

# The Extent of the Physical Education Teachers' Uses of the Remedial Teaching Method

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## Abstract

This study aimed at identifying the extent of the physical education teachers' use of the remedial teaching method. The researchers applied the descriptive method, and the study population comprised the male and female physical education teachers in the Directorate of Education in Irbid/1, Irbid Governorate, in the academic year 2021/2022 (n=46). The sample consisted of (40) male and female teachers, i.e. (87%) of the study population. A relevant questionnaire was constructed to identify the extent of the physical education teachers' use of the remedial teaching method. The instrument included (32) items distributed over seven domains: (discovering the special needs of the student, defining the educational objectives, analyzing the teaching skills, problem solving, skill teaching, feedback and evaluation). The scientific coefficients of the instrument were calculated through assuring the validity of the content, reliability, and test-retest procedures, where the total reliability coefficient amounted (0.85). The means (M's), standard deviations (SD's), and T-test were calculated to identify the differences between the means and answer the study questions. The results showed that the means of the sample participants' responses were high on "discovering the special needs" domain; the means of each of defining the teaching objectives and skill teaching domains were medium; and were low for the remaining domains, i.e. (analyzing the teaching skills, problem solving, feedback and evaluation). Furthermore, the overall mean of all the study domains was low. The results further showed that there were no statistically significant differences among the study domains ascribed to the (gender, academic degree and experience) variables. Finally, the researchers recommended the use of the remedial teaching method in teaching the motor skills in physical education, and applying it on larger samples with other variables.

**Keywords:** Teachers, physical education teachers, teaching method, remedial teaching.

## Introduction

Physical education is one of the general education features that aim at achieving the comprehensive development of the physical, mental, social and psychological aspects. Zerouali & Ibriam (2020) indicate that physical education is no longer mere physical or athletic trainings practiced by the individual or the group, in the form of exercises or drills to move the body organs, strengthen the muscles, or just to acquire a specific motor skill. Rather, it is a

serious act fully educating the individual through his first activity means, the body motion. The sports activity, in its modern concept, forms a significant field of education, and a strong element in preparing the good citizen. In addition, the importance of the physical education increased due to its connectedness to the health aspects of the individual and its positive role in the protection and treatment of the time diseases, such as diabetes, blood pressure, arteriosclerosis and

obesity. In this concern, physical education is also deemed an educational system created by the human communities to face the factors of the physical and motor deterioration resulting from the decline of the physical activity.

Teaching methods and ways in physical education are the most important ingredients of the educational process, to achieve the educational objectives, especially for those who suffer from slowness and difficulty of learning and mastering the motor and skill performance in the physical education classes. They need a remedial educational method to help them overcome these difficulties and develop their abilities.

Hallahan et al (2015) defined the remedial teaching as a teaching style specially prepared to communicate the correction or treatment of the deficit aspects of the basic skills that the students suffer from. Al-Hadidi (2006) indicates that the remedial treatment has its own good characteristics in general; but, the difference is that the remedial teaching is more intensive and implemented on an individual level. Oudat (2006) indicates that the remedial education is a type of education that is not different from that of the education mission itself. Rather, it is a type of teaching with special nature that focuses on the difficulties and helping to overcome them. It is based on all whatever the regular education is built of the established and well known principles.

Beena (2019) indicates that remedial teaching aims to improve a learning skill or correct a problem area. It can help struggling learners enhance their skills. This extra support can help them reach out to their peers. Compensatory instruction can be taught individually or in groups and targets academic impairment that may impede learning, and support students who lag far behind their peers in performance or basic skills.

Hafez (2000) added that it is a pool of efforts and educational procedures that the teachers carry out in the educational class to raise both the level and performance. These efforts are implemented either individually, or in small groups of students. Kandil (1993) also defined

the remedial teaching as a type of meaningful educational experiences provided by the teacher in teaching situations to overcome certain difficulties, or remedy a shortage in the learner's information. Therefore, remedial education becomes subject to the right diagnosis. Abdul Karim (2016) agreed with the above definitions that it is one of the methods applied in the teaching and treatment of the persons with motor education difficulties to decrease these difficulties and improve the performance. It is built on discovering the special needs of the student, developing the educational objectives, analyzing the tasks and skills that will be taught, working toward problem solving, and providing the feedback.

