

## The Role of the Physical Education Class in Achieving Social Interaction Among Primary School Students in Jordan from the Point of View of the Students Themselves

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### **Abstract**

*The study aimed to identify the role of physical education in achieving social interaction among basic stage students in Jordan, where the descriptive approach was used in addition to the use of the questionnaire as a study tool, which was applied to (500) male and female basic stage students in the second semester of the academic year. (2023 / 2024), the study concluded that physical education develops relationships and social interaction among students, in addition to the presence of complete agreement among students about the contribution of the physical education to the development of social processes. The physical education session helps students satisfy their social needs such as adaptation, acceptance, and integration, as well as It helps create great opportunities to interact with colleagues in a proper manner within the framework of social values and desirable standards.*

**Keywords:** Physical Education, Education and Sports Class, Social Interaction, Primary School Students.

### **INTRODUCTION**

In recent years, a problem has emerged that many researchers consider to be something that hinders the education process in general It is non-reactive Students Socially within educational institutions, social interaction means the process by which group members relate to each other mentally and emotionally to achieve their desires (Al-Murid,2017; Opstoel et.al, 2020; O'Connor& Penney, 2021), and among the reasons that push students not to interact are: he The recent absence of applied and practical education, which encourages students to put their knowledge and skills into applied work, create projects and products, and make the teaching process more interactive and active ( Gerdin et.al,2019; Sakalli& Şenel, 2024)

There have been many previous studies that dealt with, from one side or another, the topic of social interaction in physical education study (Yakhlef, 2001) Which aimed to identify Classroom social interaction and the extent of its reflection on methods of teaching educational physical activity in the basic stage in Algeria

As it came study (Lornic,2007) Which aimed to identify The role of physical education in activating the processes of cooperation and competition through extracurricular activities.

As for study (Belaid, 2009) I aimed to get to know you the role of the physical education class in achieving social interaction for primary school students in Algeria.

And she came study (Makhlouf,2009) Which aimed to identify Sports practice and its impact on social interaction Among school stage students.

As for studying (Ramadan, 2016) I aimed to get to know the role of educational sports activities in developing social interaction among secondary school students.

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The subject of education remains. contributes even a small amount to this interaction, as it is an integrated part of the educational system. Its special importance makes it different from the rest. Subjects the other, It is a subject taught throughout the academic career with a curriculum based on continuity, progression, and integration (Kokkonen et.al,2019; K. J& Standal, 2020) It is an integrated part of general education, an experimental field whose

goal is to form good citizens who are physically, mentally, and emotionally fit. And also Social, through colors of activity the athletes Chosen for the purpose of achieving tasks. (Basiouni,1987), and thus the importance of this study appears in the great interest that the subject has witnessed recently, as well as its emerging problem regarding the contribution of the public education class. goal in achieving social interaction For primary school students through The above mentioned A question comes to our mind President the next:

Does the physical education class contribute to achieving social interaction among primary school students in Jordan?

This question includes the following sub-questions:

Does the physical education class improve social relations between students?

Does the physical education class develop social processes among students?

### **General Hypothesis**

The physical education class contributes to social interaction For primary school students.

### **Partial Hypotheses**

The physical education class improves social relations between Primary school students

The physical education class develops the social processes of primary school students

### **Concepts And Terminology**

#### **Physical Education**

It is a manifestation of education that works to achieve its physical, mental, social, psychological, and aesthetic purposes through selected motor activity with the aim of comprehensive and balanced development and behavior modification under good leadership. (Al-Kholy, 2001; Murray et.al,2024)

#### **Physical Education Class**

It is an educational material based on sports activities as social and cultural practices that contribute to achieving Objectives educational, and This subject is considered essential for the learner, and it interacts harmoniously with the rest of the other academic subjects, because the educational programs as a whole seek integrated unity, taking into account the comprehensive formation of the learner's personality in all its aspects. (Mohammed,2011; Beni et.al, 2019)

Operational definition: A physical education class is a class like all other classes taught within educational institutions and official program, curriculum, and timing that work to develop and crystallize the student's personality, from all motor, psychological, and social aspects, relying on the motor activity that distinguishes it, which takes its scope from the sports activities practiced. The professor is also able to teach and develop the student's motor and skill side within the limits of educational methods and techniques.

