



ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES
DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

**EFFECTS OF PEER TEACHING IN FOOTBALL CONCEPTS OF
PHYSICAL EDUCATION ON THE SOCIAL DEVELOPMENT OF
SECONDARY SCHOOL STUDENTS: THE CASE OF SEBETA
SECONDARY SCHOOL, OROMIA REGIONAL STATE**

BY
DESSALEGN BIZUNEH FUFA

ADDIS ABABA UNIVERSITY
JULY, 2025
ADDIS ABABA, ETHIOPIA

**EFFECTS OF PEER TEACHING IN FOOTBALL CONCEPTS OF
PHYSICAL EDUCATION ON THE SOCIAL DEVELOPMENT OF
SECONDARY SCHOOL STUDENTS: THE CASE OF SEBETA
SECONDARY SCHOOL, OROMIA REGIONAL STATE**

BY

DESSALEGN BIZUNEH FUFU

ADVISOR: WOLDIE BELACHEW (PhD)

**A THESIS SUBMITTED TO THE DEPARTMENT OF SCIENCES AND
MATHEMATICS EDUCATION IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF EDUCATION
IN TEACHING PHYSICAL EDUCATION**

ADDIS ABABA UNIVERSITY

JULY, 2025

ADDIS ABABA, ETHIOPIA

APPROVAL SHEET
ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

This is to certify that the thesis by **Dessaegn Bizuneh**, entitled: **“Effects of Peer Teaching in Football Concepts of Physical Education on the Social Development of Secondary School Students: The Case of Sebeta Secondary School, Oromia Regional State”** and submitted in partial fulfillment of the requirement for the degree of master of education in teaching physical education complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

Signed by Examining committee

_____	_____	_____
Name of Advisor	Signature	Date
_____	_____	_____
Name of Internal Examiner	Signature	Date
_____	_____	_____
Name of External Examiner	Signature	Date
_____	_____	_____

Declaration

I, the undersigned, hereby declare that this thesis is my original work and has not been presented for a degree in any university and that all sources of materials used for the thesis have been duly acknowledged.

Name of the researcher: Dessalegn Bizuneh

Signature: _____

Date of submission: _____

Acknowledgments

First and foremost, I would like to express my deepest gratitude to Addis Ababa University, College of Education and Behavioral Studies, Department of Science and Mathematics Education, for granting me the opportunity to pursue my master's program. I am especially thankful to my advisor, Dr. Woldie Belachew, whose insightful comments, unwavering guidance, and continuous support were instrumental throughout the course of this work.

My sincere appreciation also goes to all the study participants for generously offering their time and thoughtful responses, which were vital to the success of this research. Last but certainly not least, I extend my heartfelt thanks to my beloved wife, Hiwot Asefa Chakiso, and my children, Kenna Dessalegn and Deborah Dessalegn, for their unwavering moral support, encouragement, and the many sacrifices they made to help me overcome the challenges faced during this journey. Their love and strength have been my greatest source of motivation.

Table of Contents

APPROVAL SHEET	I
Declaration.....	II
Acknowledgment	III
List of Tables	VII
List of Figures.....	VIII
Acronyms and Abbreviations	IX
Abstract.....	X
CHAPTER ONE: INTRODUCTION	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem	3
1.3. Objective of the Study.....	4
1.3.1. General Objective	4
1.3.2 Specific Objectives	4
1.4. Basic Research Questions	5
1.5. Significance of the Study	5
1.6. Scope of the Study.....	6
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	7
2.1. Physical Education.....	7
2.2. Peer Teaching.....	10
2.3. Football.....	11
2.4. Physical Education and Social Development.....	11
2.5. Concepts of Social Development	13
2.6. Self Awareness in Physical Education	13
2.7. Self-Management in Physical Education	14
2.8. Social Awareness in Physical Education	15
2.9. Relationships Skills in Physical Education	16
2.10. Responsible Decision Making in Physical Education.....	17
CHAPTER THREE: RESEARCH METHODOLOGY	19
3.1. Introduction	19

