



AN ANALYTICAL STUDY ON PHYSICAL EDUCATION TEACHERS' ATTITUDES TOWARDS THE APPLICATION OF INTERACTIVE TEACHING METHODS IN SCHOOLS

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ABSTRACT

Background. The integration of interactive teaching methods in physical education is considered essential for enhancing students' learning experiences and engagement. However, teachers' attitudes and their level of application remain key factors influencing the success of such approaches. **Objectives.** This study aimed to analyze the attitudes of physical education teachers towards the use of interactive teaching methods, assess their knowledge of these approaches, examine the extent of their practical application during classes, and identify factors that facilitate their implementation and impact on student learning. **Method.** The research employed a descriptive-analytical design using a structured questionnaire administered to a sample of 100 male and female physical education teachers in Diwaniyah schools. The instrument covered five dimensions: general attitudes, knowledge of interactive methods, level of actual application, factors enhancing application, and the perceived impact on students' learning. **Results.** The findings revealed that physical education teachers hold positive attitudes toward interactive teaching methods; however, their actual classroom application remains limited. Key enablers include administrative support, continuous professional development, and the availability of adequate educational resources. Furthermore, the study found that applying interactive methods positively influences students' academic performance and engagement. **Conclusion.** In conclusion, the study highlights the need to expand specialized training programs, improve classroom facilities, strengthen administrative support, and provide both material and moral incentives to encourage teachers' adoption of interactive approaches. The study contributes to the field by offering empirical evidence on the gap between attitudes and practices and by proposing strategies to foster effective implementation of interactive teaching methods in physical education.

Keywords; physical education teachers' attitudes, interactive teaching methods, student engagement.



A. INTRODUCTION

Interactive teaching methods are modern educational tools that aim to enhance teacher student interaction and develop learners' critical thinking and analytical skills. In the field of physical education, these methods are considered more effective in improving the learning experience and promoting student interaction in physical activities. With the increasing importance of interactive learning in the educational system, it has become necessary to explore teachers' awareness and application of these methods. This study aims to analyze physical education teachers' attitudes toward interactive teaching methods, examine their level of knowledge, and evaluate their actual application in classrooms. It also aims to identify the factors that may contribute to enhancing the use of these methods in the physical education environment and their impact on student learning (Hanfy, 2020).

In light of rapid technological development and successive changes in teaching methods, it has become important to integrate interactive methods into teaching to ensure a stimulating and effective learning environment. This study aims to highlight the role of the teacher in implementing these methods and how they impact improving students' skills in sports. The study also seeks to examine the relationship between the actual application of interactive methods and students' learning outcomes , as the use of these methods may contribute to raising academic achievement and increasing student interaction and active participation in classes. By investigating the opinions and daily practices of physical education teachers, this study will be able to provide practical recommendations for developing teaching methods in the field of sports in line with the latest educational trends (Al-Mousawi, 2019).

This study derives its importance from its contribution to building a cognitive framework for understanding physical education teachers' attitudes toward interactive teaching methods, and the extent of their knowledge and application of these methods within classrooms. It also enriches the scientific literature in the field of interactive learning by providing insights into the factors influencing the adoption of these methods and their impact on student learning. On a practical level, the study helps teachers improve their teaching practices and increase student engagement. It also assists decision-makers and managers in developing the educational environment by providing appropriate training and

support, which contributes to enhancing the quality of physical education and raising student achievement.

Although interactive teaching methods are considered modern means that contribute to improving the quality of education in physical education, through the researcher's work and his practice of the teaching profession in primary and secondary schools It is noted that interactive methods are non-existent and their implementation within schools is weak, due to several challenges including a lack of training, limited support, and poor classroom equipment. Furthermore, studies examining physical education teachers' attitudes toward these methods and their level of knowledge about them are still limited, which calls for a careful analysis of these attitudes and the obstacles that prevent their implementation . The research problem is represented in answering the following question: What are physical education teachers' attitudes toward the use of interactive teaching methods, what is the extent of their knowledge and application of them, and what are the factors influencing this?

This study aims to To identify the attitudes of physical education teachers towards the use of interactive teaching methods, and to measure the extent of their acceptance of these modern educational methods and techniques. Analyzing the extent of actual application of these methods in classrooms, And explore the factors that contribute to enhancing its use. Measuring the impact of these methods on student learning , in terms of improving academic achievement and increasing classroom interaction.

