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**THE EFFECTIVENESS OF UTILIZING SOCIAL NETWORKS  
IN SOCIAL INTERACTION REGARDING THE  
DEVELOPMENT OF THE COVID-19 PANDEMIC AMONG  
STUDENTS OF IMAM ABDUL RAHMAN BIN FAISAL  
UNIVERSITY IN DAMMAM**

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**Abdulaziz Ali Alsalmam , The Effectiveness Of Utilizing Social Networks In  
Social Interaction Regarding The Development Of The Covid-19 Pandemic  
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**Introduction:**

Nowadays, civilized nations are concerned with the human energy of their children more than anything else or any other energy, because a person can control what is around him and transform it to be beneficial for his nation and society if he well-prepared a proper preparation that would achieve an integrated growth of his aspects of personality. The stage of university education is considered the most important form of educational stages. The mission through which it is possible to reveal the psychological, mental and cognitive abilities of students and to take care of their growth and direct them in the right direction, and comes through university orientations.

The world witnessed tremendous developments in the fields of various sciences, and these developments have led to growth and continuity as there is no known stop in various aspects of life, and among the doors that these developments have touched is the door to the revolution of communication technology, so that the world has become a small village with the facilitation of these communication developments, and methods of transmitting information between different countries. This, of course, affected various sectors of social life, and despite the new era of this culture, it was able to impose its presence in the life of all humanity, as it attracted millions of people with tremendous speed, but in many cases, it became a way of life. It is "the Internet" and for example social networks.

Li (C 2010) mentioned that social media represents a tremendous challenge for business enterprises, as traditional methods of communication are no longer meet the needs of the customer who wants to communicate with the organization constantly and who wants to speak to the organization and hear from it directly. (28:37).

Holzher( 2009) states that social media networks and sites are among the most important tools and topics of e-marketing that help and contribute to reaching customers, identifying their trends and communicating with them at all ages and both genders (30:46).

Nowadays, we all live in a small village as a result of the tremendous development in the modern and qualified technology industry, and the emergence of social networking sites contributes and helps policymakers to determine decision priorities or the right choice between available opportunities, and how to encourage the public to accept new programs, plans and policies that contribute to supporting communication is the home of individuals by reviewing all the programs, activities and sports competitions that are held throughout the year for both nationalities and all ages (23: 79).

The report of the International Economic Forum in Geneva (2009) predicted that social media tools will go beyond the traditional tasks of publishing, browsing and exchanging information. Rather, they will represent in the future a new force that may shape the future of governments through reformulating their structures and public services that they will provide to serve their audiences and its agents (2:17).

We find that social media networks(henceforth, SMSs) began to spread parallel with MySpace until it became the first social networking site in the world, which reached about 3 billion users by the end of 2019. Social media sites have allowed their browsers to share files, pictures and exchange videos, as well as enable their users to create Blogging, Chatting, and Messaging (3:38).

Nowadays, SMSs provide many services that are specific to young people, where through these services they can communicate with their friends and families by using some applications and modern tools in information technology, and the services provided by the network have evolved from just a meeting with friends service to a network using conversation, information exchange, and blogging to become one of the influential media within the strategies of media campaigns in various countries of the world (5: 83).

Al-Suwaidi (2013) indicated that the recent spread of the social media network has led to major transformations in societies, and among the most prominent of these changes are intellectual trends, especially after the political changes that have occurred in all Arab society (85: 6)

There is no doubt that there is a difference between members of society to a large extent in terms of their reactions to the movements to which they belong, (18: 196). The researcher notes that this real difference is a disease whose indicators change in the virtual world of communication through the SMSs.

Kafafi and Al-Assar (2015) agreed that the university education stage is one of the most important educational stages, as it represents the top of the educational process and it aims to prepare individuals in an organized and life-oriented statement manner. Therefore, higher education with its various levels, especially the university, receives a lot of care and attention in most developed and developing countries alike,

due to the important and critical role it plays in human, social and economic development and the provision of a qualified workforce and its leadership for society, which requires preparation and attention to the human element psychologically and socially, from educational institutions so that it can respond to the facts of the times and society or interact with them (45:15).