#### **Social Interaction**

It is a word borrowed from the natural sciences that means the mutual influence between two or more elements, each of which has characteristics, composition, and useful qualities. As a result of direct contact and mutual influence between these elements, a complex interaction is obtained that has characteristics and characteristics that make it different from the interacting elements, but social interaction differs from Interaction in the natural

sciences because it includes concepts, standards, and goals. When an individual responds to a human situation, he responds to a specific meaning contained in this situation with its various elements. (Nibras, 2004; Amaral et.al, 2020)

**Operational Definition:** Social interaction in physical education means interaction and communication between students through sports activities and physical exercises with the aim of achieving learning, social development and effective communication between them, enhancing teamwork, building self-confidence, stimulating sportsmanship and active participation in sporting events.

### **Stage Students the Basic**

The stage of adolescence is one of the most prominent stages of growth that an individual goes through in his life, which coincides with the basic stage. At this stage, the student's body type has reached its maximum length, with growth noticeably increasing in width, and here the signs of youth appear in the structure of the body and the beauty of the figure in girls, and here The physical and physiological changes are linked to the social, emotional and mental changes that the individual is going through, and here the difference between the sexes at this stage is clear and apparent, as strength and its values increase and rapid strength and body muscle strength improve. We also notice an increase in the values of running, jumping and throwing, and the student's ability to take Decision, sound thinking and choice, self-confidence, independence in thinking, freedom and discovery (Ibrahim, 2002)

### **Goals the Study**

The current study aims to:

Enhancing social interaction between Primary school students by realizing the importance of sports and recreational activities in enhancing social relationships.

Knowing some of the characteristics of the nature of social interaction, by studying the extent of the impact of practice Sports on social interaction.

Motivating active participation in education classes Sports to enhance cooperation and interaction among students through physical activities and Sports Media.

Developing social processes by developing cooperation skills, And Promote values Social, and understanding others.

### **Importance the Study**

The importance of the study lies in the following

Enabling the reader to know the role of the physical education class in building social interaction among primary school students .

Motivating physical education teachers to pay more attention to the student's social aspect through the class .

The study helps in finding realistic solutions to all the problems that prevent the institution from performing its role in practicing physical education classes.

### **Study Limitations**

#### **The Results of the Current Study Are Determined Considering the Following**

**Objective Limit:** Which revolves around learning about physical education and its role in developing social interaction among primary school students in Jordan.

**Limit Timeline:** The study was conducted in the second semester of the academic year (2023/2024)

**Spatial Limit:** The study was applied to the schools of the Jordanian Ministry of Education in the governorates of Ajloun, Irbid, and Jerash.

**Human Limit:** The study was applied to students in the upper basic stage, which is represented by students in the tenth grade.

## **Method and Procedures**

### **Study Approach**

Given the nature Subject of study in order to diagnose the phenomenon and reveal its aspects, and for the purpose of clarifying the effect of the independent variable on the dependent variable, we will rely on the descriptive approach because it is optimizing like This is amazing Threads.

The descriptive method is the organized scientific method that the researcher adopts in his study of social or political phenomena according to specific research steps that are carried out by collecting the necessary data and information that...The phenomenon is then analyzed in order to reach conclusions that can be generalized in the future. (Al-Jandali,2005)

### **Study Population and Sample**

The study population consisted of all tenth-grade students in Jordan, while the study sample consisted of (500) male and female students who were selected by a simple random method.

