

The Role of Physical Education and Sport in Developing Social Interaction among Primary School Students. A Study from Teachers' Perspective

Hamlaoui Mohammed*¹

¹ University of Khemis Miliana Laboratory of Sport Science and Performance, (Algeria), m.hamlaoui@univ-dbkm.dz

Received: 05/04 /2026 *Accepted:* 01/06 /2026 *Published:* 06/06 /2026

Abstract:

This study aimed to highlight the importance of Physical Education and Sport as a fundamental educational subject and its role in promoting social development at the primary level, as well as its contribution to strengthening interpersonal relationships.

The findings revealed that Physical Education and Sport provides an important context for social interaction among primary school students, as it plays a positive role in fostering cooperation and healthy competition. This can be attributed to the significant role teachers play in shaping students' behavior.

Keywords: Physical Education and Sport, Social Interaction, Teachers, Students.

المخلص:

هدفت هذه الدراسة إلى تسليط الضوء على أهمية التربية البدنية والرياضة كموضوع تعليمي أساسي ودورها في تعزيز التفاعل الاجتماعي في المرحلة الابتدائية، وقد أظهرت النتائج أن التربية البدنية والرياضة توفر سياقاً مهماً للتفاعل الاجتماعي بين طلاب المدارس الابتدائية، حيث تلعب دوراً إيجابياً في تعزيز التعاون والمنافسة الصحية. ويمكن أن يعزى ذلك إلى الدور الهام الذي يلعبه المعلمون في تشكيل سلوك الطلاب.

الكلمات المفتاحية: التربية البدنية والرياضة، التفاعل الاجتماعي، الاساتذة، التلاميذ.

* Corresponding Author.

The Role of Physical Education and Sport in Developing Social Interaction among Primary School Students. A Study from Teachers' Perspective

Hamlaoui Mohammed

1-Introduction:

Physical Education and Sport, with its structured rules and diverse activities, is considered an integral component of general education and a significant factor in individuals' physical, educational, and social development. Within this context, students learn how to function effectively within groups, manage peer pressure, and determine when to conform, resist, or assert independence. Thus, Physical Education and Sport contributes not only to physical growth but also to the development of social awareness and interpersonal skills. (Al-Khouli, 1998; Zahran, 1981)

Physical Education and Sport holds a distinctive position among academic subjects. According to Muhammad Awad Al-Basyuni, it is regarded as an academic discipline comparable to natural sciences, chemistry, and language studies. However, it differs from these subjects in that it provides students not only with motor skills and practical experiences but also with substantial knowledge about the human body. This is achieved through structured physical activities, exercises, and both individual and team sports conducted under the supervision of qualified educators. (Bouskra, 2005; Hassan et al., 2008).

Similarly, Ahmed Khater emphasizes the importance of Physical Education and Sport in enabling students to acquire motor skills and strive toward achieving a better quality of life and improved future prospects. (Khater, 1988, p. 18)

Through participation in physical activities, students develop discipline, perseverance, cooperation, and a sense of responsibility—qualities that are essential for social integration.

Social interaction is achieved through the individual's relationship with the group to which he or she belongs. Indicators of positive interaction include group integration, effective communication, cooperation, and active participation in achieving common goals. Social interaction is therefore considered a continuous and dynamic process through which individuals adjust their behavior within the group in order to establish harmonious relationships with their social environment.

In light of this conceptual framework, the present study seeks to answer the following research questions:

The Role of Physical Education and Sport in Developing Social Interaction among Primary School Students. A Study from Teachers' Perspective

Hamlaoui Mohammed

1. Does Physical Education and Sport contribute to developing enthusiasm among primary school students?
2. Does Physical Education and Sport contribute to fostering cooperation among primary school students?
3. Does Physical Education and Sport contribute to promoting participation among primary school students?

2. Hypotheses

General Hypothesis:

Physical Education and Sport plays a significant role in developing social interaction among primary school students.

