

Social Interaction Patterns among Students of Physical Education and Sport Sciences at the Hashemite University

Mahmoud Aied Hatamleh ^{1*}, Faleh Sultan Abu Eid ², Ahmad Abed Alwahab Akour ³, Fadi Ibrahim Aljazzazi ⁴

^{1*2*3} Faculty of Physical Education and Sport Sciences, the Hashemite University, Zarqa, Jordan.

Received: 31-may-2024

Accepted: 20 -June-2024

Abstract:

There are multiple prevailing patterns of social interaction practiced by university students in their daily lives or with classmates, whether these patterns are cooperative, competitive, or otherwise. This study aimed to identify the prevailing patterns of social interaction among students of the Faculty of Physical Education and Sports Sciences at Hashemite University. The sample consisted of (357) male and female students, selected through stratified random sampling from a study population of (1080), representing 33% of the total population. The descriptive analytical method was employed in the investigation. The results indicated that the most common patterns of social interaction were as follows: competition between students, cooperation, and finally conflict, all of which were of medium degree. The results also showed that there were no statistically significant differences in these patterns due to the gender variable, while there were statistically significant differences at the significance level of ($\alpha = 0.05$) according to the specialization variable, in favor of sports rehabilitation over all social interaction patterns. In conclusion, based on the results of this study, which confirm that the prevailing patterns of social interaction were of a medium degree, the researchers recommend building educational programs to train students on positive interaction patterns. Additionally, it is recommended to conduct surveys on students from both public and private universities to assess their social interaction patterns.

© 2024 Jordan Journal of Physical Education and Sport Science. All rights reserved - Volume 1, Issue 1 (ISSN: 3007-018X)

Key Words: Social Interaction, Prevailing Patterns, Students, Physical Education

Introduction:

Insofar as he satisfies his many requirements, whether psychological, social, or physiological, with the members of the group to which he belongs and is compatible, a person is called a social creature who cannot leave his family and has a sense of belonging to it. As a result, he must engage with it in accordance with the social roles he plays, which vary depending on the circumstances to which he is exposed. This could occur within the home (within the family) or outside the home (in society).

A person spends the majority of his or her everyday life interacting with other people or groups. He or she may do this voluntarily, as in the case of family groups, classes, or professions, or he or she may do it purposefully. In any case, he or she is a part of one of the social networks that are formed between people who regularly interact in person, either continuously or intermittently (Al-Waqfi, 2003).

As a result, every social phenomenon is the result of the interaction of individuals or groups, in the sense that when society is in the form of a group of people in continuous interaction with each other, interaction is one of the basic and important concepts in society. The reality of social life is nothing more than the way in which individuals and groups interact. Among the forms that interaction takes are competition, conflict, adaptation, and representation. These models are not separate from each other but rather overlap in one way or another (Abu Ayyash, 2005).

Social interaction is one of the most crucial aspects of social connections and, as (Rizqallah, 2008) has shown, is a fundamental and strategic notion in social psychology. It also involves a set of expectations on the part of all its players. When a child cries, he anticipates that his family will respond, especially his mother. It also entails being conscious of one's social function and behavior in relation to societal norms. Social interaction is a two-way process between two or more people whose actions are mutually dependent on one another. It leads to a process of friction and interaction; the interaction is regarded as positive if love, sympathy, and acceptance spread among the involved parties, and as negative if self-love and selfishness are present (Al-Khatib et al., 2006). In other words, it's a situation where two or more people are involved, and every person's actions have an impact on those of everyone else (Al-Khatib, 2013).

Social interaction involves the effective response that results in learning, which is represented in the change that occurs to the individual because of the response that he makes. The process by which a child observes and responds to others and forms general and common behavioral patterns among members of society also results in the formation of attitudes. A person's general attitude toward himself and others contributes to the development of his personality and attitudes (Al-Rashdan, 2000).

Various situations involve the interaction between people based on their social roles and positions in society, and those positions may include a variety of social roles related to them. By associating roles with social positions, individuals can regulate their mutual relationships and their expectations of each other (Shroukh, 2004). Additionally, there are several characteristics of social interaction, including the fact that it is considered the main method of communication between individuals within the same society and between societies. Excellent performance and a fulfilling life are also characteristics (Hamshari, 2008).