3.2. Description of the Study Area	19
Figure 1: Map of the Study Area	19
3.3. Research Method.....	20
3.4. Study Design	20
3.5. Target Population	20
3.6. Sample and Sampling Technique.....	21
3.7. Sources of Data	21
3.8. Data Collection Tools.....	21
3.8.1. Questionnaire.....	21
3.8.2. Interventions	22
3.9. Data processing and Analysis	23
3.10. Validity Checks	23
3.11. Reliability Checks	24
3.12. Ethical Consideration	24
CHAPTER FOUR: RESULTS AND DISCUSSIONS.....	25
4.1. Introduction	25
4.2. Socio-demographic Characteristics.....	25
4.3. Pre-test Outputs	25
4.3.1. Self-Awareness	26
4.3.2. Self-Management.....	26
4.3.3. Social Awareness.....	27
4.3.4. Relationship Skills.....	28
4.3.5. Decision making.....	29
4.4. Post-test Outputs	30
4.4.1. Self-Awareness	30
4.4.2. Self-Management.....	31
4.4.3. Social-Awareness	32
4.4.4. Relationship Skills.....	33
4.4.5. Decision-making.....	34
4.5. Output of the Overall Social Development.....	35

4.6. Discussion	36
CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	38
5.1. Introduction	38
5.2. Summary	38
5.2.1. Research Question One	38
5.2.2. Research Question Two.....	39
5.2.3. Research Question Three.....	39
5.2.4. Research Question Four.....	40
5.2.5. Research Question Five.....	40
5.3. Conclusion.....	40
5.4. Recommendation.....	41
5.4.1. Recommendation for Schools and Educational Stakeholders	41
5.4.2. Recommendation for Future Researchers.....	41
REFERENCES	42
Appendix-A: Social Development Questionnaire	47
Appendix-B: Pilot Study Reliability.....	53

List of Tables

Table 1: Gender-wise Distribution of the Students Participating in the Study.....	25
Table 2: Independent Samples t test of EG and CG Students of Sebeta Secondary School with respect to Self-Awareness.....	26
Table 3: Independent Samples t test of EG and CG Students of Sebeta Secondary School with respect to Self-Management	27
Table 4: Independent Samples t-test of EG and CG Students of Sebeta Secondary School with respect to Social Awareness.....	28
Table 5: Independent Samples t-test of EG and CG Students of Sebeta Secondary School with respect to the Relationship Skills dimension	29
Table 6: Independent Samples t-test of EG and CG Students of Sebeta Secondary School with respect to the Decision making dimension	30
Table 7: Post-test Independent Samples t test of EG and CG Students of Sebeta Secondary School with respect to Self-Awareness.....	31
Table 8: Post-test Independent Samples t test of EG and CG Students of Sebeta Secondary School with respect to Self-Management	32
Table 9: Post-test Independent Samples t test of EG and CG Students of Sebeta Secondary School with respect to Social Awareness	33
Table 10: Post-test Independent Samples t test of EG and CG Students of Sebeta Secondary school with respect to Relationship Skills	34
Table 11: Post-test Independent Samples t-test of EG and CG Students of Sebeta Secondary school with respect to Decision making	35
Table 12: Post-test Independent Samples t-test of EG and CG Students of Sebeta Secondary School with respect to overall Social development	36

List of Figures

Figure 1: Map of the Study Area	19
---------------------------------------	----

Acronyms and Abbreviations

CASEL----- Collaborative for Academic, Social, and Emotional Learning

PE----- Physical Education

SD----- -Standard Deviation

SPSS----- Statistical Package for Social Science

EG-----Experimental Group

CG-----Control Group

Abstract

Enhancing students' social skills is a central aspect of physical education. Peer teaching has emerged as a promising strategy to foster collaborative learning and interpersonal development, particularly in the context of football instruction. This study investigated the impact of peer teaching on the social development of secondary school students learning football. A total of 104 students encompassing an experimental group (n = 52), which engaged in peer teaching, and a control group (n = 52), which received no intervention participated in the study. Data were collected using a structured questionnaire comprising 36 Likert-scale items. An Independent Samples Test was employed to analyze differences in social development scores between the two groups. Results revealed a statistically significant improvement in the experimental group's social development scores. Students exposed to peer teaching demonstrated notable gains in self-awareness, self-management, decision-making confidence, social awareness, and relationship skills which are subscales of social development. These findings suggest that integrating peer teaching into football instruction can effectively promote key social competencies. The study underscores the value of peer teaching as impactful pedagogical approach within physical education.