In this regard, Mansour (2013) noted that social interaction represents a process of participation between individuals in life situations that benefit in establishing relationships with others in the periphery of the psychological field, and it includes three basic factors: social welcoming, social interest and social communication, as some individuals suffer from clear deficiencies in communication skills, social or interpersonal skills, and social interactions, they are also characterized by withdrawal from situations and interactions, which makes their social functional performance clearly decline, and besides, they find it very difficult to adapt to new situations where their behavior is characterized by stagnation, they do not care by forming social relationships with others, especially with their peers of the same chronological age, and that they tend to share some social practices with younger individuals (17:25).

It is worth noting that social skills mean social interaction between individuals. They are the skills that every person needs in order to communicate effectively with people around him, such as "emotional balance, communication, self-care, family life, social life, health and safety, self-direction." This results in a shortcoming in social skills. Negative behaviours, which prevent individuals from the possibility of an efficient coexistence with others, especially ordinary people, so some individuals often resort to aggressive behaviour methods, disturbances and negative behavioural deviations as a result of the frustrations they encounter in daily life. they suffer from social ostracism and a feeling of inferiority, and therefore his self-esteem decreases, and he may show anti-social behaviours. Furthermore, he may suffer from many psychological, behavioural and emotional disorders, primarily due to his lack of social communication skills (1: 16).

Social skills training is important in dealing with various disorders and behavioural deviations and has focused on common problems in society. Social skills training has been extended to include individuals with tendencies or withdrawn behaviour and individuals who are socially isolated by the peer (51: 4).

Many scholars, including Khalil (2011) and Adel (2014) have unanimously agreed on the importance of social interaction among individuals as the primary means of linking individuals, and they are thus the main element of the society (66:20) (31:21) (45:21)

the matter of the emergence of a new kind of Covid-19 created great fear and panic in our country as well as all over the world. This new kind has been called the emerging coronavirus 19-COVID, which has revolutionized the explanations related to the causes of this collective suffering as a result of the spread of this epidemic. This caused a wave of contradictions evaluations. As epidemics are by nature new diseases about which there is no available information or expectations about how to spread and confront them and there is no treatment for them.54:34)

And before the Chinese Spring Festival for the year 2020, many cases of infections occurred due to the outbreak of the emerging COVID-19 in many places within the Chinese province of "Wuhan", and then this disease spread throughout the country, becoming the most dangerous disease in the field of public health after the virus SARS, which swept China in 2008, and in the face of the dangerous situation of

the accelerating spread of this epidemic, campaigns were launched in China at the highest levels to wage a strong war on the emerging coronavirus to prevent and combat the resulting epidemics.<sup>44:28</sup>

The more dangerous epidemic is due to the speed of its spread and transmission of infection and the effects it leaves on those affected by it, the greater the period without clear treatment, and space is left for individual and social endeavours, and adherence to any hope for salvation even if this is represented in illogical practices.

It is evident from the above that it becomes clear that the victims of the new Covid-19 are constantly increasing, and the virus continues to spread at an accelerated rate in various parts of the world, which greatly contributed to doubling the psychological pressures on the family, which negatively affects the feeling of quality of life. Under the current circumstances, the individual has one option, which is to use access networks to reach the educational or professional process.

The researcher has surveyed several studies such as Jaber (2014) which entitled "The role of social media networks in the political upbringing of adolescents, and Hilal (2014 ) which study entitled" The Use of the social network and its relationship to the level of consensus and contrast Port Said University students, and Ali's study (2013) entitled "The role of social networks in shaping public opinion among Jordanian university students and Awad's study (2012) entitled" The impact of social networking sites on the development of social responsibility among youth, And the study of Farraj (2012) entitled "The role of social media in marketing Egypt as an international tourist destination, and the study of Al-Dalu (2011) entitled" The uses of university students in the Gaza governorates for the "Face book" site, a field study, and the study of the study of Aren Karbsky (2010) titled "Facebook" on academic achievement among university students, and the study of Michael Wanson (2010) (30) study entitled the effect of using social networks on social relations. They all pointed to the importance of the role of community networks in the process of Social interconnectedness identify between groups of society.

Through the work of the researcher at the Department of Psychology at Imam Abdul Rahman bin Faisal University in Dammam and his observation of university students, he noticed the isolation of some students and their lack of integration with groups, especially that these students did not receive any instructions related to the conduct of the educational process during that period. He also noticed the presence of some behavioural phenomenon . Some of these students suffer from deficiencies in some social skills, such as the skill of emotional communication with others. the researcher believes that the importance of social networks is evident in interacting with others and the extent of the social success of the individual during the outbreak of the Covid-19 epidemic. the ability to understand others is a very important human capacity because the individual spends most of his life among others, as sensitivity to what others think and feel is essential talents in social relations. This prompted the researcher to conduct this study to identify the effectiveness of using social networks at the level of social interaction according to the developments of the Covid-19 pandemic among students of Imam University Abdul Rahman bin Faisal in Dammam.