Social interaction involves a number of stages, such as recognition, which is achieving a common object for the dynamic situation; evaluation, which is defining a common system upon the basis of which different solutions are judged; control, which is attempts by individuals to influence one another; decision-making, which is having access to final decisions; tension control, which is addressing issues that arise in the group; and integration, which is integrating oneself into the larger group. Cooperation between members of the group in an atmosphere dominated by order and discipline seeks to educate students according to the standards and values of society and to develop their personal and social capabilities (Nasri, 2010).

Statement of problem :

One of the biggest humanitarian issues affecting students today is the lack and weakness of social interaction. Students who struggle to build relationships with others may become isolated and develop various diseases, particularly mental illnesses that may endanger their lives. According to Fromm (2009), people who don't engage with others can't act appropriately, may mislead others and themselves, and lack a sense of self, which causes them considerable anxiety. Abdul-Baqi (2010) stated that a lack of social interaction is one of the main issues that many students confront since it prevents them from establishing friendships and forming bonds. As a result, they experience weak social connections, symbolized by a loss of values, a sense of helplessness, and social isolation, according to Mansour et al (2006). Additionally, this results in the isolated student feeling dissatisfied, leading to the absence of proper university life and traditions in interpersonal relationships, excluding interactions with people (Al-Rikabi,

2018). Consequently, the development of reciprocal relationships between students in terms of cooperation and help in the pursuit of knowledge depends on the individual's need for social interaction and the construction of social interactions in the university environment.

Significance of the Study :

1. This research, as far as the researchers know, is one of the few studies linking prevailing patterns among Physical Education and Sports Sciences students.
2. This research can add a theoretical aspect to the sports library.

Objective of the Study: The objective of the study is to respond to the following two questions:

1. What are the prevailing patterns of social interaction among students of the Faculty of Physical Education and Sports Sciences at Hashemite University?
2. Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the prevailing patterns of social interaction among students due to the variables (gender, specialization)?

Limitations of the Study :

- **Objective limitations:** The degree of social interaction among students of the Faculty of Physical Education and Sports Sciences at Hashemite University.
- **Human limitations:** Students of the Faculty of Physical Education and Sports Sciences at Hashemite University.
- **Time limitations:** The second semester of the academic year 2023/2024.
- **Spatial boundaries:** Hashemite University in Zarqa.

The determinants of the study were represented in the degree of the study tool's validity, its reliability, the objectivity of its sample replies, and the degree of the study sample's representation of its community.

Methods and Materials :

Because it is most relevant to the phenomena, the study relied on the descriptive correlative approach, which seeks to describe the phenomenon as it is before analyzing and interpreting it.

The population of the study comprised all students in the Faculty of Physical Education and Sports Sciences at Hashemite University (N = 1080). A random sample of 759 male and female students, representing 36% of the study population, was selected. Initially, 450 questionnaires were distributed, and 357 of those were collected, representing 33% of the population. Table 1 shows the distribution of the sample members according to the study variables.

Table 1. The Distribution of the Sample Members According to the Study Variables

N0	Variable	Category	Number	Percentage
1	Gender	Male	158	44.3
		Female	199	55.7
		Total	357	100
2	Specialization	Coaching and Sport Management	265	74.2
		Sport Rehabilitation	92	25.8
		Total	357	100.0

Tool of the Study :

The researchers developed a study tool to measure social interaction patterns and achieve the objective of the study, utilizing the studies of Al-Obaidi (2012) and Mons (2015). The tool has 31 items in total, divided into three categories. According to a five-point Likert scale, the items were distributed as follows: strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1). The following gradation was used to assess the item averages: 1-2.33 (low), 2.34-3.67 (medium), and 3.68-5 (high).

Validity of the Tool:

The tool was distributed to experts (N=15) from faculty members with expertise in Physical Education and Educational Sciences at Hashemite University, Zarqa University, and the University of Jordan. They assessed the accuracy of each statement, its relevance to its area, and its suitability to accomplish the objectives of the research, along with its relevance, conciseness, linguistic integrity, and lack of repetition. A few linguistic and typographical changes were made in response to the experts' suggestions.