Partial Hypotheses

1. Physical Education and Sport contributes to enhancing enthusiasm among primary school students.
2. Physical Education and Sport contributes to fostering cooperation among primary school students.
3. Physical Education and Sport contributes to promoting participation among primary school students.

3- General objective of the study:

1. To understand the role of Physical Education and Sport in developing social interaction among primary school students.
2. To examine the role of Physical Education and Sport in enhancing motivation among primary school students.
3. To investigate the role of Physical Education and Sport in fostering cooperation among primary school students.
4. To explore the role of Physical Education and Sport in promoting active participation among primary school students.

4- Procedural definition of the concepts mentioned in the research:

1. Physical Education and Sport

Terminological Definition: Physical Education and Sport is defined as the educational process aimed at improving human performance through selected physical activities designed to achieve specific objectives. It refers to the part of the educational process that contributes to the physical, emotional, social, and mental development of each individual through systematic physical activities.

The Role of Physical Education and Sport in Developing Social Interaction among Primary School Students. A Study from Teachers' Perspective

Hamlaoui Mohammed

Operational Definition: In this study, Physical Education and Sport refers to the educational process designed to enhance the performance of primary school students through selected physical activities, preparing them for the challenges of the primary school curriculum and fostering overall development.

2. Social Interaction

Terminological Definition: Social interaction is the process by which members of a group connect with each other mentally and motivationally regarding needs, desires, means, goals, and knowledge.

Operational Definition:

In this study, social interaction refers to a primary school student's ability to approach and communicate with

5. The methodological procedures used in the study:

5.1. Method and tools

Descriptive Methodology: This methodology is based on an accurate and detailed description of a specific phenomenon or topic in qualitative, quantitative, or numerical form. It may be limited to a situation existing at a specific point in time or to developments occurring over several periods. (Melhem, 2000)

The most important feature of this approach is that it provides detailed data on the actual reality of the phenomenon or subject of study. At the same time, it offers a realistic explanation of the factors related to the subject under study, which helps in reasonably predicting the future of the phenomenon. However, this method has some shortcomings, the most significant of which is the researcher's personal bias when collecting various data about the phenomenon, which may lead to inaccurate information and prevent achieving objective results applicable to the study population. Therefore, the reliability of this approach may be weaker compared to the advantages of other scientific research methods.

5.2. Study Variables:

A. Independent Variable: Physical Education and Sports

B. Dependent Variable: Social Interaction

5.3. Study Population:

By study population, we mean all elements of the phenomenon being studied by the researcher. However:

- Can the researcher study all members of the research population?
- Does the researcher have enough time to study all members of the research population?

In fact, studying the entire research population requires a long time, considerable effort, and high financial costs. It is sufficient for the researcher to select a sample representative of the study population that achieves the research objectives and helps accomplish the study.

The study population in our research consists of teachers at certain elementary schools in the province of **Ain Defla**.

5.4. Study Sample:

5.4.1. Concept of Sample:

A sample is a partial group drawn from the study population, selected in a specific manner and studied, after which the results are used and generalized to the entire study population.

5.4.2. Sample Type Selection:

We selected the sample in a deliberate manner. This method is used when the members of the original population are well known, for example: students of educational professions, engineers, doctors, workers. In this method, the researcher selects the sample according to criteria set specifically for the research.

5.4.3. Study Sample Size:

The sample size for teachers is estimated at 14 teachers from the five elementary schools, which will be detailed later.

5.4.4. Gender of the Sample of Teachers:

The table shows that all members of the sample are male.

Table No. (01): Sample of Teachers by Gender

The Role of Physical Education and Sport in Developing
Social Interaction among Primary School Students. A Study
from Teachers' Perspective *Hamlaoui Mohammed*

Gender	Frequency	Percentage
Male	14	100%
Female	0	0%
Total	14	100%

5.5. Study Tool:

In our research, we used a questionnaire consisting of three sections:
Section 1: Physical and sports education develops the willingness of primary school students to engage with others. Questions 1 to 9 are all closed-ended questions.
Section 2: Physical education and sports develop cooperation among primary school students. Items 10 to 16 are all closed-ended questions.
Section 3: Physical and sports education develops cooperation among primary school students. Questions 17 to 22 are all closed-ended questions.

