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Contribution of Physical Education on Students Social Interaction In Some Selected West Gojjam Zone General Secondary Schools

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DEPARTMENT OF SPORT SCIENCE

CONTRIBUTION OF PHYSICAL EDUCATION ON STUDENTS SOCIAL INTERACTION IN SOME SELECTED WEST GOJJAM ZONE GENERAL SECONDARY SCHOOLS

BY

TAYE GETNET

AUGUST 2022 BAHIR DAR, ETHIOPIA

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CONTRIBUTION OF PHYSICAL EDUCATION ON STUDENTS' SOCIAL INTERACTION IN SOME SELECTED WEST GOJJAM ZONE GENERAL SECONDARY SCHOOLS

BY

TAYE GETNET

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION IN TEACHING PHYSICAL EDUCATION

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AUGUST 2022

BAHIR DAR, ETHIOPIA

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DECLARATION

I, hereby that this thesis for the partial fulfillment of the requirement for the Degree of master of education in teaching physical education on the title of "THE CONTRIBUTION OF PHYSICAL EDUCATION ON STUDENTS' SOCIAL INTERACTION IN SOME SELECTED WEST GOJJAM ZONE GENERAL SECONDARY SCHOOLS" is my real original work and all sources of materials used in this thesis have been acknowledged. It has not previously formed on the basis for the award of any Degree, Diploma of any University, other institution of higher learning or publication except where due acknowledgement is made in acknowledgements.

Students Name

Date

signature

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APPROVAL OF THESIS FOR DEFENSE

I hereby certify that I have supervised, read, and evaluated this thesis titled "THE CONTRIBUTION OF PHYSICAL EDUCATION ON STUDENTS' SOCIAL INTERACTION IN SOME SELECTED WEST GOJJAM ZONE GENERAL SECONDARY SCHOOLS" by Taye Getnet prepared under my guidance. I recommend the thesis be submitted for oral defense.

Advisors Name	signature	Date
Co-Advisors Name	signature	Date
Department Head	signature	Date

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APPROVAL OF THESIS FOR DEFENSE RESULT

We hereby certify that we have examined this thesis entitled "THE CONTRIBUTION OF PHYSICAL EDUCATION ON STUDENTS' SOCIAL INTERACTION IN SOME SELECTED WEST GOJJAM ZONE GENERAL SECONDARY SCHOOLS" by Taye Getnet. We recommended that the thesis is approved for the degree of "master of education in teaching physical education".

Board of Examiners

External examiner name	Signature	Date
Internal examiner name	signature	Date
Chair person's name	signature	Date

DEDICATION

This thesis is dedicated to my families and parent for their constant physical, emotional, and financial support throughout my educational career and life. Without their tolerance, understanding, support and most of all love, the completion of the work would have been impossible.

Name:	Signature:	Date:	
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LIST OF ACRONYMS

- ANRS- Amhara National Regional State
- MOE- Ministry of Education
- PE- Physical Education
- SI- Social Interaction
- SPSS- Statistical Package of Social Science
- UNESCO- United Nations Educational, Scientific, and Cultural Organizations
- WHO- World Health Organizations

ABSTRACT

Social interaction serves as a key and integral part of any participant's experience in physical education and can either have a profound overall positive or negative impact, thus contributing to the experience for students. The main purposes of this study were to investigate the contribution of physical education to students' social interaction in some selected West Gojjam Zone general secondary schools. The researcher sampled 397 students according to the number of students by the formula of sample size determination. 96 teachers and 31 principals were used by the comprehensive sampling technique. A total of 524 respondents participated as the source of data. A descriptive survey research design was used for both qualitative and quantitative research analysis methods. On the other hand, questionnaires, observations, and interviews are used to gather relevant data from the sample of the study. At the end, descriptive statistics analyses are implemented by SPSS version 23software. Quantitatively the analysis is made using tables and qualitatively using words. The result shows that the current level of students' social interaction in the school is poor. The motivation of physical education teachers and the support of school principals for the effective development of students' social interaction were poor. The major identified problems were in the adequacy of teaching resources and facilities, problems of large class size, the physical structure of the school and sports playgrounds were not comfortable. Finally, we recommend that all stake holders in the school have to work together to solve the problems of students' social interaction in teaching physical education in general secondary schools.

Key words: social interaction, Physical Education

CHAPTER ONE

BACKGROUND OF THE STUDY

1.1 Background of the study

According to Bucher (1975), the word "physical" refers to the body. It is often used in reference to various bodily characteristics such as physical development, physical strength, physical prowess, physical health, and physical appearance. It refers to the body as compared to the mind.

Therefore, when the word education is additional to the word physical, thus forming the phrase "physical education," it refers to the process of education that concerns activities that develop and maintain the human body. Times have changed, and physical education must change with the times. New problems face our society and the world. As a result, if education is to be relevant to current needs, it must do something about these problems.

Furthermore, as Eugene et al. (1958) note, physical education has suffered in the past from the fact that it has been thought of too often in terms of exercise, skills, muscle building, respiration, metabolism, or excretion. All these are thoughts in physical education, but the terms are out of place in a definition of physical education. Society has set up the school as a more or less effective agency to promote certain modifications of the individual in mind, body, morals, and manners which society thinks will enable the individual to live a more complete and effective life than would be possible otherwise. PE should never be thought of as a "frill" or ornament attached to the institution or the school, but rather as an integral phase of the project of educating the whole individual. When this understanding of the nature of P.E becomes generally accepted, we may look for less confusion about the subject and more intelligent progress in the field.

In physical education, social interaction can be experienced and understood in a wide variety of ways. For example, Beni et al. (2017) explain how social interaction refers to the teacher-student relationship, student-student relationships, and the social environment or climate of the physical education class. In teacher-student relationships, social interaction may consist of a supportive teacher who gives students freedom to openly express themselves and plans for activities that are inclusive and promote participation over skill levels (Carlson, 1995; Baines, Blatchford, Galton, & Kutnick, 2003; Dyson & Grineski, 2001). Student-student relationships are also crucial to

social interaction and can contribute to the students' experiences as well as increase their participation levels (Carlson, 1995; Light, Harvey, & Memmert, 2013; Maivorsdotter, Quennerstedt, & hman, 2015; Siedentop, 1998). The social environment or climate affects teacher-student and student relationships and social dynamics. The teacher has a responsibility to create an environment that allows for participation without the fear of ridicule, is supportive and encouraging for all students, and promotes a sense of community and belongingness, all of which contributes to the students' experience through social interaction (Allender, Cowburn, & Foster, 2006; Barker, Quennerstedt, & Annerstedt, 2015; Battistich, Solomon, Watson & Schaps, 1997; Goodenow, 1993; Light et al., 2013).

Social interaction is a broad term that describes two or more people cooperatively regulating their communications (verbal and/or non-verbal) in order to maintain their relationship; put simply, social interaction occurs when a group of people (two or more) engage (directly or indirectly, verbal or non-verbal) with each other to display information about one's own thoughts, intentions, and emotions (Gallagher, Jaegher, & Paolo, 2010; Brackett, Lopes, Nezlek, Salovey, & Shutz, 2004).

Social interaction involves the means through which people act and also react to others. Social interaction, therefore, is a daily affair that involves people who have different roles as well as different status, and it can take the form of verbal as well as non-verbal communication.

In learning, however, social interaction is crucial as it enhances the mental as well as the social aspects of a child. The main reason why people interact socially is to follow common objectives. The relations that are shaped as a result of social interaction are vital as far as learning is concerned (Gergen, 1999, 15-17).

Social interaction serves as a key and integral part of any participant's experience in PE and can either have a profound overall positive or negative impact, thus contributing to the experience for students. As such, it is important to identify ways future teachers can learn to promote social interaction in PE classrooms. Therefore, this study is aimed at investigating the contribution of physical education to students' social interaction in some selected West Gojjam Zone general secondary schools.

1.2 Statement of the problem

Social interaction in schools is significant for all students to have. During these social interactions, students learn and establish a sense of "self" and what others expect of them. These social interactions provide students with the opportunity to learn appropriate social behaviors such as sharing, cooperating, and respecting others. In addition, while interacting with their peers, students learn communication, cognitive, and motor skills (Changnon, 2017). These opportunities for social interaction usually occur during play or physical activity with one another. Physical education provides an opportunity to promote these social interactions among all school students. The issue for the researcher is the absence of social interaction in the school activities in West Gojjam zone general secondary schools. The researcher observes that students in PE classes and school activities lack socialization. In light of this explanation, the researcher wanted to investigate the contribution of physical education to students' social interaction in some selected West Gojjam Zone general secondary schools.

1.3 Objectives of the study

1.3.1 General objective

The general objective of this study was to investigate the contribution of physical education to students' social interaction in some selected West Gojjam Zone general secondary schools.

1.3.2 Specific objective

In addition to the general objective, the research addressed the following specific objectives:

- 1. To examine the current level of students' social interaction related to learning physical education.
- 2. To evaluate the contribution of physical education to students' social interaction in the teaching-learning process of general secondary schools.
- 3. To analyze the students' social interactions in the physical education teaching and learning process in general secondary schools.
- 4. To find out factors which affect the contribution of physical education on students' social interaction?

1.4 Research Question

Based on the objective listed above, the following research questions were prepared:

- 1. What are the current levels of students' social interaction related to learning physical education?
- 2. To what extent does physical education contribute to students' social interaction in the teaching and learning process of general secondary schools?
- 3. How do you correlate the students' social interaction in the physical education teaching and learning process of general secondary schools?
- 4. What are the factors which affect the contribution of physical education to students' social interaction?

1.5 Significant of the study

This study was investigating the contribution of physical education on students' social interaction in some selected west Gojjam Zone general secondary schools. As a result, the researcher believes that the study provided the following advantages.

- Fill the void on physical education teachers' professional support to improve students' social interaction.
- This research is a stepping stone for other researchers' conduct for the same thesis title.
- This research gives emphasis to teaching physical education classes related to social interaction.
- This study will serve as a source of additional information for new research, policymakers, and planners to examine the implementation process and identify some major challenges of general secondary school physical education students' social interaction.

1.6 Delimitation of the study

Since it was not possible to cover the whole Amhara Regional State with the available time and resources, the research limited the contribution of physical education on students' social interaction in some selected west Gojjam Zone General Secondary Schools. This study would be

limited in its scope to some selected general secondary schools in the west Gojjam zone. For the specific research conducted on the contribution of physical education to students' social interaction, Qualitative and quantitative information would be gathered on the contribution of physical education to students' social interaction. The population of the study would be physical education teachers, students, and school principals from selected general secondary schools.

1.7 Limitations of the Study

This study was worked on some selected west Gojjam zone general secondary schools; thus, the study doesn't assess other general secondary schools in Ethiopia. In the ongoing of this research, there were challenges tackled. Among those challenges were shortage of time, financial problems, especially in data collection times, respondents' misconceptions in the time of interviews and questionnaires, shortage of documents or secondary data resources regarding students' social interaction.

1.8 Definition of Terms

Social interaction: refers to how students interact with others, form friendships, form positive social relationships, play with their peers, and share with their teacher, peers, and others (Allender et al., 2006).

Physical Education: Education concerns the body and its movements, which contribute to human wellbeing and public health (Bezuneh and Dechasa, 2005).

Teaching: defined generally as the professional behaviors of teachers as they engage in their work.

Learning: is the process of acquiring knowledge and skills by training.

1.9 Organization of the Study

The content of the study is organized into five chapters. Chapter one deals with the background of the study; statement of the problem; objectives of the study; research questions; significance of the study; delimitation and limitation of the study; definition of terms; and organization of the study. Chapter two discusses the review of related literature. Chapter three presents the research design and methodology of the study. Chapter four presents the analyses and interpretation of data, and finally, chapter five presents the summary, conclusion, and recommendation of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Concepts of Physical Education

Physical education may be looked at various perspectives. For PE professionals, it is an essential discipline commuted to developing lifetime physical activity patterns. Many educators recognize that PE has a major role to play in the development of young people. However, some individuals mistaken PE to be limited to athletic or competitive sport. To understand PE we have to examine the motivations from which it arise the forms it takes and the way it has developed historically. Based on this the researcher define in the next paragraphs five related concepts in order to understand what it mean PE. In Ethiopia context, very few people know the difference between physical education, physical activity, play games, exercise and sport. All they are different but overlapping entities.