The significance of this study lies in that it helps identifying the students who suffer from learning difficulties, and how to deal with them through the remedial education method. It further helps the student to receive his right at the school, as it develops in him the self-confidence, enhances his positive behaviors, and makes him loving this subject. Moreover, it opens new important horizons for the physical education teachers and more interest in the matter, and encourages them to apply it. The interest was particularly focused on the students with learning difficulties, and is evidenced by the abundant studies that tackled this issue and emphasized the importance and effectiveness of treating this student category. These studies focused on the need to pay attention to the students with learning difficulties during the early age stages, so that this early attention to this category will be positively reflected on the attempts to rectify the learning disadvantages of these students, and provide the effective remedial programs.

Through working in the education field and supervising the field training students in the schools, the researchers noticed, during delivering the physical education classes that certain students suffer from difficulties in learning the skills, movements and responses of the physical education lesson, as compared with their normal peers, which is also in agreement with the study of Wanyama & Quay (2014). On the other hand, the researchers noticed apparent complaint of the teachers for

having large numbers of students with motor difficulties. Hussein (2012) adds that there is a basic problem that faces these students, which is their lack to reach a suitable level of the skill or provided movement. The attempts the student performs makes him less acceptable by his teachers, parents and peers, as his repeated failure supports their negative attitudes toward him, and, consequently, his feeling of disappointment increases, which in turn encouraged the researchers to conduct this study.

### Objectives

1- Identifying the extent to which the physical education teachers apply the remedial teaching method (discovering the special needs of the student, defining the educational objectives, analyzing the educational skills, problem solving, skill teaching, feedback and evaluation).

2- Identifying the differences in the extent to which the physical education teachers apply the remedial teaching method according to the gender variable (male, female), academic grade variable (Bachelor's and Less, Higher than Bachelor), and experience variable (10 years and less, More than 10 years).

### Questions of the Study

1- Do the degrees of the physical education teachers' use of the remedial education method vary: (discovering the special needs of the student, defining the educational objectives, analyzing the educational skills, problem solving, skill teaching, feedback and evaluation)?

2- Are there statistically significant differences at ( $\alpha=0.05$ ) level in the physical education teachers' use of the remedial education method according to the gender variable (male, female)?

3- Are there statistically significant differences at ( $\alpha=0.05$ ) level in the physical education teachers' use of the remedial education method according to the academic degree variable (Bachelor's and Less, Higher than Bachelor)?

4- Are there statistically significant differences at ( $\alpha=0.05$ ) level in the physical education teachers' use of the remedial education method according to the experience variable (10 years and less, More than 10 years)?

### Study Variables

The independent variables are: gender (male, female), academic degree (Bachelor's and Less, Bachelor's and Less), and the experience years (10 years and Less, More than 10 years). On the other hand, the dependent variables are the domains of the challenges that face the principals: (discovering the special needs of the student, defining the educational objectives, analyzing the educational skills, problem solving, skill teaching, feedback and evaluation).

### Material & methods

The researchers applied the descriptive method, and the study population comprised all of physical education teachers in public school in Irbid Education Directorate, in the academic year 2021/2022 ( $n=46$ ). The sample consisted of (40) male and female teachers constituting (87%) of the study population. Table (1) shows the distribution of the sample participants according to its variables.

Table 1. Distribution of the sample members according to the study variables

Variable		NO.	%
Gender	Male	22	% 55
	Female	18	% 45
	Total	40	% 100
Academic degree	Bachelor's and Less	22	% 55
	Higher than Bachelor	18	% 45
	Total	40	% 100

Experience	10 years and Less	22	% 55
	More than 10 years	18	% 45
	Total	40	% 100

### Study Instrument

The researchers constructed a questionnaire specially designed to remedial teaching style, the researchers benefited from the following studies in constructing the study questionnaire: (kotb, 2020; Oudat, 2006; Hafez, 2000). The questionnaire included (32) items distributed over seven domains: (discovering the special needs of the student, defining the educational objectives, analyzing the educational skills, problem solving, skill teaching, feedback and evaluation). The researchers used a five grade scale as follows: (1.00-1.80: very poor, (1.80-2.60): poor, (2.60-3.40) medium, (3.40-4.20): high, and (4.20-5.00) very high. The questionnaire was distributed and collected during the period from 4 October, till 20 November 2021, during the first semester of the academic year 2021/2022.

### Study Validity

The validity of the study instrument was verified by presenting it to seven specialists in the field of physical education teaching, to ensure its suitability in the sports field, and it was approved after making the required modifications.

### Study Reliability

Internal consistency coefficient of the instrument, was calculated using Cronbach Alfa, for each domain of study domain, which total reliability coefficient amounted (0.85), table (2) illustrate it:

Table 2. Reliability Degrees for Domains of Study

Domain	Reliability Degrees
Discovering the special needs of the student	0.86
Defining the educational objectives	0.83
Analyzing the educational skills	0.90
Problem solving	0.87
Skill teaching	0.85
Feedback	0.84
Evaluation	0.80
Overall Average	0.85

### Study procedures

The questionnaire was distributed to physical education teachers in the first schools of Irbid Education, by visiting them in schools, with an explanation of the objectives of the study, and that this information will be strictly confidential, and will be used for scientific research purposes only.

### Statistical Analysis

Data analysis was done using the statistical package for the social sciences program (SPSS), and calculating the means (M's), standard deviations (SD's), and T-test to answer of the study questions.

## Results

Questions One: Do physical education teachers use the remedial teaching style differently (discovering the special needs of the student, defining the educational objectives, analyzing the educational skills, problem solving, skill teaching, feedback and evaluation)? To answer this question, the MD and SD were calculated for each domain of the study, table (3) illustrate it:

Table (3). MD and SD of the responses of the study sample on the study domains

Domain	MD	SD	Degree
Discovering the special needs of the student	3.44	0.89	High
Defining the educational objectives	3.22	1.46	Medium
Analyzing the educational skills	2.11	1.07	Low
Problem solving	2.07	0.91	Low
Skill teaching	2.72	1.27	Medium
Feedback	2.13	0.66	Low
Evaluation	2.10	1.09	Low
Overall Average	2.54	1.18	Low

The data in the table (3) indicate that the arithmetic averages of the responses of the sample members were at a high degree for the domain of discovering the special needs of the student, where the mean was 3.44 with a

Table 4. MD and SD and T value of the study domains by gender

Domain	Gender	N	MD	SD	T	Sig.
Discovering the Special Needs of the Student	Male	22	3.54	1.51	1.294	0.197
	Female	18	3.34	1.42		
Defining the Educational Objectives	Male	22	3.34	0.82	1.337	0.182
	Female	18	3.10	1.13		
Analyzing the Educational Skills	Male	22	2.17	1.29	0.445	0.657
	Female	18	2.05	1.06		
Problem Solving	Male	22	2.12	0.78	0.830	0.407
	Female	18	2.02	1.20		
Skill Teaching	Male	22	2.77	1.13	1.090	0.277
	Female	18	2.67	1.18		
Feedback	Male	22	2.15	1.35	1.120	0.304
	Female	18	2.11	1.17		
Evaluation	Male	22	2.14	1.01	1.065	0.251
	Female	18	2.06	1.20		

Table (4) shows that there are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) for the responses of the study sample members according to the gender variable in all study domain.

Questions Three: Are there statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the extent to which

Table 5. MD and SD and T value of the study domains by academic degree

Domain	Academic Qualification	N	MD	SD	T	Sig.
Discovering the Special Needs of the Student	Bachelor's and Less	22	3.52	1.24	2.159	0.042
	Higher than Bachelor	18	3.36	1.56		
Defining the Educational Objectives	Bachelor's and Less	22	3.32	0.85	1.513	0.132
	Higher than Bachelor	18	3.12	0.44		
Analyzing the Educational Skills	Bachelor's and Less	22	2.14	1.27	1.658	0.099
	Higher than Bachelor	18	2.08	0.94		

standard deviation 0.89, while the mean for the domain of defining the educational objectives was 3.22 with a standard deviation 1.46, and for the skill teaching domain 2.72 with standard deviation 1.27, with a mean degree. While the degree of the rest of the domain (skill teaching, problem solving, feedback, evaluation) came at a low degree, and the total average of all domain of the study 2.54 with a standard deviation 1.18 and at a low degree.