### **Study Tool**

The questionnaire tool was relied upon, which is a tool for collecting information related to the subject of the study through a specific form that contains a number of questions arranged in an appropriate logical manner that are distributed to specific people to fill out. Previous relevant studies were referred to and benefited from as a study (Calderón& MacPhail, 2020), study (Fletcher et.al, 2020), study, and study (Hovdal et.al, 2021) and study and study (Nabaskues et.al, 2020). The questionnaire, in its initial form, consisted of (15) items measuring social interaction among students during the physical education class.

### **Credibility and Reliability**

The psychometric properties of the study tool were as follows:

#### **Credibility**

#### **The Validity of the Study Tool Was Confirmed Through**

Content validity (reviewers' honesty): To ensure the validity of the study tool, content validity was used, as the questionnaire was presented in its initial form to expert professors in physical education from various Jordanian universities, such as Al-Balqa Applied University and Yarmouk University, who numbered (12) referees, in order to express their opinion. In the suitability of the study tool for the purpose to be achieved, in addition to making any appropriate amendment, whether by merging, adding, or deleting some paragraphs. The amendments suggested by the arbitrators were made, including merging, deleting, and modifying some paragraphs, so that the questionnaire in its final form consisted of (12) paragraphs.

#### **Internal Consistency Validity**

To ensure the correlation of the statements with the total score of the scale, internal consistency was measured, and its validity was confirmed by calculating the Pearson correlation coefficient between each statement of the scale and the total score of the scale, and the result was as in the following table No. (1):

**Table no (1) Coefficient Engagement Paragraphs Degree questionnaire for the college for scale**

Paragraph	Correlation coefficient	indication	Paragraph	Correlation coefficient	indication
1	** .684	.000	7	** .524	.000
2	** .584	.000	8	** .712	.000
3	** .631	.000	9	** .694	.000
4	** .664	.000	10	** .584	.000
5	** .725	.000	11	** .582	.000
6	** .684	.000	12	** .597	.000

**\*\* A function at a level  $\alpha = 0.01$**

It is evident from Table No (1) All correlation coefficients are statistically significant at some level ( $\alpha = 0.01$ ), which indicates the validity of the internal consistency of the tool the study.

**Reliability**

After ensuring the validity of the tool by the arbitrators, the questionnaire was tested by applying it to a survey sample of students from the same study population and from outside the sample, numbering (30) male and female students, in order to ensure the stability of the questionnaire. Then the test was re-test after a period of two weeks, after which the calculations were made. Cronbach's alpha coefficient, which was equal to (0.89), is a value considered high, and this indicates the strength and stability of the study tool.

**Statistical Treatment Used**

Use in the study a group of unless Statistics Occasion To process the data is as follows:

The arithmetic means to calculate the value given by individuals in a sample the study for each phrase the scale and also to arrange the weights of each Statement The scale Based on the responses of sample members the study on her.

Standard deviation to see how scattered the data is (Sample responses the study) From its arithmetic mean, the deviation is also useful in knowing the order of the means if some of them are equal, so that the rank of the statement is best for the one whose standard deviation is less.

Correlation coefficient (Pearson Correlation Coefficient) To calculate the internal consistency of an instrument the study.

Cronbach alpha to calculate Stability coefficient of a tool the study.

To interpret the results and determine the level of responses to the tool's statement was used Correction method appropriate, which is represented by a five-point Likert scale, where Weights were given Scores for each of the alternatives As follows Very high = 5 degrees, high = 4 degrees, moderate = 3 degrees, low = 2 degrees, very low = 1 degree, These answers were classified into five equal levels using the following equation:

Class length = (Greater value - less value) ÷ number of tool alternatives = (1-5) ÷ 5 = 80.0, so we get the following classification Shown in Table No. (2):

**Table no (2) Distribution of the length of the categories according to the hierarchy used in the tool the study**

Response level	Average range
Too high	5 - 4.21
High	4.20 - 3.41
Medium	3.40 - 2.61
Low	2.60 - 1.81
very low	1.80 - 1.0

## STUDY RESULTS AND DISCUSSION

**To answer the main study question, which states: “Does the physical education class contribute to achieving social interaction among primary school students in Jordan?”**

