



## Social Interaction in Terms of Practitioners of Extracurricular Sports Activities Among Middle School Students

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**Abstract.** *Extracurricular sports activities are an important element of the success of school sports, which is one of the educational methods that provide students with many benefits targeting different skills, and the aim of the research was to identify social interaction in terms of practitioners of extracurricular sports activities among middle school students, and to identify any extracurricular sports activities (basketball - volleyball - football) have preference in social interaction, The researcher used the descriptive approach on a sample of students of Al-Mughira Preparatory School bin Division practicing extracurricular activities in basketball, volleyball, and football, and their number is (37) students, using the scale of social interaction, and after collecting data and processing them statistically, the research concluded that there are no differences between the three measurements among practitioners of extracurricular activities in social interaction in basketball and volleyball games. Moreover, football, as a practitioner of extracurricular activities, is characterized by high social interaction.*

**Keywords:** *Social interaction, Sports activities, Students*

### 1. INTRODUCTION

Extracurricular sports activities are an important element of the success of school sports and are one of the educational methods that provide students with many benefits targeting different skills and encouraging them to acquire values and achieve needs through their participation in sports teams or exercises organized inside and outside the school, and thus represent an important stage for forming relationships and facing many pressures that students are exposed to in classroom activities, as physical education and its extracurricular activities represent a major part of general education.

That the student in the preparatory stage is going through a lot of psychological, mental and social challenges and requires the physical education teacher to give priority to extracurricular activities and encourage students to participate in many of its activities, the individual enjoys his own behaviors and this is what he referred to on the sports psyche, and that these behaviors are affected by the group to which the student belongs, or vice versa, individual behaviors may be affected by group behaviors in a positive direction to build personality and form friendly relations, Thus, the student achieves interaction with colleagues and enjoy many of the situations he is going through, as extracurricular activities are “a set of activities performed by students outside the classroom for the purpose of achieving educational goals that may not be achieved in an acceptable manner within the classroom for educational activities” (Mohamed Bassiouni, 1992).

In the field of school sports, it is all that the student performs of activities or exercises outside the classroom physical education lesson, such as participation in tournaments between classes or between other schools under the supervision of the school administration or school sports activity.

The subject of social interaction is one of the important topics that are sought and achieved by students, as it begins through social relations between individuals who go through the stages of interaction since childhood with family, relatives and with school, as it represents the most widespread concepts in both sociology and psychology, which is the basis for the study of social psychology, which deals with the study of how the individual interacts with the environment and the resulting values, customs and trends. It is the basis for the establishment of many From personality theories, learning theories and theories of psychotherapy, as social interaction in general is a kind of influences and responses, and in the social sciences refers to a series of influences and responses that result in a change in the parties involved in what they were at the beginning, social interaction does not affect individuals only, but also affects those in charge of the programs themselves so that this leads to modifying the way they work while improving their behavior according to the responses that individuals respond to. Therefore, the uses of social interaction vary; it is a set of characteristics that are a kind of relatively fixed preparations that characterize the responses of the individual in his social behavior that are called interactive features and initial features of personal responses” (Alaa Zuhair, 2012).

According to these concepts, the importance of research is evident in linking the students’ school life with social life and building a personality of students through extracurricular sports activities directed to love others and cooperate with them, as well as the sportsmanship of middle school students.

### **Study Problem**

There is no doubt that Anbar province has been exposed to a number of social problems, including forced displacement due to terrorist groups that targeted society with all its institutions, which caused a change in the social structure, and after the return and thanks to the solidarity of our security forces, the land was liberated, that this situation has generated different pressures among students, and since sports is an important part of building societies, including extracurricular activities and exploiting the goals that can be achieved, The researcher has noticed the lack of interest in extracurricular activities in many schools and the Department of School Sports Activity in Anbar Governorate, and if any, they are formal activities that do not meet social and psychological needs, so the researcher

raises the following question: Is there social interaction in terms of practitioners of extracurricular sports activities among middle school students.

### **Objectives of the study:**

- Identify social interaction in terms of practitioners of extracurricular sports activities among middle school students.
- Identify which extra-curricular sports activities (basketball, volleyball, football) have a preference for social interaction among middle school students.

## **2. MATERIALY METHODS**

### **Study Design**

The researcher's study adopted the descriptive approach (Ali et al., 2024; H. H. Khalaf et al., 2024). that "is concerned with describing and interpreting what an object is and is interested in identifying the conditions and relationships that exist between facts and identifying common practices and beliefs" (Lornik Youssef, 2012).

### **Participants**

Since the subject of the research is about social interaction among middle school students in the city of Ramadi - Anbar Governorate, so the study community represents middle school students practicing extracurricular activities in basketball, volleyball, and football in Al-Mughira Bin Shu'ba Preparatory School for Boys in the city of Ramadi, and thus the research sample that was deliberately selected represents the research community by (100%) of the 37 students. The choice of this sample is due to the availability of sports arenas and the continuation of sports teams for preparatory exercise and internal and external participation in championships, under the supervision of physical education teachers. Table 1 shows the specifications of the research sample.

**Table 1.** Specifications Of The Research Sample

Details	basketball practitioners	Volleyball Practitioners	Soccer Practitioners	Total
Number	10	12	15	37

### **Tools, Devices, and Means of Collecting Information:**

The following tools and devices were used:

- Computer type (HP).
- Stopwatch.
- Pens.

As for the means of collecting information, they included the following:

- Testing and measurement.

