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## Social Relations between Faculty Members and Students of the Faculty of Physical Education at Al-Yarmouk University from the Students' Perspective

Dr Ruba Fakhree Mohammad Kharashga<sup>1</sup>, Dr Khalaf Waleed Khalaf Diabat<sup>2</sup>, Dr Natheir Faisal Mansour Alnuman<sup>3</sup>, Dr Jumana Ahmad Mustafa Naddaf<sup>4</sup>, Dr Amena Ali Deeb Al-dheirat<sup>5</sup>, Dr Tharwat Sayel Muflih Almehsen<sup>6</sup>

### Abstract

*The aim of this work is to investigate the social relations between faculty members and students of the Faculty of Physical Education at Al-Yarmouk University from the students' perspective, considering variables such as gender, academic year, place of residence, and cumulative GPA. The descriptive-analytical approach is employed, utilizing a questionnaire as the primary data collection tool. The population of interest consisted of third and fourth-year students of the aforementioned faculty, with a total sample size of 238 male and female students selected randomly. The questionnaire includes 42 items distributed across three dimensions. The results have shown that the level of these social relations was positive across all study dimensions. Furthermore, there were no statistically significant differences in the level of these social relations except for the academic year variable, which favored fourth-year students. Based on the findings, it is recommended to provide the Faculty of Physical Education with the necessary means to enhance positive social interaction between students and faculty members.*

**Keywords:** Social relations, Faculty of Physical Education, Al-Yarmouk University, Faculty members.

### Introduction

Along with the cognitive revolution and technological advancements in recent times, the world has witnessed a significant change in all aspects of life. Our current era is characterized by the dominance of science and knowledge, driven by technology, and encompassing the complexities of contemporary life in all its dimensions. To confront these intricacies, one should utilize the application of knowledge, as social relations play a significant role in effectively and efficiently addressing the challenges posed by the cognitive revolution. Hence, individuals seek to establish social connections with others who coexist with them. These relationships are fundamental concepts linked to an individual's personality, psychological well-being, and adaptability to environmental and social surroundings, whether they are positive or

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<sup>1</sup> Department of Physical Education, Jadara University, Irbid – Jordan. Email: [r.kharashga@jadara.edu.jo](mailto:r.kharashga@jadara.edu.jo)

<sup>2</sup> Email: [Khalaf.diabat@yahoo.com](mailto:Khalaf.diabat@yahoo.com)

<sup>3</sup> Email: [n.alnuman@jadara.edu.jo](mailto:n.alnuman@jadara.edu.jo)

<sup>4</sup> Email: [Naddafumana@gmail.com](mailto:Naddafumana@gmail.com)

<sup>5</sup> Email: [a88edheraat@yahoo.com](mailto:a88edheraat@yahoo.com)

<sup>6</sup> Email: [Leen.dareen@yahoo.com](mailto:Leen.dareen@yahoo.com)

negative in nature (Al-Zyoud & Al-Kubaisi, 2013).

Jawamis (2014) argues that the nature and level of social relations among individuals significantly impact personal growth, behavior coordination, direction setting, level determination, and value identification. Moreover, the growth of an individual's personality and social interaction depend on the quantity and quality of their interactions with others. Balanced and natural personality development relies on the individual's comfort in dealing and interacting with others, influencing their desire to form social relationships.

The educational system is a social and human process that focuses on individuals as its core subject. Therefore, social interaction is an important element in this process, as the success of various interaction patterns within this system plays a crucial role in its ability to achieve its objectives. The educational process seeks to build individuals and promote their holistic growth in all cognitive, physical, emotional, social, and psychological aspects. This is prominently evident in the formation and development of social relationships through communication and interaction between students and their teachers. Engaging in sports activities is one of the essential ways to develop an individual's abilities as it avails practical opportunities to express one's self (Al-Zyoud, 2010).

The significance of student/teacher interaction has been recognized for millennia. Plato, a renowned Greek philosopher who lived approximately 400 years prior to the birth of Christ, posited the notion that the teacher-student dynamic is of utmost importance in the process of education, asserting that a solid foundation must be formed within this relationship before effective learning can take place. In contrast to perceiving the teacher as an individual who imparts knowledge onto another individual, as shown by the metaphor of pouring knowledge into an empty vessel, Plato's perspective posits that the teacher engages in a collaborative process with the learner, wherein both parties actively participate in the acquisition of knowledge (McEwan, 2011). Additional prominent scholars in the field of education, like Nel Noddings (2005), Robert Pianta (1994), and Pascarella and Terenzini (2005), have consistently advocated for the significance of good relational attributes that contribute to the facilitation of the learning process. Various factors contribute to a conducive learning environment including, but are not restricted to, an atmosphere of openness, a relaxed and supportive setting, mutual respect, positive rapport, and a secure and non-intimidating classroom (Anderson & Carta-Falsa, 2002).

There are numerous potential advantages associated with positive interactions between students and faculty members. Research has indicated that active involvement with faculty members has the potential to positively impact various aspects of a student's educational experience, including academic performance, cognitive advancement, personal maturation, and the likelihood of remaining enrolled in college or university (Halawah, 2006). Furthermore, it has been found that the existence of a nurturing bond between students and faculty members is correlated with enhanced student growth and development (Goldstein, 1999). On the other hand, when faculty members fail to exhibit caring and respectful behaviors, it implies to students that these faculty members have lost faith in their abilities and commitment to their education. Consequently, this often leads to a decrease in self-esteem, disinterest in classroom participation, and potentially even an inability to successfully finish the course (Hawk & Lyons, 2008).