Exercise refers to a subject of physical activity. It is planned, structured, repetitive movement of the body designed specifically to improve or maintain physical fitness. Physical fitness is the various systems of the body are healthy and function efficiently to enable you to engage in activities of daily living, as well as recreational pursuits and leisure activities, without unreasonable fatigue.

Physical activity is a program, practice, or process, in which body movement is produced by skeletal muscles and results in expenditure of energy. It includes a broad range of occupational, leisure time, and routine daily activities. These activities can require light, moderate, or vigorous effort and thus lead to improve health if they are practiced regularly (Goodwin, D. 2000).

Games are forms of a playful, rule governed competitions in which outcome are determined by skills, strategy, or chance.

Sport is much more organized than play, recreation or games. It involves set rules, area and time, set positions for players, usually vigorous physical activity, complex physical skills which are applied throughout the set time, serious training and preparation, and competition between individuals or teams where winning is important. Sport is institutionalized games and activities in which outcomes are determined by physical skill, prowess, and strategy. Sherrill, C. (2004)

also defined sport as any activity, experience or business enterprise for which the primary focus is fitness, recreation, athletics and leisure related. According to Bucher (2003) explain that **physical education** is an educational process that, it has the aim of improvement human performance and enhancement of human development through the medium of the physical activities selected to realize this outcome. It is not only concerned with the physical out comes that accrue from participation in activities but the development of knowledge and attitudes conductive to lifelong learning and lifespan participation. This show that for benefits of physical education programs and selected activities judiciously so that participants may attention the maximum benefits from participation.

2.2 Physical Education Curriculum

Physical education helps students develop physical skills and confidence. For example, the elementary and middle school curricula include activities that help kids obtain and improve skills such as running, catching, throwing, and striking, which are applicable to sports such as baseball, volleyball, or karate. Balancing skills could be applied to dance or gymnastics. Physical education programs provide a planned sequence of activities to improve students' motor and cognitive skills, motor fitness, and feelings of self-worth (Block, 2003; Gallahue, 1996).

The high school curriculum should focus on lifetime sports skills like tennis or aerobic dance, with a secondary emphasis on team sports.

Physical education develops fitness and fosters the desire for lifelong participation in physical activity. The high school curriculum prepares students to become highly proficient in one or more sports and/or fitness activities of their choice.

Physical education classes teach the health benefits of regular exercise and healthy food choices along with the risks of inactivity and poor diet. Students of all ages might be asked to dedicate themselves to making a few small improvements in diet and exercise for a period of six weeks. They would be expected to journal about how they feel during the process and reflect on how these changes affect performance and mood.

Physical education also helps students develop social skills. For example, team sports help them learn to respect others, contribute to a team goal, and socialize as a productive member of a team.

2.3 Objectives of Physical Education

Physical education as a school subject should have its own objectives that are derived from the national educational aims and objectives. As a result, PE as an educational and school subject should have a standardized curriculum that defines the lesson objective and aligns with the needs of national development.

According to MOE (1994), one of the general objectives of education and training is to develop the physical and mental potential and problem-solving capacity of individuals. It is crucial to realize that the overall objectives of PE across the totality of the physical activity continuum have traditionally been embodied in the goals of education (Bucher and Krotee, 1998). There are four main objectives of PE: physical development; motor and skill development; mental development; and social development objectives (MOE, 2005). Also, Siedentop (2007) suggested four categories of PE.

- Physical Development Objectives: which deal with the program of activities that build physical power in an individual through the development of the various organic systems of the body
- Motor development objectives: concerned with making physical movement useful with as little expenditure of energy as possible and being proficient, graceful, and aesthetic in this movement.
- 3. Mental development objectives: which deal with the accumulation of body knowledge and the ability to think and to interpret this knowledge
- 4. Social development objectives are concerned with helping an individual make personal adjustments, group adjustments, and adjustments as a member of society.

2.4 Physical Education within the School Program

As Daniels (1954) identifies, the purposes and methods of modern physical education are rooted in general education. Physical education has also been strongly influenced by the methods of general education as well as by its purposes. In each instance, however, the general has been analyzed and interpreted in terms of the specific contribution P.E can make to the ultimate goal: the complete education of youth. The aim of physical education obviously must have its basis in the framework of general education. Many efforts to state such an aim have been made. One with wide acceptance has been proposed by Williams as follows: "The aim of physical education is to provide an opportunity for individuals and groups to act in situations that are physically wholesome, mentally stimulating and satisfying, and socially sound." In breaking down the broad generalization that an aim must inevitably be, the purposes of P.E have been more clearly identified in the statement concerning objectives. Most such statements are included in the following main points:

- a) The improvement of physical and organic efficiency.
- b) The development of overall neuron-muscular coordination, as well as skills in sports, games, rhythms, and related activities.
- c) The development of socially desirable and acceptable patterns of behavior through the many opportunities presented in play situations.
- d) The development or appreciation of the importance of competency in P.E activities and its relationship to utilizing leisure resources for a richer way of life. Further strengthening the previous issue John (1989) writes that one of the main considerations is the use of the team approach in developing and carrying out a child's educational program. The team generally includes the parents, teachers, medical professionals, and health-related professionals such as a physical therapist. Parents are critical members of the team and should be involved in all educational decisions. A program that meets the student's needs in five basic goal areas:
 - 1. Physical independence, including mastery of daily living skills,
 - 2. Self-awareness and social maturation.
 - 3. Communication.
 - 4. Academic growth.
 - 5. Life skills training, interdisciplinary services such as occupational and physical therapy, speech and language therapy

2.5 Social Interaction

An SI is a social exchange between two or more individuals. These interactions form the basis for social structure and therefore are a key object of basic social inquiry and analysis. Social interaction can be studied between groups of two, three, or larger social groups. Social structures and cultures are founded upon social interactions. By interacting with one another, people design rules, institutions, and systems within which they seek to live.

SI is the focus of this research because, as explained by Beni et al. (2017), a great deal of fostering social interaction is the responsibility of the teacher. Teachers must make explicit, thoughtful, and intentional efforts to provide opportunities for students to experience social interaction. Secondary school students can be made aware of the contribution of physical education to social interaction.

SI, at its most basic form, is any form of tangible or intangible interaction between two people, a person and a group of people, or two groups of people (Allender et al., 2006). With that in mind, there are many forms of social interaction in PE, some of which are more obvious than others.

There is social interaction between:

a) The teacher and the student

Teacher-student interaction would be the teacher openly discussing ideas with students, or giving the students the power to develop their own curriculum (Enright & O'Sullivan, 2010).

b) Students and students

A student-student interaction might involve students discussing ideas, designing partner games, or simply talking while waiting (Enright & O'Sullivan, 2010).

c) A student group and a student

A group of students interacting with one student might be represented by playing games or the implicit feelings shared between students towards others, such as including them or excluding them (Carlson, 1995).

d) Groups of students and other groups of students

There could be implicit feelings shared by one group towards another group of students, which could translate to including them, listening to them, excluding them, or even conflicting with them (Carlson, 1995).

e) Groups of students and the teacher

Groups of students interacting with a teacher might involve the class interacting with the teacher, as in listening to him/her, accepting him/her, or collaborating with him/her (Enright & O'Sullivan, 2010).

2.6 Social interaction strategies

Social instruction starts when a tutor introduces the objective to be achieved to the students. The students are then grouped into teams, which they discuss among themselves so as to come up with findings. The tutor's main role is that of monitoring the teams so as to ensure that they carry out their tasks in accordance with the set objectives. The instructor facilitates the teams by providing the students with guidelines concerning the topic.

The instructor also ensures that all the students take part in the interaction and that rules are followed. The steps that are followed during social interaction include;

- 1. The instructor introduces the concept.
- 2. Students are grouped into discussion teams.
- 3. The students then carry out the facilitators' role of negotiating.
- 4. Compromising as well as explaining the concepts under the guidance of the facilitators
- 5. A student carries out the role of assessing their work, and finally, the students present their findings (Gergen, 1999, 15-17).

2.7 Benefits of Physical education for Students social interaction

Physical education can play a major role in the socialization of children by providing opportunities for play, games, and contests that develop social qualities like self-confidence, selfesteem, and good peer relationships. Children benefit and gain enjoyment from physical activity, regardless of ability, gender, and talents. The benefits of physical activity extend beyond childhood; young people who grow up physically active are more likely to be active adults (Davis, 1989). The health and social benefits of physical activity and athletic participation for children are well established.

The benefits of physical education can affect both the academic learning and physical activity patterns of students. According to the National Association for Sport and Physical Education, an association of the American Alliance for Health, Physical Education, Recreation, and Dance (2010), students who participate in physical education are healthy, physically active, more academically motivated, alert, and successful. In the preschool and primary years, active play may be positively related to motor abilities and cognitive development. As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social, and emotional challenges. Throughout the school years, quality physical education can promote social, cooperative, and problem-solving competencies. All will benefit from a well-planned physical education program that addresses motor skill development, fitness, and social skills and leads to an increased knowledge of an active lifestyle (Siedentop, 2003).

2.8 The Role of Social Interaction in Physical Education

Social interaction has been cited as an important factor in what young people derive from movement experiences. In some instances, the social dimension of physical activity has been cited as a primary reason for continued participation in, for example, youth sports swim clubs (Light, Harvey, & Memmert, 2013). For female students in a secondary physical education program, the social support they received from both peers and instructors in physical education was as critical to their experience as the actual content of the course (Gibbons & Gaul, 2004).

Although social interaction is found to be a key component derived from movement experiences, at times, it has also been found to be a factor in meaningless experiences. For example, some students have expressed feelings of isolation in physical education, suggesting they are "not really a part of that team feeling." (Carlson, 1995, p. 471).

Furthermore, social interactions with teachers can also result in meaningless experiences. For example, teachers' actions can (sometimes unintentionally) lead to gender inequity, with girls

spending significantly more time on the sidelines than boys who are active for the whole lesson (Satina et al., 1998).

Additionally, social interactions with peers may sometimes be perceived as negative. For example, when students cheat during game play in physical education, their behavior may detract from the enjoyment of the lessons for other students (Dyson, 1995).

2.9 Effects of the school context on teacher- student relation

Teacher-student relations, as one aspect of school climate, can be expected to depend not only on the individual characteristics of the different actors within a school and on the school processes, but also on the external context. Therefore, this section examines the effects of different aspects of the school context on school climate at the school level.

The following context variables were considered:

- Private versus public management of the school
- Whether the school is located in a city or in a town.
- hamlet
- A rural or village setting
- The social background of the students
- teachers' estimation of the average ability of students compared with students of the same age at the school

All effects were examined at the school level. At the same time, teacher characteristics (gender, years of experience as a teacher, level of education, and subject taught in the target class) were controlled for at the individual level.

A. Classroom Management

When a teacher starts off on their first teaching job, there are going to be many situations that they feel they were not prepared to address. Whether it is dealing with misbehavior, establishing an effective classroom environment or keeping control of their students, researchers feel that classroom management is one of the most significant challenges experienced by first-year teachers when it comes to planning and organizing within physical education. Simply stated, effective classroom management is one of the most difficult but important practices when teaching physical education (Sadkar& Sadkar, 1986).

B. Issues When Dealing With Classroom Management

With constant changes to the curriculum, the number of students per class, the type of activities, the availability of resources, etc., developing strategies to run a successful class and/or program will always be a challenge for teachers. Specifically, I chose to focus on three key aspects of classroom management: safety issues; effective lesson planning and delivery; and motivational and behavioral problems among students. All of the abovementioned issues require the teacher to adjust plans to fit the specific circumstances of each class in order to maintain a level of organization that satisfies the learning environment.

C. Improvement of Student Attitudes

Sadker and Sadker (1986) explain that changes in students' behavior take place in the following ways:

- Dramatic increase in student response.
- Statements supported by evidence
- improved thinking process
- Using inattentiveness in conversation
- Problems regarding discipline are minimized to measure complexity.
- Enhanced achievements on written tests to measure complexity in thinking.

2.10 The Effect of Supports and Resources on Students social interaction

According to a recent Health Education Authority study (1999), the significant causes of this lower participation in physical activity and sports include lack of motivation and confidence, negative school experiences, no support from family and friends, lack of information on opportunities, a lack of time and money, and poor physical access. This literature supports

equipment's and facilities' impact on social interaction. Participation in physical education is discussed below.

2.10.1 Administrative support

Teacher attitudes toward social interaction are significantly influenced by administrative support as the teacher feels reaffirmed if the school principal fosters a positive learning environment for both teachers and students (Larrivee& Cook, 1979). Teachers believe that they have the support of the principal and other school leaders.