The researcher hypothesizes that physical education teachers' use of interactive teaching methods positively impacts student learning in terms of academic achievement and increased classroom interaction. Physical education teachers possess an average or high level of knowledge of interactive teaching methods. Furthermore, physical education teachers' application of interactive teaching methods during classroom lessons remains limited.

B. METHOD

Participant

The study population consists of all physical education and sports science teachers working in the schools of the Al- Qadisiyah Education Directorate during the 2024-2025 academic year. A simple random sample of 100 male and female teachers was selected. This

sample represents a sufficient proportion to represent the statistical community, which allows the results to be generalized within the limits of this sample.

Research Design

The study adopted the descriptive-analytical approach because it is appropriate for the nature of the research objectives, as it aims to analyze the attitudes of physical education teachers toward the application of interactive teaching methods in schools. This approach focuses on accurately describing the phenomenon under study and analyzing it according to quantitative and qualitative criteria using appropriate data collection tools, with an emphasis on the questionnaire as the primary tool for obtaining information from the target sample (Al-Khaikani and Al-Jabouri: 2016).

Teaching Methods Survey

In light of the study objectives, the researcher conducted by building a questionnaire on interactive teaching methods, following the following steps:

1. Determining the goal of constructing the interactive teaching methods scale: The goal of constructing the interactive teaching methods scale is to identify the level of application of interactive teaching methods by teachers and the extent of their impact on students.
2. Study and analysis of sources and research related to interactive teaching methods applied by instructors: Defining interactive teaching methods for teachers, which is everything related to general trends towards interactive teaching methods - and knowledge of interactive teaching methods - The level of actual application of interactive methods in classes - factors that enhance the application of interactive methods - The impact of using interactive methods on learners .
3. Defining the areas of the interactive teaching methods scale: To define the areas of the scale The researcher studied many references, research and literary studies related to the research topic and the scale of the study, and a group of fields that represented the scale were identified or selected .
4. Determining the relative importance of the areas of interactive teaching methods: The researcher studied each area of research in order to determine its relative importance

to be presented as a questionnaire to experts and specialists in various areas of teaching methods, measurement and evaluation, general psychology and sports. In light of the results of the analysis and statistical processing of the relative importance, the areas that achieved the acceptable percentage were established. The relative importance was used for selection and not for rejection by determining the relative importance of each area of study.

5. Preparing and validating the scale items : The adoption of the relative importance of the interactive teaching methods scale is considered the basis for constructing the teaching methods scale through preparing the scale paragraphs by placing the largest possible number of those paragraphs after dividing the scale into its fields and placing several paragraphs for each field so that they suit it and represent that field . To develop the initial formula for the teaching methods scale, the researcher followed the following methods, reviewing the relevant sources, reviewing the relevant scales and then creating an open questionnaire.
6. To determine the validity of the scale and the paragraphs: The researcher prepared the interactive teaching methods scale form and identified all the paragraphs for all fields , while giving a comprehensive definition for each field. The form included (25) paragraphs for the teaching methods scale distributed over (5) fields, and they were presented in a questionnaire form. To the honorable experts and specialists Their number After the researcher collected the forms related to the scale of interactive teaching methods, the researcher began collecting data to process and transcribe it. The (Ka^2) test was used to identify the valid paragraphs from the others. The results showed the validity of all paragraphs to represent the fields to which they belong .
7. Preparing the instructions for the interactive teaching methods scale: These instructions were included in one of the pages of the test independently . The instructions included that all answers be clear and understandable, in addition to focusing on the answer and being completely honest, and not leaving any answer to any of the paragraphs, and that the instructions for the test and its implementation be characterized so that they can be adhered to without affecting the results with clarity and ease. The illustrative example was given about: Answer the list.

8. Interactive Teaching Methods Scale Correction Keys : The step of calculating the degree by which the respondent answers the scale (teachers) by collecting and obtaining it is considered one of the important steps that depends on the construction method of the paragraphs and the formulated alternatives - and after the experts agree on the answer alternatives and the degree is (1 , 2, 3, 4, 5) and respectively for the areas of the interactive teaching methods scale.

Pilot experiment of teaching methods scale

The pilot experiment was conducted on 12/18/2024 corresponding to Wednesday on a sample consisting of (12) male and female physical education teachers in order to verify the clarity of the instructions and paragraphs of the scales, their accuracy, the suitability of the alternatives, and the extent of the sample 's understanding of the scale.