Despite the presence of evidence suggesting favorable outcomes for students who cultivate positive relationships with faculty members, there appears to be a growing scarcity of such interactions. There exists a theoretical proposition suggesting that the presence of institutional pressures to partake in academic endeavors has fostered an environment wherein faculty

members perceive a compulsion to restrict their involvement in student-faculty relationships to prioritize research pursuits. The time constraints arising from an emphasis on promotion and tenure, particularly for junior faculty members, may restrict their availability for voluntary interactions with students. Nevertheless, the findings from research studies examining the association between time limitations and the inclination to participate in interactions with students are inconclusive (Einarson & Clarkberg, 2004). According to Einarson and Clarkberg (2004), there exist four main factors that contribute to faculty reluctance in engaging in relationships with students beyond the confines of the classroom. These factors include limited availability of time, insufficient institutional incentives for fostering and nurturing relationships, divergent values and fundamental beliefs regarding the dichotomy between teaching and research, and faculty members' perceived competence in establishing connections with students.

Despite the presence of various support systems on campus, such as freshman seminar courses, intensive freshman orientation programs, and student mentoring programs, the rate of student attrition remains high, particularly within the first two years of enrollment. According to the National Centre for Education Statistics (2012), approximately 42% of students fail to complete their degree. Among those who do not complete their degree, 15-25% are either dismissed due to academic performance issues. According to Tinto (1975), institutions of higher education consist of two main domains: the academic sphere, which is readily apparent, and the social domain, which holds equal significance. Achieving success in higher education necessitates effective integration into both academic and social realms. Positive engagements with faculty members can contribute to effective navigation not just within the academic sphere but also in the social arena.

Sports activities are considered one of the most important means to develop an individual's social relationships with others, enhance personal and social adaptation processes, and provide individuals with values, attitudes, and sound behavioral standards to prepare them to be good citizens in their society (Al-Alawneh, 2015).

Consequently, the aim of this research is to examine the social relations between faculty members and students of the Faculty of Physical Education at Al-Yarmouk University from the students' perspective.

## **Problem Statement**

The process of learning revolves around its central axis, which is the learner, who is the focus of educational actions through directing the learner in an experienced and consistent manner. Teaching is a continuous activity aimed at stimulating learning and facilitating its achievement. It involves a set of communicative actions and decisions that are intentionally employed and utilized by the teacher, who acts as a mediator within an educational context.

Some previous studies, such as Al-Haddadi and Brako (2021), Katlow (2016), and Senter (2023), have recommended conducting studies related to the topic of this research. Through reviewing several previous studies, it was found that there is a gap in social relations between students and faculty members of the Faculty of Physical Education at Al-Yarmouk University. Moreover, there is a lack of previous studies that have identified these social relations and their impact on students' academic achievement. Researchers have pointed out the research problem by exploring the recommendations of other scholars, such as Tormey (2021) and Ali (2022), concerning social relations between students and faculty members. Therefore, the objective of this work is to understand the social relations between students and faculty members at the

Faculty of Physical Education, Al-Yarmouk University.

## **Research Questions**

The objective of the research can be achieved by answering the following research questions:

1. What is the level of social relations between faculty members and students of the Faculty of Physical Education at Al-Yarmouk University from the students' perspective?
2. Are there statistically significant differences in the level of these social relations, considering variables such as gender, academic year, place of residence, and cumulative GPA?

## **Significance of the Study**

The importance of the study lies in two aspects:

### **First, theoretical importance**

The research contributes to the development of the theoretical framework of social relations between faculty members and students of the Faculty of Physical Education at Al-Yarmouk University and their impact on students' academic achievement. This is achieved through reviewing the theoretical framework and literature related to the study's topic. Additionally, the theoretical importance of this study lies in its contribution to the Arabic library in the field of social relations between faculty members in universities and their impact on students' academic performance.

### **Second, practical importance**

The outcome of this work is expected to assist faculty members in universities in strengthening social relations with their students, to support them, and enhance their academic achievement. As well as it provides a clear picture of the actual level of social relations among students and faculty members, allowing for improved educational inputs and measures to achieve better outcomes. It is further expected to identify the negative aspects and how to deal with them, which results in better academic achievement of the students and a more effective role in building a mature community within and outside the campus. The study is also anticipated to benefit in identifying the level of social relations between the students and faculty members within the Faculty of Physical Education, leading to an enhancement in their academic achievement.

## **Terminologies**

**Social Relations:** It refers to the communication or interaction that occurs between two or more individuals who hold different social positions, status, roles, or responsibilities (Fikrah, 2017). Researchers define it procedurally as the links and mutual effects among individuals in a society, which arise from their meetings, emotional exchanges, and interactions within their surrounding community.

**Al-Yarmouk University:** It is one of the Jordanian government universities located in Irbid Governorate.

**University Students:** They are individuals whose academic competence allows them to transition from secondary education to university. They are essential and active elements in the educational process within the university (Al-Arabi & Rafaa, 2015). Procedurally, they are individuals studying at Al-Yarmouk University, specifically in the third and fourth years of the Faculty of Physical Education.