Keywords: Social Development, Peer Teaching, Physical Education, Football Concepts

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Social development is the widest social language as a growing directional movement of society from smaller to greater levels of energy, efficiency, quality, productivity, complexity, comprehension, creativity, choice, mastery, enjoyment and accomplishment. The development of individuals and societies results in increasing freedom of choice and increasing capacity to fulfill its choices by its own capacity and initiative (International Center for Peace & Development [ICPD], n.d.). Social development is determined by the subconscious aspirations of society for development or advancement. Society and individuals will seeks progressive fulfillment of a prioritized hierarchy of needs security of borders, law and order, self-sufficiency in food and shelter, organization for peace and prosperity, expression of excess energy in entertainment, leisure and enjoyment, knowledge, and artistic creativity (ICPD, n.d.).

According to the United Nations Department of Economic and Social Affairs (UNDESA, 2002), social development encompasses the provision of economic opportunities for all and the reduction of poverty, contributing to individual well-being and societal harmony. As to this logic, economic growth is one of the means to social development, as it is a means to economic development. Also, in this forum, a strong emphasis is put on the use of a “social perspective” to consider issues of development and their financing. Social development in students refers to the process by which they learn to interact effectively with others, build relationships, and navigate social environments. This development is essential for their overall growth and success in both academic and personal aspects of life.

Physical and health education teachers were on the front lines of the social and emotional learning movement i.e. they can maximize their impact on students by teaching them the social and emotional skills and behaviors that will help them succeed in all areas of life. Students who develop social capability during their formative education are more likely to be successful throughout their lives (Hellison, 2011). There are different methods of teaching strategies of physical education. One of it is the peer teaching strategy. Peers are commonly used in school settings to influence student learning outcomes. The teaching strategies that use peers are basically labeled peer-assisted learning and can be further classified into teaching strategies that use peers as a component of direct instruction (Rosenshine, 1979). These strategies include

teaching by tutoring, modeling, and assessing, as well as approaches that involve structured and often sequenced collaboration such as cooperative learning strategies in order to achieve a common goal (Cohen, 1994). In the previous, the instructional task for most students stays the same, whereas in the latter the task differs, often requiring each student to contribute a piece of the total task or to take on different roles. In physical education, peer-assisted learning has been proposed as a best practice in pedagogy texts (Siedentop & Tannehill, 2000) and as an inclusive strategy for students with disabilities (Block, Oberweiser, & Bain, 1995). Peer-teaching method can help in teaching the football concept. Football has become a vital instrument for hundreds of social development programs run by nongovernmental and community based organizations all around the world. These programs are providing children and young people with valuable tools to actively make a difference in their own lives. By addressing the most pressing issues in each community, these programs are contributing to positive social change on a global scale.

In 2005, FIFA and Street Football World jointly began to bring such organizations together, strengthen their programs through direct support and increase their visibility. Football for Hope was thus created as a unique and global movement through which the power of football is used as a force for sustainable social development (Semelková, et.al. 2011). With its many successes on the ground, its global reach and the strong commitment of its founders, the Football for Hope movement has become an attractive platform for public and private sectors, civil society and multilateral development institutions to invest in a sustainable way and develop innovative partnerships for social development. Today, the Football for Hope movement provides access to programs which serve hundreds of thousands of young people all over the world. The movement is a catalyst for innovation and social investment for various sectors of society and it is increasingly gaining recognition and attracting new resources and expertise (Semelková, et.al, 2011). The Football for Hope philosophy is to maximize the potential of football in making a concrete contribution to sustainable development. Hence, the purpose of this research was to find out the effects of peer teaching in football concepts of physical education on the social development of Sebeta secondary school students of Oromia regional state.