2.10.2 Teaching Aids

The objective of teaching aids in physical education is to supplement the spoken word, make physical education real and life-like, develop and improve attitudes and interests, make learning permanent, and supplement the textbooks. Scheduling, large class size, instructional load and staffing, facilities and equipment training for physical education teachers, health and safety, participation of girls and women in sports, budget/finance, media, physical education in relation to other fields of study, application of physical education in the school, the responsibilities of families and communities for physical education, and the problem of library and teaching aids are mentioned as the factors that can affect the implementation of physical education. http://www.caricom.org/jsp/ all of the abovementioned factors greatly affects the implementation of physical education.

2.10.3 Instructional Facilities and Material

Material and equipment are considered one of the factors affecting the student's social interaction in physical education. Accordingly, Cyldenapp and Leonhard (1998 p.390) suggest that students participating in physical activity programs should be provided with appropriate facilities, equipment, and supplies in sufficient quantity to provide each student with social interaction throughout any sports activity. To improve the participation of students, they should have access to sporting infrastructure, including services, facilities, and equipment (http://www.sportanddev.org/).

According to Mitzal (in Azeb, 1998), any discussion of class room organization must begin with some attention to the specific setup demands or effectiveness of the PE teaching learning process. Mitzel further explains that, when there is no lack of equipment and materials that

appear geographically to the understanding of the pupil, teaching cannot be challenged indeed. In light of this statement, Tirusew (1998) also explains that for effective teaching and learning to take place, a classroom must be adequately organized and conductive enough.

When they are supported by teaching materials (Houlok, 1990), the writer further maintained that a classroom should have furniture that is comfortable and easy to move from one point to another and can be arranged for different purposes. The same writer argued that a class room should encompass teaching materials like text books, guides, maps, charts, pin boards, etc. Therefore, teaching materials and other classroom situations are of equal importance in the process of teaching and learning where the lack of appropriate materials results in hampering the effective transmission of knowledge.

2.10.4 Class Size

It refers to the number of pupils required to meet in the administrative and instructional unit, known as a class or section, usually under the direct guidance of a single teacher (Manre, 1956) Class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both the students and teachers. The size of the classroom has an impact on whether or not teaching and learning activities are facilitated or hindered.

According to Tirusew (1998), since the teaching-learning process depends almost entirely on communication between teachers and students, the number of students in a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, the larger the student body size in a class, the more difficult communication between the teacher and students becomes, the more the effectiveness of teaching will be hindered, and the lower the quality of education will be. There are arguments which support the idea that class size by itself has methods of teaching. But on the other hand, there are scholars who strongly favor the need for an appropriate number of students in one class. The idea of class size is becoming a concern and an essential point of discussion among scholars.

Because it is assumed that as class size increases, students face any or all of the following problems, Gibbs cited in Barneit (1995):

• Lack of clarity of purpose

- Lack of knowledge about progress
- Lack of advice on improvement
- capability to support independent research
- inability to support wide reading
- Lack of opportunity for discussion
- ability to cope with a variety of studies
- An ability to motivate students.

In the same token, Smith (1961) has also mentioned the following disadvantages that come as a result of large class sizes:

- Individualization of instruction is limited
- Instruction tends to be lecture with out-group participation.
- Oral communication in the classroom from pupil to pupil
- to teachers and reduced
- Written work is assigned less frequently and, when assigned, receives Less teacher attention.
- Pupils are less well known to teachers as individuals.

2.11 The Importance of Teacher-Student Relationships

Teacher-student relationships evidenced by teachers' reports of low conflict, a high degree of closeness and support, and little dependency have been shown to support students' adjustment to school, contribute to their social skills, promote academic performance, and foster students' resiliency in academic performance (Battistich, Schaps, & Wilson, 2004; Birch & Ladd, 1997; Curby, Rimm-Kaufman, & Ponitz, 2009; Ewing & Taylor, 2009; Hamre & Pianta, 2001; Rudasill, Reio, Stipanovic, & Taylor, 2010). Teachers who experience close relationships with students reported that their students were less likely to avoid school, appeared more self-directed,

more cooperative, and more engaged in learning (Birch & Ladd, 1997; Decker, Dona, & Christenson, 2007; Klem & Connell, 2004). Teachers who use more learner-centered practices (i.e., practices that show sensitivity to individual differences among students, include students in decision-making, and acknowledge students' developmental, personal, and relational needs) produce greater motivation in their students than those who use fewer of such practices (Daniels & Perry, 2003). Positive and supportive relationships between students and teachers ultimately increase an intelligence of belonging and motivate students to willingly take part in different classroom activities. It is very important that the interaction between a teacher and his student should be supportive of the learning environment. The relationship between teacher and student has been found to have immense effects on the learning and schooling experience of the student. An educator should plan to enhance their communication with students to allow for quality learning. If the relationship between teacher and student is positive, it has several benefits at all levels of an educational establishment, inside the classroom and across the whole school environment. There are a number of advantages, from increased engagement to the self-esteem of establishing a positive teacher-student relationship between instructors and pupils of all age groups. The presence of positive student-teacher interactions alone does not change to academic success, but learners that create a strong bond with their tutor to perform better than those learners who have some conflict with their teachers. Teachers can help students achieve academic success by expressing confidence expectations for all students, giving students equal opportunities to participate in class discussions, and motivating students to be self-confident in their ability to succeed with their homework or coursework.

2.12 The importance of social interaction for students

Social interaction is important because it enables students to improve their communication skills. For effective learning to take place, there is a need for proper communication. Social interaction helps to improve the communication skills of students by enabling them to become good listeners.

Social interaction has some benefits as far as students' learning is concerned. Some of the benefits are discussed below.

Social interaction helps to improve the learning strategies. Social interaction enables the learner to discover situations that are distressing for him or her. This thus enables one to modify his or her behaviors so as to realize positive outcomes.

Social interaction can help one to improve his or her learning strategies in that it enables one to become a good listener as well as learn how to accept responsibility for actions that one takes.

Social interaction helps to enhance perseverance in learning, i.e., the achievement of the group goals provides the students with a motivation to work hard and persevere.

The social interaction enables students to increase their individual efforts so as to enhance the group grades The social interaction enables students to be involved with regards to the school community and thus the ability to maintain trust as well as manage conflicts(Goodnow &Warton,1992,18-26).

When students are grouped into teams, they are given the motivation to put in extra effort so as to achieve their objectives. The social interaction gives the students healthy competition, which enables them to focus on their goal attainment (Goodnow &Warton, 1992, 18–26).

The social interaction helps students overcome fears associated with large crowds and also makes them assertive. Communication skills developed through social interaction allow students to be relaxed and thus think and act in given situations (Burr, 1995, 12-17).

Social interaction plays a significant role in enhancing the students' interpersonal skills. It thus enables them to get over their shyness and be in a position to exchange ideas with others. Interpersonal skills enable the students to gain confidence, which in turn helps them to succeed as far as their learning is concerned.

The students usually feel free to share ideas with others, and so they are able to discuss anything. The interpersonal skills as a result of social interaction enable the learners to coexist peacefully with others, as it assists them to refrain from using offensive language or hurting others in one way or another. The students are therefore careful while speaking with their colleagues because the interpersonal skills that they gain as a result of social interaction enable them to figure out their mistakes and hence to change their behaviors so as to attain positive outcomes (Bruce, 1987, 34-38).

Social interaction helps students develop a positive attitude towards school. Usually, the students are very curious with regards to their learning environment. The school environment, workloads, their fellow students, rules and regulations, as well as the parents' ambivalence, often affect their attitude towards school.

The social interaction enables students to develop a positive attitude towards school in that the workload is discussed among the students, and so the students are not overwhelmed or bored as a result of the workload problem.

The students know their responsibility and so there is no confusion at all. The students are able to discuss the challenges that they face with their instructor, and hence the solutions are devised so as to help counter the challenges.

The other kids often help a student have a positive attitude towards school. They motivate students to work hard so that the group goals can be attained. The student also learns important skills from his or her fellow students (Bartsch & Wellman, 1997, 96).

Social interaction increases cohesion among students, i.e., the degree to which the students are attracted to one another. Cohesive groups are typically more thoughtful and more effective in achieving their goals since there is often greater communication among the students.

This in turn leads to higher satisfaction among the students, decreased tension, and more pressure to conform. Usually, the main reasons for group cohesiveness can be the personal attractiveness of the group members, the attractiveness of the group tasks to be performed, or the prestige of belonging to the group.

Cohesiveness increases as the group achieves its goals. Large groups are often less consistent as related to small ones. The high status of outside pressure on the group can make the students move closer to each other, resulting in greater cohesiveness.

Social interaction with regard to learning is important because it helps to set out the individual's role. A role is a set of shared expectations concerning appropriate behavior. The set role is the set of expectations which members of the role set convey to the individuals (Smith, 1996, 7).

Social interaction enhances the student's retention, i.e., the students persist in completing their education in certain schools. Social interaction plays an important role in safeguarding that students are not transferred to other schools.

Social interaction helps to increase participation, i.e., it provides the students with an environment where they can participate in learning activities as well as discussions. The groups enable the students to come closer so as to develop an understanding of a situation by way of the sharing of ideas.

Social interaction is important because it enables the students to establish aspects such as their personality. As the student interacts with others in school, they often learn such behaviors as the importance of respecting other people's belongings, the act of sharing with others, the importance of sympathizing with others, among others (Fodor, 2000, 16-18).

2.13 Limitations to social interaction

The following factors can contribute to social interaction: perceived between students' goals, requirements, and desires. Differences in students' motivation can also contribute to limits as far as social interaction in learning is concerned. Sometimes, students find themselves in a situation where the association of their group is obligatory or in a situation where they don't like working in a particular group.

There may also be challenges whereby the individuals in the group reset the style of guidance or the kind of strategies that the group leaders use in order to persuade and direct the fellow students, e.g., threatening, threatening, bullying tactics, etc.(Kress, 1997, 34).

2.14 Motivating Students with social interaction

Highly motivated students learn more quickly and retain more of the learning than those who are not motivated. The teachers need to help these students set up desirable objectives and arouse an enthusiasm for working to achieve them. Motivation of the student requires insight, the ability to visualize the chain of events and causes that have produced a certain effect of behavior. The
teachers must know the student's abilities, interests, ambitions, and potential. Physical activity concerns will also be reported in order to introduce certain considerations when trying to identify ways to increase motivation.

Motivational programs for social interaction:

- Within and outside sports settings to attain specific tasks and goals, social integration (social skill development), goal-setting behaviors, and persistence in sports have been identified to increase
- Stress management techniques, goal setting, problem solving strategies, reevaluation of the benefits and costs of physical activity, social support, self-talk, and relapse prevention can all help to boost motivation (Sallis et al., 1999).Barriers, preferences, and constraints toward physical activity should be communicated with physical activity promoters in order to organize activities that cover individual needs.
- Positive attitudes can be derived from appropriate training for physical activity specialists (Conatser et al. 2000; Folsom-Meek et al. 1999). Physical activity experiences should offer fun, enjoyment, and excitement while diminishing anxiety, embarrassment, and discrimination.

2.15 Values of physical education for students social interaction

This concept concentrates on the significance of physical education in an individual's life. It identifies enjoyment, challenge, health, self-expression, and social interaction as the core values of physical education. In short, it helps children become more confident, relaxed, and improves their self-esteem and self-concept; sense of belonging; ability to sleep better; self-expression; and opportunities to achieve (Australian government department of health and aging 2004).

CHAPTER THREE

RESEARCH METHODS

This chapter covered the location of the study area; research design; data sources; study population; sampling techniques and sample size; data collection instruments; data collection and data analysis were dealt with as subtopics according to the sequence presented here.

3.1Geographical Location of the Study Area

The study was conducted in some selected West Gojjam Zone general secondary schools in the West Gojjam Zone of Amhara National Regional State (ANRS), Ethiopia. The administrative center of Amhara Regional State, Bahir Dar. It is bordered by the East Gojjam Zone in the South, south Gonder in the North and the Awi Zone in the East. The study area of the map is shown as follows:



Source: http://www.maphill.com/ethiopia/amhara/west-gojam/

Figure 1: Map of West Gojjam zone

3.2 Research Design

The focus of this study is to investigate the contribution of physical education on students' social interaction in some selected West Gojjam zone general secondary schools. The research employed a descriptive survey research design method with both quantitative and qualitative

research approaches, depending on the nature and suitability of the data. So, descriptive research design was employed in order to collect valid data for the study or to gain a better picture of the reality of the issue relevant to the research questions and its objectives in a natural way. This method was used to collect qualitative data, structured interviews, and quantitative data, questionnaires. After collecting data using a questionnaire, structured interview was used to get valuable responses from respondents.