Scientific indicators of interactive teaching methods scale

The researcher measured the psychometric coefficients of the scale by validity and reliability. To ensure the validity and reliability of the tool, it was presented to a group of arbitrators specialized in teaching curricula and methods, and the reliability coefficient was calculated using Cronbach 's Alpha test . It was measured by internal consistency validity and face validity:

Firstly : Apparent truthfulness (truthfulness of experts) : The researcher verified this type of validity when he went and presented the five areas of the scale. The relative importance of the areas, as well as the paragraphs and all areas, was then extracted and the opinions of the expert professors were translated statistically using (Chi2).

Second: Internal consistency of paragraphs : The researcher started working with the internal consistency method. Which depends on finding the correlation between the score of each individual and all the paragraphs of the scale and the total score they obtain when they answer all the fields and their paragraphs distributed across the fields of the scale . The paragraphs that achieve a high correlation coefficient are kept , and the paragraphs that do not achieve the desired degree are deleted. : The researcher used Pearson's correlation coefficient to extract correlation coefficients between the domain scores and the total score of the scale, as it was found that the values of the domains were significant.

Table 1. Correlation coefficients between score of each paragraph and total score of interactive teaching methods scale

Paragraph	Correlation coefficient	Significance	Paragraph	Correlation coefficient	Significance
1	0.657	Sig.	14	0.544	Sig.
2	0.604	Sig.	15	0.621	Sig.
3	0.468	Sig.	16	0.586	Sig.
4	0.508	Sig.	17	0.482	Sig.
5	0.439	Sig.	18	0.591	Sig.
6	0.568	Sig.	19	0.573	Sig.
7	0.557	Sig.	20	0.453	Sig.
8	0.502	Sig.	21	0.375	Sig.
9	0.330	Sig.	22	0.460	Sig.
10	0.422	Sig.	23	0.471	Sig.
11	0.635	Sig.	24	0.449	Sig.
12	0.496	Sig.	25	0.466	Sig.
13	0.517	Sig.			

Scale stability

Reliability is considered one of the most important measurement tools and shows the effectiveness of the scale or not. Stability is an essential condition for effective measurement tools. , In order to verify the stability of the scale, the researcher used the Cronbach's alpha method , where the researcher relied on calculating the stability coefficient using the Cronbach's alpha test. Cronbach 's Alpha , and the values showed an acceptable level of stability indicating the reliability of the tool in measuring the variables under study.

Table 2. Cronbach's alpha coefficient for the study questionnaire axes

Axis	Number of phrases	Cronbach's alpha coefficient
Axis 1: General trends towards interactive teaching methods	5 phrases	0.865
Axis 2: Knowledge of interactive teaching methods	5 phrases	0.879
Axis 3: The level of actual application of interactive methods in classes	5 phrases	0.893
Axis 4: Factors that enhance the application of interactive methods	5 phrases	0.763
Axis 5: The Impact of Using Interactive Methods on Learners	5 phrases	0.876

The table results indicate that the Cronbach's alpha coefficient values for all questionnaire axes were high, indicating a high degree of internal consistency of the study tool and, consequently, a high degree of validity and reliability. The values ranged between 0.763 and 0.893, all of which are higher than the minimum statistically acceptable limit (0.70), reflecting the reliability of the items used in each axis. The third axis (level of actual

application) had the highest value (0.893), indicating a high degree of homogeneity in the sample members' responses to its items. The second axis (knowledge) followed with a value of 0.879, and the fifth axis (impact on learners) with a value of 0.876. The lowest value was for the fourth axis (enhancing factors) with a value of 0.763, but it remains within the acceptable level. Accordingly, the questionnaire can be relied upon as an appropriate tool for collecting data and achieving the study objectives with statistical confidence.

Final application of interactive teaching methods scale

After the scale Interactive Teaching Methods became complete with its fields, paragraphs and instructions related to the scale, the main experiment must be applied to the basic sample of the research, which numbered (100) physical education teachers in Al-Qadisiyah Governorate. This was on Wednesday, corresponding to 12/24/2024, until Monday, 1/6/2025, with the instructions and paragraphs related to them. After completing the application of the final test of the scale, the answers and data were collected for the entire sample in preparation for statistical analysis.

Statistical Methods

Statistical analysis of the questionnaire data was conducted using SPSS version 26. The analyses included the calculation of frequencies and percentages to describe the distribution of responses, as well as arithmetic means and standard deviations to determine the central tendency and variability of the data. In addition, Cronbach's alpha analysis was performed to assess the reliability and internal consistency of the questionnaire.