5.6.5. Validity of the Tool:

We relied on the validity of the judges, who were a group of professors from the institute specializing in physical education and sports, given their experience and knowledge of physical education and sports in educational institutions. We considered all the advice and guidance they provided and made the necessary corrections. They also confirmed all the dimensions and themes addressed in this study.

6.7. Statistical Methods:

After collecting data to test the study hypotheses, we used the **SPSS statistical package for social sciences, version 26**, applying the following statistical methods:
Since the data were nominal in the form of frequencies, we used the **Chi-square test** at a significance level of 0.05, along with descriptive outputs for percentage frequencies and relative distributions.

6- Presentation and Analysis of Results:

Hypothesis 1: Physical education and sports foster a sense of social engagement among elementary school students

Table 2: Significance of Questions Related to Hypothesis 1

Dimension	Question	Significance Value (Sig.)	Significance Level ($\alpha = 0.05$)	Result
First Axis	Question 1	0.033	0.05	Statistically Significant
	Question 2	0.000	0.05	Statistically Significant
	Question 3	0.000	0.05	Statistically Significant
	Question 4	0.000	0.05	Statistically Significant
	Question 5	0.000	0.05	Statistically Significant
	Question 6	0.000	0.05	Statistically Significant
	Question 7	0.001	0.05	Statistically Significant
	Question 8	0.001	0.05	Statistically Significant
	Question 9	0.000	0.05	Statistically Significant

Source: Hamlaoui Mohammed, (2025)

Analysis and Discussion for Hypothesis 1

- 1. **Students who do not wish to participate ($p = 0.033$)**
 - **Current findings:** Statistically significant differences indicate variability in students' willingness to participate in physical education.
 - **Previous studies:** Reluctance may be related to a lack of personal or social adjustment, or discomfort with sports activities.

The Role of Physical Education and Sport in Developing Social Interaction among Primary School Students. A Study from Teachers' Perspective

Hamlaoui Mohammed

2. **Students' feelings during classes ($p < 0.001$)**
 - **Current findings:** Students' responses show statistically significant differences in their feelings during physical education
 - **Previous studies:** Positive emotions are enhanced by participation in sports, promoting psychological well-being and social engagement. • ... promoting psychological well-being (Al-Khouli, 1996).
3. **Students' preference for peers ($p = 0.000-0.033$)**
 - **Current findings:** Students prefer to engage with classmates, reflecting social interaction.
 - **Previous studies:** Group activities significantly enhance social harmony and interaction (Al-Khouli, 1998).
1. • **Activity preferences ($p = 0.033$)**
 - **Current findings:** Students exhibit significant differences in preferred activity types.
 - **Previous studies:** Group sports are generally preferred over individual activities, increasing social integration.
2. **Students' enthusiasm ($p = 0.001-0.000$)**
 - **Current findings:** Differences in enthusiasm indicate that some students are more motivated than others in physical activities.
 - **Previous studies:** Engagement in sports activities boosts both psychological and social well-being.
3. **Contribution to organizing activities ($p = 0.033$)**
 - **Current findings:** Students' involvement in organizing tasks is statistically significant.
 - **Previous studies:** Participation in organizing activities fosters social interaction and a sense of belonging.
4. **Reluctance to participate ($p < 0.001$)**
 - **Current findings:** Significant differences exist regarding students' unwillingness to participate.
 - **Previous studies:** Low participation may be linked to insufficient social interaction or personal incompatibility.