Social Media: It refers to an electronic network system that allows its users to create a personal profile and connect with others who share similar interests and hobbies (Al-Arabi & Rafaa, 2015). Procedurally, it encompasses platforms that enable interaction between individuals, where they share information and ideas within virtual communities and networks.

## **Study Objectives**

The objectives of this work are to determine the level of social relations between faculty members and students of the Faculty of Physical Education at Al-Yarmouk University from the students' perspective. It also aims to uncover any differences in these social relations based on variables such as gender, academic year, place of residence, and cumulative GPA, with the ultimate aim of improving students' academic performance.

## **Limitations and Limits of the Study**

Spatial limits: The study is confined to Al-Yarmouk University, specifically the Faculty of Physical Education.

Temporal limits: The study is limited to university students in the second semester of the academic year 2021/2022.

Human limits: This research is restricted to third and fourth-year students in the Faculty of Physical Education.

## **Literature Review**

Many previous works related to the current research are reviewed, focusing on the level of social relations between students and faculty members from the students' perspective. Some of these studies are:

Al-Atrash (2014) conducted a study aiming to identify the social relations and their nature among students of the Faculty of Physical Education at Al-Najah National University. The study sample consisted of 75 students. The descriptive method was used for its suitability to the study, and it was found that the level of social relations among students was high, and the nature of social relations among students of the Faculty of Physical Education was positive across different academic years.

Al-Alawneh (2015) conducted a study to determine the prevailing social relations between faculty members and students of the Faculty of Sports Sciences at Mu'tah University from the students' perspective. The research sample consisted of 150 students. The authors used the descriptive survey methodology, and it revealed positive social relationships between the students and faculty members in this faculty, with no significant differences in these relationships based on variables such as gender, academic year, and cumulative GPA.

Al-Nahar et al. (2015) authored a study to explore the social relations among physical education teachers in the Karak Governorate. The study sample included 100 male and female teachers. The descriptive method was used, and the results showed that the social relations among physical education teachers were positive with their colleagues at school, and the teaching experience had an impact on these relationships, while gender did not show any significant effect on the social relations among physical education teachers in Karak Governorate.

Al-Haddadi and Barakou (2021) presented a study that aimed to understand the importance of communication and interaction in the educational process between teachers and students, focusing on three essential elements: the teacher, the student, and knowledge. The researchers used the descriptive-analytical method, and the results indicated that communication between teachers and students plays a significant role in students' academic achievement, as it enhances the level of interaction and response between them, leading to higher academic performance and grades.

Felix et al. (2019) presented an article examining the impact of students' social relationships through social networks on knowledge sharing and student engagement. The researchers adopted the theory of social capital as the basis for their investigation and utilized partial least squares structural equation modeling to test the proposed model. The study analyzed the responses of 586 students, and the results provided empirical evidence contradicting the claim that the participating students perceive social networking sites as effective learning tool. Furthermore, unlike previous studies that assumed a relationship between knowledge sharing and student engagement, it was observed that there was no significant relationship between the two.

In a recent investigation by Tormey (2021), an exploration was conducted to assess the significance of student-teacher relationships within the context of higher education. The study revealed noteworthy associations between these relationships and crucial aspects such as learning outcomes, classroom management, and student attendance. To better understand the emotional connections between students and teachers in higher education, the researcher devised a theoretical model comprising three fundamental dimensions: affection and warmth, attachment and security, and affirmation and empowerment. The applicability of this three-dimensional model was assessed through the use of the Classroom Affective Relationships Inventory (CARI), involving a substantial sample of 851 students. The outcomes of the study indicated that emotional quality in student-teacher relationships within higher education could be delineated based on warmth exhibited towards each other, mutual trust, and expressions of admiration or awe.

In a complementary research effort, Snijders et al. (2021) pursued a qualitative study to deepen the understanding of enhancing relationship quality in higher education. Employing a critical incident technique, the researchers gathered detailed accounts of both positive ( $n = 294$ ) and negative ( $n = 395$ ) experiences reported by students. The final dataset comprised 513 critical incidents, which were subjected to a standard analysis focusing on predetermined dimensions of relationship quality, including trustworthiness, benevolence, satisfaction, emotional commitment, and emotional conflict. The results indicated that timely response to tasks and email messages was considered important by students, and it shows teachers' interest. The study offers a novel perspective on how students perceive both positive and negative aspects of their relationships with faculty members and educational staff.

## **Comments on Previous Studies**

- Previous studies emphasized the significance of social relationships between students and faculty members and the importance of communication between them (Al-Atrash, 2014; Snijders et al., 2021; Al-Haddadi and Barakou, 2021).
- Diverse methodologies and approaches were evident across the aforementioned studies. For instance, Al-Alawneh (2015) and Al-Nahar et al. (2015) employed descriptive methods to investigate their research questions. In contrast, Felix et al. (2019) utilized partial least squares structural equation modeling to assess the proposed model. Tormey (2021) developed a theoretical model



based on three dimensions to explore emotional relationships between students and teachers in higher education. On the other hand, Snijders et al. (2021) adopted a qualitative approach to gain deeper insights into relationship quality within the higher education context. The variety in these methodological choices underscores the multifaceted nature of research in this area.

- The selection of variables, such as gender and academic year, was common in most of the previous studies (Al-Alawneh, 2015; Snijders et al., 2021).

- Some studies reported statistically significant differences related to the academic level (Al-Atrash, 2015).