C. RESULTS AND DISCUSSION

Results

The table shows that the majority of the sample was male, representing 65%, while females comprised 35% of the total sample. This distribution reflects the reality of the job structure in the field of physical education teaching, which is predominantly male-dominated in many educational institutions, particularly in environments where physical education is associated with field activities that require a certain amount of physical effort. This disparity could have an impact on the study results, particularly with regard to teachers' attitudes toward accepting or adopting interactive teaching methods.

Table 3. Distribution of sample members by gender

Sex	Repetition	Percentage (%)
Males	65	65%
Females	35	35%
Total	100	100%

Table 4. Distribution of sample members according to age

Age group	Repetition	Percentage (%)
Under 30 years old	20	20%
From 30 to less than 40	45	45%
40 years and older	35	35%
Total	100	100%

The table results indicate that the "30 to under 40" age group represents the largest proportion of the sample, at 45%, followed by the "40 and over" age group, at 35%, while the "under 30" age group represents only 20% of the total sample. This distribution suggests that most participants have practical experience and career maturity, which may positively influence their assessment and perceptions of interactive teaching methods. This is a result of their long exposure to the educational field and their accumulated observations of what works and what doesn't in the classroom.

Table 5. Distribution of sample members according to the number of years of experience

Number of years of experience	Repetition	Percentage (%)
Less than 5 years	25	25%
5 to less than 10 years	40	40%
10 years and older	35	35%
Total	100	100%

The table shows that the largest percentage of the sample belonged to the category of teachers with "5 to less than 10 years" of experience, at 40%. The category of "10 years and more" came in second place, at 35%, while teachers with less than 5 years of experience constituted 25%. This distribution indicates that the majority of participants have good teaching experience, a strength of the study, as it enhances the reliability of their opinions regarding the effectiveness and feasibility of using interactive teaching methods, based on accumulated professional experiences.

Question 1: What are the attitudes of general physical education teachers towards the use of interactive teaching methods in schools?

Table 6. Study sample responses on the axis General trends towards interactive teaching methods

No.	Phrase	Mean	Standard deviation
1	I believe in the effectiveness of interactive methods in improving student learning .	3.18	0.70
2	I feel excited when using interactive teaching methods.	3.38	0.74
3	I believe that interaction within the classroom enhances the role of both teacher and learner.	2.99	0.83
4	Using interactive methods increases student motivation.	3.28	0.81
5	I prefer using interactive methods over traditional ones.	2.98	0.84

The results of the sample members' responses on the axis of general attitudes towards interactive teaching methods indicate moderately positive attitudes among physical education teachers towards these methods. The arithmetic means ranged between 2.98 and 3.38, reflecting general acceptance of the idea of interactive teaching, albeit not at a high level. The statement "I feel enthusiastic when using interactive teaching methods" had the highest mean (3.38), indicating good psychological readiness among teachers to implement them. Statements related to the effectiveness of interactive methods in improving learning and motivation also showed means higher than the default mean (3), reinforcing teachers' conviction of their positive role. In contrast, the statement "I prefer using interactive methods over traditional methods" had the lowest mean (2.98), indicating some hesitation or disparity in preferring them over traditional methods. Overall, the results reflect initial positive tendencies towards the use of interactive methods, but at the same time, they point to the need to strengthen these attitudes through training and awareness-raising.

Question 2: What is the level of knowledge of physical education teachers regarding interactive teaching methods?

Table 7. Study sample responses on the axis Knowledge of interactive teaching methods

No.	Phrase	Mean	Standard deviation
1	I have sufficient knowledge of different interactive teaching methods.	3.22	0.82
2	I have participated in specialized training courses in interactive teaching.	3.18	0.70
3	I can distinguish between interactive and traditional methods.	3.18	0.70
4	I keep up with the latest developments in interactive teaching methods.	3.38	0.74
5	I have the skills to apply interactive methods.	2.99	0.83

The results of the table related to the knowledge axis of interactive teaching methods reflect that the level of physical education teachers' knowledge of these methods falls within the average level, tending to be positive, with arithmetic means ranging between (2.99) and (3.38). The highest response was for the statement "I follow recent developments in interactive teaching methods," with an average of (3.38), indicating a relative interest among teachers in staying informed of developments in this field. Statements such as "I have sufficient knowledge," "I participated in training courses," and "I can distinguish between methods" also showed close averages (3.18), indicating the availability of a minimum level of theoretical knowledge and practical experience. However, the statement "I have the necessary skills to apply interactive methods" recorded the lowest average (2.99), which may indicate a gap between theoretical knowledge and practical ability. Therefore, it can be said that teachers' knowledge of interactive teaching methods is not weak, but it needs further activation and professional development to enable them to apply them effectively .