Reliability of the Tool:

To ensure reliability, the internal consistency correlation coefficient of the items on the two scales was calculated by finding Cronbach's alpha, as shown in Table 2

Table 2. Internal Consistency Reliability Coefficients for the Questionnaire, (Cronbach's Alpha)

Field	Reliability coefficient (Cronbach's alpha)
Competition between Students	0.93
Cooperation	0.88
Conflict	0.78
Patterns of Social Interaction as a Whole	0.86

Table 2 clearly shows the reliability coefficient for the questionnaire on social interaction patterns was 0.86, indicating that the tool has an appropriate reliability coefficient and is reliable for achieving the objectives of the study.

Statistical Methods:

To process the data, the Statistical Packages for Social Sciences (SPSS) program was used, and the following statistical treatments were calculated:

1. Identifying the characteristics of the study sample by finding frequencies.
2. Cronbach's alpha coefficient for calculating the reliability of the study tool.
3. Calculating the means and standard deviations, performing One-Way ANOVA, and conducting the t-test for the responses of the study sample.

Results and Discussion:

4. What are the prevailing patterns of social interaction among students of the Faculty of Physical Education and Sports Sciences at Hashemite University?
5. To answer this question, means and standard deviations were extracted to determine the order of the patterns of social interaction according to the responses of the study sample from the students' perspectives. Table 3 shows this.

Table 3. Social Interaction Patterns in Descending Order

No	Rank	Field	Mean	SD	items	Degree
1	1	Competition between Students	3.62	0.66	11	Medium
2	2	Cooperation	3.60	0.70	10	Medium
3	3	Conflict	3.33	0.65	10	Medium
		Patterns of social Interaction as a Whole	3.51	0.66	31	Medium

The results presented in the previous table indicate that the order of the prevalent patterns of social interaction is as follows: competition, followed by cooperation, and finally conflict.

The researchers believe that the prevailing patterns of social interaction among students of the Faculty of Physical Education and Sports Sciences at the Hashemite University are of medium level (M = 3.58, SD = 0.67). These values fall within the middle category of estimates for patterns of social interaction, which range between (2.34 and 3.67). From the researchers' point of view, this result is considered unsatisfactory. The findings of this study are like those of Al-Ghanbousi (2009) and Mutlaq (2008). The researchers explain the similarity of the results in these studies with the current study by noting that they diagnose the negative aspects of the cultural environment and its

repercussions on the nature of social relations prevailing in Arab societies. Furthermore, it restricts children's freedom, which fosters a kind of dependence on others and an inability to take initiatives. This negative culture is reflected in society's institutions in general and in its educational institutions in particular, as this type of relationship is transmitted to the classroom, influencing students' relationships with each other and with faculty members. This dependency and conditional acceptance lead to multiple negatives, such as a lack of initiative and a fear of participation and expressing opinions.

The researchers extracted the means and standard deviations for each pattern and for the overall pattern according to the responses of the study sample from the Faculty of Physical Education and Sports Sciences at Hashemite University. They were arranged in descending order according to their means.

Pattern of Competition among Students

Table 4. Means and Standard Deviations of the Pattern: Competition among Students.

Rank	No	Items	M	SD	Degree
1	4	I go above and beyond to help my coworkers succeed without hurting them.	3.69	0.91	High
2	2	I gather information from a variety of sources to outperform my peers.	3.68	0.86	High
3	8	I rely on my skills and effort to accomplish my goals before others.	3.68	0.88	High
4	10	I love serious competition	3.65	0.89	Medium
5	3	I love competing my college peers.	3.63	0.90	Medium
6	5	I like to outperform my colleagues without hurting them	3.62	0.87	Medium
7	11	I like to compete in groups of students	3.61	0.92	Medium
8	6	I love the atmosphere of competition and challenge to achieve goals	3.59	0.88	Medium
9	1	I pursue my goals without neglecting the interests of my college peers	3.58	0.88	Medium
10	9	My goal is to win when I compete with my peers	3.57	0.88	Medium
11	7	I excel in my studies by competing with my peers	3.56	0.88	Medium
Total			3.62	0.66	Medium