Questions Tow: Are there statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) in the extent to which physical education teachers use the remedial teaching style according to the gender variable (male, female)? To answer this question, MD and SD and T value were calculated for each domain of the study, Table (4) illustrate it:

physical education teachers use the remedial teaching style according to the academic degree variable (Bachelor's and Less, Higher than Bachelor)? To answer this question, MD and SD and T value were calculated for each domain of the study, Table (5) illustrate it:

Problem Solving	Bachelor's and Less	22	2.12	0.36	0.423	0.673
	Higher than Bachelor	18	2.02	0.47		
Skill Teaching	Bachelor's and Less	22	2.69	1.69	1.680	0.095
	Higher than Bachelor	18	2.75	1.46		
Feedback	Bachelor's and Less	22	2.17	0.28	0.139	0.890
	Higher than Bachelor	18	2.09	0.77		
Evaluation	Bachelor's and Less	22	2.19	0.81	0.895	0.362
	Higher than Bachelor	18	2.01	0.63		

Table (5) shows that there are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) for the responses of the study sample members according to academic degree variable in all study domain.

Questions Four: Are there statistically significant differences at the level of

significance ( $\alpha \leq 0.05$ ) in the extent to which physical education teachers use the remedial teaching style according to the experience variable (10 years and Less, More than 10 years)? To answer this question, MD and SD and T value were calculated for each domain of the study, Table (6) illustrate it:

Table 6. MD and SD and T value of the study domains by experience

Domain	Experience	N	MD	SD	T	Sig.
Discovering the Special Needs of the Student	10 years and Less	22	3.56	1.14	0.566	0.562
	More than 10 years	18	3.32	1.25		
Defining the Educational Objectives	10 years and Less	22	3.26	1.34	1.210	0.252
	More than 10 years	18	3.18	0.89		
Analyzing the Educational Skills	10 years and Less	22	2.16	0.99	0.777	0.460
	More than 10 years	18	2.06	1.42		
Problem Solving	10 years and Less	22	2.20	1.70	1.309	0.193
	More than 10 years	18	1.94	1.17		
Skill Teaching	10 years and Less	22	2.61	0.54	1.023	0.318
	More than 10 years	18	2.83	0.24		
Feedback	10 years and Less	22	2.08	0.68	0.061	0.982
	More than 10 years	18	2.18	1.30		
Evaluation	10 years and Less	22	2.12	0.42	0.951	0.343
	More than 10 years	18	2.08	0.51		

Table (6) shows that there are no statistically significant differences at the level of significance ( $\alpha \leq 0.05$ ) for the responses of the study sample members according to experience variable in all study domain.

## Discussion

The results show a variance in the use degrees of the remedial teaching method as seen by the physical education male and female teachers in Irbid/1 Directorate of Education schools. They were high for the domain of discovering the special needs of the student, medium for defining the educational objectives and skill teaching, and low for the remaining domains (analyzing the educational skills, problem solving, feedback and evaluation). This points out to the fact that the use of the remedial

education method is used sparingly, particularly in the application aspect of this method, which is quite clear in the means (M's) of: (analyzing the educational skills, problem solving, feedback and evaluation) variables.

