, efficiency reports help identify areas for improvement that can be addressed through training.

Tests: Both oral and written tests are used by training heads to determine the skills and knowledge gaps in employees. These assessments help pinpoint the specific training needs of individuals.

Problem Analysis: One of the most effective methods for identifying training needs is analyzing work or production-related problems. By investigating the root causes of these issues, training can be tailored to address the specific challenges faced by employees. The analysis process involves gathering feedback from concerned individuals and implementing necessary actions to resolve the identified issues.

These methods and tools are essential for accurately assessing training needs and ensuring that training programs are both effective and relevant.

1.2. Conceptual background

The reform and development of the education system in Jordan must begin with the teacher, selection, preparation, and training. Because it is the cornerstone of any reform or development, and because focusing on the philosophy of educational systems with their goals and curricula cannot alone lead to the desired development and reform in the absence of a capable teacher with high qualifications and outstanding good performance. Studies have proven that (60%) of the success of the educational process in all its dimensions falls on the shoulders of the teacher alone, while the other dimensions are all combined, such as administration, curricula, books, conditions of learners, and school capabilities (40%) of the success of the educational process (Al-Farra, 2016).

The problem of the current study is that the practices of male and female education teachers' academic qualifications vary, and their practical experience varies, and this is what makes the transmission of the impact of teaching to students in the classroom different. Therefore, continuous training of teachers during the service has become a necessary and important matter of the importance of developing education towards a knowledge economy in the era of globalization, the explosion of knowledge, the development of communications, and the Diversity of labor market requirements.

Al-Khatib and Al-Anzi (2018) stated that a set of changes required to be made in employees' information, skills, and behavior to raise their competencies, in line with work requirements, helps overcome problems facing the workflow in an organization and contributes to developing performance and upgrading the level of services in general. Yagi (2018) states that changes and developments are required in employees' information, skills, and attitudes to help them solve problems and avoid creating new ones. Similarly, Al-Qubati and Ali (2020) emphasize that modifications in teachers' skills are necessary to enable them to perform their tasks effectively.

Al-Taani (2020) describes training needs as the changes required in an individual's knowledge, experiences, performance, behavior, and attitudes to make them suitable for occupying a job and performing its duties efficiently. Likewise, Al-Abadi (2016) highlights the gap between an individual's actual performance and the required or targeted performance based on approved standards, objectives, and plans. Al-Hadidi and Dahmash (2018) define training needs as the skills and attitudes that must be developed in individuals or groups, specifically changes in knowledge, skills, and attitudes necessary to meet work requirements and

address workplace challenges.

Teachers of Education Subject Sports category includes all teachers who teach the subject of physical education from the fourth grade up to the tenth grade in both public and private schools affiliated with the Jordanian Ministry of Education.

1.3. Previous studies

After reviewing various studies, sources, and references related to the current research topic, the researcher found several relevant studies.

Carter (1990) aimed to determine the future training needs of education observers in small areas in Washington State. The sample consisted of 210 observers, and the results showed significant differences in training needs. The most impactful skills were knowledge-based and technical skills related to the observer's duties, followed by financial skills, which observers felt required further training.

Saleh (2021) focused on identifying the in-service training needs of Malaysian secondary school teachers. Using interviews and questionnaires applied to 508 teachers, the study found that training was required in four primary areas: scientific knowledge of subject matter, knowledge of curriculum and educational plans, development of educational aids, and concepts related to evaluation.

De Remer (2019) examined the training needs of science teachers in Dakota public high schools, with a sample of 704 secondary school science teachers. Results indicated that the most crucial training needs were knowledge of technology related to science topics, improved teaching skills, and methods for motivating students. No significant differences were found based on the teacher's specialization.

Salamah (2018) analyzed the training needs of vocational education teachers in Jordan as viewed by educational supervisors, school principals, and teachers. A questionnaire was distributed to 419 participants, including 213 teachers, 183 principals, and 23 educational supervisors. The results showed that supervisors prioritized training in evaluation, teaching and learning planning, and classroom organization. Teachers emphasized the need for training in teaching organization, evaluation, vocational workshops, curriculum enrichment, and vocational guidance. The study found gender differences, with female teachers identifying more training needs than males.