- Arab and foreign sources.
- International information network (Internet).
- Data registration and dump forms.
- Auxiliary Team

#### **Social Interaction Scale: Appendix (1)**

The social interaction scale was adopted and prepared by (Nubian, 2010), which was applied to a sample of university students in Egypt and Saudi Arabia, and was also applied in Iraq by (Alaa, 2012) on the players of the qualifying round teams for the Premier League handball, and the scale consists of four dimensions as follows:

- Demand for others.
- Cooperation with others.
- Contact with others.
- Caring for others.

Each dimension has its own phrase, and the upper scale score and each dimension (21) degree and the lowest degree is (21), and the highest degree of the scale (84), and the lowest degree is (28), and the correction key is as follows:

- Yes (3) degrees.
- Sometimes (2) degrees.
- No (1) degree.

#### **Exploratory Experiment of the Scale:**

The researcher conducted an exploratory experiment on a similar sample of (10) students from outside the main research sample, and its purpose was to identify the time taken to answer and amounted to (20) d, as well as to identify the extent to which the sample understands the statements of the scale and the method of answering, and the adequacy of the assistant work team (Ali & Hamid, 2021; Saeed et al., 2024).

#### **Scientific foundations of the scale:**

- **Believe the scale:**

The sincerity of the social interaction scale was extracted by presenting it to the experienced specialized experts\*, and the tests and the scale received an agreement rate of 100%.

- **Scale stability:**

The stability of the social interaction scale was verified by the method of re-testing, as the researcher with the assistant team applied the scale to a sample from outside the

main research experience, numbering (10) students from the preparatory stage, and it was repeated after an interval of (10) days, and the value of the correlation relationship (t) between the two tests had reached (0.85), which is greater than the tabular value (t) (0.63) under the level of significance (0.05), and the degree of freedom (8).

#### **Application of the scale:**

The scale was applied on (Sunday), 5/3/2023, at (4) pm in Al-Mughira Bin Shu'ba High School, and the researcher took into account the creation of appropriate conditions for students to answer the paragraphs of the scale and prepare to answer any of the inquiries that were not clear to students practicing extracurricular activities in basketball, volleyball, football.

#### **Statistical Methods:**

The following statistical laws have been used (Y. A. Khalaf et al., 2025; Omar et al., 2025):

- Law of Analysis of Variance (q)
- Pearson's correlation coefficient law (t)

### **3. RESULTS**

Presenting the results of the differences between the three measurements, analyzing and discussing them for practitioners of extracurricular activities, and the significance of social interaction.

**Table 2.** The Results Of The Differences

Dependent variable	Contrast source	Sum of squares	Degree of freedom	Average squares	Value (q)*	Significance
Social interaction	Between groups	373.9	2	186.95	2.43	Immoral
	Inside groups	2612.81	34	76.82		

\* Tabular value (q) (3.28) at significance level (0.05)

It is clear from Table (2) that there were no statistically significant differences between the three measurements of students practicing extracurricular activities in basketball, volleyball, and football, in social interaction, as the calculated value of (q) was (2.43), which is smaller than the tabular value (q) of (3.28), at the level of significance (0.05) and the degree of freedom (2-34).

#### **4. DISCUSSION**

That any sports game is no different from another game, especially in collective games, no matter how different the way it performs, sports teams express the team group that is interacting between its members through individual behavior and this behavior is affected by the group, and that the practice of extracurricular activities continuously will increase and develop a lot of individual and emotional characteristics, it works to increase the cohesion of students among themselves as a result of increasing their presence together in environmental conditions characterized by competition and building serious relationships based on values, With the presence of a sports teaching personality characterized by achieving cooperation and providing assistance, because extracurricular activities achieve mental health by completing the school atmosphere with sports activities, which leads students to adapt towards increasing confidence and awakens them with the characteristics of perseverance and hope to form positive attitudes towards themselves and others (Majadi Mustafa et al., 2021). (Mr. Ali, 2004) emphasizes the importance of measuring social relations between members of the same team as a sports group and is a purposeful process that leads to understanding the social interaction between them, which is one of the first steps to developing the efficiency of the interactive players of the team (Mr. Ali Sheta, 2004).

Studies confirmed the results of the role of sports and physical activities in raising social interaction among middle school students, such as a study (Abdel Moneim, 2019), which found that physical activity has a role in a number of areas such as social competition, social relations and increasing cooperation, as these areas are among the social needs that sports practice seeks to achieve (Abdel Moneim Sheikha, 2019). The study ( Bolotnikov et al., 2019) mentions the importance of studying the problem of social interaction and the growing interest in physical fitness in Russia, as the percentage of participants in sports has increased. A study (Unger & Johnson, 1995) confirmed that exercising with friends is the best indicator of exercise frequency and exercise satisfaction.

#### **5. CONCLUSIONS**

The study found no significant differences between the three measurements of social interaction among practitioners of extracurricular activities, including basketball, volleyball, and football. Furthermore, it was observed that individuals participating in these sports tend to exhibit a high level of social interaction, suggesting that engagement in such activities fosters stronger interpersonal connections and teamwork among students.

## 6. RECOMMENDATIONS

The researcher emphasizes the importance of extracurricular activities for middle school students and suggests that the Ministry of Education develop comprehensive programs to support such initiatives. Additionally, the researcher recommends that the Department of School Sports Activity, along with physical education teachers in Anbar province, take serious steps to activate and enhance these activities. By implementing well-structured extracurricular programs, students can benefit from improved physical, social, and cognitive development, contributing to a more holistic educational experience.

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