The researchers believe that highlighting the first domain that obtained the first rank with high degree, i.e. discovering the special needs of the student, is a natural result of the physical education teacher, as he/she possesses the scientific ability to define the student's needs. This result was further supported by the studies of Selvarajan and Vasanthagumar (2012), Abdel Wahab (2003), and Munshar (1994), that there are students who suffer from challenges, such as feeling of helplessness and lack of self-confidence. As for the domains of defining the educational objectives and skill teaching, which came in medium degree, this result is in line with Huang (2010) and Al Khawafhe (2003)

that it is necessary to have a plan with clear objectives to tackle the challenges they face. For the remaining domains that came with low degree, the researchers see that the physical education teacher did not so far reach an advanced stage in facing the challenges and problems that encounter the students, particularly, during application and practice. However, this result is not in line with those of Munene et al (2017) and Scott (1998) that teachers are able to place programs that contribute in defining the problems, analyzing the skills and providing the feedback, and contribute in evaluating the students' performance in a better way. The researchers ascribed the nonexistence of the statistically significant differences of the sample participants' responses between the males and females, to the close scientific and professional level between the male and female teachers, due to the similarity of preparation and qualifying the physical education teacher in the universities in terms of the courses they take. In addition, both the male and female teachers take the same in-service training courses. This result is in line with that of Kotb (2020) that there are no statistically significant differences between the male and female teachers, but not in line with that of Al Khawafhe (1990) that there are statistically significant differences between the males and females, which were in favor of the males.

The researchers also ascribe the nonexistence of the statistically significant differences among the holders of BA and higher academic degrees in all the study domains, to the similarity of the professional conditions of the teachers of all the academic grades; a result that is in agreement with the study of Al-Ayed (2013).

The researchers find that the nonexistence of statistically significant differences among the teachers, which can be attributed to the experience variable for all the study domains, is due to the lack of the attention of the teachers with 10 years and less of experience and those with more than 10 years, which is in line with Oudat (2016). It is also imputed to the physical education teachers' difficulty in dealing with the different situations, due to lack of exposure

to multiple experiences and situations that increase their conception and mastering methods of dealing with the challenges the students face.

Finally, the researchers see the need for detailed planning of the educational program, an appropriate training of teacher and the careful monitoring and evaluation of the whole process. Furthermore, teachers should identify students diverse learning needs before preparing for remedial lessons, so that they may design appropriate plans to facilitate effective teaching and learning. Since Students have different characteristics in learning, Teachers they must devise different learning activities. Also, remedial teaching is one of the acceptable solutions for low performanves. Therefore, identification of the low performances, application of remedial teaching with regular assessment and analysis are needed to understand the effectiveness of the remedial teaching. And provide low performance students with more chance to reinforce the basic knowledge in common subjects, so that they can meet minimum education standards. To carry out this, it is important for teachers to align the instructions to student's special needs.

## Conclusions

1- Emergence of the "case discovering" domain and designing the educational objectives very clearly for the responses of the male and female physical education teachers in Irbid/1 Education Directorate schools.

2- The work domain for problem solving and difficulties is in a low level.

3- There is weakness of physical education teachers in using the remedial education method with the students who suffer from difficulties in motor learning in general in the physical education class.

4- The male teachers' responses were not different from those of the females on the extent of the use of the remedial education method with the students who suffer from motor learning difficulties.

5- The responses of the sample participants did not vary according to the academic degree (Bachelor's and Less, Higher than Bachelor).

6- The responses of the sample participants varied between the long and short service periods, which were in favor of the former on the domains of discovering the case, analyzing the skill, problem solving and difficulties. Meanwhile, there were no differences in the domains of designing the educational objectives, ongoing evaluation and excessive teaching.

### Recommendations

1- The Ministry of Education should pay serious attention to the students who suffer from learning difficulties and work toward caring this segment.

2- It is necessary to expose the male and female physical education teachers to symposiums, lectures and courses specially designed for the remedial teaching methods and dealing with students who suffer from motor learning difficulties.

3- The physical education supervisor should follow-up the use of the remedial teaching method with the students who suffer from motor learning difficulties and urge the teachers to take care of this issue.

4- There is a need for experimental studies on proposed methods in remedial teaching with the students who suffer from motor learning difficulties, and showing its effect on the targeted segment.

5- Students of the physical education colleges should be taught a course specially designated for the students who suffer from motor learning difficulties and its teaching methods.

### Limitations

The findings of the present study are limited to the validity of the instrument and methodology used. Besides, the study participants were male and female physical education in irbid in

Jordan. Hence, it is highly recommended for future research to consider involving teachers from other parts of Jordan.

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