Table 4, related to the pattern of competition among students, shows that the total mean of the study sample responses was at a medium level. This indicates that the pattern of competition between students is the most prevalent. The researchers believe it is natural for the principle of competition to prevail among students because one of the most important characteristics of this stage is that students try to make every effort to reach the goals, they have set for themselves. This stage is also characterized by honest competition through the various activities held by the college, whether sports, cultural, or social. We see students doing their utmost to win and excel in the various fields available in the college, especially with the presence of multiple and varied opportunities for competition and excellence. Students tend to show their abilities and inclinations through participation and competition with their colleagues inside and outside the college, especially in academic achievement, which qualifies them to occupy respectable positions and jobs after graduating from the college (Al-Rimawi, 2003). This study aligns with the results achieved by Tanner (2002) regarding camping experiences and participation in various activities, showing that honest competition during these activities positively affects self-esteem, decision-making, and self-reliance.

The researchers also believe that several reasons have led to the moderate level of social interaction in the pattern of competition between students. The most important reason is the diversity and discrepancy between the cultures of students enrolled in the college, depending on the region to which the student belongs. This may lead to varying levels of competition between students. The researchers attribute this to the fact that students of the Faculty of Physical Education and Sports Sciences at Hashemite University are distinguished from a social point of view by their love for their colleagues and their efforts to avoid offending them.

Pattern of Cooperation:**Table 5. Means and Standard Deviations of the Responses of the Study Sample to the Items of the Pattern: Cooperation**

Rank	No	Items	M	SD	Degree
1	20	I support my help to low achieving peers	3.79	0.84	High
2	21	Working in groups helps me achieve my goals	3.71	0.85	High
3	14	I participate in my peer's activities and exchange things with them.	3.68	0.85	Medium
4	17	I engage in classroom discussion with my peers' concerning subjects.	3.63	0.85	Medium
5	15	I collaborate with my peers in groups to make more friends, and I assist those of special needs.	3.59	0.89	Medium
6	12	I enjoy working in teams because it allows me to expand my knowledge.	3.57	0.92	Medium
7	19	I concur with my colleagues' opinions without reservation.	3.56	0.93	Medium
8	16	I agree with my colleagues in their unanimous opinion.	3.53	0.89	Medium
9	18	I do not hesitate to help any student in the college	3.52	0.91	Medium
10	13	I help my colleagues achieve their goals.	3.45	1.04	Medium
Total			3.60	0.70	Medium

The data shown in Table 5 indicate that the averages of the study sample's responses to the paragraphs reflect a moderate degree. These results suggest that the level of cooperation among students was moderate, ranking second among various patterns of social interaction ($M = 3.60$, $SD = 0.70$). Cooperation arises when individuals perceive a shared interest and assume mutual responsibility and self-control to achieve their common goals through concerted action. They acknowledge the importance of shared goals and organizational structure as crucial elements for achieving consensus. Researchers attribute this secondary ranking to the university's adoption of modern educational principles emphasizing cooperation, tolerance, and collaborative work. This fosters a conducive educational environment that promotes students' holistic development. Consequently, students naturally experience and value cooperation with peers, which enhances their academic achievements, shapes their personalities, and fulfills diverse needs as they strive towards common goals together.

Pattern of Conflict:**Table 6. Means and Standard Deviations of the Responses of the Study Sample to the Items of the Pattern: Conflict**

Rank	No	Items	M	SD	Degree
1	22	If my colleagues disagree with another group, I will not hesitate to support them.	3.77	0.88	High
2	25	Even if I anger my colleagues, I flatter my teachers and work to prevent them from attaining their objectives.	3.75	0.79	High
3	30	If anyone interferes with my interests, I won't hesitate to hurt them.	3.67	0.87	Medium
4	28	my objectives justify the means	3.66	0.85	Medium
5	27	I do not hesitate to offend those who disagree with me	3.66	0.85	Medium
6	23	I do not hesitate to get into physical fights with others	3.66	0.86	Medium
7	26	I don't care what my colleagues think of me	3.66	0.87	Medium
8	31	I seek to achieve my interests even at the expense of my colleagues	3.65	0.85	Medium
9	24	I do not hesitate to threaten my colleagues if they oppose me	3.62	0.86	Medium
10	29	I do not hesitate to offend those who disagree with me	3.58	0.85	Medium
Total Mean for the pattern as a whole			3.33	0.65	Medium