Question 3: To what extent do physical education teachers actually apply interactive teaching methods during classes?

Table 8. Study sample responses on the axis The level of actual application of interactive methods in classes

No.	Phrase	Mean	Standard deviation
1	I use interactive teaching strategies on a regular basis.	3.28	0.81
2	Students were given the opportunity to participate in class discussions.	2.98	0.84
3	I use modern teaching techniques to support interaction in the class.	3.22	0.82
4	I encourage teamwork and cooperation among students .	2.92	0.85
5	I adjust my style to suit the classroom interaction .	2.88	0.83

The results of the study sample's responses regarding the actual application of interactive teaching methods in classrooms indicate that the level of application falls within the average level tending to decline, with arithmetic means ranging between (2.88) and (3.28). The statement "I use interactive teaching strategies regularly" received the highest mean (3.28), indicating that there is relative application among some teachers, but it is not comprehensive or frequent enough to reflect a systematic adoption of these strategies. In contrast, the statements related to adjusting the method according to student interaction (2.88) and encouraging group work (2.92) had the lowest means, indicating a weakness in translating theoretical understanding into concrete classroom practices. The mean close to

the hypothetical minimum (3) for the statement "I give students the opportunity to participate in classroom discussions" (2.98) confirms that verbal interaction is still not sufficiently activated. Accordingly, the results of this axis reflect a clear need to enhance the practical application of interactive teaching methods, through practical training and actual practice supported by institutional support .

Question 4: What factors contribute to enhancing physical education teachers' application of interactive teaching methods?

Table 9. Study sample responses on the axis Factors that enhance the application of interactive methods

No.	Phrase	Mean	Standard deviation
1	Provides a classroom environment that encourages interaction.	3.07	0.90
2	Administrative support is important for implementing interactive methods.	3.58	0.70
3	Ongoing training courses enhance the use of interactive methods.	3.79	0.74
4	Providing educational tools encourages interaction.	3.91	0.77
5	The presence of material or moral incentives increases the use of these methods.	3.77	0.60

The results of the table relating to the axis of factors enhancing the application of interactive methods indicate a strong agreement among physical education teachers regarding the importance of a set of institutional and professional conditions that contribute to supporting the application of these methods. The arithmetic means ranged between (3.07) and (3.91), reflecting a high awareness by teachers of the importance of these factors. The statement "The availability of educational tools encourages interaction" received the highest mean (3.91), followed by "continuous training courses" (3.79) and "the presence of incentives" (3.77), indicating that professional, material, and environmental support constitute a necessary foundation for the success of the application of interactive teaching. The statement "administrative support" also showed a high mean (3.58), highlighting the importance of the role of school leadership in facilitating interactive practices. The lowest-ranking statement was "The availability of an equipped classroom environment" (3.07). Despite its relatively low score, it remains within the positive range, confirming that the preparation of educational infrastructure is an important requirement. Accordingly, the results reflect a clear awareness of the importance of enabling factors and emphasize the need for integration between infrastructure, administrative support, training, and incentives to successfully implement these methods.

Question 5: What is the impact of using interactive teaching methods by physical education teachers on students' learning ?

Table 10. Study sample responses on the axis The impact of using interactive methods on learners

No.	Phrase	Mean	Standard deviation
1	Interactive methods have contributed to raising the level of academic achievement.	3.90	0.67
2	I notice an improvement in the students' interaction with the class.	3.80	0.65
3	Interactive methods help develop students ' life skills .	3.81	0.72
4	These methods enhance students ' self-confidence.	3.70	0.63
5	Increases students' desire to attend classes and participate actively.	3.87	0.66

The results of the table on the impact of using interactive teaching methods on learners showed that physical education teachers agreed to a high degree on the clear positive impact of these methods in improving student learning . The arithmetic means for all statements were high, ranging between 3.70 and 3.90, indicating a strong and tangible awareness by teachers of the effectiveness of interactive teaching. The statement "Interactive methods contributed to raising the level of academic achievement" received the highest mean (3.90), reflecting a belief that these methods directly contribute to improving academic results. Statements such as "increases students ' desire to attend classes" (3.87), "improves student interaction " (3.80), and "develops life skills" (3.81) also showed high agreement on the psychological and behavioral impact of these methods. Although the statement "enhances students ' self-confidence" recorded the lowest mean (3.70), it remains within the positive framework, which supports the trend toward generalizing these practices. Based on these results, it is clear that employing interactive methods not only improves academic achievement, but also enhances students' engagement, motivation, and personal skills.

