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The Level of Social Interaction and its Relationship with the Level of School Discipline in High Schools in the Capital Amman from the Perspective of Physical Education Teachers

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Abstract

Aime: investigate social interaction and relationship with school discipline in high schools from the perspective of physical education teachers. The sample of study consisted of (120) teachers. A stratified random of 75 teachers, representing 62% of the study population. A descriptive correlational methodology using Questionnaires to measure social interaction and discipline. أعلى النموذج Results indicated that both social interaction and school discipline are high level. Also, revealed a strong positive correlation between social interaction and school discipline. The researchers recommend adopting incorporating social interaction as part of the criteria and foundations for evaluating the effectiveness of schools in education directorates.

Keywords: Social Interaction, School Discipline, High Schools, Physical Education Teachers, Amman.

Introduction

Social interaction is defined as the social relationships formed in schools due to the presence of like-minded individuals who share a common goal and convene around educational material, which results in the interaction of various social processes such as competition, cooperation, harmony, conflict, adaptation, and the functioning of the educational process in its diverse forms (Henouda, 2013).

The social actor is regarded as the primary means of communication through which interaction occurs among individuals within a society and between different societies. It is characterized by effective performance and anticipation. When an individual performs a certain action within a group, they anticipate a response that increases interaction to achieve their desired expectation. Consequently, this leads to the emergence of differentiation among group members, resulting in the emergence of leadership, or roles, and positions within the same community (Humshari, 2003; Abdullah, 2003).

Social interaction undergoes stages such as acquaintance, evaluation, control, decision-making, stress management, and integration (Mahamid, 2003). The importance of social interaction, as highlighted by Abu Jadu (2000) and Rizkallah (2008), lies in its being a general phenomenon not limited to one society. It covers personal social relationships, social change, and various patterns of social relationships in all fields. Social interaction shapes individual standards, attitudes, ideas, and

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emotions through the reciprocal influence and impact between individuals and others, as determined by social upbringing.

Sociologist Erving Goffman defined social interaction as the process through which an individual behaves and responds to the actions and reactions of others. In other words, it involves the acts that people perform towards each other and the responses that follow (Topa, 2001; Glaeser & Scheinkman, 2001). As pointed out by Rizkallah (2008) and Jabir (2004), social interaction is a fundamental and strategic concept in social psychology and a key element of social relationships. It includes a set of expectations from all participants, where the behavior of one stimulates the behavior of the other and involves the exchange of specific messages linked to the specific goals of the interacting parties (Mar'i & Balqis, 1984; Fahmi, 1979; Al-Khatib & Al-Bustanji, 2006).

Al-Shenawi (2003) noted that social interaction includes the effective response that leads to the change that occurs in an individual because of the reaction he/she engages in. These changes contribute to the formation of general attitudes of the individual towards himself/herself and others and contribute to shaping the individual's personality and attitudes (Al-Rashdan, 1999; Shroukh, 2004).

Social interaction is characterized by several features, including levels of social interaction among individuals, between groups, and between individuals and culture (Al Murad, 2004). Some studies, such as those by Al-Tamimi (2006), Saadallah (2009), Kozuh & Jeremie (2015), and Al-Abara (2016), have examined the level of social interaction and its relationship with social presence and academic success in personal learning environments. The results of these studies have shown a positive correlation between the level of social interaction and students' academic success, as well as their sense of happiness.

The researchers believe that the importance of social control is evident in the lives of individuals, groups, and institutions through its influence in shaping their personality, guiding their behavior, preventing chaos, and ensuring compliance with societal standards, values, and principles. Social control regulates social relationships, safeguards rights, properties, and freedoms. It also encourages cohesion and harmony among individuals and groups, and fosters improvement in various societal domains and activities. This is achieved by adhering to laws, values, customs, traditions, and other means of social control (Farah, 1989; Al-Saleh, 2004).

In schools, students learn how to engage in social interaction with peers, teachers, and different educational situations, and to operate according to prevailing laws and regulations to achieve educational goals in an orderly and disciplined environment. Thus, the role of the school is not limited to enhancing students' academic achievement but also extends to their educational and social development (Siddeq, 2001).

Through the experience of supervising field training students in high schools and the direct interactions with school principals, teachers, and students, the researchers observed a weakness in social interaction in some of these schools. They noticed that the management's relationship with teachers appeared formal and unidirectional. Additionally, the interaction among the teachers themselves seemed weak, and the relationships among students were competitive rather than cooperative. This observation led to their desire to conduct a study to understand the level of social interaction within schools. Hence, the idea for this study emerged, which aims to answer the following main question: What is the level of social interaction and school discipline in high schools in the Amman Kasbah Directorate of Education from the perspective of physical education teachers?