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

The research aims to identify the effectiveness of using social networks at the level of social interaction according to the developments of the Covid-19 pandemic among students of Imam Abdul Rahman bin Faisal University in Dammam, through: -

1- Building a measure of social interaction among students of Imam Abdul Rahman bin Faisal University in Dammam.

2- identifying the relationship of the social network with the level of social interaction among students of Imam Abdul Rahman bin Faisal University in Dammam.

### **Hypotheses of the study :**

There is a correlation between the level of social interaction and the use of the social network.

- There is no correlation between the level of social interaction and the lack of use of the social network.

### **Definitions of basic terms:**

#### **Social interactions**

The skills displayed by the individual in introducing oneself to others, embracing them, communicating with them, and participating in various social activities. (62:13)

#### **Social skills**

The ability of the individual to initiate interaction with others, express negative and positive feelings towards them and control emotions in social interaction situations in proportion to the nature of the situation "(10:16).

#### **Social networking**

A system of electronic networks that allow the subscriber to create his own website, and then link it through an electronic social system with other members who have the same interests and hobbies or combine it with friends of the university or high school.12:26

#### **COVID-19**

It is a new type of virus that infects the respiratory system of patients with pneumonia, and its cause is unknown to date.

It appeared in the Chinese city of Wuhan at the end of 2013, and in the year 2020 the National Health Commission of the People's Republic of China called the "emerging coronavirus" to pneumonia caused by infection with the Coronavirus, and then on February 22, it changed the official English name for the disease caused by the virus to be named a COVID-19.

## **METHODOLOGY:**

The researcher used the descriptive method as well as the survey method.

### **Research populationand sample:**

The research community was determined from Imam Abdul Rahman bin Faisal University students in Dammam for the academic year (2019/2020 ), and the research sample was deliberately chosen (the basic sample) from the first-year students, and their number is (690) students, of whom (435) students are users of the communication network Social Network, and a number (205) students who are not users of the social network, in addition to selecting (50) students to be used to build a

measure of social interaction among students of Imam Abdulrahman bin Faisal University in Dammam.

First: Steps to build a measure of social interaction:

#### Social Interactions Scale

The researcher built the scale of the social interactions by reviewing the scientific references and previous studies (3), (5), (12), (18) in the field of sociology and psychology, measurement and evaluation to determine the components of the proposed scale and the axes were presented in their initial form on Gentlemen, experts, as in Table (1): -

**Table 1: The opinions of the experts on the axes of the scale of social interaction**

No	The name of the dimension	Frequency	Percentage
1	Embracing others	10	100%
2	Verbal communication	5	50%
3	Contact with others	8	80%
4	Cooperation with others.	9	90%
5	Community dialogue	6	60%
6	caring for others	10	100%

Table (1) shows that the percentage of experts' agreement about the dimensions of the social interaction scale ranged between (50% to 100%), and the researcher satisfied (80%) of the scale dimensions, and thus the two dimensions (verbal communication - concern for others) were excluded and the rest of the dimensions.

The components of the social interaction scale:

#### Embracing others

The student can identify renewed friendships and enter into student university life and try to build multiple friendships with his peers from within or outside his group.

#### Cooperation with others.

This dimension measures the level of ability to cooperate with colleagues and provide assistance to friends within practical or theoretical lectures or sports presentations and exchange knowledge of academic content.

#### 3- Contact with others:

It is the knowledge of the student's ability to communicate with others inside and outside the college, as well as knowing the college's news through contacting colleagues.

#### caring for others

This dimension measures the ability to communicate with others and participate in student activities, and to enhance the student's role and group bond.