**In contrast, this current study stands out** by employing an applied research scope to investigate the variables with a focus on gender differences in social relationships. Moreover, this study differs from previous ones in terms of the human, temporal, and spatial context, without considering key aspects to assist students in problem-solving, coping, and the importance of diagnosing and suggesting appropriate solutions.

## Methodology and Procedures

The descriptive-analytical approach is employed to study the social relationships between students and faculty members at the Faculty of Physical Education at Al-Yarmouk University and investigate whether there are differences in students' perspectives based on study variables (gender, academic year, place of residence, and cumulative GPA).

### Study Population and Sample

The study was conducted among 620 male and female students at the Faculty of Physical Education, Al-Yarmouk University, Irbid, Jordan. These students were selected as the study population based on statistics obtained from the Admission and Registration Office for the academic year 2021-2022.

### Study Sample

The study sample included 238 male and female students selected randomly from the study population. Table 1 illustrates the distribution of the sample members according to personal variables.

**Table 1:** Description of the Study Sample Members based on Personal Information

Variable	Category	Number	Percentage %
Gender	Male	154	64.7
	Female	84	35.3
	Total	238	100
Academic Year	Third	102	42.9
	Fourth	136	57.1
	Total	238	100
Place of Residence	City	122	51.3
	Village	116	48.7
	Total	238	100
Cumulative GPA	> 80	44	18.5
	70 – 79	118	49.6
	< 70	76	31.9
	Total	238	100

Table 1 reveals that 64.7% of the study sample were males, while the number of females

constituted 35.3% of the total sample.

### Research Tool

The questionnaire used in this research was specifically designed to examine the social relationships between faculty members and students at the Faculty of Physical Education, Al-Yarmouk University. The questionnaire aimed to gather insights into these relationships from the perspective of university students, providing valuable data for the study's analysis and conclusions. The questionnaire items were designed based on the following steps:

1. Reviewing relevant scientific references on social relationships related to the study topic (Al-Nahar et al., 2015; Al-Atrash, 2014).
2. Surveying a number of university students by meeting with them to understand their opinions and listen to their views regarding the study's problem.
3. Seeking opinions from experts who are members of the faculty at Al-Yarmouk University and the University of Jordan, considering their guidance on the content of the questionnaire items and their relevance to social relationships.

### Validity of the Tool

The validity of the research tool is ensured by presenting it to a panel of experts, comprising five individuals, to assess the suitability of the questionnaire items for the nature of the study, language accuracy, formulation, and clarity of meanings. Their feedback is incorporated and necessary revisions are made, including deletions and additions. Consequently, the final questionnaire consisted of 42 items based on the experts' recommendations.

### Reliability of the Tool

To evaluate the tool's reliability, the internal consistency coefficient was determined using Cronbach's alpha formula, which yielded a high-reliability coefficient of 0.95. Table 2 presents the reliability coefficients for each dimension of social relationships, providing a comprehensive assessment of the tool's consistency and stability in measuring the intended constructs.

**Table 2:** Reliability coefficients for the dimensions of social relationships between faculty members and students at the Faculty of Physical Education at Al-Yarmouk University from the students' perspective (Cronbach's Alpha).

Sl. No.	Dimension	Number of Items	Alpha Cronbach
1	Within-university	16	0.880
2	Out-of-university	14	0.928
3	Social Media	12	0.922
	Total	42	0.951

Table 2 reveals that all dimensions demonstrated a high level of internal consistency reliability. The overall reliability coefficient for the dimension of social relationships between faculty members and students from the students' perspective was 0.951. The within-university dimension showed a reliability coefficient of 0.880, while the out-of-university dimension had a coefficient of 0.928. Additionally, the social media communication dimension displayed a reliability coefficient of 0.922. All reliability coefficients were considered suitable for the study's purposes.

The final version of the questionnaire, consisting of 42 items, was distributed across three



dimensions, as illustrated in Table 3:

**Table (3):** Study Dimensions and Number of Items

Dimension	Number of Items
Within-university	16
Out-of-university	14
Social Media	12

The Likert five-point scale was utilized to assess the social relationships between faculty members and students at the Faculty of Physical Education at Al-Yarmouk University, as depicted in Table 4:

**Table (4):** Agreement Ratings and Values

Rating	Value
Strongly agree	5
Highly agree	4
Moderately agree	3
Highly disagree	2
Strongly disagree	1

To correct the answers related to social relationships, the maximum and minimum scores were divided by three, resulting in the mid-point score for each item. The scoring system was as follows:

1. Score 1-2.33: Low Agreement
2. Score 2.34-3.67: Moderate Agreement
3. Score 3.68-5: High Agreement

The administration of the questionnaire to the survey sample concluded the following observations:

Clarity of the questionnaire items for the students, with no difficulties encountered in interpretation.

Clarity of the response method for the questionnaire items, making it easy to fill out.

Emphasis on reading each item of the questionnaire before responding by the students.

### Study Procedures

The study procedures were as follows:

Obtaining approval from the Dean of Graduate Studies to conduct the study and distribute the research tool to the students.

Explaining the study's purpose to the students, emphasizing that it is solely for scientific research purposes.

Providing clear instructions on how to fill out the questionnaire for the participants.

Collecting all questionnaires, then proceeding to enter and statistically process the data.