1.2. Statement of the Problem

The learning model applied in physical education must be described in the learning process from beginning to end, which the teacher especially packages. The designed plans also describe student activities in each learning session, the time used in each model practiced, and the division of groups. The nature of the instructional processes used, the level of cognitive and social participation of students with the subject matter, and specific constraints imposed on the game forms all influenced students' development in their ability to play invasion games-level of defensive pressure, the dimension of the field (Farias, et.al.2009).

The peer teaching method that is considered among the constructivist education models is the learning method that leads the student to actively participate in the courses, to participate in the discussion environment in the classroom and thus to learn actively, and in which the student is responsible for its own learning within the learning environment (Zhu, 2007). The peer education model in which two students with same academic success level mutually exchange as teacher and learner is called the mutual peer tutoring. The active learning method in which the student with high academic success level is teacher and the student with lower level is learner is called cross-peer tutoring. The cross-peer tutoring is not a widely preferred method. The common benefit in all techniques of the peer tutoring models is that the students who are at teacher and learner positions learn together (Mynard & Almarzouqi, 2006). The peer tutoring is a process in which a student, who received education and is capable of conducting peer tutoring, teaches, under guidance of a teacher, concepts or skills to one or more students at the same class level.

The success of the peer teaching is influenced by many factors such as age group, level of ability of teachers and learners, level of motivation for cooperation, nature of the concept or skill being taught. Therefore, the peer teaching is an education model that includes different methods. There are two methods, namely one-way and class-wide peer teaching. In one-way peer teaching, the student who knows the subject to be taught better helps the less knowing one. And in class-wide peer tutoring, the student charged with peer tutoring conducts, under the supervision of the teacher, the education with the whole class (Dudley et al., 2012; MEB, 2013). The peer education is a model that was developed as an alternative to the creation of power imbalance by the relationship – in the traditional education methods – that is based on hierarchy (MEB, 2010).

The positive correlations in the students' performances found in the researches on peer education cause the application areas of the peer education model to expand (Can, 2009). According to the current study there is no evidence, the research conducted concerning the effects of peer teaching in physical education and the football concept on the social development of students in [sebeta](#) secondary school. Therefore, the researcher was found out the effects of peer teaching in football concepts of physical education on the social development of Sebeta secondary school students. Depending on this statement of the problem, the following objectives were set to guide the study.

1.3. Objectives of the Study

1.3.1. General Objective

The main objective was to investigate the effects of peer teaching in Football concepts of physical education on the social development of secondary school Students in Sebeta Secondary School, Oromia Regional State.

1.3.2 Specific Objectives

The specific objectives of the study were:

1. To measure of self-awareness among students engaged in peer teaching within football-focused physical education.
2. To evaluate students' self-management skills developed through peer teaching in football instruction.
3. To investigate the degree of social awareness demonstrated by students participating in peer teaching.
4. To analyze the relationship skills of students involved in peer teaching in football-based physical education.
5. To examine the extent of responsible decision-making among students engaged in peer teaching of football concepts.

1.4. Basic Research Questions

In this study, the following major research questions were addressed:

1. How much does students' self-awareness improve after using peer teaching group in the football concept of physical education change in Sebeta Secondary School as compared to those in comparison group?
2. How often students manage themselves in peer teaching group in the football concept of physical education in Sebeta Secondary School as compared to those in comparison group?
3. Is there a difference in social awareness of students in peer teaching group in the football concept of physical education change in Sebeta Secondary School as compared to those in comparison group?
4. In what ways do the relationship skills of students in the Peer teaching group of the football concept in physical education in Sebeta Secondary School differ as compared to those in comparison group?
5. How is the responsible decision-making of students in peer teaching group in the football concept of physical education change in Sebeta Secondary School as compared to those in comparison group?

1.5. Significance of the Study

The outcome that will be generated from this investigation might benefit students, physical education teachers, the school, society at large and other researchers who will like to carry out further research relating to this issue. In addition to this, the findings of this study will: Create awareness among different level of educational institutions and their stakeholders' the effects of teaching physical education in peer in developing social and personal development of secondary school students. It motivate policy makers to give attention to consider physical education as a source of building community resources of a country and it contributes to make a better understanding of the status of physical education instruction.