Scientific interaction and to measure the social interaction scale:

#### Tools reliability and validity :

##### 1- judges reliability :

The researcher presented the scale in its various dimensions to a group of professors specialized in the field of psychology, sociology, tests and scale. Their names are listed in appendix(1). To verify the validity of these statements for measurement, and their suitability to measure what was put to measure it. The scale contained in its initial form (36) statements distributed to (4) dimensions, each dimension contains (9) statements, and the researcher made some modification that was included in the validity of the judges, and it became clear through this arbitration that the ratios of the judges' agreement on the statements of the scale were high while deleting the statement(3), (6) Within the dimension of embracing others, the statement(9) in cooperation with others, the statement (2), (8) within the dimension of communication with others, the statement (7) within the dimension of concern for others according to the opinions of the arbitrators. Thus, the scale after the opinions of the masters of the referees is made up of four axes As in Table (2)

**Table (2): The percentage of opinions of the experts on the phrases of the scale of social interaction**

N = 10

Embracing others			Cooperation with others.			Contact with others			caring for others		
Statements	frequencies	Percent	Statements	frequencies	Percent	Statements	frequencies	Percent	Statements	frequencies	Percent
1	8	80%	1	10	100 %	1	8	80%	1	10	100 %
2	10	100 %	2	10	100 %	2	5	50%	2	10	100 %
3	5	50%	3	9	90%	3	10	100 %	3	10	100 %
4	8	80%	4	9	90%	4	10	100 %	4	10	100 %
5	9	90%	5	10	100 %	5	8	80%	5	8	80%
6	5	50%	6	10	100 %	6	8	80%	6	8	80%
7	10	100 %	7	10	100 %	7	8	80%	7	3	20%
8	8	80%	8	8	80%	8	5	50%	8	9	90%
9	9	90%	9	4	40%	9	9	90%	9	10	100 %

It is evident from Table (2) that the opinions of the judges on the statements of the social interaction scale were limited between (80% to 100%), and the researcher agreed with a percentof (80%) or more to accept the phrase within the proposed scale to measure the degree of social interaction.

2- Verify thevalidity of the scales of statements using an internal consistency method: The researcher calculated the correlation coefficient between the degree of each of the scale phrases, and the total degree of the dimension to which the phrases belong, omitting the degree of the statementitself, and by using the correlation coefficient of "Pearson". The following table shows the results of this procedure.

**Table (3): Correlation coefficients between the degree of each of the statements of the social interaction scale**

The total degree of the dimension to which the statement belongs  
N = 50

Embracing others		Cooperation with others.		Contact with others		caring for others	
No	Correlation coefficient	No	Correlation coefficient	No	Correlation coefficient	No	Correlation coefficient
1	0.885 *	1	0.832 *	1	0.829 *	1	0.211
2	0.727	2	0.814 *	2		2	0.825 *
3		3	0.844*	3	0.845 *	3	0.855 *
4	0.835 *	4	0.836 *	4	0.872 *	4	0.812 *
5	0.840 *	5	0.833 *	5	0.814 *	5	0.820 *
6		6	0.145	6	0.821 *	6	0.828 *
7	0.832 *	7	0.822 *	7	0.821 *	7	
8	0.851 *	8	0.829 *	8		8	0.844*
9	0.835 *	9		9	0.852 *	9	0.822 *

\* (t) value at significance level (0.01) = 0.231

It is evident from Table (3) that the correlation coefficients between the degree of each statement of the scale statements and the total degree of the dimension to which the statements

belongs at the level (0.01) except for the statement (6) in the dimension of cooperation with others, the statement (1) in the caring of others dimension and thus these statements were excluded from the scale of social interaction, and thus the number of final statements that compose the scale became (28) statements

#### Stability coefficient

The stability coefficient for testing social interactions was found on the same previously mentioned exploratory sample by the method of applying and re-applying the selection Test - Re-Test with a time interval of one week on 1/10/2020, and the application was repeated on 8/10/2020 AD and with the same conditions of the first application as in table (4)

**Table (4): The correlation coefficient between the first and second tests of the scale of the social interaction**

N = 50

No	Variables	test1		test2		Coefficient of correlation	Meaning
		s	$\xi$	s	$\xi$		
Social interactions	Embracing others	11.68	0.62	11.88	0.62	0.910	Sig
	Cooperation with others.	11.65	0.11	11.71	0.54	0.987	Sig
	Contact with others	10.91	0.25	11.10	0.58	0.900	Sig

	caring for others	12.21	0.85	12.80	0.62	0.898	Sig
	Total Scale	46.45	0.69	47.49%	0.98	0.915	Sig

\* (t) value at significance level (0.05) = 0.273

It is clear from Table No. (4) that the correlation coefficients between the first and second test of the scale of the social interaction ranged between (0.898 to 0.987), which indicates the validity of the scale.