3.3 Data Sources

To do this study, the researcher used primary and secondary data sources to get an adequate amount of information regarding the contribution of physical education to students' social interaction in some selected West Gojjam zone general secondary schools.

Primary data sources: the researcher provided open-ended and closed-ended types of questionnaires, structured interviews, and observations for respondents. That means physical education teachers, students, and school principals were the primary data sources in this study.

Secondary data sources: the researcher used different documents in order to access accurate and reliable data. The secondary data was collected from different journals, published books, and school records.

3.4 Study population

The target populations of the study are physical education teachers, students, and school principals in a school category of respondents are assumed to have the ability to answer questions. The study would cover 31 schools out of 68 government general secondary schools in 6woredas of the west Gojjam Zone. Those include Adet, Bahirdarzuria, Gonji, Quret, South and North Mecha general secondary schools are selected. These schools are chosen by clustering schools near the researcher's relative. The population of students is 108 students from 13094 students in Yelmana Densa general secondary schools, 30 students from 3704 students in South Mecha, 48 students from 5849 students in Bahirdar Zuria, 35 students from 4206 in Gongi Kolela, 52 students from 6330 students in Quarit, and 124 from 15080 students in North Mecha general secondary schools by using the formula of stratified random sampling method nh = (Nh/N) n. A total of 397 students are selected from 31 government general secondary schools, 31 school principals, and 96 physical education teachers are used as the population of the study.

3.5 Sampling Technique and Sampling Size Determination

There are 64231 male and 75761 female students in the west Gojjam zone general secondary schools. According to the West Gojjam zone education office reports, 68 school directors and 210 male and 82 female physical education teachers are available from these general secondary schools. The researcher sampled 397 respondents' students according to the number of students in each school by the formula of sample size determination based on Yamane's (1967) formula n=N/1+N (e2), 96 physical education teachers, and 31 school directors are used by the comprehensive sampling technique. The researcher chose the study areas (Yelmana Densa, Bahirdar zuria, Gongi Kollela, Quaret, South Mecha, and North Mecha) for general secondary schools due to their proximity to the researcher. The research has also included key respondents such as physical education teachers, school administrators, and students. The researcher used a simple random technique to select the respondents among students. He used the formula of sample size determination based on Yamane's (1967) formula n=N/1+N (e2) where n is the sample size for the study.

N= Total number population Therefore, at 95% confidence level and acceptable margin of error 0.05 and Stratified random sampling method nh= (Nh/N) n

Where; nh = Sample size of the stratum,

Nh = Total population of the stratum

N=Total population and

n= Total sample size. And to select respondents of principals and physical education teachers the researcher used comprehensive sampling technique since they are few in number.

 Table 1: Sample students selected from some selected west Gojjam zone general secondary schools

No	Name of school	Total population of students	Sampled students
1	North Mecha	15080	124
2	Bahir Dare Zuriya	5849	48
3	South Mecha	3704	30
4	Gonji	4206	35
5	Quarit	6330	52

6	Yelmana Densa	13094	108
Total		48263	397

3.6 Data collection instrument

The researcher used to collect the data through questionnaires, interview and observation. Besides the questionnaire; the researcher would be distributing questions to students, physical education teachers, and school principals. The design includes the triangulation of data collection by questionnaire, interview, and observation. Information which will be collected through a questionnaire, interview, and observation will be interpreted both quantitatively and qualitatively.

3.6.1 Observation

The researcher used observation to gather information relevant to the study. The school and classroom have been observed to get the relevant information. Observation is useful to indicate how the school organizes and prepares for PE according to a variety of activities.

Therefore, to obtain more information, observation of the actual school compound and learning process was used as a data-gathering instrument. For the purpose of observation, a check list is employed. Accordingly, the selected schools were observed once each. The observation format contains seven check lists thought to answer the leading questions in the research questions.

3.6.2 Questioner

The questionnaire that was employed as a major instrument to collect data was prepared by the researcher. Because it is a popular means of collecting all kinds of data in research and it is an appropriate instrument to obtain information about the contribution of physical education on students' social interaction. Closed-ended questionnaires were prepared and used to collect relevant data from respondents. The researcher validated the instruments that were developed before the actual data collection was started; the instruments were given to research professionals in Bahir Dar University Sports Academy main-advisor so as to get valuable comments on the strength of the items. The questionnaires were prepared in Amharic language because the respondents easily understood the questions. Eleven closed ended for teachers and ten closed ended questions for students were prepared.

3.6.3 Interview

As indicated by Wilkinson and Bhandarkar (1999:288), "interviewing is necessary to get deep feelings, perceptions, values, or how people interpret the world around them and past events that are impossible to replicate".

In light of this, to supplement the data obtained through the questionnaire, the researchers conducted interviews with school administrators using open-ended questionnaires, which are related to the contribution of physical education on students' social interaction. In order to validate the information collected through the questionnaire, the researcher conducted interviews for school principals with some selected general secondary school respondents. An interview conducted in order to cross check the correctness of the information gathered through the interview has found deep information about the study by conducting a face-to-face interview by using structured interview guiding questions. The interviews were prepared in Amharic language because the respondents easily understood the questions. The researchers used seven open-ended questionnaires, for school administrators.

3.7 Procedure of data collection

The researcher adopted three steps in collecting the data for the study. First, relevant literature was reviewed to get adequate information on the topic and research. Second, objectives and questions were formulated to show the direction of the study. Third, data gathering tools were developed and piloted. After the questionnaire was distributed and collected, classroom observations took place. Finally, the interview with the administrator was conducted. So as to have valuable and reliable data for research purposes, there is a need to follow predetermined procedures.

In doing so, the researcher arranges the desired tools for the sake of gathering the information from the respondents. As a result, the researcher endeavored to create a conductive environment with the school community. As a result, permission to access the required information was received from the students and instructors. As a preliminary step of data collection, the student researcher contacted the head masters and instructors in the school and explained the purpose of the study. As it was dealt with in the sampling techniques subsection, the process of selecting participants for the study, which was one of the most difficult steps in conducting descriptive

survey research, was conducted with the full willingness of the record officer and permission of the headmaster and the school administrator.

3.8 Data Analysis Technique

Data analysis refers to the method by which collected data gathered through one or more data collection instruments is edited and organized. The collected data in the study would be organized in the form of tables, percentages and frequencies analyzed. By applying variables well-defended statically formula based on the computation of various tables, percentages and using the statistical package for social science IBM (SPSS Version 23) in this study, both qualitative analytical procedures can be employed.

3.8.1 Qualitative analysis: Words, phrases, sentences or paragraphs were used to analyze and interpret data collected through observation and interviews.

3.8.2 Quantitative analysis: In this case, the responses obtained from the survey questionnaire were analyzed by using descriptive statistical analysis such as percentages, tables and frequencies.

3.9 Pilot study

A pilot test was conducted with four teachers and 30 students drawn randomly from the nonsampled group of teachers and students in Bahir Dar Fasilo General secondary school. A pilot test was conducted by distributing questionnaires to the respondents. Piloting of the questionnaires was carried out to detect any weaknesses, such as vague statements, in order to take corrective measures. Piloting also helps the researcher to revise the research instruments and determine whether the respondents understood the questions or not. The reliability of the questionnaires was measured by using the Cronbach alpha method with the help of SPSS version 23. Consequently, the Alpha results of 870 were obtained, which indicated that, according to Morrison K. Cohen L. and Manion L. (2007), a reliability coefficient of 0.80 or more will imply that there is a high reliability data set. The researcher therefore included that the instruments were reliable for the following variables:

 Table 2: The Reliability of Instruments

No	Variables	No of Items	Cronbach alpha

1	The extent of current levels of students' social interaction related with learning physical education	6	.854
2	The extent of physical education contribute to students' social interaction	5	.826
3	The extent of correlate the students' social interaction in physical education teaching learning process	5	.868
4	The extent of factors which affect the contribution of physical education on students' social interaction	5	.933
	Average reliability result		.870

3.10 Ethical considerations

Regarding ethical consideration, the researcher was governed by the research code of ethics in maintaining privacy and confidentiality and or other related values. The researcher promised the study participants that the information gathered from the respondents would not be transferred to a third party in confidence or used for any purpose other than the research study. Besides this, the process of data collection was done secretly without writing their name, identification number, or telephone number, so that the threat of being disclosed was very much minimized.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This part of the study deals with presenting, analyzing, and discussing the data collected through the questionnaire, interview, and observation. Tables are used to present quantitative data, which is then analyzed using percentage and frequency. The qualitative data was analyzed by descriptive statement. In this process, the first section deals with the sample students; those are as respondents. The second section deals with the general background information that teachers and principal respondents can present. And the third section was in light of the basic questions of whether the research data collected has been analyzed and interpreted.

4.1 General demographic characteristics of respondents

4.1.1 Number of participants

Table 3: Number of participants in the study

Sex	Par	Participants				
	Students	Teachers	School Principals			
Male	267	73	31			
Female	130	23	-			

Above the table 3, in the process of conducting this research work as the researcher mentioned it in chapter three sample size, the total number of participants is 524, out of this 397 of them are students with 267 males and 130 females, there are also 96 teacher participants 73 males and 23 females and finally there are 31 school leaders all are males, there is no female school leader participant.

4.1.2 Age, sex, educational level and experience of participants

Based on the responses obtained from the selected respondents of a sampled general secondary school in West Gojjam Zone, the characteristics of the study were examined in terms of age, sex, educational level, and experience of participants.

 Table 4: Respondents characteristics by age, sex, educational level and experience

No	Respondent characteristics	Category	Frequency (No)	Percent (%)
1	Sex	М	371	70.8
		F	153	29.2

	Total			100.0	
2	Age	11-15	80	15.3	
		16-20	198	37.8	
		20-30	149	28.4	
		30-40 7		14.5	
		Above 40	21	4.0	
		Total	524	100.0	
3	Educational level	Grade 9 th	80	15.3	
		Grade 10 th	78	14.9	
		Grade 11 th 1		22.5	
		Grade 12 th	121	23.1	
		Degree			
		Master	51	9.7	
		Total	524	100.0	
4	Experience	1-3	7	5.5	
		4-6	15	11.8	
		7-10	40	31.5	
		Above 11	65	52.2	
		127	100.0		

As table 4 indicates, out of 524 Respondents, the obtained result shows that, out of total participants 371 of them or 70.8% of them are males and 153 or 29.2% of them are females. As it is clearly seen in the above table, respondents who were aged, 80 or 15.3% of the respondents are between the ages of 11-15, 198 or 37.8% of them are between the ages of 16-20,149 or 28.4% of the respondents are between the ages of 20-30, 76 or 14.5% of the respondents are between the ages of 30-40, 21 or 4.0% of the respondents are above the age of 40. From the total number of the respondents, educational level of students 80 of them or 15.3% of them are Grade 9th, 78 of them or 14.9% of them are Grade 10th, 118 of them or 22.5% of them are Grade 11th, 121 of them or 23.1% of them are Grade 12th, 76 of them or 14.5% of them are Degree and 51 or 9.7% are MSc. Regarding experience 7or 5.5% of the respondents are between the experience of 1-3, 15 or 11.8% of the respondents are between the experience of 4-6, 40 or 31.5% of the respondents are between the experience.

4.2 Data presentation analysis and interpretation

In this section, the collected data is presented, analyzed, and interpreted. According to the study's methodology, data were gathered through questioning, observation, and interviews. Based on the answers to the research questions, the data was presented, analyzed, interpreted, and summarized on the findings.

4.2.1 Analysis of Student's questionnaire

No	Items	Response	No	%
1.	What is the current level of social interaction in your	Very good	45	11.3
	school?	Good	50	12.6
	School.	Fair	100	25.2
		Poor	202	50.9
		Total	397	100.0

Table 5: Students response about social interaction of school

From the above table regarding the current level of social interaction 45(11.3%) of students responded that in school the level of social interaction is very good, 50(12.6%) of students responded that the level of social interaction is good, 100(25.2%) of students responded that the level of social interaction is fair, and 202(50.9%) of students responded that there is poor social interaction. As the researcher obtained based on the above questioner results, most school students' social interactions are poor, so stakeholders need to work to improve students' social interactions and students need to be interested in or give attention to the development of relationships between them.