The data in Table 6, related to the conflict patterns among students, indicate that the medians of the study sample's responses to these items ranged from 3.58 to 3.77, suggesting a moderate degree of conflict. The study found that this pattern ranked third among the various interaction patterns examined, indicating that conflict is relatively less prevalent among students at the Hashemite University, particularly within the Faculty of Physical Education and

Sports Sciences. Students at the university pursue diverse goals such as success, excellence, achieving high grades, and gaining peer recognition, often leading to occasional conflicts. In cases where intense competition leads to harm or the exclusion of others for personal gain, conflict can become a defining feature of interpersonal dynamics. This may result in internal strife within groups or conflicts between different groups, particularly in competitive scenarios where one group succeeds at the expense of another (Kazem, 2013).

These findings align with Tanner (2002), who similarly identified conflict as one of the less common social processes among students. A democratic approach to conflict resolution encourages collaboration among students to achieve shared objectives, underscoring the importance of universities promoting such practices for societal benefit. This is supported by Glever (2001), who highlighted the positive impact of democratic and decentralized environments on fostering healthy social interactions among students. Moreover, conflicts, when approached constructively, can facilitate deep learning through robust discussions on contentious topics. However, negative outcomes of student conflicts include escalation and diversion from academic and excellence-oriented goals towards less productive pursuits (Glever, 2001).

Regarding the second question : **Are there statistically significant differences ($\alpha = 0.05$) in average responses among the study sample based on variables such as sex and specialization ?**

To address this, standard deviations, one-way analysis of variance (ANOVA), and t-tests were conducted on responses regarding prevailing social interaction patterns among students at the Faculty of Physical Education, Hashemite University. Results for each variable are presented below.

Variable of Gender:

The means and standard deviations were calculated according to the gender variable, as shown in Table (7).

Table 7. Means and "T" test for the Responses of the Study Sample to the Patterns of Social Interaction According to the Gender Variable

Pattern	Gender	N	M	SD	T-value	DF	Sig
Competition among Students	Male	158	3.67	0.70	10261	1	0.20
	female	199	3.58	0.62			
Cooperation	Male	158	3.67	0.71	10670	1	0.09
	female	199	3.55	0.69			
Conflict	Male	158	3.38	0.66	10190	1	0.23
	female	199	3.30	0.63			
All the Patterns	Male	158	3.69	0.69	10551	1	0.12
	female	199	3.58	0.64			

According to the results of the t-test analysis presented in Table 7, there were no statistically significant differences between the study sample's responses to various patterns of social interaction based on gender. The study found no significant gender differences in the competitiveness among students, suggesting that competition is widespread in universities, with both males and females striving equally for academic achievements and participation in extracurricular activities. This finding aligns with Al-Ghanbousi (2009), who also observed that gender does not influence the nature of student competitiveness.

Regarding patterns of cooperation among students, the findings indicated no statistically significant differences between males and females. This result is attributed to the college environment and shared resources that facilitate collaboration and camaraderie, especially practical resources. It is consistent with Tanner (2002), who found no gender-based influence on cooperation patterns, but differs from Saad Allah (2009), who reported significant gender differences favoring males in cooperation patterns.

In terms of conflict patterns, the study's results similarly showed no gender-related variations. This may be due to students' natural drive to pursue individual goals, requiring them to exert considerable effort and resilience in their pursuits. This outcome supports Tanner (2002) but contrasts with Saad Allah (2009)'s findings.

Variable of Specialization:

The means and standard deviations were calculated for the responses of the study sample comprising students from the Faculty of Physical Education and Sports Sciences at the Hashemite University. The t-test was used to ascertain differences between the average responses of the study sample regarding various areas of social interaction patterns based on the specialization variable, as presented in Table 8 below.