Second: The reliability scale of the social interaction :

The researcher applied the scale to a pilot sample of (50) students from Imam Abdul Rahman bin Faisal University in Dammam. He used the AlphCronbach equation to calculate reliability. The reliability coefficient reached (0.733), which indicates the reliability of the scale.

**Table (5): Shows the dimensions of the social interaction scale**

The component dimensions of the Social Interaction Scale			
Embracing others	Cooperation with others.	Contact with others	caring for others
1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20
21	22	23	24
25	26	27	28

Table No. (5) shows the dimensions of the social interaction scale, which contained (4) dimensions. Each dimension contains (7) phrases so that the final number of the scale consists of (28) statements.

Second: Study the relationship between the level of social interaction and the use of SMSs:

The researcher applied the social interaction measure on students of Imam Abdul Rahman bin Faisal University in Dammam (the basic sample) to find the relationship between the use of social networks and the level of social interactions, and the results were as follows: -

**Table (6): The mean, standard deviation and coefficient of skewness in the social interactions measure of the research sample, users of the social network**

N = 435

	Variables	Mean	Standard deviation	medium	Coefficient of skewness
Social interactions	Embracing others	17.98	1.32	17.90	0.155
	Cooperation with others.	18.65	1.25	18.60	0.255***
	Contact with others	16.98	2.11	16.90	0.184

	caring for others	18.69	1.63	18.65	0.126
	Total Scale	72.3	3.25	72.05	0.361

It is clear from Table No. (6) that the coefficients of the skewness of the study sample in the variables of social interactions ranged between ( $\pm 3$ ), indicating the homogeneity of the sample.

**Table (7): The mean, standard deviation and coefficient of skewness in the social interactions measure of the research sample, non-users of the social network  
 N = 205**

	Variables	mean	Standard deviation	medium	Coefficient of skewness
Social interactions	Embracing others	11.99%	0.52	9.95!	0.32
	Cooperation with others.	8.69	1.63	8.60	0.25
	Contact with others	10.63	0.36	10.60	0.41
	caring for others	11.25	0.52	11.00	0.32
	Total Scale	40.55.	1.98	40.15	0.52

It is clear from Table No. (6) that the coefficients of the skewness of the study sample in the variables of social interactions ranged between ( $\pm 3$ ), indicating the homogeneity of the sample.

**Table (8): “The correlation coefficient between the level of social interaction and the users**

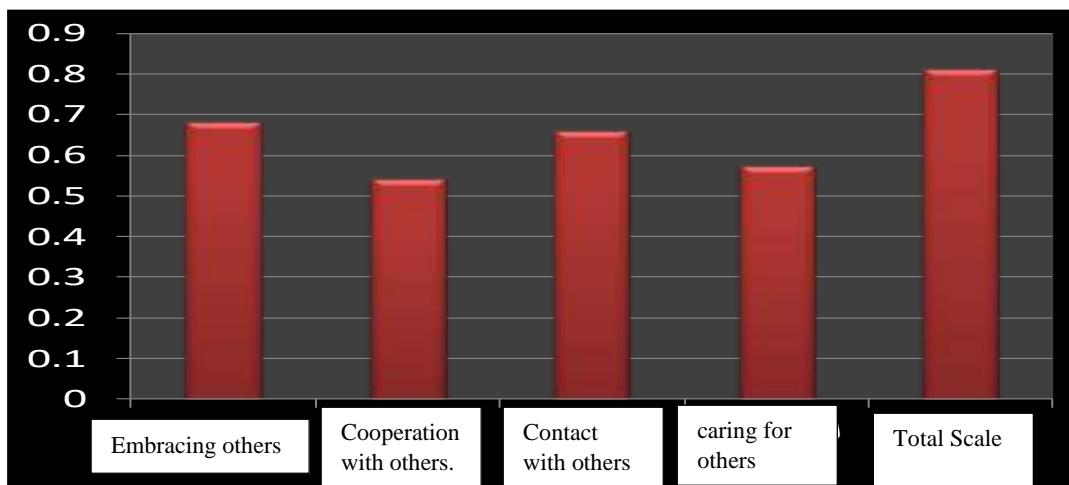
**For the social network**

**N = 435**

Variables	Correlation coefficient	Sig
Embracing others	0.680	Sig
Cooperation with others.	0.540	Sig
Contact with others	0.658	Sig
caring for others	0.574	Sig
Total Scale	0.810	Sig

•(R) value at the significance level (0.05) = 0.195

Table No. (8) shows that there is a statistically significant correlation between users of the social network and the level of social interaction.