This study aimed to explore the level of social interaction and school discipline in high schools in the Amman Qasabah Directorate of Education by answering the following questions:

1. What is the level of social interaction in high schools in the Amman Qasabah Directorate of Education from the perspective of physical education teachers?
2. What is the level of school discipline in high schools in the Amman Qasabah Directorate of Education from the perspective of physical education teachers?

3. Is there a relationship between the level of social interaction and the level of school discipline in the Amman Qasabah Directorate of Education, from the perspective of physical education teachers?

Study Significance

- ✚ Its recommendations might contribute to enhancing social interaction in schools.
- ✚ It could represent a theoretical addition about social interaction, enriching the Arab library with the subject of the study.
- ✚ Decision-makers in the directorates of education might benefit from it.

Study Scope and Limitations

- ❖ Subjects Boundaries: Level of social interaction, level of school discipline.
- ❖ Human Boundaries: Physical education teachers in high schools.
- ❖ Temporal Boundaries: The first semester of the academic year 2023/2024.
- ❖ Spatial Boundaries: Directorate of Education of the Capital Governorate, Amman.

Through the experience of the researchers in supervising field training students in secondary schools, and their relationship directly with the school principal, teachers and students, the researchers believe that there is a weakness in social interaction in some of these schools as the relationship between the administration and teachers seems formal in nature, and unidirectional, and the interaction between the teachers themselves seems weak, and the relations between the students themselves are competitive, not cooperative.

Research Methods

The study relied on the descriptive correlational research design, which is suitable for the nature and objectives of the study.

Population and Sample of the Study: The study population consists of all male and female physical education teachers for the secondary stage in the Directorate of Education in the Capital Governorate, totaling 120 individuals. The study's stratified random sample comprised 75 teachers, representing approximately 62% of the study population.

Tools of the Study

The researchers developed a tool to measure the level of social interaction and another for the level of school discipline, based on the studies by Fahmy (2015) and Humshari (2003). The first tool consisted of 27 items across five domains, and the second tool comprised 18 items. The items were distributed on a graduated scale according to the five-point Likert scale as follows: Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1). The following gradation was adopted to judge the arithmetic means of the items: Low (1–2.33), Medium (2.34–3.67), High (3.68–5).

Validity of the Instruments(Tools) of the Study: To verify the validity of the study instruments, the researchers presented them to six arbitrators (experts) who were faculty members specialized in educational sciences to assess each item of the two instruments in terms of their relevance to their respective domains, suitability for achieving the study's objectives, clarity, significance, linguistic correctness, and non-redundancy. The instruments were adopted after the researchers made several modifications based on the recommendations of the arbitrators (experts).

Reliability of the Tools: The researchers applied the internal consistency coefficient for the scale's items using Cronbach's Alpha, as shown in Table 1.

Table 1: Internal Consistency Reliability Coefficients for the Social Interaction Level and School Discipline Level Questionnaire.

Reliability Coefficient (Cronbach's Alpha)	Domain
0.90	School Discipline Level
0.86	Interaction between School Principal and Teachers
0.67	Interaction among Teachers
0.82	Interaction between Teachers and Students
0.84	Interaction among Students
0.77	Interaction between the School and the Local Community
0.88	Overall Level of Social Interaction

Table 1. reveals that the reliability coefficient for the questionnaire measuring the level of school discipline is 0.90, and for the social interaction level, it is 0.88. This indicates that both tools have suitable reliability coefficients and demonstrate their capability in achieving the study's objective.

Data Analysis

The statistical procedures used by the researchers' included frequencies, Cronbach's Alpha, percentages, arithmetic means, standard deviations, t-test, one-way ANOVA, and Pearson correlation coefficient to determine the relationship between the level of social interaction and the level of school discipline.

Results

Related to the first question: What is the level of social interaction in high schools in the Amman Qasabah Directorate of Education from the perspective of physical education teachers?

The arithmetic means and standard deviations for the level of social interaction and its five domains were calculated from the perspective of physical education teachers, as shown in Table No. (2):

Table 2: Arithmetic Means in Descending Order, Standard Deviations, and Degree of Agreement for The Domains of Social Interaction Level.

Level of Agreement	Standard Deviations	Means	Domain	Domain Arrangement
High	0.33	4.87	Interaction among teachers.	1
High	0.04	4.81	Interaction between teachers and students.	2
High	0.65	4.35	Interaction between the school principal and teachers.	3
High	1.24	3.75	Interaction among students.	4
High	0.74	3.72	Interaction between the school and the local community.	5
High	0.32	4.30	Overall Level of Social Interaction	

It is evident from Table (2) that all domains of social interaction in high schools within the Amman Qasabah Directorate, from the perspective of physical education teachers, are rated highly.

The arithmetic means, standard deviations, and levels of agreement for the items of the social interaction scale were calculated from the perspective of physical education teachers, as shown in Table (3):

Table 3: Arithmetic Means in Descending Order, Standard Deviations, and Degree of Agreement for the Items of the Social Interaction Scale in High Schools.

Level of Agreement	Standard Deviations	Means	Paragraph	Paragraph No.	Rank
High	0.64	4.44	Teachers discuss topics of interest to them.	12	1
High	0.08	4.32	Teachers guide each other to the information sources they need.	8	2
High	0.78	4.22	Teachers exchange visits on social occasions.	23	3
High	1.05	4.22	The relationship among teachers in the school is strong.	1	3
High	0.87	4.20	Teachers exchange teaching experiences.	22	5
High	0.96	4.17	Teachers are keen on their collective success	11	6
High	1.22	4.15	The relationship between teachers and students is based on mutual respect.	18	7
High	1.11	4.10	The teacher interacts with students in the classroom.	19	8
High	1.03	4.09	The school principal meets regularly with the teachers.	2	9
High	1.12	4.08	The collaboration between the school principal and teachers is based on role complementarity.	3	10
High	1.11	4.02	The school principal maintains social relationships with the teachers.	7	11
High	1.02	4.03	Teachers participate with students in their activities.	10	12
High	1.08	4.03	The relationship between the school principal and the teachers is based on collaboration.	21	12
High	1.22	4.00	Cooperative work is prevalent among students.	25	14
High	1.24	3.99	The teacher discusses homework assignments with the students.	20	15
High	1.45	3.97	The school establishes strong bonds with parents.	24	16
High	1.19	3.95	The school principal focuses on increasing teachers' motivation for teaching.	5	17
High	1.24	3.93	Students help peers who need it.	17	18
High	1.25	3.93	The school principal works on solving teachers' occupational issues.	14	18
High	1.44	3.91	Students collaborate to achieve their goals.	26	20
High	1.12	3.90	Teachers meet with students at school outside of classroom periods.	9	21
High	1.41	3.88	Students work as a team.	13	22
High	1.23	3.86	The school principal encourages teachers to be creative.	6	23
High	1.47	3.75	Students help each other in learning.	16	24
High	1.23	3.74	The schoolwork's to serve the local community.	14	24
High	1.24	3.73	The school collaborates with the local community to solve students' problems.	15	26
High	1.47	3.70	The school benefits from the experiences of parents.	27	27
High	0.32	4.30	Overall Level of Social Interaction		

It is apparent from Table (3) that the overall score for social interaction in high schools within the Amman Qasabah Directorate was high, and all items received a high level of agreement from physical education teachers.

Results related to the second question: what is the level of school discipline in high schools in the Amman Qasabah Directorate of Education from the perspective of physical education teachers?

The arithmetic means and standard deviations for the level of school discipline in high schools were calculated from the perspective of physical education teachers, as shown in Table (4):

Table 4: Arithmetic Means in Descending Order and Standard Deviations for The Items of the Questionnaire Measuring the Level of School Discipline in High Schools from The Perspective of Physical Education Teachers.

Level of Agreement	Standard Deviations	Means	Paragraph	Paragraph No.	Rank
High	0.80	4.36	The school administration applies disciplinary rules fairly.	1	1
High	0.88	4.21	Teachers remain in school until the end of the working day.	2	2
High	0.82	4.39	Teachers adhere to attending the morning assembly.	9	3
High	0.90	4.33	The school administration prohibits students from possessing harmful tools.	11	4
High	0.90	4.31	Students are committed to attending the morning assembly.	12	5
High	0.94	4.28	The school administration prohibits students from leaving through the fences.	6	6
High	0.84	4.25	The school administration is diligent in controlling cheating during examinations.	4	6
High	0.95	4.23	The school administration monitors students' tardiness to their classes.	10	8
High	0.90	4.22	The school administration ensures the maintenance of order within the school.	8	9
High	0.94	4.20	The school administration prohibits students from leaving the school before the end of the school day.	17	10
High	0.97	4.17	The school administration forbids students from showing disrespect towards teachers.	3	11
High	1.01	4.11	The school administration prohibits gatherings around the school.	7	12
High	0.96	4.10	The school monitors student absences.	5	13
High	1.06	4.02	The school administration penalizes undisciplined students.	15	14
High	1.05	3.98	The school administration is characterized by firmness.	13	15
High	1.09	3.98	The school administration prevents individuals with no business from entering the school.	18	15
High	1.12	3.97	The school administration ensures that students adhere to the school uniform.	16	17
High	1.15	3.93	The school administration is vigilant about the absence of unethical materials with students.	14	18
High	0.71	4.17	Overall Level of School Discipline		

It is evident from Table (4) that the level of school discipline in high schools within the Amman Qasabah Directorate, from the perspective of physical education teachers, is rated as high.

Results related to the third question: is there a correlational relationship between the level of social interaction and the level of school discipline in the Amman Qasabah Directorate of Education, according to physical education teachers?

To verify the presence of a correlational relationship between the level of social interaction and the level of school discipline in high schools from the perspective of physical education teachers, Pearson's correlation coefficient was used. The results are as presented in Table (5):

Table 5. Results of Pearson's Correlation Coefficient Between the Level of Social Interaction and The Level of School Discipline in High Schools from The Perspective of Physical Education Teachers.

Domain	Statistical Measure	Level of School Discipline
Level of interaction among teachers	Pearson correlation coefficient	0.78
	Level of significance	0.00
Level of interaction between teachers and students	Pearson correlation coefficient	0.65
	Level of significance	0.00
Level of interaction among students	Pearson correlation coefficient	0.64
	Level of significance	0.00
Level of interaction between the school principal and teachers	Pearson correlation coefficient	0.53
	Level of significance	0.00
Level of interaction between the school and the local community	Pearson correlation coefficient	0.77
	Level of significance	0.00
Level of social interaction	Pearson correlation coefficient	0.82
	Level of significance	0.00

Table (5) indicates a positive relationship between the level of social interaction and the level of school discipline in high schools within the Amman Qasabah Directorate, from the perspective of physical education teachers.

Implications

The results of the first question indicated that the overall score for the level of social interaction in high schools in the Amman Qasabah Directorate, from the perspective of physical education teachers, was high, both in terms of the overall scale and the individual items of the scale. The researchers attribute this to several possible reasons and factors, including the significant homogeneity among the components of the Jordanian population, which is imposed by similar social upbringing, whether for school principals, teachers, or students, who are united by a single Arab culture and shared common goals, in addition to inherited habits, traditions, and values that altogether promote cohesion, harmony, and social solidarity among neighbors and relatives. Moreover, officials in the Jordanian Ministry of Education strive to create a communicative climate and a positive dialogical environment in schools. Additionally, those involved in the school community, including teachers, administration, and students, are convinced of the importance of social interaction, and working as a team to achieve educational goals. The findings of this study align with Al-Abara's (2016) study, which showed that the level of social interaction among its student sample was high.

Discussing the findings related to the second question by revisiting the results of Table (4), it was indicated that the level of school discipline in high schools in the Amman Qasabah Directorate of Education, from the perspective of physical education teachers, was high. The researchers believe that one of the reasons leading to this result could be the complete conviction among those in the school environment, including administrators, teachers, and students, that adherence to laws, instructions, order, and social justice creates disciplined, safe, and stable learning environments. Such environments achieve their goals without chaos, contribute to spreading cultural and moral awareness, increase their satisfaction with the disciplined environment they belong to, thus enhancing their chances of success, ambition, sense of security, and strengthening their affiliation with their schools.

Discussing the findings related to the third question referring to the results of Table (5), which indicated a strong and statistically significant positive relationship between the level of social interaction and the

level of school discipline in high schools in the Amman Qasabah Directorate, as viewed by physical education teachers, the researchers attribute this outcome to the presence of a high degree of social interaction in high schools. This interaction is characterized by close connections among those in the school environment, who share a significant degree of commitment to values, culture, habits, religion, and other common goals in daily life situations, both in school and the community. Such a dynamic is likely to reflect on their level of school discipline, manifested in adherence to principles, laws, regulations, and instructions that define relationships among the teachers themselves, between teachers and the school administration, with the students, or even with the local community.

Conclusion

Through the foregoing and based on the presentation and discussion of the results, researchers believe in the need to make social interaction within the foundations and criteria for evaluating the effectiveness of schools in the directorates of education because of their great importance in activating school discipline, and researchers also believe in the need to conduct subsequent studies to investigate the level of social interaction with other variables such as the type of school (governmental or private), (social status).

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