1.6. Scope of the Study

This study was conducted in south -western part of Ethiopia, Oromia regional state in Sebeta City. In order to make the study easily manageable, its scope was limited to find out the effects of peer teaching in football concepts of physical education on the social development of secondary school students: focusing on Sebeta secondary school, Oromia regional state. Due to the time and resource scarcity this study was limited to in Sebeta Secondary school.

CHAPTER TWO: LITERATURE REVIEW

2.1. Physical Education

Physical education is a subject provided in schools instructive system, through which, students can acquire knowledge about the importance of exercise and techniques needed to be achieved. According to Anderson (1989,20), “Physical education is an educational course related to physique of the human body, taken during primary and secondary education that encourages psychomotor learning in a play or movement exploration setting to promote health.” Students can gain knowledge from their physical education class about physical activities to help give them strength and to keep their bodies healthy.

Physical Education and Sport have many advantages related with active participation (Bailey, 2006). It helps children to develop self-respect, integrating social, cognitive and physical growth, develops knowledge of the function of aerobic and anaerobic physical programs in health, positively improves self-esteem, and enhances social, affective and cognitive development (Talbot, 1999, cited in Edward, 2015). The results of physical education and sports can be understood in terms of children’s development in five domains: social, life style, affective, cognitive, physical development Bailey (2006).

❖ Social Development

Numerous studies have illustrated that the growth of pro-social habits can even fight anti-social and young disorders (Bailey, 2006). The idea that physical education and sports positively affects people’s social growth and pro-social characters goes back many years. Physical Education and Sport environment is considered an exciting situation since both natural and non-natural social relations mostly occur and because the public nature of learners makes both socially good and bad habits evident (Bailey, 2006). In addition to this, students’ social skills are the actions that enable someone to join with friends and society informs that can get a positive and avoid negative answers from other people (Gumapac et al., 2019). These skills known from the simplest to the hardest including; waving, smiling, making and asking favors, making friends, expressing conversation. Some of these skills have significance to a person’s success because this involves cooperation, self-control, and assertiveness (Madrona & Rivera, 2014). Students who engage in physical activities develop social skills through exercises which social

conflict (Sami, et al., 2015). Social skills do not only affect interpersonal connection and adhering acquisitive attribution but also decreasing mental problems, psychological disorder, and behavioral deflection.

❖ **Life Style Development**

Evidence strongly suggests that health-related habits formed during childhood often persist into adulthood, shaping long-term physical and psychological well-being. Physical education (PE) plays a pivotal role in this developmental trajectory by instilling foundational behaviors that promote active lifestyles. According to Bailey (2006), the impact of physical education and sport on students' physical activity and health is most profound when programs integrate theoretical classroom instruction with practical, engaging activities. This dual approach not only reinforces knowledge but also encourages students to internalize healthy behaviors through experience. Moreover, when students are granted autonomy in determining their participation and goals within physical education, they are more likely to develop intrinsic motivation, self-regulation, and a sense of ownership over their health choices. Such autonomy supports the development of lifelong habits related to fitness, nutrition, and mental well-being. Bailey's review emphasizes that the benefits of PE extend beyond physical health, contributing to social development, emotional resilience, and cognitive growth. These outcomes are especially pronounced in environments that prioritize enjoyment, inclusivity, and personal relevance—conditions that foster sustained engagement and positive attitudes toward physical activity. In essence, lifestyle development through physical education is not merely about immediate fitness gains but about cultivating a mindset and skill set that empower individuals to lead healthier, more active lives well into adulthood (Bailey,2006).

❖ **Affective Development**

Skills necessary for understanding, identifying, and relating to the feelings of others are called “affective” skills. These skills address a child's feelings, emotions, motivations, values, and attitudes. Any behavior that has an emotional component requires affective skills. One of the most important affective skills necessary for relating well with others is empathy. Being able to understand when you have hurt another person's feelings, recognizing when someone is sad or angry, and determining trustworthiness are important to establishing and maintaining successful

friendships. Affective skills change over time as children grow and are exposed to many different situations, types of people, and experiences. Regular activity can have a useful effect upon the emotional well-being of children and young people (Bailey, 2006). With regard to children's self-confidence, the evidence is strong. Other benefits of regular activity that have been cited include; reduced stress, anxiety and depression. It has been noted that self-esteem is affected by an individual's perception of success, and that of the growing interest in the relationship between physical education and sports and students, general attitude towards school (Bailey, 2006).