### Study Design

The study was designed to explore the social relationships between faculty members and students at Al-Yarmouk University. It included four independent variables and three dependent

variables related to the social relationships tool.

## Study Variables

### 1. Independent Variables

Gender: (Male, Female)

Academic Year: (First, Second, Third, Fourth)

Place of Residence: (Village, City)

Cumulative Grade Point Average (GPA): (Good, Very Good, Excellent)

### 2. Dependent Variable

Social Relationships between faculty members and students at the Faculty of Physical Education at Al-Yarmouk University.

## Statistical Analysis

Various statistical tests and indicators are utilized to highlight and clarify the study results. These methods included:

Frequencies and percentages.

Mean and standard deviation.

t-test.

One-way analysis of variance (ANOVA).

Scheffe post hoc comparisons.

Cronbach's alpha method for self-esteem estimation.

## Results and Discussion

The first research question aimed to assess the level of social relations between faculty members and students of the Faculty of Physical Education at Yarmouk University from the students' perspective. To answer this question, the researchers used means, standard deviations, and relative importance, as shown in Table 5.

**Table 5:** Means and standard deviations of the social relations dimension between faculty members and students of the Faculty of Physical Education at Al-Yarmouk University from the students' perspective, ranked in descending order.

Sl. No.	Dimension	Mean	Standard deviation	Relative importance	Level	Rank
1	Within-university	3.62	0.63	72.40	Average	1
3	Social Media	3.61	0.87	72.20	Average	2
2	Out-of-university	3.08	0.91	61.60	Average	3
	Total	3.44	0.69	68.80	Average	

The results in Table 5 indicate that the level of social relations between faculty members and students was moderate, with a mean score of (3.44) and a percentage of (68.80). The overall level of the axis was considered average, as the mean scores ranged between (3.62 – 3.08). The highest-ranked dimension was "Within-university," with a mean score of (3.62) and a percentage of (72.40), while the lowest-ranked axis was "Out-of-university," with a mean score of (3.08) and a percentage of (61.60).

The dimensions of social relations between faculty members and the students of the Faculty

of Physical Education at Al-Yarmouk University are analyzed as follows:

### First: Within-university dimension

The mean score and standard deviation of the within-university dimension is calculated as per Table 6.

**Table 6:** The means and standard deviation of the items of "Within-university" dimension in descending order.

Sl. No.	Item	Mean	Standard deviation	Relative importance	Level	Rank
7	Receive students during office hours	4.12	0.90	82.40	High	1
9	Uses clear terminology with students	3.99	0.92	79.80	High	2
6	Respects students	3.95	0.91	79.00	High	3
16	Behaves politely with the students	3.92	0.95	78.40	High	4
3	Empowers academically-excellent students	3.76	1.02	75.20	High	5
10	Does not bully students	3.66	1.07	73.20	Average	6
5	Accepts reasonable excuses from the students	3.64	1.10	72.80	Average	7
15	Helps the students solve academic problems	3.62	1.00	72.40	Average	8
4	Establishes trust-based relations with the students	3.61	0.99	72.20	Average	9
8	Treats students equally regardless of their beliefs and views	3.57	1.13	71.40	Average	10
11	Accepts new ideas from students	3.56	1.08	71.20	Average	11
1	Understands students' problems	3.50	1.09	70.00	Average	12
12	Does not look down on students	3.47	1.03	69.40	Average	13
13	Motivates students for research	3.45	1.07	69.00	Average	14
2	Does not discriminate between male and female students	3.20	1.35	64.00	Average	15
14	Does not embarrass the students in the classroom	2.92	1.16	58.40	Average	16
Within-university dimension		3.62	0.63	72.40	Average	

Table 6 illustrates that the level of the "Within-university" dimension was average, with a mean score of (3.14) and a percentage of (62.80). The level of the dimension items ranged between average and high, with mean scores ranging from (4.12) to (2.92). The top-ranked item was (7), titled "Receives students during office hours," with a mean score of (4.12) and a percentage of (82.40). This is attributed to the university system, which obliges faculty members to allocate office hours to receive students and discuss academic matters. This allows students to meet with faculty members freely and without hesitation, as it is their acquired right. This result is consistent with the findings of Al-Atrash (2014), which showed that the level of social relations among students was high.

On the other hand, the last-ranked item was (14), titled "Does not embarrass the students in the classroom," with a mean score of (2.92) and a percentage of (58.40). This is due to the traditional roles of both the teacher and the student in the classroom. Faculty members still hold a traditional view of students, considering them less knowledgeable and not capable of reaching the satisfaction of the faculty member, who sees themselves as the safety valve and

primary source of information and knowledge.

### Second: Out-of-university dimension

The "Out-of-university" dimension is also analyzed based on mean scores and standard deviations, as presented in Table 7.

**Table 7:** The mean scores and standard deviations of the items of the "Out-of-university" dimension, ranked in descending order.