Hypothesis 2: Physical education and sports foster cooperation among elementary school students

Table 3: Significance of Questions Related to Hypothesis 2

Dimension	Question	Significance Value (Sig.)	Significance Level ($\alpha = 0.05$)	Result
Second Axis	Question 10	0.001	0.05	Statistically Significant
	Question 11	0.008	0.05	Statistically Significant
	Question 12	0.002	0.05	Statistically Significant
	Question 13	0.001	0.05	Statistically Significant
	Question 14	0.100	0.05	Not Statistically Significant
	Question 15	0.225	0.05	Not Statistically Significant

Source: Hamlaoui Mohammed, (2025)

Analysis and Discussion for Hypothesis 2

- 1. **Improving relationships among students ($p = 0.001$)**
 - **Current findings:** Statistically significant differences indicate that physical education enhances student relationships.
 - **Previous studies:** Sports activities promote social interaction and personal harmony.
- 2. **Forms of interaction ($p = 0.008$)**
 - **Current findings:** Significant differences in student interaction patterns were observed.
 - **Previous studies:** Group activities foster social interaction and cooperation among peers.
- 3. **Conflicts among students ($p = 0.002$)**
 - **Current findings:** Statistically significant differences show the occurrence of conflicts.

The Role of Physical Education and Sport in Developing Social Interaction among Primary School Students. A Study from Teachers' Perspective *Hamlaoui Mohammed*

- **Previous studies:** Competitive sports can sometimes lead to conflicts, consistent with these findings.
- 4. **Teacher motivation of peers (p = 0.001)**
 - **Current findings:** Teachers play a significant role in motivating students to help each other.
 - **Previous studies:** ... teacher encouragement promotes cooperation (Hassan et al., 2008). .
- 5. **Students helping one another (p = 0.100)**
 - **Current findings:** No statistically significant differences; peer assistance is limited.
 - **Previous studies:** Cooperation depends on the supportive environment and quality of activities.
- 6. **Asking peers for help (p = 0.225)**
 - **Current findings:** No significant differences in seeking help.
 - **Previous studies:** Trust and social interaction influence students' willingness to ask for help.
- 7. **Peer encouragement (p = 0.008)**
 - **Current findings:** Students encouraging each other during activities shows significant differences.
 - **Previous studies:** Peer encouragement strengthens social interaction and cooperation.

Hypothesis 4: Physical education and sports foster a sense of participation among elementary school students

Table 5: Significance of Questions Related to Hypothesis 3

Dimension	Question	Significance Value (Sig.)	Significance Level ($\alpha = 0.05$)	Result
Third Axis	Question	0.001	0.05	Statistically

The Role of Physical Education and Sport in Developing Social Interaction among Primary School Students. A Study from Teachers' Perspective *Hamlaoui Mohammed*

	17			Significant
	Question 18	0.033	0.05	Statistically Significant
	Question 19	0.285	0.05	Not Statistically Significant
	Question 20	0.285	0.05	Not Statistically Significant
	Question 21	0.001	0.05	Statistically Significant
	Question 22	0.593	0.05	Not Statistically Significant

Source: Hamlaoui Mohammed, (2025)

Analysis and Discussion for Hypothesis 3

- Students' enjoyment of activities involving peers ($p = 0.001$)**
 - Significant differences show students enjoy participating with peers.
 - Group activities enhance social interaction and increase participation motivation.
- Students motivating peers ($p = 0.033$)**
 - Statistically significant differences indicate peer motivation.
 - Encouragement fosters positive interaction and cooperation.
- Playing together during planned activities ($p = 0.285$)**
 - No significant differences observed.
 - Participation depends on activity type and classroom environment.
- Taking turns in teacher-led activities ($p = 0.285$)**
 - No significant differences.
 - Role-taking promotes interaction, but lack of significance may reflect environmental/sample factors.
- Participation in organizing equipment ($p = 0.001$)**

The Role of Physical Education and Sport in Developing Social Interaction among Primary School Students. A Study from Teachers' Perspective

Hamlaoui Mohammed

- Significant differences indicate students' involvement in organizing materials.
- Enhances responsibility and social interaction.

6. **Sharing personal belongings ($p = 0.593$)**

- No significant differences.
- Sharing depends on trust and social interaction.