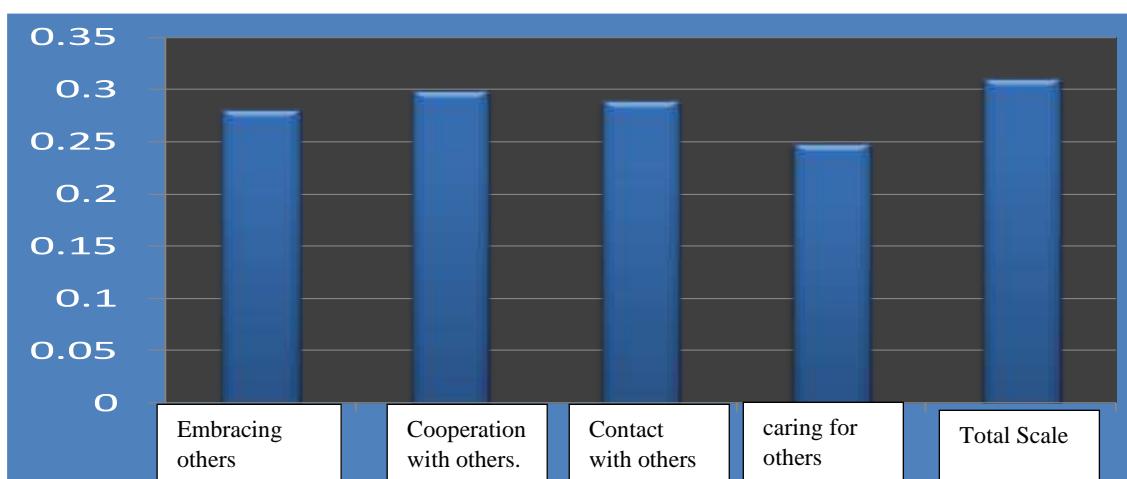
**figure (1):** "The correlation coefficient between the level of social interaction and the users of the social network.

**Table( 9): "The correlation coefficient between the level of social interaction and the non-users  
 For the social network  
 N = 205**

Variables	Correlation coefficient	Sig
Embracing others	0.180	not significant
Cooperation with others.	0.198	not significant
Contact with others	0.188	not significant
caring for others	0.164	not significant
Total Scale	0.110	not significant

•(R) value at the significance level (0.05) = 0.205

Table No. (8) shows that there is no statistically significant correlation between non-users of the social network and the level of social interaction.



**Figure. 2:** "The correlation coefficient between the level of social interaction and the non-users

For the social network

**Discussion :**

Table No. (8) shows that there is a statistically significant correlational relationship between users of the social network and the level of social interaction. The researcher believes that the use of social networks has improved the level of social connectedness through conversations that take place through SMSs.

The researcher believes that due to the nature of the information network sites that allow anyone to have access to it. So, it is a rich source for getting information between individuals for its easiness of communication between them, which allows expressing opinions about systems and administrations.

The results of this study are consistence with the study of Ali (2013 ) that states individuals within the new communication environment (social network) can create virtual communication spaces in which they meet in a circumstantial manner as a new expressive method that enables them to communicate with others via e-mail or through blogs and forums, such as generating virtual groups. Many of these virtual groups have found on the Internet a platform to make their voices heard to others and the space for expressing opinions and attitudes is no longer limited to the elites and the specific people of the society, but ordinary individuals have opportunities to express their opinions through new virtual newspaper sites, news sites, forums, and mailing lists.51:19)

The researcher believes that the student's use of the social media site led to their sharing of interests with each other, which led to an improvement in the level of social communication, and this is shown by the study of Hilal (2014) (25).

The researcher believes that the users of social networks can join one or more networks that are established by the city, workplace, school or region. These networks enable users to communicate with other members of the same network. Users can also contact their friends while allowing them access to Their files and thus fulfilled the first hypothesis, which states that there is a correlation between the level of social interaction and the use of the social network.