Sl. No.	Item	Mean	Standard deviation	Relative importance	Level	Rank
1	Considers students' social levels differences	3.70	1.06	74.00	High	1
4	Contributes to solving students' problems among themselves	3.51	1.15	70.20	Average	2
3	Takes into account the different circumstances experienced by the students	3.34	1.20	66.80	Average	3
7	Participates in recreational excursions with the students	3.32	1.28	66.40	Average	4
5	Contributes to solving students' personal problems	3.26	1.19	65.20	Average	5
9	Contributes to charitable activities with students	3.26	1.18	65.20	Average	6
2	Participates with the students in their important social events	3.13	1.29	62.60	Average	7
10	Engages with students in sports activities outside the university.	3.01	1.26	60.20	Average	8
14	Visits students if they are ill in the hospital	2.90	1.36	58.00	Average	9
11	Helps solve students' financial problems	2.89	1.39	57.80	Average	10
13	Does not mind getting to know the relatives of students	2.86	1.39	57.20	Average	11
8	Eat meals with students outside the university	2.73	1.30	54.60	Average	12
12	Watches matches with students in cafes	2.68	1.32	53.60	Average	13
6	Communicates with students' parents to follow up on their academic performance	2.46	1.37	49.20	Average	14
Out-of-university dimension		3.08	0.91	61.60	Average	

The results in Table 7 indicate that the level of the "Out-of-university" dimension was average, with a mean score of (3.08) and a percentage of (61.60). The level of the dimension items ranged between average and high, with mean scores ranging from (4.12) to (2.92). The top-ranked item was (1), titled "Considers students' social levels differences," with a mean score of (3.70) and a percentage of (74.0). The researchers attribute this to faculty members treating all students equally, regardless of their social backgrounds, as the relationship between faculty members and students is a professional one and not a personal one.

On the other hand, the last-ranked paragraph was (6), titled "Communicates with students'

parents to follow up on their academic performance," with a mean score of (2.46) and a percentage of (49.20). This can be related to the lack of communication culture between faculty members and students' parents. Faculty members view university students as capable of taking responsibility for their academic progress without necessitating the need to communicate with their parents.

### Third: Social Media dimension

The "Social Media" dimension is also assessed based on mean scores and standard deviations, as shown in Table 8.

**Table 8:** The means and standard deviations of the items related to the "Social Media" dimension, ranked in descending order.

Sl. No.	Item	Mean	Standard deviation	Relative importance	Level	Rank
5	Receives congratulations from students through social media on holidays and social occasions	3.87	1.17	77.40	High	1
1	Communicates with students via social media	3.86	1.13	77.20	High	2
7	Accepts friend requests from students on social media	3.83	1.21	76.60	High	3
12	Posts about scientific courses in the university	3.80	1.25	76.00	High	4
6	Communication affects students' performance positively	3.71	1.08	74.20	High	5
4	Receives students' phone calls	3.60	1.19	72.00	Average	6
11	Offers advice to the students on social media	3.60	1.23	72.00	Average	7
2	Encourages students to create social media groups	3.59	1.14	71.80	Average	8
3	Participates in social media groups with the students	3.55	1.20	71.00	Average	9
9	Participates with the students in publishing scientific electronic books	3.39	1.29	67.80	Average	10
10	Congratulates students on social media on their social occasions	3.29	1.16	65.80	Average	11
8	Shares pictures and personal experiences with students	3.24	1.24	64.80	Average	12
	Social Media dimension	3.61	0.87	72.20	Average	

The results in Table 8 show that the level of the "Social Media" dimension was average, with a mean score of (3.61) and a percentage of (72.2). The level of the axis paragraphs ranged between average and high, with mean scores ranging from (3.87) to (3.24). The top-ranked item was (5), titled "Receives congratulations from students through social media on holidays and social occasions," with a mean score of (3.87) and a percentage of (77.40). The researchers attribute this to students often expressing their appreciation and building a good relationship with faculty members by sending them congratulatory messages, and in return, faculty members generally accept such greetings, either through responses or by expressing their appreciation.

Conversely, the last-ranked item was (8), titled "Shares pictures and personal experiences with students," with a mean score of (3.24) and a percentage of (64.80). The researchers attribute this to faculty members considering pictures and personal experiences as private matters that they prefer to keep to themselves without sharing them with students, as they do not perceive any academic benefit for students in such activity.

The second research question aims to investigate whether there are statistically significant differences in the social relations between faculty members and students at the Faculty of Physical Education, Al-Yarmouk University, as perceived by the students. This examination will be focused on several study variables, including gender, academic year, place of residence, and cumulative GPA. The goal is to identify potential variations in students' perspectives on social relationships based on these variables and ascertain if they hold any statistical significance.

To address this question, the "t-test" is used, and this is illustrated as follows:

#### A) Based on the gender variable

**Table 9:** The results of the "t-test" for the differences in mean scores of the social relations between faculty members and students of the Faculty of Physical Education at Al-Yarmouk University from the students' perspective, based on the gender variable.

Dimension	Gender	Number	Mean	Standard deviation	t- value	Significance level
Within-university	Male	154	3.56	0.68	2.14	0.033*
	Female	84	3.74	0.52		
Out-of-university	Male	154	3.06	0.95	0.33	0.737
	Female	84	3.10	0.85		
Social Media	Male	154	3.51	0.86	2.32	0.021*
	Female	84	3.79	0.88		
Total	Male	154	3.38	0.71	1.78	0.075
	Female	84	3.54	0.63		

(\*) significance level  $\alpha \leq 0.05$

The results in Table 9 indicate that there are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the mean scores of the social relations between faculty members and students. The calculated "t" value was (1.78), with a significance level of (0.075) for the overall total, and this value is not statistically significant. However, for the "Within-university" and "Social Media" dimensions, the calculated "t" values are (2.14) with a significance level of (0.033) and (2.32) with a significance level of (0.021), respectively. These results indicate statistically significant differences at the significance level ( $\alpha \leq 0.05$ ), as the significance levels are less than (0.05). These differences are in favor of female students, who had higher mean scores.