Shalalifa (2015) assessed the training needs of first-stage teachers in the Amman Directorate. A sample of 553 teachers and seven educational supervisors participated. The findings indicated that teachers needed training in classroom management, planning, curriculum, communication skills, measurement and evaluation, teaching methods, instructional aids, and individualized education.

Okorfor (2018) evaluated the training needs of mathematics teachers in primary schools in Remo State, Nigeria. A questionnaire was distributed to 184 teachers, and 22 were interviewed. The study found that teachers required training in basic mathematical skills, formulating realistic and measurable goals, preparing educational materials, and identifying resources affecting mathematics education.

Rifaa (2014) focused on the training needs of science teachers in Saudi Arabia based on their self-assessments. A questionnaire with 44 training needs was distributed to 86 teachers. The most significant needs were related to developing teachers' knowledge and skills, particularly training on using computers in education. The study found gender-based differences, favoring female teachers, those with lower grades, and those from theoretical specializations. Sormunen & Chaiupa (2014) assessed primary school teachers' perceptions of training needs in India using a sample of 200 teachers. The findings indicated that the most important training areas were planning, application, and evaluation of educational technologies. No significant differences were found based on specialization or academic qualifications.

Hamdan (2016) aimed to build a training program based on the needs of vocational education supervisors in Jordan's Ministry of Education. A questionnaire was used with 49 supervisors and 437 teachers. The findings showed that supervisors prioritized professional growth, teaching and learning, curricula, and supervisory

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leadership. Teachers emphasized training in learning and education, professional growth, curricula, and supervisory leadership. The study identified statistically significant differences between the perspectives of supervisors and teachers.

Nagwi (2017) analyzed the training needs of information management teachers in Jordan. A questionnaire was used, and educational supervisors found that teachers needed extensive training in teaching methods, evaluation, education planning, classroom management, and subject knowledge. There were no significant differences between teachers and supervisors regarding training needs.

Al-Abdullah (2017) examined the training needs of first-grade teachers in Irbid's third education region. The most significant training needs were related to lesson planning, classroom management, learning environment, and evaluation tools. After implementing a supervisory plan, teachers showed improvements in planning, classroom awareness, and evaluation strategies.

Johnston (2007) assessed the training needs of 122 primary school teachers. The findings showed a strong need for training in technologies and media, with moderate needs in other areas. Differences in training needs were observed based on specialization, favoring teachers from literary backgrounds, while no differences were found based on gender, qualifications, or experience. Barakat (2020) examined the training needs of lower basic education teachers in Palestine. A questionnaire with 32 items covering educational, social, instructional methods, and technological use was applied to 165 teachers. The results indicated that training needs varied based on academic qualification and years of experience, favoring teachers with intermediate diplomas and those with extensive experience. However, there were no significant differences based on gender or specialization.

Al-Hadidi & Dahmash (2018) identified the training needs of physical education teachers in Jordanian higher basic schools. The sample consisted of 300 teachers from Amman and 150 from the Special Education Directorate. A questionnaire was developed with 47 items across seven areas, highlighting the importance of experience and supervisory authority in determining training needs.

In reviewing these studies, no research was found that specifically addressed the training needs of physical education teachers in Jordan, particularly in northern governorates. Most studies focused on other subjects. The current study aligns with previous research in using questionnaires as a primary study tool. Several studies included qualification and experience as variables, consistent with the current research approach. This study focuses on physical education teachers in primary grades, recognizing the significance of this educational stage. Some previous studies also addressed early education levels. Additionally, the sample size of this study varies from previous research due to differences in target populations.

1.4. Purpose of study

This study aims to identify the training needs (teaching planning, classroom management, classroom environment, building assessment tools, and employing strategies) for physical education teachers in Jordan and its relationship to some variables such as educational qualification and experience.

Through the above, the problem of the study can be identified in the main question, which is: What are the training needs of education teachers? Sports in Jordan and his relationship with sex variables, and the Experience and qualification. The current study seeks to answer the following questions:

1. Do physical education teachers in Jordan need training in every skill of teaching planning skills, classroom management, classroom environment, building assessment tools, and employing strategies?

2. Are the training needs of physical education teachers in Jordan different in each skill of teaching planning skills, classroom management, classroom environment, building assessment tools, and employing strategies according to academic qualifications (diploma, bachelor's, postgraduate studies)?

3. Do the training needs of physical education teachers in Jordan differ in each skill of teaching planning skills, classroom management, classroom environment, building assessment tools, and employing strategies

according to different years of experience (less than 5 years, 5-10 years, more than 10 years)?

2. METHOD AND MATERIALS

The study used the descriptive method for its relevance and the nature of the current study.

2.1. Participants

The study community shall consist of all male and female teachers of Sport education in the directorates of education in northern Jordan, which are the directorates of Qasbah Irbid, Mafraq, Ajloun, and Jerash This is during the second semester of the academic year 2021-2022 The study sample consisted of (285) a male and female teacher; One of the physical education teachers in these directorates.

2.2. Data collection tools

To build the study tool, a set of criteria was used in previous relevant studies that talked about the subject of the current study, the Training Needs Scale prepared by Al-Abdullah (2017). Where is the scale in its initial form? Of three parts; The first part contains basic information about the teacher, and the second part includes four areas: Planning for teaching, classroom management, the classroom environment, building evaluation tools and employing its strategies, and the third part is open for the teacher to write in it the skill that he thinks he needs to be trained on, and it was not mentioned in the second part.

2.2.1. Validity and reliability of the tool

Honesty: To ensure the validity of the study tool used, the researchers presented the questionnaire to several arbitrator professors, and their number is (10) arbitrators from the whole of Education Sports at Yarmouk University and the University of Jordan, Where I agree what the ratio (90%) of the total number of arbitrators on the occasion of the questionnaire to conduct the current study, and thus the questionnaire was approved to conduct the study.

Constancy: To ensure the stability of the tool, the researchers applied the questionnaire twice to a group from the same study population and from outside the study sample, bearing the same characteristics as the study sample, with a period of two weeks as an interval between the two applications, then the correlation coefficient between the first and second applications was calculated, and it reached (89%), thus I consider this correlation appropriate and indicative of stability the tool.

3. RESULTS

3.1. To answer the first question to study which states: Do educators need education? Sports in Jordan to train in each of the planning skills for teaching, classroom management, classroom environment, building evaluation tools, and employing its strategies?

To answer this question, the researchers did the following:

3.1.1. Planning for teaching

In the domain of teaching planning, data were collected and categorized based on the two levels of need assessment specified in the questionnaire: "I need" and "I do not need." The percentages were then calculated accordingly. Table 1 presents the findings.

Table 1

The percentages of teachers' responses according to the skill of planning for teaching, and the degree of need/need/no need.

Situation	percentage
I need	56%
I don't need	44%
the total	100%

It is evident from the previous Table No. 1 that the total responses from teachers indicating a need for training

in teaching planning represent 56% of the overall responses in the study sample, while 44% of teachers responded that they do not need training. Therefore, the percentage of teachers who feel the need for training in teaching planning is higher than those who do not.

3.1.2. Classroom management

In the area of classroom management, percentages were calculated based on the two levels of need assessment: "Need" and "Do not need." The results are presented in Table 2.

Table 2

The percentages of teachers' responses according to the classroom management skill and the degree of need/need/no need.

Situation	percentage
I need	56%
I don't need	44%
the total	100%

The data presented in Table 2 indicate that 56% of the teachers in the study sample reported a need for training in classroom management skills, while 44% indicated no need for such training. These findings suggest that a greater proportion of teachers who recognize the necessity of training in teaching planning skills compared to those who do not.