Table 8. Means and "T" test for the Responses of the Study Sample to the Patterns of Social Interaction According to the Specialization Variable

Pattern	Gender	N	M	SD	T-value	DF	Sig.
Competition among Students	Coaching and Sport Management	265	3.57	0.66	20423-	1	0.01*
	Sport Rehabilitation	92	3.76	0.63			
Cooperation	Coaching and Sport Management	265	3.54	0.71	20858-	1	0.00*
	Sport Rehabilitation	92	3.78	0.65			
Conflict	Coaching and Sport Management	265	3.27	0.66	20968-	1	0.00*
	Sport Rehabilitation	92	3.50	0.56			
All the patterns	Coaching and Sport Management	265	3.57	0.67	20884-	1	0.00*
	Athletic rehabilitation	92	3.80	0.60			

According to Table 8, statistically significant differences were found between the responses of the study sample regarding social interaction patterns among students at the Faculty of Physical Education and Sports Sciences, at a significance level of $\alpha = 0.05$, based on specialization in each pattern and overall. These differences favor the specialization of Athletic Rehabilitation. Researchers attribute this to the smaller student population in Sports Rehabilitation compared to Sports Management and Training. This facilitates placing students in smaller groups that influence various interaction patterns, aided by the project-based and problem-solving nature of Sports Rehabilitation education.

This finding aligns with Tanner (2002), emphasizing the relationship between cooperation and academic achievement. The nature of study materials in Sports Rehabilitation demands effort and perseverance, fostering competitive tendencies, particularly in scientific subjects. This consistency is echoed in Saad Allah (2009), attributing social interaction differences to study materials, student characteristics, and specialization type.

Regarding conflict patterns, the study also identified specialization-based differences favoring Sports Rehabilitation, likely due to its competitive academic environment. This contrasts with Glever (2001), who found no specialization-related differences.

Conclusion :

Based on these findings indicating a moderate degree of prevailing social interaction patterns, researchers recommend developing educational programs to promote positive interaction patterns. Additionally, conducting surveys among students from both public and private universities could help organize their social interactions.

REFERENCES

- Abdul-Baqi, Saber Ahmed. (2010). *Affiliation, a Modern Psychological Study, Students of Arts*. Al-Mina University, Cairo.
- Abu Ayyash, Nidal. Human, (2005). *Communication from Theory to Practice*. 1st Edition, Palestine Technical College, Al-Aroub Publishing, Palestine, P. 119.
- Al-Ghanbousi, Salem bin Sulayem. (2009). the Quality of the University Climate in Some Faculties of Sultan Qaboos University from the Point of View of its Students. *Education Journal*. Egypt. 12 (25) 89-120.
- Al-Khatib, Jamal & Al-Bustanji, Murad. (2006). The Level of Social Interaction of Students with Learning Disabilities with Ordinary Students in Regular Schools in the Light of Some variables. *Educational Science Studies*, 33 (1), 83-95.
- Al-Khatib, Amal Ibrahim. (2013). *Classroom Interaction, its Basics, Applications, Skills*. 1st Edition. Dar Qandil for Publication and Distribution, Amman.
- Al-Obaidi, Harith Ali. (2012). Patterns of Social Interaction in University Life: a Social and Anthropological Study at the University of Mosul. *Mosuliya Studies Journal*, Mosul Studies Center at Mosul University, Iraq, 11 (36), 83-105.
- Al-Rashdan, Abdullah. (2000). *Sociology of Education*. Dar Al-Shorouk, Amman, Jordan.
- Al-Rikabi, Sabri Abdullah Kazem. (2018). Social Interaction among Sumer University Students. *Journal of the College of Education for Human Sciences*, Dhi Qar University. 8 (3).1-15.
- Al-Rimawi, Muhammad Odeh. (2003). *the Effect of a Training Program Based on Social Cognitive Theory on the Value System of Delinquent Adolescents in Jordan*. [PhD thesis], Amman Arab University. Jordan.
- Al-Waqfi, Radi. (2003). *Learning Difficulties, Theory and Practice*. Amman, Princess Tharwat College.
- Fromm, Eric. (2009). *the Normal Society*. 2nd Edition, the Syrian General Book Organization, Damascus, Syria.
- Glewer, Conrael. (2001). *Learning-centered Environments: The Design of Strategies of Sociocultural Interaction and their Role in Solving Complex Problems*. The Florida State University, Dissertation Abstracts International, AAC 3001661.
- Hamshari, Omar Ahmed. (2008). *Child Socialization*. 1st Edition, Dar Safaa for Publishing and Distribution, Amman, Jordan.
- Kazem, Hussein Khazal Muhammad. (2013). *Social Affiliation and its Relationship to Psychological Weakness and Anxiety from Trauma*. 1st Edition, Amman, Jordan.
- Mansour, Ibn Zahi and Al-Sassi, Al-Shayeb Muhammad. (2006). Manifestations of Social Alienation among University students. *Constantine*, No. (25), Metouri University, Algeria
- Mons, Gamal Fahmy. (2015). *the Degree of Practice of School Discipline by Secondary School Principals in Gaza Governorates and its Relationship to the Classroom Discipline Level from Teachers' Point of View*. [Master's Thesis], Islamic University, Gaza, Palestine.
- Mutlaq, Fatima Abbas. (2008). Measuring the Social Interaction of Education Students at the University of Koba. *Journal of the College of Arts*, University of Baghdad, Iraq, 1 (81)-545-479.
- Nasri, Hani Yehia. (2010). *Psychology, Research in Social and Moral Psychology*. 1st Edition, Dar Al-Arqam Ibn Al-Arqam Company, Beirut, Lebanon.
- Rizqallah, Randa. (2008). The Relationship between the Skill of Emotional Intelligence and Social Interaction, a Descriptive Field Study on a Sample of Sixth Grade Students of Basic education in Damascus Governorate. *Damascus University Journal*, 24 (1), 485-512.
- Saad Allah, Muhammad Faisal Yousef. (2009). *Patterns of Social Interaction Prevalent among Secondary School Students in the State of Kuwait*. [Master's Thesis], Private Amman University, Amman, Jordan.
- Shroukh, Salah El-Din. (2004). *Educational Sociology*. 1st Edition, Dar Al-Uloom for Publishing and Distribution, Annaba, Algeria.
- Tanner, Erica Jackson. (2002). *Individual Accountability in Cooperative Learning and its Effects on Learning and Social Interaction and Acceptance of Social Needs and Normally Developing Students*. University of South Alabama Dissertation Abstracts International AAC3026430.