Table No. (9) shows that there is no statistically significant correlation between users of the social network and the level of social interaction. Educators have drawn attention to the importance of SMSs and their role in refining and developing the personality of young people, especially since the studies which were conducted as their results indicated that the number of Arab users of SMSs reaches (15) million people, and recent studies have indicated that the number of Arab users increases by one million people every month. And one of the striking paradoxes is that the number of Arab network users exceeds the number of newspaper readers in the Arab world.52:15)

Some of them may see that youth welfare is the provision of activities or services, or the establishment of sports and social institutions to occupy leisure time, but this care is only a part of the needs of young people in light of the huge potentials provided by modern technology through which young people practice various activities that affect in their behavior and personality patterns. human behavior is the processes that take place between the individual with all its mental, psychological, social, environmental

components- with all its conditions, attitudes- and social and cultural elements. it is the basis of interaction between individuals, groups and societies.49:12)

In this regard, Li (2010 ) stated that social media today has become one of the important institutions that play an important role in educating young people and providing them with correct habits and behaviours, and an important tool for social change. Social and educational institutions have been concerned with developing programs and activities for students, to benefit by occupying young people's time for what benefits them, as well as to inculcate important aspects and develop students' personality. the educational process is not just indoctrination to the student, but rather is a useful process for building the student's personality in all aspects, spreading the spirit of social responsibility and self-esteem, assuming responsibilities in life, and trying to find integrated balance in all aspects of personality.74:26) (81:28)

The young person, through social media, benefits from the activities and programs available to him, and interacts with other people through these available activities, thus exchanging types of human behaviour with others, so s/he benefits from others, learns types of behaviour, and gains positive experiences through that interaction and activities, and s/he tries to develop for her/himself a sense of responsibility and self-reliance through these processes and activities, and s/he does this by sharing with others from other groups on the pages of social networks, which led to a reduction in the intensity of the feeling of alienation among users and thus has fulfilled the second hypothesis which states that there is no relationship correlation between the level of social interaction and the lack of use of the social network.

### **Findings:**

There is a statistically significant relationship between the use of the social network and the level of social interaction.

- There is no statistically significant relationship between non-users of the social network and the level of social interaction.

The researcher noticed that there are many factors that may affect the level of use of social networks, such as environmental factors and the economic level of the family.

- The researcher noticed that there are many factors that may affect the level of use of social networks, such as the difference in students' social interests, as well as the societal cultural level.

### **Recommendations:**

- Supporting the use of social networking among students because of its effective role in improving communication between students' opinions

- Conducting courses and seminars explaining the healthy concepts of using the social network.

- Linking some practical courses between students and the university administration through the social network.

Conducting similar studies to codify future variables that affect society through its use of the communication network.

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### **Appendices:**

- Appendix(1) the expert opinion survey form.
- Appendix (2) the scale of social interactions in its initial form.
- Appendix (3) the final measure of social interactions.

### **Appendix 1: The expert opinion survey form**

No	Name	Job
1	Prof. Dr Hassan Hassan Abdo	Professor of Sports Psychology - Department of Psychological and Educational Sciences, Faculty of Physical Education - Minia University
2	Prof. Dr. / Khair El Din Ali Owais	Professor of Sports Sociology - Faculty of Physical Education - Helwan University.
3	Prof. Dr. Abdel Hafeez Ismail	Professor of Sports Psychology - Faculty of Physical Education - Helwan University.
4	Prof. Dr. Abdel	Professor of Sports Psychology - Vice Dean for Education

	Hakim Rizk	and Student Affairs, Faculty of Physical Education - Assiut University.
5	Prof. Dr. Essam Abdel-Wahab Al-Hilali	Professor of Sports Sociology - Faculty of Physical Education - Helwan University.
6	Prof. Dr. Emad Samir Mohamed	Professor of Sports Psychology - Head of the Psychological and Educational Sciences Department at the Faculty of Physical Education - Assiut University.
7	Prof. Dr. / Ghada Farouk Abdel Aziz	Professor of Sports Psychology - Department of Psychological and Educational Sciences, Faculty of Physical Education - Minia University
8	Prof. Dr. / Mohamed Nasr El-Din Radwan	Professor of Measurement and Evaluation - Faculty of Physical Education - Helwan University
9	Prof. Dr. Hind Suleiman Hajar	Professor of Measurement and Evaluation - Faculty of Physical Education - Helwan University
10	Prof. Dr. Ahmed Salah El-Din Khalil	Professor of Sports Psychology, Faculty of Physical Education - Helwan University