Discussion

The increase in the arithmetic mean score for the interactive methods scale compared to the hypothetical mean score can be attributed to the perception and understanding of physical education teachers in Al-Qadisiyah governorate regarding the components of modern interactive teaching methods. This result reflects not only their accumulated professional experience but also the benefits gained from training courses on teaching strategies and technologies. Several factors contribute to the successful delivery of educational content, among which the teacher's personality, leadership qualities, flexibility,

and ability to handle classroom challenges effectively play a central role. Teachers' fairness, positive behavior, and capacity to manage emergencies during lessons enhance the learning atmosphere. As vital and active elements in the educational process, teachers shape students' classroom behavior through their performance, which students often model and follow in order to maintain discipline and engagement.

These findings are consistent with the study by Abu Manshar and Manal Majed (2022), which demonstrated an increase in the use of interactive methods among primary school teachers, who reported that these approaches stimulate motivation and encourage student participation. The present study also revealed that teachers support the use of interactive technology tools, such as smart boards, to facilitate comprehension and improve academic achievement. Direct interaction between teachers and students was found to enhance understanding and learning, thereby supporting the assumption that interactive methods significantly contribute to improved educational outcomes.

Similarly, the researcher concurs with the findings of Ahmed El-Sayed Sobhi (2023), who reported that educational programs based on interactive visualization data positively impacted students' performance in track and field events. The study indicated clear improvements in motor and skill abilities among students who engaged with such technologies compared to those who did not, highlighting the importance of integrating modern interactive technologies to boost motivation and outcomes.

This conclusion is further supported by the study of Bishkron and Atef Ayad Obaid (2021), which confirmed the effectiveness of training programs in developing teachers' skills in using interactive whiteboards. Their findings showed that professional training enhances teachers' technical proficiency, thereby improving teaching practices and fostering more interactive classroom environments. The use of interactive whiteboards was also shown to enhance students' comprehension and overall achievement.

Additionally, Al-Jassar and Badriya Thani Jabr (2022) demonstrated the effectiveness of interactive concept maps in teaching Islamic education at the elementary level. Their results highlighted that visual organization of concepts through mapping tools improved students' comprehension and academic performance, particularly in simplifying complex ideas. Likewise, the study by Dakhikh and Najla Hussein Juma (2021) revealed that interactive simulations delivered via smart boards positively influenced middle school students'

acquisition of pottery skills. These simulations created a realistic and engaging learning environment, leading to higher skill mastery and greater motivation compared to traditional teaching methods.

Taken together, these findings affirm that interactive teaching methods and technologies significantly enhance both the teaching process and student learning outcomes. The evidence underscores the need for continuous professional development, the integration of innovative tools, and strong administrative support to ensure the effective adoption of interactive approaches in education.

D. CONCLUSION

Based on the study results and data analysis, general trends towards interactive methods can be drawn: The results showed that physical education teachers held moderately positive attitudes towards the use of interactive methods, as they showed good psychological readiness to apply them, but there was a slight hesitation in preferring them over traditional methods. Knowledge of interactive teaching methods: The study showed that teachers' knowledge of interactive teaching methods was at an average level. While there is a general interest in staying up-to-date with developments, applying the necessary skills to these methods may require strengthening through training and practical experience. Practical application of interactive methods: It was found that the practical application of interactive methods in classrooms remains limited, as some interactive practices exist but are not carried out regularly or intensively, indicating the need to enhance practical application through continuous training and institutional support. Factors Enhancing the Implementation of Interactive Methods: The study showed that administrative support, ongoing training courses, and the availability of educational tools are among the most important factors that promote the implementation of interactive methods. It also revealed that the presence of material or moral incentives is a strong motivator for teachers to adopt these methods. The impact of interactive methods on learners: The results showed that interactive methods had a significant positive impact on student learning, contributing to improved academic achievement, increased interaction and participation, and enhanced life skills and self-confidence.

Increase specialized training for physical education teachers on interactive methods to ensure their improved application in classes. Encouraging schools to provide a classroom environment equipped with modern educational tools that support interactive methods. Develop material and moral incentives to motivate teachers to adopt interactive methods more effectively. Increase administrative support to ensure the implementation of interactive methods in all classes and enhance cooperation between teachers and administration to achieve the goals of interactive teaching.

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F. AUTHOR CONTRIBUTION STATEMENT

HJJ takes full responsibility for the authenticity of the manuscript and the content of this research.

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