Regarding the "Out-of-university" dimension, the calculated "t" value is (0.33) with a significance level of (0.737). This indicates that there are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) because the significance level was greater than (0.05). The researchers attribute this to the societal and university community's general view that does not carry any significant gender-based discrimination. These findings align with the results of other studies, including Al-Alawneh (2015), and Al-Nahar et al. (2015), which also reported no statistically significant differences based on



gender.

### B) Based on academic year variable

**Table 10:** The results of the "t-test" for the differences in mean scores of the social relations between faculty members and students of the Faculty of Physical Education at Al-Yarmouk University from the students' perspective, based on the academic year variable.

Dimension	Academic year	Number	Mean	Standard deviation	t- value	Significance level
Within-university	3 <sup>rd</sup> year	154	3.56	0.68	1.34	0.181
	4 <sup>th</sup> year	84	3.74	0.52		
Out-of-university	3 <sup>rd</sup> year	154	3.06	0.95	3.67	*0.000
	4 <sup>th</sup> year	84	3.10	0.85		
Social Media	3 <sup>rd</sup> year	154	3.51	0.86	1.02	0.308
	4 <sup>th</sup> year	84	3.79	0.88		
Total	3 <sup>rd</sup> year	154	3.38	0.71	2.45	0.015*
	4 <sup>th</sup> year	84	3.54	0.63		

(\*) significance level  $\alpha \leq 0.05$

The results in Table 10 indicate that there are statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the mean scores of the social relations between faculty members and students of different academic years. The calculated "t" value is (2.45), with a significance level of (0.015) for the overall total. This means that these differences are statistically significant, and they favor the fourth-year students, who had the highest mean scores.

For the "Within-university" and "Social Media" dimensions, the calculated "t" values are (1.34) with a significance level of (0.181) and (1.02) with a significance level of (0.308), respectively. In both cases, the significance levels are greater than (0.05), indicating that there are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) based on the academic year variable for these dimensions.

However, for the "Out-of-university" dimension, the calculated "t" value is (3.67) with a significance level of (0.000), indicating statistically significant differences at the significance level ( $\alpha \leq 0.05$ ). These differences are in favor of the fourth-year students, who had the highest mean scores.

The researchers attribute these findings to the role played by the college in training, qualifying, and preparing fourth-year students for their future careers after graduation. This process strengthens the social relations between faculty members and students.

These results are consistent with Al-Atarsh (2014), which also showed positive social relations between students of different academic years in the Faculty of Physical Education. However, they differ from the results of the study by Al-Alawneh (2015), which reported no statistically significant differences in the relations between faculty members and students based on the academic year variable.

### C) Based on the place of residence variable

To answer this question, the researchers also used the "t-test," and Table 11 illustrates the

results.

**Table 11:** The results of the "t-test" for differences between the means of dimensions of social relations between faculty members and students of the Faculty of Physical Education at Al-Yarmouk University, from the students' perspective, according to the variable of place of residence.

Dimension	Place of residence	Number	Mean	Standard deviation	t- value	Significance level
Within-university	City	122	3.56	0.68	1.23	0.218
	Village	116	3.74	0.52		
Out-of-university	City	122	3.06	0.95	0.97	0.331
	Village	116	3.10	0.85		
Social Media	City	122	3.51	0.86	0.56	0.570
	Village	116	3.79	0.88		
Total	City	122	3.38	0.71	0.29	0.768
	Village	116	3.54	0.63		

(\*) significance level  $\alpha \leq 0.05$

Table 11 indicates that there are no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the means of dimensions of social relations between faculty members and students of the Faculty of Physical Education at Al-Yarmouk University, as perceived by the students, based on the variable of the place of residence. This conclusion is supported by the calculated "t-value" of 0.29, with a significance level of 0.768 for the overall score, which is not statistically significant. Furthermore, the calculated "t-value" is 1.23, with a significance level of 0.218 for the within-university dimension, 0.97 with a significance level of 0.331 for the out-of-university dimension, and 0.56 with a significance level of 0.570 for the social media dimension. These values indicate the absence of statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) because the calculated significance levels are greater than 0.05. This finding is related to the advanced development in Jordan, which ensures the availability of educational services across the country, eliminating the notion of rural or remote areas with limited access to educational resources. This aligns with the results of previous studies by Al-Haddadi and Barakou (2021) and Tormey (2021), which showed no statistically significant differences in the interpersonal relationships of faculty members and students based on the variable of place of residence.

#### D) Based on the cumulative GPA variable:

In order to answer this question, a one-way analysis of variance (ANOVA) was used, and the following tables demonstrate the results:

**Table 12:** The mean scores and standard deviations of dimensions of social relations between faculty members and students of the Faculty of Physical Education at Al-Yarmouk University from the students' perspective, according to the variable of cumulative GPA.