**Appendix 2: A measure of social interactions in its initial form**

No	statements / dimensions	Agree	Disagree	What you see fit
<b>Embracing others</b>				
1	I would like to identify my colleagues who are practicing the same sport.			
2	I find it pleasant to participate in group shows.			
3	I like being with my peers			
4	I participate in the college team with my colleagues.			
5	I am pleased to identify my colleagues in scientific lectures.			
6	I like to visit my peers			
7	I love creating networking groups with my college peers.			
8	I feel happy when making new friends.			
9	I feel comfortable when I'm with my friends			
<b>cooperation from others</b>				
1	I like to help my colleagues explain their instructional and technical skills			
2	I offer everything I learned in college to my classmates to build a base of benefiting with my classmates			
3	I volunteer to collect the best sport skills to show it to my colleagues.			
4	I offer an explanation of the dynamic skills of my younger colleagues			
5	I present to my colleagues the theoretical and practical lectures that they missed.			
6	Helping others and cooperating with them is a religious duty			
7	I help my classmates to go to sports activities inside and outside the college.			
8	I participate in sport instructional tools with my colleagues.			
9	Feel the lack of cooperation with others is selfish and kind of jealousy.			
<b>Contact with others</b>				
1	I post announcements for the college on the social network.			
2	Communicating with others is beneficial both scientifically and personally			
3	Create online contact groups to share information about college news.			
4	I link my personal account to the college website and take advantage of it			
5	Contact my colleagues by any means of			

	communicating information, even if I were outside the group.			
6	I love communicating with my colleagues every day and during the holidays.			
7	I am glad to disseminate information and news to my expatriate colleagues to communicate with the college.			
8	Keep in touch with people I know			
9	I always contact the lecturers to inquire about any information I am missing.			
caring for others				
1	I always ask about the affairs of my relatives and colleagues			
2	I try to be a mentor for new students in college.			
3	Always participate in the college reception camp for new students.			
4	I offer my services to my colleagues during my participation in the rallies or camps.			
5	I connect new students to college administrators in case of complaint.			
6	I try to present all that I have accomplished in previous periods to my colleagues.			
7	I like to visit my peers			
8	I assist my colleagues in preparing their worksheets.			
9	I help my colleagues by participating in shows and sports teams.			

### Appendix 3: The measure of social interactions in its final form

No	statements / dimensions	Agree	sometimes	Disagree
1	I would like to identify my colleagues who are practicing the same sport.			
2	I find it a pleasant to participate in group shows.			
3	I participate in the college team with my colleagues.			
4	I am pleased to identify my colleagues in scientific lectures.			
5	I love creating networking groups with my college peers.			
6	I feel happy when making new friends.			
7	I feel comfortable when I'm with my friends			
8	I like to help my colleagues explain their instructional and technical skills			
9	I offer everything I learned in college to my classmates to build a base of benefiting with my classmates			
10	I volunteer to collect the best sport skills to show it to my colleagues.			

11	I offer an explanation of the dynamic skills to my younger colleagues			
12	I present to my colleagues the theoretical and practical lectures that they missed.			
13	I help my classmates to go to sports activities inside and outside the college.			
14	I participate in sport instructional tools with my colleagues.			
15	I post announcements for the college on the social network.			
16	Create online contact groups to share information about college news.			
17	I link my personal account to the college website and take advantage of it			
18	Contact my colleagues by any means of communicating information, even if I were outside the group.			
19	I love communicating with my colleagues every day and during the holidays.			
20	I am glad to disseminate information and news to my expatriate colleagues to communicate with the college.			
21	I always contact the lecturers to inquire about any information I am missing.			
22	I try to be a mentor for new students in college.			
23	Always participate in the college reception camp for new students.			
24	I offer my services to my colleagues during my participation in the rallies or camps.			
25	I connect new students to college administrators in case of complaint.			
26	I try to present all that I have accomplished in previous periods to my colleagues.			
27	I assist my colleagues in preparing their worksheets.			
28	I help my colleagues by participating in shows and sports teams.			

**Scoring key:**

dimension	The number of phrases	Agree (3 degrees)	sometimes (2) degree	Disagree 1 degree	Total
Embracing others	7	(3 degrees)	(2) degree	1 degree	21 degrees
Cooperation with others.	7	(3 degrees)	(2) degree	1 degree	21 degrees
Contact with others	7	(3 degrees)	(2) degree	1 degree	21 degrees
caring for others	7	(3)	(2) degree	1 degree	21

		degrees)			degrees
Total Scale	28	----	-----	-----	(84) degrees
Levels of social interaction					
Positive social interaction					(65-84) degree
Medium social interaction					(64-55)
Not socially interacting					28:54