To answer this question, the arithmetic means, standard deviations, and level were extracted for the answers of the study sample members, arranged in descending order according to their arithmetic means, which are shown in the following table No. (3):

**Table (3): Arithmetic means and standard deviations in descending order and level for the responses of the study sample members on the social interaction scale**

the level	standard deviation	SMA	Paragraphs	Rank
Too high	0.62	4.64	Physical education contributes to improving the relationship between students of the same gender	1
Too high	0.67	4.62	Physical education contributes to improving the relationship between students of different genders	2
Too high	0.52	4.60	Physical education contributes to students supporting each other	3
Too high	0.58	4.57	Physical education contributes to students' acceptance of each other	4
Too high	0.66	4.55	Physical education contributes to isolated students improving their social relationships	5
Too high	0.69	4.52	Physical education contributes to developing confidence among students	6
Too high	0.52	4.51	Physical education contributes to developing the spirit of cooperation Among students	7
Too high	0.59	4.48	Physical education contributes to alleviating conflict between students	8
Too high	0.71	4.43	Physical education contributes to satisfaction Needs Students (physical, psychological, social)	9
Too high	0.63	4.40	Physical education contributes to Student integration Inside the class	10
Too high	0.52	4.38	Physical education contributes to students modifying their negative tendencies	11
Too high	0.64	4.29	Physical education contributes to development Students' abilities To solve problems	12
<b>Too high</b>	<b>0.61</b>	<b>4.49</b>	<b>Total marks</b>	

By reviewing the previous table No. (3), it is clear that all items of the scale received a very high score and the total score of the scale, as the arithmetic mean on the scale as a whole was (4.49) and a standard deviation of (0.61), where the paragraph that states: “Physical education contributes to improving the relationship between students of the same gender” with a mean of (4.64) and a standard deviation of (0.62). In last place was the paragraph that states “Physical education contributes to developing students’ abilities to solve problems” with a mean of (4.29). and a standard deviation of (0.64).

The results show that there is complete agreement on the part of the students about the contribution of the physical education class to improving social relations between students and accepting and supporting each other, and this was confirmed by the study (Ramadan, 2016). It is a good opportunity through which social relationships and friendships are established between students and interaction with others. Also, consolidating social relations between students and strengthening the relationship between teacher and student, which achieves entertainment and psychological and social comfort for students, and this was also confirmed by the study of (Yakhlef, 2001), as well as the study of (Makhlouf, 2009).

It is also clear that there is complete agreement on the part of the students about the contribution of the physical education session to the development of students’ social processes. The physical education session helps students satisfy their social needs such as adaptation, acceptance, and integration, and also helps to create great opportunities to interact with colleagues in a sound manner within the framework of social values and standards. Desirable, and this is consistent with the study (Belaid, 2009), the study (Al-Murid,2017), and the study (Gerdin et.al,2019).

## **CONCLUSION**

Interaction within the group helps to develop social processes and build positive relationships for the individual, which leads him to form a certain behavior that through this behavior enables him to know the role he plays within the group, and the nature of the interaction that links the teacher and his student.

Likewise, the student and his colleague make the process of communication and interaction the primary means of conducting the educational process, thus raising the student's cognitive, social, and cultural level, increasing his positive results and performance, improving his giving, and developing his personality.

Accordingly, social interaction during physical education class contributes greatly to the process of the individual acquiring the knowledge and abilities that allow him to have the opportunity to participate in social life, through its various institutions.

## **Recommendations And the Proposals**

Encouraging collaborative group activities, e.g. Sports Group, to enhance interaction and communication between students.

Motivating active participation in sports activities, whether within school or in sports clubs.

Providing a variety of products Contests and games to suit the interests of all students and enhance communication between diverse groups.

Holding periodic evaluation sessions to determine progress and identify areas that can be improved in achieving social interaction.

Motivating students to practice and take an interest in the subject by encouraging them and highlighting the true values of the lesson.

Organizing competitions and events He a social event to enhance interaction and the spirit of positive competition.

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