❖ **Cognitive Development**

Cognitive skills include the skills a person's brain uses every day to think, learn, remember, reason, and pay attention. Children are fulfilled with information throughout their day, and they must learn to sort through it and process which information is important and necessary to succeed in many different situations. The skills of attention, memory, and thinking are essential cognitive skills. Physical Education and Sport physical education and sports enhances academic achievement by increasing the blood flow to the brain, enhancing mood, increasing mental alertness, and improving self-esteem (Bailey, 2006).

❖ **Physical Development**

Schools serve as a foundational social institution for cultivating physical development in children and adolescents. As Bailey (2006) emphasizes, physical education and sport within the school setting play a critical role in cultivating fundamental movement skills and physical competencies. These are not only essential for immediate participation in physical activities but also act as precursors to lifelong engagement in health-promoting behaviors. Through structured programs and inclusive environments, schools provide the framework for children to explore, refine, and master physical skills that support their overall growth. Regular physical activity, facilitated through school-based initiatives, has been consistently linked to a reduced risk of chronic diseases such as type 2 diabetes, hypertension, and cardiovascular conditions. Beyond the physiological benefits, physical activity contributes to improved mental health, enhanced cognitive function, and better academic performance. Laker (2000) underscores that schools offer vital opportunities for young people to acquire the knowledge, motivation, and habits necessary to sustain physically active lifestyles well into adulthood. He argues that physical

education should not be confined to the boundaries of sport alone but should be embraced as a vehicle for holistic development—encompassing personal responsibility, social engagement, and emotional resilience. The physical development through education is not simply about fitness or athleticism; it is about empowering young individuals with the tools to lead healthier, more balanced lives. When schools prioritize inclusive, enjoyable, and meaningful physical education experiences, they lay the groundwork for a generation that values movement, health, and well-being as integral parts of daily life.

2.2. Peer Teaching

The peer teaching method is considered among the constructivist education models that leads the student to actively participate in the courses, to participate in the discussion environment in the classroom and thus to learn actively, and in which the student is responsible for its own learning within the learning environment (Zhu, 2007, cited in Karadağ, et.al., 2018). In this education method, the teacher divides the subjects included in the unit into small sections that can be taught for the course hour. Students read the subject to be taught before coming to the classroom. The aim here is that the student has information, although superficial, on the subject, or that it sounds familiar. It can be checked, through a small question-and-answer method or by submission of the prepared reports to the teacher, whether the students have read the subject. Thus, it may be ensured that the students come prepared to the course. Furthermore, the teacher also is allowed to prepare for the course with regard to the information that the students have. In other form definition, the peer teaching model in which two students with same academic success level mutually exchange as teacher and learner is called the mutual peer tutoring.

The active learning method in which the student with high academic success level is teacher and the student with lower level is learner is called cross-peer tutoring. The common benefit in all techniques of the peer teaching models is that the students who are at teacher and learner positions learn together (Mynard & Almarzouqi, 2006, cited in Karadağ, et.al. 2018). The peer teaching is a process in which a student, who received education and is capable of conducting peer instruction, teaches, under guidance of a teacher, concepts or skills to one or more students at the same class level. The success of the peer teaching is influenced by many factors such as age group, level of ability of teachers and learners, level of motivation for cooperation, nature of the concept or skill being taught. Therefore, the peer teaching is an education model that includes

different methods. There are two methods, namely one-way and class-wide peer teaching. In one-way peer teaching, the student who knows the subject to be taught better helps the less knowing one. And in class-wide peer teaching, the student charged with peer teaching conducts, under the supervision of the teacher, the education with the whole class (Dudley et al., 2012; MEB, 2013, cited in Karadağ, et.al. 2018). The peer education is a model that was developed as an alternative to the creation of power imbalance by the relationship – in the traditional education methods – that is based on hierarchy (MEB, 2010, cited in Karadağ, et.al. 2018). The positive correlations in the students' performances found in the researches on peer education cause the application areas of the peer education model to expand (Can, 2009, cited in Karadağ, et.al. 2018).