Table 6: students' response towards the attitude of physical education with social interaction

No	Items	Responses	No	%
1	Do you have positive social	Yes	37	9.3
	interaction towards learning	Partially yes	80	20.2
	physical education subjects?	No	280	70.5
		Total	397	100.0
2	Do you think that social	Yes	245	61.7
	interaction can be achieved by	To some extent	104	26.2
	learning physical education in	No	48	12.1
	your school?	Total	397	100.0

As it can be seen from the above table regarding positive social interaction towards learning physical education 37 (9.3%) of students said yes, 80 (20.2%) said partially yes, and 280 (70.5%) said they don't have positive social interactions about learning physical education. From these results, the researcher concluded that a high number of students do not have positive social interaction to learn physical education ,but physical education needs to be done in order for students to have positive social interactions in schools.

As can be seen in items 2 and table 6, social interaction can be achieved by learning physical education Most respondents responded that yes, 104(26.2%) of students replied that to some

extent, and 48(12.1%) of students replied that no.as most respondents responded that social interaction can be achieved by learning physical education in general secondary schools. According to the above table, social interaction can be achieved by learning physical education in school. Therefore, teachers should be aware of how they are presenting themselves to their students. They should maintain professional teacher–student relationships. However, they can still be supportive, encouraging, respectful, and create a safe environment in order to best promote positive social interaction within the classroom or PE setting (Allender et al., 2006; Barker et al., 2015).

No	Item	Response	No	%
1	Do you increase your social interaction by	High	27	6.8
	learning physical education?	Medium	82	20.7
		Low	130	32.7
		Very low	158	39.8
2	How much physical education contributes	High	35	8.8
	to your social interaction in your school?	Medium	60	15.1
		Low	160	40.3
		Very low	142	35.8

Table 7: Students response about the contribution physical education with social interaction

As indicated in the above table, 27(6.8%) of students want to increase social interaction by learning physical education; 82(20.7%) of students want to increase social interaction by learning physical education; 130(32.7%) of students want to increase social interaction by learning physical education; and 158 (39%) of students want to increase social interaction by learning physical education is very low. From these results, the researcher concluded that a high number of general secondary school students do not want to increase social interaction by learning physical education. Therefore, support is needed for students to be interested in social interaction by learning physical education.

According to the above table 7, in item 2, 35(8.8%) of students replied that physical education is a high contribution to social interaction in the school; 60 (15.1%) of students answered that medium, 160(40.3%) of students replied that physical education makes a low contribution to social interaction in the school, and 142(35.8%) of students said that the contribution of physical education to social interaction in the school is very low. Most students do not appear interested in enhancing their social interactions by learning physical education, so it is important to educate students about physical education and its contribution to social interaction. These social interactions provide students with the opportunity to learn appropriate social behaviors such as sharing, cooperating, and respecting others. In addition, while interacting with their peers, students learn communication, cognitive, and motor skills (Changnon, 2017). These opportunities for social interaction usually occur during play or physical activity with one another. Physical education provides an opportunity to promote these social interactions among all school students.

	No	Item	Response	No	%
	1	How much evaluate	High	80	20.2
		your social interaction	Moderate	94	23.7
		by learning physical	Low	111	28.0
		school?	Very low	112	28.2
		senoor:	Total	397	100.0
	2	How much physical	High	57	14.4
		education is	Medium	40	10.1
		appropriate for social interaction?	Low	130	32.7
			Very low	170	42.8
			Total	397	100.0

Table 8: Students res	ponse about	social	interaction	related	with	learning	phy	vsical	educat	ion
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According to the above table 8, concerning evaluating social interaction by learning physical education, 80(20.2%) of the respondents replied that the evaluation of social interaction is high; 94(23.7%) of them replied that the evaluation is moderate; 111(28.0%) of the respondents replied that the evaluation of social interaction is low; and 112(28.2%) of them replied as very low. From this, we can again conclude that the majority of students are evaluating social interaction by learning physical education and that the bar is very low. Therefore, students need support to evaluate and understand their social interactions while studying physical education.

According to the collected data for the question shown in table 8 above, item 2, states that the appropriateness of physical education for social interaction 57(14.4%) of the students said that high, 40(10.1%) of the students said that medium, 130(32.7%) of the students said that physical education is low appropriate for social interaction, and 170(42.8%) of the students said that physical education is very low appropriate for social interaction. Therefore, schools need to support physical education so that students can socialize.

No	Item	Response	No	%
1	Does the physical structure of your school affect your social interaction of physical education?	Yes	304	76.6
		No	93	23.4
Cuucati		Total	397	100.0
2	Are there comfortable sport playgrounds to	Yes	98	24.4
develop social inter	develop social interaction in your school?	No	299	75.3
		Total	397	100.0
3	Does the society's culture affect your social	Yes	290	73.0
	interaction of physical education?	No	107	27.0
		Total	397	100.0

Table 9: Students response about social interaction and school background

As shown in table 9, 304(76.6%) of students replied that the physical structure of school affects social interaction in physical education and 93(23.4%) of students replied that the physical structure of school does not affect social interaction in physical education class in sampled general secondary schools in the West Gojjam Zone. From these results, the researcher concluded that the physical structure of schools affects the students' social interaction in physical education. The physical environment (classroom layout and appearance, classroom arrangement, furniture arrangement, etc.) contributes a lot to promoting the active-learning method. The above findings, supported by Dilnesaw (2009), suggest that the physical environment in a classroom can challenge active-learning. According to him, there should be adequate, well-maintained, and furnished classrooms to effectively conduct the teaching-learning process. In some of the research presented earlier, children often noted that not having a friend to play with and a lack of a place to play were barriers. Such research illustrates how both social (i.e., a friend) and environmental considerations are often perceived as necessary for PA.

Therefore, the place where the child is positioned in the class, the way the classroom materials are arranged, the effects of the sound environment and the condition of a building play a vital role in enhancing or retarding the teaching-learning process of children.

According to the above table, the comfortable sports playgrounds 98 (24.7%) of respondents replied that there is a comfortable sports playground to develop social interaction in the school, and 299 (75.3%) of students replied that there are no comfortable sports playgrounds in some selected general secondary schools in the West Gojjam zone. Because of this, both students and

subject teachers are strongly challenged by the lack of comfortable sports playgrounds on the physical education subject matter during practical sessions, and students are not interested in attending physical education class. Basically, they mentioned issues related to materials and equipment, insufficient space, poor motivation of subject teachers, poor school commitment, poor playgrounds, poor motivation of other concerned bodies etc. As it is argued by scholars in the area, "insufficient space and equipment are elements of physical education programming that continue to exist in one form or another, and that the existence of such conditions makes quality instruction difficult, even for the best of teachers." It should be emphasized that physical educators become experts in the field of creativity due to the rapidly changing conditions within the field and changing space and resources.

As the above table states, the majority of the respondent students 290(73%) state that society's culture affects their social interaction in physical education class , and the remaining of them 107(27%) state that society's culture does not affect their social interaction in physical education class. This finding states that society's culture affects the learning and social interaction in physical education classes.

Based on the open-ended question, the majority of the respondents believe that there are various factors in their school that affect social interaction while learning physical education. These are:

- Lack of culture and awareness of community involvement in physical education
- The physical structures of schools are not conducive to learning physical education.
- Lack of appropriate facilities or learning resources to develop social interaction.
- Sport playgrounds are not conducive to practice, and students lack a variety of levels of competition at school.
- School principals do not encourage or support students to develop social interaction skills while participating in sports.
- The schools' sports teachers do not pay attention to student social interaction.

- Schools lack the preparation of class or sports playgrounds for learning physical education.
- size of the class

4.2.2 Analysis of teachers' questionnaire

Table 10: Teachers response about the level of students' social interaction

No	Item	Response	No	%
1	What looks like the current levels of students'	Very good	10	10.4
	social interaction in your school?	Good	15	15.6
		Fair	28	29.2
		Poor	43	44.8
		Total	96	100.0

From the above table regarding the current level of social interaction of students in the school 10(10.4%) of teachers responded that the current level of students' social interaction is very good, 15(15.6%) of teachers responded that the current level of students' social interaction is fair, and 43(44.8%) of teachers responded that the current level of students' social interaction is poor. As the researcher obtained based on the above question results, most of the school students' current levels of social interaction are poor, so principals and teachers need to work to improve students' social interaction and give attention to the development of relationships between students.

Table 11: Teachers response about students' social interaction

No	Item	Response	No	%
1	How much students have smooth social	Most of	16	16.7
	interaction while you teach physical	To some	22	22.9
	education in your school?	extent		
		No	58	60.4
		Total	96	100.0

From the above table regarding students' social interaction 16 (16.7%) of teachers reported that most students have smooth social interaction; 22 (22.9%) reported that students have smooth social interaction to some extent; and 58 (60.4%) reported that students do not have smooth social interaction. This indicates that the majority of students do not have smooth social interaction when learning physical education. As the researcher obtained from the above question results, students need support from physical education teachers.

Table **12**: Teachers' response about physical education for the contribution of students' social interaction

No	Item	Response	No	%
1	How much you teach physical	High	36	37.5
	education for the contribution of	To some extent	50	52.1
	students' social interaction?	Low	10	10.4
		Total	96	100.0

As can be seen in Item of 1, table 12, 36(37.5%) of teachers said that they highly teach physical education for the contribution of students' social interaction; 50(52.1%) of teachers said that to some extent they teach physical education for the contribution of students' social interaction; and 10(10.4%) of teachers said that teaching physical education for the contribution of students' social interaction is low. This finding indicates that the majority of teachers to some extent teach physical education for the benefit of students' social interaction. Therefore, teachers need support to teach physical education.

Table **13**: Teachers' response about the contribution physical education for the strength of students' social interaction

No	Item	Response	No	%
	Does physical education contributes to the	Yes	90	93.8
1	strength of students' social interaction in your school?	No	6	6.3
		Total	96	100.0

As shown in the above table, 13 teachers' responses 90(93.8%) of teachers replied that physical education contributes to the strength of students' social interaction in the school, and 6(6.3%) of teachers replied that physical education does not contribute to the strength of students' social interaction in some selected general secondary schools in the West Gojjam Zone. This finding indicates that physical education contributes to the strength of students' social interaction in school. The above findings are supported by the National Association for Sport and Physical Education, an association of the American Alliance for Health, Physical Education, Recreation, and Dance (2010), which states that students who participate in physical education are healthy, physically active, more academically motivated, alert, and successful. In the preschool and primary years, active play may be positively related to motor abilities and cognitive development. As children grow older and enter adolescence, physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social, and emotional challenges. Throughout the school years, quality physical education can promote

social, cooperative, and problem-solving competencies. All will benefit from a well-planned physical education program that addresses motor skill development, fitness, and social skills and leads to an increased knowledge of an active lifestyle (Siedentop, 2003).

No	Item	Response	No	%
1	Do you believe that parents and culture of the societies effect on physical education to	Yes	61	63.5
	students social interaction in your school?	To some extent	30	31.3
		No	5	5.2
		Total	96	100.0
2	Do you believe that to teach physical education	Yes	52	54.2
	has great value for students' social interaction?	To some extent	40	41.7
		No	4	4.2
		Total	96	100.0
3	Is a student become active participation on	Yes	10	10.4
	social interaction after physical education class?	To some extent	20	20.8
		No	66	68.8
		Total	96	100.0

Table 14: '	Teachers res	ponse about s	tudents' s	social	interaction	and a	school	backgrour	ıd
								~ ~	

As shown in the table above, physical education and students' social interaction in school have an impact on the question about parents and society's culture. The respondents also answered that for this question, 61(63.5%) of teachers replied that the parents and culture of the societies are affected on physical education students' social interaction in the school; 30(31.3%) of teachers said that to some extent; and 5(5.2%) of teachers replied that the parents and culture of the societies are not affected on physical education students' social interaction in the school. This finding suggests that physical education has an impact on students' social interaction in school by influencing parents and society's culture.

The question that asked about teachers regarding item 2, of table 14, 52(54.2%) of teachers replied that teaching physical education has great value for students' social interaction. 40(41.7%) of teachers responded said that to some extent, and 4(4.2%) of teachers said that physical education does not have great value for students' social interaction. This finding indicates that physical education has great value for students' social interaction.