3.1.4. The skill of organizing the classroom environment

In analyzing the skill of organizing the classroom environment, the data were categorized based on the two levels of need assessment: "I need" and "I do not need." The percentages for each category were calculated, and the results are presented in Table 3.

Table 3

Percentages of teachers' responses according to the skill of the classroom environment and the degree of need/need/no need

Situation	percentage
I need	61%
I don't need	39%
the total	100%

In the aspect of building evaluation tools and employing strategies, the percentages were calculated according to the two levels of need (need/no need), and Table 4 provides a detailed explanation of these results.

Table 4

Shows the percentages of teachers' responses according to the skill of building assessment tools and employing its strategies, and the degree of need/need/no need.

Situation	percentage
I need	74%
I don't need	26%
the total	100%

As evident from Table 4, the total responses from teachers indicating a need for training in building assessment tools and employing their strategies constitute 74% of the overall study sample. In contrast, 26% of the respondents reported no need for such training. These findings suggest that a significantly higher proportion of teachers recognize a need for professional development in this area compared to those who do not.

3.2. To answer the second question, which states: Are the training needs of male and female education teachers different (Sports in Jordan on teaching planning skills, classroom management, classroom environment, building assessment tools, and employing strategies according to academic qualifications)

The researchers calculated the percentages for each of the four skills, categorized according to the three levels of educational qualification. Table 5 provides a detailed explanation of these results.

Table 5

The percentages according to the educational qualification, and the four training skills.

Qualification skill	diploma			BA			Postgraduate		
	I need	I don't need	sum	I need	I don't need	sum	I need	I don't need	sum
Teaching planning	58.8%	41.2%	100%	54.4%	45.6%	100%	100%	0%	100%
classroom management	64.7%	35.3%	100%	54.6%	45.6%	100%	66.7%	33.3%	100%
Class environment	52.9%	47.1%	100%	64.9%	35.1%	100%	100%	0%	100%
building tools	76.5%	23.5%	100%	75.4%	24.6%	100%	100%	0%	100%
the total	63.3%	36.7%	100%	62.3%	37.7%	100%	91%	9%	100%

Regarding the teaching planning skill and the diploma qualification, as shown in Table 5, the percentage of teachers who require training in planning skills among diploma holders was 58.8%. Among bachelor's degree holders, the percentage was 54.4%, while for those holding graduate degrees, the percentage reached 100%.

In terms of classroom management skills and the diploma qualification, Table 5 indicates that 64.7% of diploma holders expressed the need for training in classroom management. Among bachelor's degree holders, this figure was 54.4%, and 66.7% of graduate degree holders indicated a need for training in this area.

Regarding the skill of organizing the classroom environment and the diploma qualification, Table 5 shows that 52.9% of diploma holders felt the need for training in this skill. Among bachelor's degree holders, the percentage was 64.9%, and 100% of graduate degree holders expressed the need for training in organizing the classroom environment.

For the skill of building evaluation tools and the diploma qualification, Table 5 reveals that 76.5% of diploma holders required training in building evaluation tools. Among bachelor's degree holders, the percentage was 75.4%, and 100% of graduate degree holders expressed the need for training in this skill. The average percentage across all four skills for diploma holders was 63.3%; for bachelor's degree holders, it was 75.4%, and for graduate degree holders, it was 100%.

Upon calculating the Pearson correlation coefficient between these groups, no significant differences were found. Consequently, it can be concluded that the training needs of male and female physical education teachers in Jordan, across all skills (teaching planning, classroom management, classroom environment, building assessment tools, and employing strategies), do not vary according to academic qualification. This result aligns with the findings of the first question, indicating that teachers with varying academic qualifications require training in all of the aforementioned skills.

This outcome can also be attributed to the Ministry of Education's apparent failure to adequately train and rehabilitate physical education teachers, ensuring alignment with modern educational and social developments.

3.3. To answer the third question, which states: Do the training needs of teachers and education teachers

differ (Sports in Jordan in each skill of planning for teaching, classroom management, classroom environment, building assessment tools, and employing strategies according to the teaching experience)?