2.3. Football

Football is a fundamental instrument in the social development work of hundreds of organizations and communities across the globe (FIFA,2008). Due to this role and its values, popularity and universal nature, football carries a significant responsibility for society as a whole. Football has a positive effect on those who play it, both in terms of health (physical activity) and life skills (the values of team sport). But beyond that the game serves as an effective tool in community programs for social development. The objective of the football is to establish a quality seal for sustainable social and human development (FIFA, 2008). It is the central tool in the areas of health promotion, peace building, children's rights & education, anti-discrimination & social integration and the environment, thus supporting best practice in the field. Most of the time football is used as an instrument to promote participation and dialogue of children and young people.

2.4. Physical Education and Social Development

Physical education, which includes activities such as game, competition, physical activities, exercise and sports activities, educates people through physical activities. Physical education and sports have a very important role in people's physical, mental and spiritual development as a whole, in their being individuals compliant with society's morals and rules, and in their achieving high efficiency in their works, and being happier in their daily life. Apart from the benefits that physical education and sports activities provide to the individuals, they also have significant

benefits to institutions and countries. They can promote, advertise and propagandize their countries or institutions by means of successes they achieve in sports organizations (İnal, 2003).

In a world that is rapidly changing, children in both primary and secondary schools benefit from developing a range of personal and social skills such as peer relationship skills, pro social behaviors (e.g. respect), leadership skills, problem-solving skills, and personal and social responsibility skills (Opstoel, et. al., 2019). When children develop these personal and social skills, they will not only be more successful learners, they will also be more likely to make a more successful transition to adult life (Wright and Craig, 2011).

The data implies that teenagers can develop these personal and social skills through their participation in physical education (Weiss, 2011). Certainly, there is an increasing interest in physical education's role in preparing childhood for the demands and challenges of everyday life (Society of Health and Physical Educators, 2014). In response to a world-wide physical education survey, Hardman et al. (2014) noted that personal and social development constitutes one of the main and most frequently cited goals of European PE programs (Opstoel, et. al., 2019). A person who is physically literate has acquired the abilities needed to engage in a variety of physical activities, is aware of the advantages of being active, and engages in regular physical activity (Lawson, 2019). Physical education formally imparts knowledge and values through physical activity that includes body development and care. However, physical education does not only focus on the body, even more than that. Physical education plays a special role in improving academic standards, promoting healthy lifestyles, managing risks in developing physical skills and confidence in movement (Harvey & Pill, 2018, cited in Vai, A, et. al., 2023). Health in physical education is defined as being healthy physically, mentally, spiritually and socially so as to allow a person to live productively (Løvoll et al., 2019, cited in Vai, A, et. al., 2023).

Physical education allows learners to develop social skills so as to have effective relationships with others. Health and physical educators are on the front lines of the social and emotional learning movement and can maximize their impact on students by teaching them the social and emotional skills and behaviors that will help them succeed in all areas of life. The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity (Shape America, 2019).

The knowledge, skills and confidence learned in a physical education classroom not only allow students to enjoy a lifetime of physical activity, but also allow students to learn and refine social and emotional skills (Shape America, 2019). According to the Collaborative for Academic, Social, and Emotional Learning's (CASEL), these social and emotional skills allow students to “integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges” (CASEL, 2019, cited in Shape America, 2019).

2.5. Concepts of Social Development

Social development in students refers to the process by which they learn to interact effectively with others, build relationships, and navigate social environments. This development is essential for their overall growth and success in both academic and personal aspects of life. Physical and health education teachers were on the front lines of the social and emotional learning movement i.e. they can maximize their impact on students by teaching them the social and emotional skills and behaviors that will help them succeed in all areas of life. Students who develop social capability during their formative education are more likely to be successful throughout their lives (Hellison, 2011). Teamwork, responsibility, empathy, self-control and self-reliance are considered to be components of social development (Gallhue DL. and Ozmun JC., 2000). In general some of the key components of social development are self-awareness; self-management, social awareness, relationship skills and responsible decision-making. It is assumed that children without social development and required skills are unable to perform their duties while interacting with others (Beelmann A. et. al., 1994).