Regarding the above table, 10.4% of teachers responded that students become active participants in social interaction after physical education class, 20.8% of teachers said that students become active participants in social interaction after physical education class to some extent, and the remaining 68.8% of teachers said that no. As the above result indicates, students do not participate in social interaction after physical education class.

No	Item	Response	No	%
1	How much you believe physical		46	47.9
	education to enhance for students social	Medium	27	28.1
	interaction?	Low	14	14.6
		Very low	9	9.4
		Total	96	100.0
2	How do you match to teach physical	High	10	10.4
	education for students' social interaction	Medium	15	15.6
	in your school?	Low	42	43.8
		Very low	29	30.2
		Total	96	100.0
3	How much you support for your students	High	13	13.5
	to their social interaction when you teach	Medium	20	20.8
	physical education in your school?	Low	24	25.0
		Very low	39	40.6
		Total	96	100.0

Table **15**: Teachers response about students' social interaction related with learning physical education

As the above table states, 46 (47.9%) of the teacher respondents believe that physical education is to enhance students' social interaction, 27(28.1%) of teachers say so, and 14(14.6%) of them are low. The remaining respondents were 9(9.4%), which is very low. From here, the above result shows that teachers believe that physical education is to enhance students' social interaction.

According to item 2 in Table 15, 10(10.4%) of teachers say they teach students to match physical education to social interaction; 15(15.6%) of teachers are medium; 42(43.8%) of teachers are low; and 29 (30.2%) of teachers responded that very low. This finding indicates that the majority of the teachers say they teach physical education to lower the students' social interaction in the school.

As the above table indicates, 13(13.5%) of the teachers said that teaching physical education in the school to support students' social interaction is high, 20 (20.8%) of the teachers said medium and 24(25.0%) of them responded low. The remaining respondents said very low. This finding indicates that the majority of the respondents state very low support for students' social interaction while teaching physical education in the school. The teacher can allow students to develop a socially supportive learning community for "Studies suggest a connection between the teacher's ability to create a learning environment that emphasizes students' social interaction and the enhancement of students' individual and social growth" (Azzarito & Ennis, 2003).

Table 16: Teachers response about students' social interaction of school

No	Item	Response	No	%
1	How much you motivate your	High	28	29.2
	students to increase their social	Moderate	45	46.9
	interaction?	Low	13	13.5
		Very low	10	10.4
		Total	96	100.0

As the above table shows, 28(29.2%) of the respondents said that high motivates the students to increase social interaction, 45 (46.9%) of them were medium, 13(13.5%) of them were low, and the remaining respondents' 10(10.4%) states were very low. This finding indicates that the majority of the respondents motivate the students to increase social interaction moderately. This idea is supported as motivation has been defined as the intensity and direction of effort (Weiss & Ferrer Caja, 2002). Motivation is regulated by the expectation that a given course of behavior will produce certain outcomes. The motivating influence of outcome expectancy is thus partly governed by self-efficacy. The above findings are supported by Bandura (1994). There are countless attractive options that people do not pursue because they judge that they do not have the necessary capabilities. People who believe they are highly efficacious blame their failures on insufficient effort, while those who believe they are ineffective blame their failures on a lack of ability (Bandura, 1994). In a PE setting, having a positive social network or community of movers provides motivation to students to participate and is critical to their enjoyment of the subject (Beni et al., 2017). Aspects of experiences that contain positive social interaction tend to allow students to experience a sense of community, which provides students with feelings of belongingness, trust, and emotional safety (Allender et al., 2006; Baker, 2006; Ryan & Deci,

2000; Goodenow, 1993; Light et al., 2013). Students need a safe and encouraging community to feel motivated to participate in PE.

In general, to motivate students and to be successful in managing their behavior, Daughtrey and Lewis (1979) stressed the need for strategies for developing motivation. As teachers plan programs of physical education, they should include strategies that motivate students to learn.

Based on the open-ended question the majority of the respondents believe that there are various factors in their school that affect social interaction while teaching physical education are:-

- The school did not provide the required resources for the classroom at the time.
- The culture of students' parent affects the students social interaction and to restrict sport competition.
- In learning physical education students do not share experience with different schools about social interaction what looks like it.
- Lack of teaching resources in the school
- The school principals do not encourage or support the necessary things for department at the real time.
- Schools lack the preparation of class or sport playgrounds for teaching physical education about social interaction.

4.3 Observation check list for students' social interaction

Table 17: check list for observation

No	Questions	Excellent	Very	Good	Fair	Poor
			Good			
1	Motivation of physical education					✓
	teachers which consider students					
	social interaction					
2	The awareness of Physical education				✓	
	teachers for students social interaction					
3	Student's interest to actively					✓
	participate and give attention on					
	physical education for social					
	interaction					
4	Availability of comfortable				✓	
	playground and materials of physical					
	education are linked with social					

	interaction			
5	Availability of physical education			✓
	class size appropriate to students			
	social interaction			
6	Principals support on physical			✓
	education for the effective			
	participation on students' social			
	interaction			
7	Attractiveness of physical and		✓	
	environmental condition of school			

4.3.1 Presentation and data analysis obtained through observation

The data analysis and presentation of data collection through observation is presented below. The researcher visited each sample school in the west Gojjam zone during the teaching-learning process during their physical education class, as stated in the observation data collection instrument. At the beginning, the researcher contacted each sample school's principals and PE teachers to explain the purpose of the study and to get permission to observe physical activities and the field. The researcher got permission from both the teachers and school directors after they gave full information clearly. The researcher prepared seven main observation check lists considering students' social interaction, such as:

1. From the observed schools, the researcher understood from the observation that more teachers from the sample schools were (poorly) considered to give students motivation to develop social interaction because they were too worried about teaching physical education to develop students' social interaction, so they needed more attention from PE teachers and school principals. The above findings, supported by Singer and Dick (1974), give more emphasis on motivation. The learning of skills, attitudes, and information in physical education can be influenced by a variety of circumstances, and an effective teacher realizes and uses those motivational techniques appropriate for the class as a whole as well as for individual students. If the student is demonstrating an ideal level of motivation as he enters the physical education class, the problem is maintaining it. A favorable learning situation that leads to achievement and satisfaction will increase the likelihood of sustained motivation. The entering student who demonstrates a poor attitude toward physical education will require a different

approach. The teacher can control a variety of practice conditions, with the result that appropriate learning experiences will lead to desired ends. In general, to motivate students and to be successful in managing their behavior, Daughtrey and Lewis (1979) stressed the need for strategies for developing motivation. As teachers plan programs of physical education, they should include strategies that motivate students to learn. The principles that teachers must remember are:

- 1. Motivation is the key to all learning.
- 2. Motivation is a continuous process, and
- 3. Different strategies should be used since each student reacts differently to learning situations.
 - 2. The researcher understood from the observation that more physical education teachers from the sample schools were fairly aware of the need for students to develop social interaction skills, so the teachers needed to understand what the students' social interactions were like. Many awareness activities should be done progressively to develop students' social interaction in physical education class so that teachers could pay serious attention to teaching the students to develop social interaction in their subject. Teachers or the school staff as a whole should raise awareness about social interaction and should help in every aspect. Then the school provides training for students about social interaction.
 - 3. When they teach physical education in most of the selected sampled schools Students do not have an interest in actively participating and giving attention to physical education for social interaction. Students believe that physical education is beneficial for them and have something to contribute to the advantage of all while participating in social interaction.
 - 4. Based on the observation conducted by the researcher regarding the availability of comfortable playgrounds and materials for physical education, which are linked with social interaction, it can be generally concluded that the materials for physical education (fair) are not linked with students' social interaction and that a prevailing problem almost in all sample schools that in turn limits the full participation of students in social interaction in physical education class.

However, because schools provided relatively comfortable playgrounds and physical education materials, those students' social interactions improved. Students who seem to be uncomfortable participating in physical education classes should be given an opportunity to contribute to the class and participate in a way that they may find more comfortable. The school environment and materials used should be enhanced to promote and encourage learners through social interaction to attain their maximum. The zone of proximal development requires the teacher to guide and support the learner by making classroom/school activities as simple as possible so as to motivate them. Teachers should assist learners to avoid discouragement (Hausfather, 1996, cited by Mwakalinga, 2012).

- 5. As we can understand from the above check list, the availability of physical education class size appropriate to students' social interaction is poor. Tirusew (1998) supports the above findings, stating that because the teaching-learning process is almost entirely dependent on communication between teachers and students, the number of students in a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, the larger the student body size in a class, the more difficult communication between the teacher and students becomes, the more the effectiveness of teaching will be hindered, and the lower the quality of education will be. There are arguments which support the idea that class size by itself has methods of teaching.
- 6. Principals' support for physical education for the effective participation of students in social interaction is poor. Teachers' support is a significant factor in determining teacher attitudes toward social interaction, as the teacher feels reaffirmed if the school principal fosters a positive learning environment for both teachers and students (Larrivee& Cook, 1979). Teachers believe that they have the support of the principal and other school leaders.
- 7. The attractiveness of the physical and environmental conditions of the school is fair, so it needs some improvement. The above findings, supported by Auxter (2001), describe how checking the teaching environment is important to enhance independent learning, provide opportunities for taking the initiative, and increase independence in mobility and self-care. The social environment or climate affects

teacher-student and student relationships and social dynamics. The teacher has a responsibility to create an environment that allows for participation without the fear of ridicule, is supportive and encouraging for all students, and promotes a sense of community and belongingness, all of which contributes to the meaningfulness of the students' experience through social interaction (Allender, Cowburn, & Foster, 2006; Barker, Quennerstedt, & Annerstedt, 2015).

4.4 Suggestions for school administrators regarding with structured interview

Information obtained from school leaders using structured interviews is qualitatively interpreted. In the qualitative analysis of this research, sample schools' principals are presented before analyzing the data gathered through the interview.

4.4.1 Interpretation and discussion from school principals through interview

Q1: Primarily; "Are there students' have social interaction on physical education class in your school?

According to all the selected high school principals, interviewees agreed that students attend physical education at school but most of the students do not have social interactions facilitated by learning physical education because the school is not suitable for various sports games and competitions and most students have behavioral problems. The teachers should teach practical lessons about their social interactions while the parents take responsibility. They also said that the principals of the schools are expected to make the school beautiful and attractive so that the students can have a better relationship and the education will be facilitated.

Q2: Do you believe that Physical Education contributes for students' social interaction?

All principals reported that there is no doubt physical education has a great impact on students' social interaction. Even though some principals did not know about the involvement of student social interaction in physical education classes, they knew that student social interaction participation in physical education had increased. They said that we should say anything about their benefit from their participation in physical education classes in schools because of the awareness of students' social interaction in physical education in physical education classes.

Q3: How do you see the students social interaction involved in physical education?

According to most school principals in their school, most students do not pay much attention to their social interactions. According to most school principals in their school, most students do not pay much attention to their social interactions. So the principals said it would be good for teachers to compete with each other, for the school to provide input, for learning spaces to be organized, and for all students to participate and practice together at their school to keep students focused on their social interaction.

Q4: Is there any support for effective participation on students' social interaction in physical education class in your school?

Most school principals from the sample schools replied that we had not given support and attention like other subjects of education in order to physical education classes and that support was not specifically for the involvement of students in social interaction for physical education, but it was given for the purpose of the departments, like other subjects and some teaching materials for student social interaction. Therefore, all respondents agreed on the common point that there was no special support and encouragement to promote the participation of students' social interaction in physical education class.

Q5: Do you follow the evaluation mechanisms used by physical education teachers in your students' social interaction?

They replied that even though some teachers from the sample schools can evaluate their performance, principals were not practically evaluating students' social interaction tests. Almost all principals understood that the evaluation given for students' social interactions was a theoretical test, as they thought due to their physical education. These results show that there is no common knowledge among the sample school principals about students' social interaction in physical education, which may result from a low level of awareness.

Q6: To what extent physical education teachers have awareness about students' social interaction to teach physical education in your school?

Interview question states concerning their awareness of the present conditions of students' social interaction during physical education classes. Most principals from the selected sample schools said that: "We know PE is given as a subject properly in the schools. However, we do not have

related information about the participation of students with social interaction in physical education.

In addition, most principals know that students with social interaction skills did not take practical performance tests. For this reason, students' lack self-confidence, lack of motivation, etc.

Q7: What are the factors that affect the contribution of physical education to students' social interaction?