Comparison with Previous Studies (Hypothesis 3)

1. **Social interaction and cooperation:** Group activities and encouragement enhance interaction.
2. **Organizing materials and responsibility:** Participation fosters accountability and engagement.
3. **Shared play and role-taking:** Importance acknowledged; lack of significant differences may reflect environmental/sample constraints.
4. **Sharing personal items:** Dependent on trust and social interaction; may not be common in some classroom settings.

summary:

The study's results indicate statistically significant differences in several aspects, including students' enjoyment of group activities, their motivation of peers, and participation in organizing sports equipment. These findings align with previous studies emphasizing the importance of group activities in fostering social interaction and psychological well-being.

Conversely, no significant differences were observed in shared play and role-taking, which may be influenced by environmental factors or sample characteristics.

Recommendations:

The Role of Physical Education and Sport in Developing Social Interaction among Primary School Students. A Study from Teachers' Perspective

Hamlaoui Mohammed

1. Increase encouragement of group activities to enhance social cohesion.
2. Promote mutual motivation and peer support.
3. Organize activities that encourage role-taking to foster cooperation.
4. Encourage students' participation in organizing equipment to strengthen responsibility.

Research Prospects:

Future studies may examine long-term effects of structured group activities on social and psychological development, strategies to increase engagement in shared play, and the influence of classroom environment

Conclusion

This research began with uncertainties and questions, and now concludes by presenting clear findings, solutions, and insights. We started with hypotheses and problems and have arrived at results that illuminate the topic, highlight the achieved objectives, and suggest directions for future research. The study followed a systematic methodological framework, adhering to the required controls and procedures, beginning with definitions and terminology, followed by data collection, processing, and analysis. One of the central aims was to eliminate the ambiguities encountered at the outset, thereby ensuring that the research was structured within a practical and methodological framework.

This study explored the potential of physical education and sports to enhance social interaction among elementary school students, who are undergoing a complex developmental stage characterized by psychological, social, and cognitive demands. The results demonstrate that physical education plays a vital role in students' lives by promoting knowledge, health, and positive psychological, social, and moral traits, including friendship, cooperation, respect, tolerance, and peer interaction. Simultaneously, it helps mitigate psychological complexes, bad habits, deviant behavior, shyness, anxiety, rebellion, selfishness, isolation, and narcissistic tendencies.

The Role of Physical Education and Sport in Developing Social Interaction among Primary School Students. A Study from Teachers' Perspective

Hamlaoui Mohammed

Therefore, physical education and sports constitute the most effective means to support students during this critical developmental stage, aligning positively with the physical, psychological, and social changes they experience.

Although the scope of this research was broad, and our contributions modest relative to the complexity of the subject, the study successfully highlighted the role of physical education and sports in fostering social interaction among elementary school students. Moreover, this research serves as a foundation for further investigation, encouraging future studies to explore additional perspectives and dimensions not addressed herein.

References

1. Hamlaoui, M. (2025). *Study on the role of physical education and sports in social interaction among elementary school students*. Unpublished manuscript.
2. Bouskra, A. (2005). *Physical and sports education curriculum: Secondary and technical education*. University of M'sila.
3. Hassan, A. M. A., et al. (2008). *Teaching in physical education: Between theory and practice* (1st ed.). Dar Al-Fikr Al-Arabi.
4. Al-Zoghbi, A. M. (2001). *Developmental psychology: Childhood and adolescence*. Dar Zahran.
5. Al-Khouli, A. A. (1998). *Principles of physical and sports education* (1st ed.). Dar Al-Fikr Al-Arabi.
6. Al-Khouli, A. A. (1996). *Sports and society*. Alam Al-Ma'rifa.
7. Zahran, H. A.-S. (1981). *Social psychology*. Alam Al-Kitab.
8. Melhem, S. (2000). *Research methods in education and psychology* (1st ed.). Dar Al-Masira.
9. Khater, A. (1988). *Measurement in the field of sport*. Baghdad: