

Attitudes of physical education teachers in Jordan towards the use of the Internet in the educational process

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Abstract

The study aimed to identify the attitudes of physical education teachers in Jordan towards Internet use in teaching-learning process; where the descriptive approach was used in addition to the use of the questionnaire as a tool for the study which has been applied to the study sample made up of 328 teachers and educator and that in class in the second academic year school 2021–2022. The study, after carrying out the necessary statistical treatment, concluded: The presence of positive attitudes among teachers towards the use of the Internet in the educational process. There is a disparity in the use of the Internet in the educational process.

Keywords: Internet, the educational process, physical education subject, 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, the effectiveness of this technology has become a certain thing that 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 to an interaction with the educational environment through technology, taking advantage of all its available capabilities.

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).

1.1. *The study problem*

Our contemporary world is witnessing today a huge information revolution represented in information technology and its transfer from one place to another in any country in the world regardless of the geographical locations of these countries, which encouraged education officials to employ information technology in education and in the service of the educational process, and investing the Internet in improving teaching methods and its development in order to meet the challenges facing contemporary education (Al-Harash & Jawarneh, 2015).

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 e-mail or open group dialogues, and others, which means urging students to continuous learning (Hafez, 2019).

From here, this study attempts to identify the degree of Internet use in the educational process from the point of view of physical education teachers in Jordan.

1.2. *Study questions*

The study attempts to answer the following questions:

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

1.3. *The importance of studying*

The importance of this study is that it:

1. It is the first scientific study dealing with the reality of using the Internet in teaching education courses and sports in schools.
2. Seeking trends in teachers towards the use of the Internet in teaching.
3. It seeks to identify the obstacles that prevent the use of the Internet in teaching education courses and sports according to the opinions of teachers.
4. Provides recommendations that can contribute to the development of teaching education courses and sports using the Internet.
5. This study 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 it will teach others based on the results of this study on generating positive motivation for them, which contributes to expanding the use of the Internet in teaching education courses sports.

1.4. Objectives of the study

This study seeks to achieve the following objectives:

1. Recognising the reality of using the Internet in teaching matter education sports in the educational process.
2. Learn about the facilities available for physical education teachers in schools.
3. Identifying the obstacles that prevent the optimal use of the Internet in teaching physical education subject.

1.5. The limits of the study

1. Objective boundary: That revolves around recognising the point of view of physical education teachers towards the use of the Internet in teaching.
2. Spatial limit: Applied this study to physical education teachers in Jordan.
3. Human limit: The sample consisted of 328 teachers of physical education in Jordan.
4. Time limit: The study was applied in the second year of school (2021–2022 AD).
- e. Study tool: A questionnaire on the use of the Internet in teaching, prepared by the two researchers.

1.6. Terminology of study

1.6.1. Internet

He knew her (Al-Sharhan, 2020) it is a group of global networks connected to millions of devices around the world, to form a group of huge networks, which transfer huge information at high speed between different countries of the world, and includes constantly evolving information.

Al-Matrafi (2018) knows that it is a giant network of computers spread all over the world, through which millions of people communicate with the aim of eating information of all kinds.

It is known by Abu Nair and Sakarneh (2019) as a network. A huge 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, programs and conversational services, and includes faculty members' attitudes towards the use of the Internet, full knowledge of the use of the Internet and its programs in the university education process.

And he knows that (Mufleh, 2021) it is 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.

He knows (Muhammad, 2017) that she is a huge network of computers connected to each other through telephone lines that secure communication between computer systems in a manner that suits and benefits users at the level and style they desire.

1.6.2. Internet in teaching

The researcher knows it procedurally with the degree of use my teacher. Education sports in schools for the Internet. In teaching, which appears through their answers to the tool used in the study.

1.6.3. My teacher's physical education

The researcher knows them that procedurally they all physical education teachers and those who teach physical education subject in schools those with academic qualifications that qualify them to teach this subject.

1.7. Theoretical framework of the study

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 in the field of calculated communications. And the Internet in particular, in order to develop appropriate ways to confront and deal with these changes, in order to be able to absorb or reject these changes (Kenana Online, 2016).

Al-Mousa (2020) confirms on the importance of integrating the Internet into the educational process, especially with regard to communication, where he addressed in his article that e-mail, mailing lists and newsgroups as means that are used to strengthen the relationship between students and teachers. In order to serve the educational process, he stressed the need for the availability of material components, including equipment, educational program design, technical support and training and pointed to the obstacles that must be taken into account, which are weak infrastructure, lack of educational programs in Arabic and the lack of specialists at the university level in the field of the Internet, in addition to technical problems and problems.