School principals mentioned the following factors: the physical environment, mainly the topography of school compounds and paths to sports fields, was not available for student social interaction; inadequate material availability and content availability of the subject; strategies to teach students' social interaction were not considered in the school; absence of initiative and lack of readiness from ourselves and PE teachers; differences and very low awareness of teachers, principals, students' peers, the community, and stakeholders like educational sectors; lack of professional support and encouragement; and lack of experience and existing practices in physical education class. And they also reported that through their experience they didn't have an opportunity to see students' social interaction participation in physical education classes in the schools.

The researcher concluded that all the reasons raised by principals were the total indicators of limitations on student social interaction from the participation of classes in the schools. Therefore, all the concerned bodies should give great emphasis to the role exercises for students' social interaction.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of a summary, conclusions, and recommendations of the research results. The study was intended to investigate the contribution of physical education to students' social interaction in some selected West Gojjam zone general secondary schools. Therefore, to achieve the purpose of the study, three types of data gathering instruments (questionnaire, interview, and observation) were used. The data which was gathered through the abovementioned gathering tools was tabulated, analyzed, and discussed in chapter four. Based on the analysis and discussion, the following summary, conclusions, and recommendations were made.

5.1 Summary

The purpose of the study was to investigate the contribution of physical education to students' social interaction in some selected West Gojjam zone general secondary schools. The research methodology employed in the study was a descriptive survey. The data gathering instruments were questions, observations, and interviews. To answer the basic questions, which are mentioned in chapter one, students, physical education teachers, and school directors from selected West Gojjam zone general secondary schools were interviewed, making a total of 524 total population. 397 students from selected general secondary schools were selected using a sample size determination, and 96 physical education teachers and 31 school administrators were selected from the selected general secondary schools using a comprehensive sampling method. After collecting the data by using the above mentioned tools, both qualitative and quantitative data analysis methods were employed in order to arrive at the results. The qualitative description of responses was used to analyze the data collected through interviews, open-ended questionnaires, and observation data, and quantitative questionnaires were analyzed by using frequency and percentage.

Based on the analysis made, the following findings were obtained:

- 1. The physical structures of school are not conducive to learning social interaction.
- School principals do not encourage or support students to develop social interaction skills while participating in sports.

- 3. The schools' sports teachers do not pay attention to student social interaction.
- 4. There is no sports competition among the school's students, and no one said anything about the students' social interaction.
- 5. Uncomfortable playgrounds and large class sizes, which prevent students' social interaction in PE class.
- There is poor commitment from school principals and teachers to provide the necessary support for effective participation of students' social interactions in physical education class.
- 7. There is a lack of commitment among general secondary school students who want to increase social interaction through physical education.
- 8. Schools lack the attractiveness of physical and environmental conditions for students' social interaction.
- 9. Lack of students' interest in actively participating and giving attention to physical education for social interaction.
- 10. Most school students do not have positive and smooth social interaction towards learning physical education.
- 11. Society's culture affects the social interaction of the physical education class.
- 12. A majority of the respondents believe that there are various problems in their school that affect their social interaction in physical education classes. Students who believed that there were various problems in their social interaction in physical education class stated several factors. These students mentioned large class sizes, unsuitable schools, classroom environments, and a lack of willingness of teachers and students to make us socially participate.

5.2 Conclusions

From the findings, we can draw the following conclusions on the contribution of physical education to students' social interaction in selected general secondary schools:

- 1. Even though most students do not have positive social interaction towards learning physical education and a lack of interest and motivation to actively participate in and give attention to physical education for social interaction.
- 2. Factors which affect the participation of students' social interaction in PE class are:-
 - Lack of comfortable playgrounds and materials
 - Lack of support from school principals
 - Poor physical structure of the school; large class size.
 - Parents and society's culture
 - school sport teachers' failure to pay attention
- 3. Sport playgrounds are not conducive to practice, and students lack a variety of levels of competition at school.
- The findings also revealed a poor commitment from school principals to provide necessary support to students who are learning social interaction in physical education class.
- The level of school students' social interaction is poor and students do not have smooth social interaction in school. But social interaction can be achieved by learning school physical education.
- 6. More teachers from the sample schools were not considered to give motivation and awareness to students to develop social interaction.
- 7. Students do not have an interest in actively participating and giving attention to physical education for social interaction.
- Most school students' social interactions are poor, so stakeholders need to work to improve students' social interactions and give attention to the development of relationships between students' social interactions.
- 9. School teachers should not provide support for students' social interaction while teaching physical education in the school.

5.3 Recommendations

Based on the findings and conclusion of the study, the following recommendations are forwarded to be taken by the school principals and physical education teachers.

- 1. School principals should:
 - Provide necessary support to students who are learning social interaction in physical education class.
 - Encourage or support the necessary things for the department at the same time.
 - Solve the problem of physical and environmental conditions of students' social interaction in physical education class.
 - Provide the required resources for students' social interaction in the classroom at the time.
 - Provide the physical structures of the school are comfortable for learning physical education and to provide necessary supports for effective participation of students' social interaction in physical education class.
 - Make sure they fulfill what is in the curriculum by involving students in social interaction activities.
- 2. Physical education teachers should:
 - Facilitate the students' social interaction in physical education classes.
 - Improve students' social interaction and give attention to the development of students' social interaction.
 - Share experience with different schools about social interaction and what it looks like.
 - Pay attention to student social interaction.
 - To prepare the class or sports playground for teaching physical education about social interaction.
 - Provide the attractiveness of physical and environmental conditions for students' social interaction in physical education class.

- Mobilize the school community and other concerned bodies to solve the problems of comfortable playgrounds and materials to provide students' social interaction in PE class.
- 3. Schools and parents should come in full force to make sure that the schools are equipped with the necessary social interaction materials. Social interaction materials should be one of the key topics taught to teachers so that they understand the importance of the subject fully.
- 4. Parents should be sensitized about the contribution of physical education to students' social interaction so that they can also participate in their social interaction activities.
- 5. Further research should be carried out to investigate the contribution of physical education to students' social interaction with respect to social interaction problems associated with students.
- 6. Finally, the researcher recommended that all stake holders in the school have to work together to solve the problems of students' social interaction in teaching physical education in general secondary schools.

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APPENDIXES

APPENDIXES "A" BAHIR DAR UNIVERSITY

SPORT ACADEMY

MASTERS OF EDUCATION IN TEACNING PHYSICAL EDUCATION

DEPARTMENTS OF SPORT SCIENCE

"Questionnaire for students"

Dear student, the main purposes of this study is to investigate the "contribution of physical education on students' social interaction in general secondary schools.be confident that the information gathered will be used only for research purpose. Hence you are kindly requested to provide the necessary information that is very help full to quality of the research as well as to bring possible solution to the problems therefore, I would like to thanks in advance for your cooperation.

INSTRUCTION:

Not necessary to write your name

I. Background information

Fill in the given blank space by putting a symbol of "x" for which you are belongs.

1. Name of the school.....

- 2. Sexfemalefemale.....
- 3. Age 11-15..... 16-20..... Above 20.....
- 4. Grade9th.....10th.....11th.....12th.....

1. What is the current level of social interaction in your schools?

A. Very Good B. Good C. Fair D. Poor

2. Do you have positive social interaction towards learning physical education subjects?

- A. Yes B. Partially yes C. No
- 3. Do you increase your social interaction by learning physical education?

A. Higher B. Medium C. Low D. very low

4. How much evaluate your social interaction by learning physical education in your school?

A, high B, moderate C, low D, very low

5. Do you think that social interaction can be achieved by learning Physical education in your school? A. Yes B. To some extent C. No

6. How much physical education contributes to your social interaction in your school?

A. Higher B. Medium C. Low D. very low

7. Is there comfortable sport playgrounds to develop social interaction in your school?

A. Yes B. No

8. How much physical education is appropriate for social interaction?

A. High B. Medium C. Low D. Very low

9. Does the physical structure of your school affect your social interaction of PE?

A. Yes B. No

10. Does the society's culture affect your social interaction of PE?

A. Yes B. No

11. Please list the main factors that influence social interaction while learning physical education?

APPENDIXES "B" BAHIR DAR UNIVERSITY

SPORT ACADEMY

MASTERS OF EDUCATION IN TEACNING PHYSICAL EDUCATION

DEPARTMENTS OF SPORT SCIENCE

"Questionnaire for Physical Education Teachers"

Dear teachers,

This questionnaire designed to collect data for the study aimed to assess "the contribution of physical education on students' social interaction in general secondary schools". The data collected through questionnaire will be helpful to get relevant findings and to forward timely sound recommendations. The researcher would like to assure that your responses are not use for any other purpose rather than this study. The researchers kindly request your cooperation to answer all the questions carefully and frankly as you feel.

INSTRUCTION:

Not necessary to write your name

Part I- General information

Fill in the given blank space by putting a symbol of "x" for which you are belongs.

1. Name of the school.....

2. Sex male.....female.....

4. Experience 1-3 years......4-6 years......7-10years.....above 11 years.....

5. Educational status First Degree.....

Second Degree.....

1. How much students have smooth social interaction while you teach physical education in your school?

A. Most of B. To some extent C. No

2. What looks like the current levels of students' social interaction in your schools?

A. Very Good B. Good C. Fair D. Poor

3. How much you support for your students to their social interaction when you teach physical education in your school?

A. High B. Medium C. Low D. Very low

4. How much you motivate your students to increase their social interaction?

A, high B, moderate C, low D. Very low

5. Is students become active participation on social interaction after physical education class?

A. Yes B. To some extent C. No

6. Does physical education contributes to the strength of students' social interaction in your school? A. Yes B. No

7. How much you teach physical education for the contribution of student's social interaction?

A. high B. To some extent C. low

8. Do you believe that to teach Physical education has great value for students' social interaction?

A. Yes B. To some extent C. No

9. How much you believe physical education to enhance for students' social interaction?

A. High B. Medium C. Low D. Very low

10. How do you match to teach physical education for students' social interaction in your school?

A. High B. Medium C. low D. Very low

11. Do you believe that parents and culture of the societies effect on physical education to students' social interaction in your school?

A. Yes B. To some extent C. No

12. Please list the main factors that influence social interaction while teaching physical education?

.....

APPENDIXES "C"

OBSERVATION CHECK LIST

General information

Name of school.....

Date of visit.....

Instruction put a " $\sqrt{}$ " mark in column which tells, Excellent, Very Good, Good, Fair and Poor.

No	Questions	Excellent	Very Good	Good	Fair	Poor
1	Motivation of physical education teachers which consider students					
	social interaction					
2	The awareness of Physical education teachers for students social interaction					
3	Student's interest to actively participate and give attention on physical education for social interaction					
4	Availability of comfortable playground and materials of physical education are linked with social interaction					
5	Availability of physical education class size appropriate to students social interaction					
6	Principals support on physical education for the effective participation on students' social interaction					
7	Attractiveness of physical and environmental condition of school					

APPENDIXES "D" BAHIR DAR UNIVERSITY

SPORT ACADEMY

MASTERS OF EDUCATION IN TEACNING PHYSICAL EDUCATION

DEPARTMENTS OF SPORT SCIENCE

"Interview for school administrations"

1. Name of school-----

- 2. Experience-----
- 3. Sex..... Age-----

This interview is designed to school principals

1. Are there students' have social interaction on physical education class in your school?

2. Do you believe that Physical Education contributes for students' social interaction?

3. How do you see the students social interaction involved in physical education?

4. Is there any support for effective participation on students' social interaction in physical education class in your school?

5. Do you follow the evaluation mechanisms used by physical education teachers in your students' social interaction?

6. To what extent physical education teachers have awareness about students' social interaction to teach physical education in your school?

7. What are the factors that affect the contribution of physical education to students' social interaction?

ምን ያህል ይገመግጣሉ? ሀ. ከፍተኛ ለ. መካከለኛ ሐ.ዝቅተኛ መ.በጣምዝቅተኛ 5. በትምህርት ቤትዎ ዉስጥ የሰዉነት ማጎልምሻ ትምህርት በመማር ማህበራዊ ግንኙነት ሊገኝ ይችላል ብለዉ ያስባሉ?

3. የሰውነት ማጎልመሻ ትምህርትን በመማር ማህበራዊ ግንኙነትዎን ለመጨመር ምን ይህል ይፈል*ጋ*ሉ?

4. በትምህርት ቤትዎ ዉስጥ የሰዉነት ማጎልምሻ ትምህርትን በመማር ማህበራዊ ግንኙነትዎን

ሀ. አዎ ስ. በተወሰነመጠን ሐ. አይደስም

ለ. መካከለኛ ሐ.ዝቅተኛ መ.በጣምዝቅተኛ

2. የሰዉነት ማጎልመሻ ትምህርትን ለመማር አዎንታዊ ማህበራዊ ግንኙነት አለህ/ሽ?