The percentages were calculated according to each of the four skills, and each level of the three years of experience and the following table 6 explains it. In terms of teaching planning, for teachers with less than five years of experience (first level), as shown in Table No. (6), 51.7% of teachers reported the need for training. At the second level (5-10 years of experience), the percentage increased to 63.0%, while at the third level (10 years or more), the percentage was 26.9%.

Table 6
The percentages according to the levels of the three years of experience and the four training skills.

Experience Levels skill	less than 5 years			5-10 years			10 years and over		
	I need %	I do not need %	the total %	I need %	I do not need %	the total %	I need %	I do not need %	the total %
Teaching planning	51.7	48.3	100	63.0	37.0	100	26.9	73.1	100
classroom management	58.6	41.4	100	44.4	55.6	100	26.9	73.1	100
Class environment	. 75.9	24.1	100	55.6	44.4	100	50.0	50.0	100
Building test tools	. 75.9	24.1	100	74.1	25.9	100	73.1	26.9	100
the total	65.5	34.5	100	59.3	40.7	100	51.0	49.1	100

Regarding classroom management, for teachers with less than five years of experience (first level), 58.6% expressed a need for training, as indicated in Table No. (6). Among teachers with 5-10 years of experience (second level), this figure dropped to 44.4%, and for teachers with over 10 years of experience (third level), the percentage was 26.9%.

In terms of classroom environment, for teachers with less than five years of experience (first level), 75.9% indicated the need for training. At the second level (5-10 years of experience), this dropped to 55.6%, and at the third level (10 years or more), the percentage was 50%, according to Table No. (6).

Concerning evaluation tools, 75.9% of teachers with less than five years of experience (first level) reported needing training. Among teachers with 5-10 years of experience (second level), 74.1% expressed the same need, and for those with over 10 years of experience (third level), 73.1% required training, as per Table No. (6).

The average percentage of teachers needing training across all four skills for the first level of experience (less than 5 years) was 65.5%, for the second level (5-10 years) it was 59.3%, and for the third level (10 years and more) it was 51%.

By calculating the Pearson correlation coefficient between these groups, no significant differences were found. Therefore, it can be concluded that the training needs of male and female physical education teachers in Jordan, about each skill, that is, teaching planning, classroom management, classroom environment, building assessment tools, and employing strategies do not differ based on years of experience. This result suggests that teachers, regardless of their teaching experience, require training in all of these skills.

This finding can also be attributed to the Ministry of Education's apparent failure to adequately address the professional development and training needs of physical education teachers in line with modern educational and social developments.

4. DISCUSSION

Therefore, the percentage of teachers who perceive the need for training in teaching planning exceeds those who do not. This outcome can be attributed to the fact that, in general, teachers require ongoing training and professional development, even if they already possess some knowledge or skills in this area. A possible explanation for this need is the lack of continuous training and professional development courses provided by the Ministry of Education, which ultimately affects teachers' performance and their ability to fulfill their duties effectively.

The skill of teaching planning is considered a fundamental competence for teachers in general, and particularly for physical education teachers, due to the unique nature of the subject in comparison to other academic disciplines. This result aligns with the findings of Carter (1990) and Salamah (2018) while differing from the conclusions drawn in Shalalifa (2015) and Rifaa (2014).

The results highlight a significant need for training and professional development in classroom management, a fundamental competency for teachers. One possible explanation for this finding is that physical education teachers spend a considerable portion of their official working hours outside the traditional classroom environment due to the nature of their subject, which emphasizes the teaching of various physical skills conducted in open spaces. This limited classroom exposure may impact their effectiveness in managing classroom activities.

Additionally, physical education teachers may not receive adequate training in classroom management during their university education compared to teachers of other subjects. Furthermore, the Ministry of Education appears to place less emphasis on training and professional development for physical education teachers than for teachers of other disciplines. This lack of emphasis could negatively affect their classroom performance.