In recent years, there has been a significant increase in the use of the Internet in various educational institutions. The development of electronic means of communication has changed the way of teaching materials. 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; where confirms (Salyers, 2014) that what students seek is mental and critical preoccupation with the relationships between phenomena, in analytical frameworks, and in 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 was 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 the talents and abilities of students and urges them to search for new information and try to link between articles that agree their owners or disagree on a specific topic, which allows the student to see different points of view, and try to link between them and then come up with an opinion that reflects the student's personality and culture Chizmar and Walbert (2019).

The advantages of using the Internet in the educational process, are determined by Hafez (2019) as follows:

1. The Internet helps to provide more than one method of teaching, as the Internet is a large library in which all sources of information are available.
2. Can benefit from online educational programs, including documentaries related to the course.
3. The Internet allows access to the latest scientific research and educational specialisation.
4. The teacher can, by employing the Internet, take into account the individual differences between students, which leads to improving the quality of learning and education.
5. The Internet helps to arouse and attract students' attention, as it is an interesting way to get the student out of the routine of memorisation and memorisation into work and application.
6. The Internet helps reduce the effort and time of the teacher. 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.
7. Allows viewing of the article and identifying students' weaknesses and the possibility of offering additional activities that are consistent with their needs.
8. The Internet helps to realise the idea of active education and group cooperative learning.
9. The Internet helps the student to shift from passive reception to self-directed learning.
10. The Internet provides flexibility in learning by encouraging students to deal positively with the assignments it sets the teacher.
11. The Internet helps to provide an atmosphere for dialogue, discussion and exchange of views, proposals and viewpoints.
12. The Internet helps to solve the problems of students who are left behind by their colleagues due to force majeure conditions such as illness and others.

1.8. Previous studies

The studies related to the subject of this study are:

1. Study (Qabalan, 2021): Which 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 the participants in the study 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 programs, 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.
2. Study (Al-Amoudi, 2018): Which 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 needs. A number of physical educational exercises that were 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 students.

3. Study (Al Fantoukh & Al Sultan, 2019): Which 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 found that 30% of the sample refuse 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 means the impossibility of introducing and benefiting from new technologies.

4. Study (Al-Fargouli, 2018): Which 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, where the study focused in the analysis on the advantages available in these rules through which students acquire research skills and retrieve information. Where the study reached the results, including 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, but 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.

5. Study (Larose, et al. 2019): Which 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 are clear differences between the levels of faculty members in possession of skills to use technology, and in general, faculty members who follow the departments of management and applied sciences are more familiar with technology than their colleagues in the social and human departments, and the study also found that despite the faculty members tending to use technology, its employment in teaching is still limited and dependent on individual efforts, and has not yet become widespread.

6. Study (Herring, 2020): Which 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, and the study also sought to identify the use of Internet in the classroom and assignments that require students, and that requires the use of the Internet. The study came out with a number of 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 study to evaluate the information they view on the Internet.

7. Study (Jones & Johnson, 2015): Which aimed to identify the purposes for which faculty members in all states in the United States of America use the Internet, and to what extent the use of the Internet affects the teaching and research process, and 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 own 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 e-mail only.

8. Study (Al-Matrafi, 2018): Which 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 importance of use was large, the degree of need for training courses was large, the degree of obstacles was large, the degree of approval for the purposes of Internet employment was a degree of agreement and the degree of approval of the proposed ways to activate and develop the use of the Internet were to a degree of agreement.

9. Study of the mouse (2015): Which 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 that 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.

10. Heimlich study (Heimlich, 2021): Which 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 three times per month, and that the least use of the Internet were those over the age of sixty.

11. Muhammad's (2017) study: Which aimed at a survey evaluating the use of the Internet by faculty members at Hashemite University in scientific research, and identifying 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, and 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 a diversity in use of Internet.

12. Mufleh's (2021) study: Which 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, which is attributed to the different levels of the variables (educational qualification, knowledge of 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).

2. Method and field procedures

Study approach: The study used a descriptive approach, which is appropriate for such studies, and seeks to identify the opinions of individuals from a sample of physical education teachers in Jordan How often they used the Internet in the Educational process?

2.1. Study population and sample

2.1.1. Study community

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

2.2. Study tool

A group of previous studies related to the subject of this study was referred to and reviewed the scales used in them as a study (Hafez, 2019). The scale was built for the study in its initial form so that it 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) and it consists of 50 paragraphs.

2.3. Validity and reliability of the tool

2.3.1. Honesty

To verify the validity of the study tool has been shown. The tool is on a group of arbitrators and specialists in the field of physical education from Yarmouk University and Al-Balqa Applied University. There were 10 arbitrators, in order to express their opinion on the study tool everlasting (8). The arbitrators gave their opinion on the occasion of the tool for the purposes of conducting this study, and thus the opinion of the arbitrators was adopted as evidence of 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 is 0.83, where this value is considered appropriate for the purposes of scientific research.