ሀ. በጣም ጥሩ ስ. ጥሩ ሐ. መጠነኛ መ.ዝቅተኛ

1. በትምህርት ቤትዎ ዉስጥ አሁን ያለዉ የማህበራዊ ግንኙነት ደረጃ ምን ያህል ነዉ?

የሚከተሉትን ጥያቄዎች በራሳችሁ ትክክለኛን መልስ ስጡ።

አስተዋጥኦ

ሀ. ከፍተኛ

ክፍልሁለት፡- የሰዉነት ማጎልመሻ ትምህርት በተማሪዎች ማህበራዊ ግንኙነት ላይ ያለዉ

4. የክፍል ደረጃ ሀ. 9ኛ ለ. 10ኛ ሐ. 11ኛ መ. 12ኛ

3. እድሜ ሀ. ከ 11-15 ለ. ከ 16-20 ሐ. ከ20 በላይ

2. ፆታ ሀ. ወንድ ስ.ሴት

1. የትምህርት ቤቱ ስም

ክፍልአንድ፡- የመልስ ሠጭወች መረጃ

ይህ መጠይቅ የተዘጋጀው በምዕራብ ጎጃምዞን የሚገኙ ስተመረጡ አጠቃላይ ሁስተኛ ደረጃ ት/ቤት ተማሪዎች ነዉ። ውድ ተማሪዎች ይህ መጠይቅ አሳማዉ የሰዉነት ማጎልመሻ ትምህርት በተማሪዎች ማህበራዊ ግንኙነት ላይ ያለዉን አስተዋጥኦ መረጃ ለመስጠት ነዉ። ስለሆነም ይህን መጠየቅ በጥንቃቄና በቅንነት እንድትሞሉ በትህትና እጠይቃለሁ።

መጠይቅ

ባህርዳር ዩኒቨርስቲ ስፖርት አካዳሚ ድህረ ምሬቃ ፕሮግራም ዲፓርትመንት ስፖርት ሳይንስ ሀ. አዎ ስ. በተወሰነመጠን ሐ. አይደስም

6.በትምህርት ቤትዎ ዉስጥ ለማህበራዊ ግንኙነትዎ ምን ያህል የሰዉነት ማጎልምሻ ትምህርት አስተዋጥኦ ያደር*ጋ*ል?

ሀ. ከፍተኛ ስ. መካከለኛ ሐ.ዝቅተኛ መ.በጣምዝቅተኛ

7. በትምህርት ቤትዎ ዉስጥ ማህበራዊ ግንኙነትን ለማዳበር ምቹ የስፖርት መጫወቻ ስፍራዎች አሉ?

ሀ. አዎ ስ. አይደስም

8. የሰዉነት ማሳልምሻ ትምህርት ለማህበራዊ ግንኙነት ምን ይህል ተስማሚ ነዉ?

ሀ. ከፍተኛ ስ. መካከለኛ ሐ.ዝቅተኛ መ.በጣምዝቅተኛ

9. የትምህርት ቤትዎ አካላዊ መዋቅር በሰውነት ማጎልመሻ ትምህርዎ ማህበራዊ ግንኙነት ላይ ተፅእኖ ያሳድራል?

ሀ. አዎ ስ. አይደስም

10. የህብረተሰቡ ባህል በሰዉነት ማጎልምሻ ትምህርትዎ ማህበራዊ ግንኙነት ላይ ተፅእኖ ያሳድራል?

ሀ. አዎ ስ. አይደስም

11. እባካችሁ የሰዉነት ማጎልመሻ ትምህርትን በሚማሩበት ወቅት በማህበራዊ ግንኙነት ላይ ተፅእኖ የሚያሳድሩትን ዋና ዋና ምክንያቶችን ይዘርዝሩ?

.....

ባህርዳር ዩኒቨርስቲ ስፖርት አካዳሚ ድህረ ምረቃ ፕሮግራም

ዲፓርትመንት ስፖርት ሳይንስ

መጠይቅ

ይህ መጠይቅ የተዘጋጀው በምዕራብ ጎጃም ዞን የሚገኙ ስተመረጡ አጠቃላይ ሁስተኛ ደረጃ ት/ቤት መምህራን ነዉ። ውድ መምህራን ይህ መጠይቅ አሳማዉ የሰዉነት ማጎልመሻ ትምህርት በተማሪዎች ማህበራዊ ግንኙነት ላይ ያለዉን አስተዋጥኦ መረጃ ለመስጠት ነዉ። ስለሆነም ይህን መጠይቅ በጥንቃቄና በቅንነት እንድትሞሉ በትህትና እጠይቃለሁ።

ክፍልአንድ፡- የመልስ ሰምወች መረጃ

1. የትምህርት ቤቱ ስም

2. ፆታ ሀ. ወንድ ስ.ሴት

3. እድሜ ሀ. ከ20 -30 ስ.ከ 30-40 ሐ.ከ 41በላይ

4. ልምድ ሀ.1-3ዓመት ስ.4-6ዓመት ሐ.7-10ዓመት መ. ከ11ዓመትበላይ

ክፍልሁስት፡- የሰዉነት ማጎልመሻ ትምህርት በተማሪዎች ማህበራዊ ግንኙነት ላይ ያለዉ አስተዋጥኦ

የሚከተሉትን ጥያቄዎች በራሳችሁ ትክክለኛን መልስ ስጡ።

1. በትምህርት ቤትዎ የሰዉነት ማጎልመሻ ትምህርት በሚያስተምሩበት ጊዜ ምን ያህል ተማሪዎች ስስሳሳ ማህበራዊ ግንኙነት አሳቸዉ?

ሀ. አብዛኛዉ ስ. በተወሰነመጠን ሐ. አይደስም

2. በትምህርት ቤትዎ ዉስጥ አሁን ያልዉ የተማሪዎች ማህበራዊ ግንኙነት ምን ይመስላል?

ሀ. በጣምጥሩ ስ. ጥሩ ሐ. መጠነኛ መ.ዝቅተኛ

3. በትምህርት ቤትዎ ዉስጥ የሰዉነት ማጎልምሻ ትምህርትን ስታስተምር የተማሪዎችን ማህበራዊ ግንኙነት ምን ያህል ትደግፋስህ/ሽ?

ሀ. ከፍተኛ ስ. መካከለኛ ሐ.ዝቅተኛ መ.በጣምዝቅተኛ

4. ተማሪዎች ማህበራዊ ግንኙነታቸዉን እንዲያሳድጉ ምን ያህል ያነሳሡዋቸዋል?

ሀ. ከፍተኛ ስ. መጠነኛ ሐ.ዝቅተኛ መ.በጣምዝቅተኛ

5. ከሰዉነት ማጎልምሻ ትምህርት በኋላ ተማሪዎች ማህበራዊ ግንኙነት ላይ ንቁ ተሳትፎ ያደር*ጋ*ሉ? ሀ. አብዛኛዉ ስ. በተወሰነመጠን ሐ. አይደስም

6. የሰዉነት ማጎልምሻት ምህርት በትምህርት ቤትዎ ዉስጥ ሰተማሪወች ማህበራዊ ግንኙነት ጥንካሬ አስተዋፅኦ ያደር*ጋ*ል?

ሀ. አዎ ስ. አይደስም

7. ስተማሪዎች ማህበራዊ ግንኙነት አስተዋጥኦ የሰዉነት ማሳልመሻ ትምህርትን ምን ያህል ያስተምራሉ ?

ሀ. ከፍተኛ ስ. በተወሰነመጠን ሐ. አይደስም

8. የሰዉነት ማጎልምሻ ትምህርትን ማስተማር ለተማሪወች ማህበራዊ ግንኙነት ትልቅ ጠቀሚታ እንዳለዉ ያምናሉ?

ሀ. አዎ ስ. በተወሰነመጠን ሐ. አይደስም

9. የሰዉነት ማጎልመሻ ትምህርት የተማሪዎችን ማህበራዊ ግንኙነት – ምን ያህል ያሳድ*ጋ*ል ብለዉ ያምናሉ?

ሀ. ከፍተኛ ስ. መጠነኛ ሐ.ዝቅተኛ መ.በጣምዝቅተኛ

10. በት/ርት ቤትዎ ዉስጥ ለተማሪዎች ማህበራዊ ግንኙነት የሰዉነት ማጎልመሻ ትምህርትን ለማስተማር እንኤት ያዛምዳሉ ?

ሀ. ከፍተኛ ስ. መጠነኛ ሐ.ዝቅተኛ መ.በጣምዝቅተኛ

11.ወሳጆች እና የማህበረሰቦች ባህል በትምህርት ቤትዎ ዉስጥ በተማሪዎች ማህበራዊ ማንኙነት ላይ በሰዉነት ማጎልመሻ ትምህርት ላይ ተጥእኖ እንደሚያሳድሩ ያምናሉ?

ሀ. አዎ ስ. በተወሰነመጠን ሐ. አይደስም

12. እባካችሁ የሰዉነት ማጎልመሻ ትምህርትን በሚያስተምሩበት ወቅት በማህበራዊ ግንኙነት ላይ ተፅእኖ የሚያሳድሩትን ዋና ዋና ምክንያቶችን ይዘርዝሩ?

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ባህርዳር ዩኒቨርስቲ ስፖርት አካዳሚ ድህረ ምረቃ ፕሮግራም

ዲፓርትመንት ስፖርት ሳይንስ

ቃስ መጠይቅ

ይህ ቃስ መጠይቅ የተዘጋጀው በምዕራብ ጎጃም ዞን የሚገኙ ስተመረጡ አጠቃሳይ ሁስተኛ ደረጃ ት/ቤት ር/መራን ነዉ። ውድ ር/መራን ይህ ቃስ መጠይቅ አሳማዉ የሰዉነት ማጎልመሻ ትምህርት በተማሪዎች ማህበራዊ ግንኙነት ላይ ያሰዉን አስተዋጥኦ መረጃ ስመስጠት ነዉ። ስለሆነም ይህን መጠየቅ በጥንቃቄና በቅንነት እንድትሞሉ በትህትና እጠይቃስሁ።

የር/ መራን መጠይቅ

1. የትምህርት ቤቱ ስም

2. ፆታ ሀ. ወንድ ስ.ሴት

3. እድሜ ሀ. ከ20 -30 ስ.ከ 30-40 ሐ.ከ 41በሳይ

4. ልምድ ሀ.1-3ዓመት ስ.4-6ዓመት ሐ.7-10ዓመት መ. ከ11ዓመትበላይ

ይህ ቃስ መጠይቅ ስትምህርት ቤት ርእስ መምህራን የተዘጋጀ ነዉ

1.በትምህርት ቤትዎ ዉስጥ ተማሪዎች በሰዉነት ማሳልምሻ ትምህርት ላይ ማህበራዊ ማንገኙነት አላቸዉ?

2. የሰዉነት ማጎልምሻ ትምህርት ለተማሪዎች ማህበራዊ ግንኙነት አስተዋጥኦ ያደር*ጋ*ል ብለዉ ያምናሉ?

3. በሰዉነት ማጎልምሻ ትምህርት ዉስጥ የሚሳተፉትን ተማሪዎች ማህበራዊ ግንኙነት እንዴት ይመስከታሉ?

4. በትምህርት ቤትዎ በሰዉነት ማጎልምሻ ክፍል ዉስጥ ለተማሪዎች ማህበራዊ ግንገኙነት ዉጢታማ ተሳትፎ ድ*ጋ*ፍ አለ?

5. በተማሪዎች ማህበራዊ ግንገኙነት ዉስጥ የሰዉነት ማሳልምሻ አስተማሪዎች የሚጠቀሙባቸዉን የግምገማ ዘዬወች ይከታተሳሉ?

6. በትምህርት ቤትዎ ዉስጥ የሰዉነት ማጎልመሻ ትምህርትን ለማስተማር የሰዉነት ማጎልምሻ ትምህርት አስተማሪዎች ስለተማሪዎች ማህበራዊ ማንገኙነት ማንዛቤ አላቸዉ?

7. የሰዉነት ማጎልምሻ ትምህርት ለተማሪዎች ማህበራዊ ግንገኙነት በሚያበረክተዉ አስተዋጥኦ ላይ ተጥዕኖ የሚያሳድሩ ምክንያቶች ምንድን ናቸዉ?