أنماط التفاعل الاجتماعي لدى طلبة التربية البدنية وعلوم الرياضة في الجامعة الهاشمية

الملخص :

هناك أنماط متعددة سائدة من التفاعل الاجتماعي يمارسها طلاب الجامعات في حياتهم اليومية أو مع زملائهم في الفصل، سواء كانت هذه الأنماط تعاونية أو تنافسية أو غير ذلك. هدفت هذه الدراسة إلى التعرف على أنماط التفاعل الاجتماعي السائدة لدى طلبة كلية التربية البدنية وعلوم الرياضة في الجامعة الهاشمية. تألفت العينة من (357) طالبا وطالبة تم اختيارهم من خلال عينة عشوائية طبقية من مجتمع الدراسة البالغ (1080)، وهو ما يمثل 33% من إجمالي الطلبة. تم استخدام المنهج التحليلي الوصفي. وقد أشارت النتائج إلى أن أكثر أنماط التفاعل الاجتماعي شيوعا كانت على النحو التالي: التنافس بين الطلاب، والتعاون، وأخيرا الصراع، وكلها كانت من الدرجة المتوسطة. كما أظهرت النتائج عدم وجود فروق ذات دلالة إحصائية في هذه الأنماط تعزى لمتغير النوع الاجتماعي، في حين توجد فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha = 0.05$) تبعا لمتغير التخصص، لصالح التأهيل الرياضي على جميع أنماط التفاعل الاجتماعي. وفي الختام وبناء على نتائج هذه الدراسة التي تؤكد أن الأنماط السائدة للتفاعل الاجتماعي كانت بدرجة متوسطة، يوصي الباحثون ببناء برامج تعليمية لتدريب الطلاب على أنماط التفاعل الإيجابي. بالإضافة إلى ذلك يوصى بإجراء استطلاعات على الطلاب من كل من الجامعات الحكومية والخاصة لتقييم أنماط تفاعلهم الاجتماعي.

الكلمات المفتاحية: التفاعل الاجتماعي، الأنماط السائدة، الطلاب، التربية البدنية.