3. Results and discussion

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

On a 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 skill in using the Internet is equal to the rest of the colleagues. This result indicates that the majority of physical education teachers. They 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 to what it provides Ministry Opportunities to enrol in various training courses. This reflects the eagerness of physical education teachers to develop their own capabilities.

Table 1. Skill physical education teachers compared to their colleagues

The skill of using the Internet compared to colleagues	%
Higher	24.3
Equal	56.8
Minimum	13.5
No answer	5.4
Total	100.0

As for a question about their opinion of their skills compared to the students, the majority of the sample saw it, according to Table 2 and with a percentage (81.1%) that they possess higher skills than students, which reflects good qualification for teachers in schools.

Table 2. The skill of the faculty members in relation to the students

Skill in using the Internet compared to students	%
Higher	81.1
Equal	13.5
Minimum	2.7
No answer	2.7
Total	100.0

To answer the second study question, which is: What are the attitudes of physical education teachers in Jordan towards the use of the Internet in the educational process?

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 by Table 3, as this result indicates, beyond any doubt, a keenness of physical education teachers to employ new technologies, and to update teaching methods to keep pace with changes in specialisation. But if we compare this result with the results of the following tables, we find that there is an agreement in the answers of teachers, especially with regard to encouraging the Ministry of Education to employ modern technologies and develop performance teachers by rehabilitating them and providing the facilities that enable them to achieve this end.

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?	%
Yes	97.3
No	2.7
Total	100.0

As for the question teachers about whether they use the Internet on sites other than the school, 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 the 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 improvements in service in the Kingdom in general, in terms of speed or cost, which encouraged an increase in usage rates. In different locations, and for teachers. The home is one of the most important sites through which the Internet is used.

Table 4. Use of the Internet on other websites

Do you use the Internet in other sites other than the school?	%
Yes	97.3
No	2.7
Total	100.0

As for the question 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 to provide this necessary service to offices and teachers. 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 communications and information.

As for the question about whether they own their own computers, it is 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. Physical education teachers having PC

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

And about the question regarding their ownership of laptops, it appears that (70.3%) own them, and Table 6 shows this, by comparing this result with the result 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. Physical education teachers having a laptop

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

To answer the third study question, which is: 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 are necessary and help to use the Internet in teaching and are ranked in descending order from their point of view:

Table 7. Elements of using the Internet in teaching

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

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. that processing. The halls class it ranked first, then the availability of technical support, and 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 educational process, as to effort the teacher in processing quota using software like PowerPoint, internet explorer and 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 the teacher. So that 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 quota in sufficient time.

To answer the fourth study question, which is: What are the areas in which the Internet is used by physical education teachers in Jordan?
Analysing the result of the questions related to the fields of Internet employment by physical education teachers, Table 8 ranks aspects of the use of the Internet in teaching in descending order of importance.

Table 8. Areas of Internet use

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

By reviewing Table 8, it can be seen that more than half of the sample at a percentage 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, and the latter requires browsing the Internet, including the vocabulary of materials, and the usual sites that instruct the teacher his students to it 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, and 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 e-mail, it was approved by 54% of teachers. They sometimes receive these questions and comments, and the majority do not display the articles and results on their personal website (51.36%), and this can be justified by the lack of personal websites for all teachers. So far though Ministry urging teachers on finding their personal websites. This result agrees with the result of Table 7 where teachers expressed their desire to provide more facilities that allow them to have personal sites on the Internet. To answer the fifth study question, which is: 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

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

It is noted by reviewing Table 9 that the majority of teachers agreed on all the obstacles mentioned in the question, rates ranged between 78.38% for the excess academic quorum and 64.87% for the time required to respond to students' 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, as for the equipment, the result of this table emphasises the importance of providing equipment, whether in lecture halls or others, which constitutes one of the most important elements of the success of the educational process.

4. Study recommendations

Based on the findings of the study, the researcher's recommendations are as follows:

1. Ministry of Education should adopt the Internet as an essential medium of education in school and work to provide all the ingredients that help to use the Internet effectively, including encouraging teachers and providing technical support with complete equipment, especially in classrooms.
2. Interest rehabilitation and rehabilitation of teachers, especially those who graduated from universities located in non-English speaking countries, by giving them intensive English language courses.
3. Intensification courses in online applications, so that they are available for teachers to possess the skills to effectively use the Internet in teaching.
4. To encourage teachers to create personal sites for them, but with the establishment of controls, whether in terms of content or services, to ensure the achievement of educational goals.
6. Explore other studies and opinions and suggestions of students of specialisations in the use of the Internet in teaching.

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