Dimension	Cumulative GPA	Number	Mean	Standard deviation
Within-university	> 80	44	3.56	0.42
	70 – 79	118	3.65	0.58
	< 70	76	3.62	0.79
Out-of-university	> 80	44	2.63	0.72
	70 – 79	118	3.16	0.82
	< 70	76	3.20	1.07
Social Media	> 80	44	3.60	0.84
	70 – 79	118	3.73	0.80
	< 70	76	3.42	0.98
Total	> 80	44	3.26	0.53
	70 – 79	118	3.51	0.60

< 70	76	3.41	0.85
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From Table 12, it is evident that there are differences in the mean scores of dimensions of social relations between faculty members and students of the Faculty of Physical Education at Al-Yarmouk University from the students' perspective, based on the variable of cumulative GPA. To assess the statistical significance of the differences in social relations between faculty members and students based on the study variables (gender, academic year, place of residence, and cumulative GPA), a one-way analysis of variance (ANOVA) was employed. Table 13 illustrates the results:

**Table 13:** The results of the one-way ANOVA for the mean scores of dimensions of social relations between faculty members and students of the Faculty of Physical Education at Al-Yarmouk University from the students' perspective, according to the variable of GPA.

Dimension	Source of variation	Sum of squares	Degrees of freedom	Mean square	f-value	Significance level
Within-university	Between groups	0.23	2	0.12	0.29	0.747
	Within groups	93.59	235	0.40		
	Total	93.83	237			
Out-of-university	Between groups	10.63	2	5.31	6.70	0.001
	Within groups	186.45	235	0.79		
	Total	197.08	237			
Social Media	Between groups	4.55	2	2.27	3.03	0.050
	Within groups	176.47	235	0.75		
	Total	181.02	237			
Total	Between groups	2.04	2	1.02	2.19	0.114
	Within groups	109.35	235	0.47		
	Total	111.39	237			

(\*) significance level  $\alpha \leq 0.05$

Table 13 indicates the absence of statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) in the overall mean scores of dimensions of social relations between faculty members and students of the Faculty of Physical Education at Al-Yarmouk University, from the students' perspective, based on the variable of cumulative GPA. This conclusion is supported by the calculated "f-value" of 2.19, with a significance level of 0.114, which is not statistically significant because the calculated significance level is greater than 0.05. Additionally, the calculated "f-value" was 0.29, with a significance level of 0.747 for the within-university dimension, indicating no statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) since the calculated significance level is greater than 0.05, except for the out-of-university dimension, where the calculated "f-value" was 6.70, with a significance level of 0.001, and for the social media dimension, where the calculated "f-value" was 3.03, with a significance level of 0.050, indicating the presence of statistically significant differences at the significance level ( $\alpha \leq 0.05$ ) as the calculated significance levels are less than or equal to 0.05. This result may be due to the fact that the cumulative GPA is a purely academic aspect and does not significantly influence the strengthening or weakening of social relations between students and faculty members. This finding is in agreement with the results of Alawneh (2015), which showed no

statistically significant differences in the interpersonal relationships of faculty members with students based on the variable of cumulative GPA. However, it differs from the findings of Snijders et al. (2021), which demonstrated statistically significant differences in academic performance and the level of satisfaction with the academic teaching in the context of higher education.

To identify the sources of differences in social relations between faculty members and students of the Faculty of Physical Education at Al-Yarmouk University, from the students' perspective, based on the variable of cumulative GPA, the Scheffé post-hoc test was used. The following table presents the results of this test:

**Table 14:** The results of the Scheffé post-hoc test for identifying the sources of differences in social relations between faculty members and students of the Faculty of Physical Education at Al-Yarmouk University, from the students' perspective, based on the variable of cumulative GPA.

Dimension	Mean	Cumulative GPA	70 – 79	< 70
Within-university	2.63	> 80	*	*
	3.16	70 – 79		
	3.20	< 70		
Social Media	3.60	> 80		
	3.73	70 – 79		*
	3.42	< 70		

(\*) significance level  $\alpha \leq 0.05$

Table 14 indicates statistically significant differences in the out-of-university dimension between students with cumulative GPAs of 80 and above and those with lower GPAs. The significance of the differences favors students with lower GPAs, as evidenced by higher mean scores. This result may be attributed to the fact that students with lower GPAs may invest more time in utilizing their social relationships with faculty members to seek support and improve their grades, as grades are a crucial aspect pursued by all students.

Regarding the social media dimension, statistically significant differences are found between students with cumulative GPAs ranging from 70 to 79 and those with other GPAs. The significance of the differences favors students with GPAs ranging from 70 to 79, whose mean scores were higher, as shown in the table. This finding is imputed to the students' sufficient ability to effectively handle social media platforms and online resources, which, in turn, enhances their social relations with faculty members and contributes to academic and technological development.

## Results and Recommendations

### First: Results

Positive social relations exist in all dimensions of the study between faculty members and students of the Faculty of Physical Education.

There are variations in the level of social relations between faculty members and students of the college concerning gender, with females showing more favorable relations in two dimensions (within the university and social media dimension).

No differences are found between urban and rural residents in their social relations with faculty

members concerning the variable of place of residency.

Third and fourth-year students show similar levels of relations with faculty members, with fourth-year students exhibiting slightly stronger relations. This could be attributed to fourth-year students' accumulated experience in establishing successful social relationships with faculty members.

## **Second: Recommendations**

The Faculty of Physical Education should provide necessary measures to enhance positive social relations between faculty members and students more explicitly.

Attention should be given to social relations between faculty members and students across all academic years.

Building social bridges between faculty members and students through recreational activities at the Faculty of Physical Education is essential.

Conduct broader studies on various aspects of social relations between faculty members and students.

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