These findings align with the studies conducted by Barakat (2020) and Al-Hadidi & Dahmash (2018), which also emphasize the need for enhanced classroom management training for physical education teachers. However, they differ from the findings of Hamdan (2016) and Johnston (2007), who reported lower levels of training needs in this area.

These findings indicate a notable deficiency among physical education teachers in constructing and effectively utilizing assessment tools. The emphasis on practical skill instruction in physical education, such as teaching sports like basketball, may contribute to the teachers' limited engagement with assessment methodologies. This outcome aligns, to some extent, with the nature of physical education in schools, which prioritizes skill acquisition over theoretical knowledge. The findings are consistent with those of Salamah (2018) and Al-Hadidi & Dahmash (2018) but diverge from the conclusions of Barakat (2020) and Hamdan (2016).

Overall, these results suggest that physical education teachers in Jordan perceive a strong need for training across all four key skills: teaching planning, classroom management, classroom environment organization, and assessment tool development and implementation. This demand for training may be attributed to the ongoing evolution of educational curricula in physical education, the subsequent need for teacher training, and the shifting pedagogical paradigms from behavioral to cognitive approaches. Furthermore, teachers' growing awareness of the importance of in-service training for continuous professional development and their engagement in discussions with colleagues about these topics likely influence their perspectives. These factors, despite the lack of formal training opportunities, have contributed to their recognition of training as a crucial element for professional growth and instructional effectiveness.

5. CONCLUSION

The findings of this study reveal that the majority of physical education teachers in Jordan perceive a significant need for training across key teaching skills, including teaching planning, classroom management, classroom environment organization, and assessment tool development. Specifically, the percentage of teachers who feel the need for training in teaching planning surpasses those who do not, highlighting an

ongoing demand for professional development in this area. This need can be attributed to the general requirement for continuous training among teachers, even for those who may already possess basic knowledge or skills. The lack of ongoing training programs provided by the Ministry of Education, coupled with insufficient professional development courses, contributes to teachers' perceived inadequacy in their performance and affects their ability to effectively carry out their responsibilities.

Teaching planning, a fundamental competency for all teachers but especially for physical education instructors, stands out as a critical area for development. The unique nature of physical education, which emphasizes practical skills over theoretical knowledge, necessitates a tailored approach to teaching planning.

Similarly, classroom management is another area where teachers express a pronounced need for training. The specific demands of teaching physical education, such as spending significant time outside traditional classrooms and teaching physical activities in open spaces, contribute to teachers' perceived lack of competence in managing classroom dynamics. Furthermore, physical education teachers often do not receive the same level of classroom management training during their university studies as their peers in other subjects. This gap in preparation, along with the Ministry of Education's insufficient focus on professional development for physical education teachers, hurts their classroom effectiveness.

Moreover, the study highlights a significant gap in teachers' ability to build and utilize effective assessment tools. Given the practical nature of physical education, with a focus on skill development in sports, teachers often engage less with assessment strategies. This may be attributed to the emphasis on skill acquisition over theoretical knowledge within the physical education curriculum.

Overall, the study underscores a critical need for training in the core skills necessary for effective teaching in physical education, including planning, classroom management, classroom environment organization, and assessment tool development. The ongoing evolution of educational curricula and the shift from behavioral to cognitive pedagogies further amplify the need for teacher training. Teachers' growing awareness of the importance of in-service training and their engagement in professional dialogues with colleagues highlight the significance of continuous professional development. Despite the lack of formal training opportunities, teachers in Jordan recognize the importance of these skills and the role training plays in enhancing their instructional effectiveness and professional growth. This recognition indicates a clear call for more targeted training programs that align with modern educational developments and the evolving demands of physical education teaching.

In light of the results of the current study, the researcher recommends the following:

- 1- Conduct more similar studies to reveal the training needs of teachers and develop supportive procedural plans.
- 2- Conducting studies that dealt with the subject of the current study, which is the training needs of teachers of other subjects and in other geographical locations.
- 3- Conducting studies dealing with the training needs of Jordanian and Arab university professors.

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