2.6. Self Awareness in Physical Education

Self-awareness is the ability to accurately recognize one's own emotions, thoughts, values and how they influence behavior. It is the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.” The physically literate individual exhibits responsible personal and social behavior that respects self and others (Shape America, 2019). According to explained in the teaching learning eBook (2018) chapter four (4), self-esteem is how we perceive our value to the world and how valuable we think we are to others. Self-esteem affects our trust in others, our relationships, our work nearly every part of our lives. Positive self-esteem gives us the strength and flexibility to take charge of our lives and grow from our mistakes without the fear of rejection (UC Davis, Self-Esteem). Self-concept

also referred to as self-identity which is the collection of beliefs one has about him or herself. Self concept is cognitive and descriptive and reflects our perceptions of our behaviors, abilities, and unique characteristics. It answers the question, “Who am I?”(APA, 2002, cited in eBook, 2018).

2.7. Self-Management in Physical Education

Self-management refers to the competence to shape one's own personal and professional development largely independently of external influences. This includes sub-competences such as independent motivation, goals setting, planning, time management, organization, learning ability and success control through feedback (Doupona, 2021).

According to Shape America (2019), self-management is the ability to successfully regulate one's emotions, thoughts and behaviors in different situations. It is effectively managing stress, controlling impulses, and motivating oneself. In other word, self management is the ability to set and work toward personal and academic goals. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. The concept of self-management is broad-based and includes a wide portfolio of activities such as improving knowledge about different topics and decision-making for managing peoples own health (Barlow, et al., 2002). It is thought of as a procedure designed to promote one's awareness of behavior and ability to function when he/she is aware of his/her own behavior (Nelson, et. al., 1991, cited in Doupona, 2021).

Self-management programs should include many components to managing health (Lorig & Stanford, 2004). For example: - medication adherence, pain management, fatigue and stress management, depression, healthy eating, exercise, self-efficacy, and mobilizing social support. Self-efficacy is a major concept of social cognitive theory that is used as a framework for developing self-management programs (Bandura, 1998). It is the person's perception for his/her ability to implement a specific behavior and develop personal competences as life skills. A key component of the individual competence structure is a high level of self-esteem, self-confidence and the ability of self-regulation (Bandura, 1977, 1998).These life skills responsible for the development period between childhood and early adulthood, and enables the individual to master and manage the central development tasks and thus contribute to the production of personal stability. Learning about successful self-management strategies means to learn skills and get

confidence as well as learning about motivational backgrounds for everyday roles and responsibilities in order to be able to live a healthy life. Self-management strategies should help to break the cycle of negative life symptoms such as stress, fatigue, depression, anxiety and pain. And all these skills learned in school years in order to receive an adequate behavioral attitude (Mangrulkar, et. al, 2001, cited in Doupona, 2021). Self-management should allow students to be responsible for their own behavior and life. It motivates students to understand their responsibilities and to work towards their goals. Thus, inappropriate behaviors are reduced and replaced by more appropriate ones. As a result, the class routine would be better organized and allow students to participate in learning activities as well as sport activities (Doupona, 2021). Learning self-management skills can promote lifelong physical activity required by all age groups, including the student level. With behavior change through self-management-based skills-based learning, it is expected that lifelong lifestyle development will occur (Budiman, et. al., 2018).

2.8. Social Awareness in Physical Education

Social awareness is the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. It is the ability to understand social and ethical norms for behavior and to recognize family, school and community resources and supports. The physically literate individual exhibits responsible personal and social behavior that respects self and others (Shape America, 2019). It can be described by accepting players of all skill levels into the physical activity. It accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects.

Additionally, the competence for perspective-taking and compassion with others, including those from different origins and cultures, is known as social awareness (A. Vai, et., al., 2023). It is the understanding of social and ethical standards, resources, and community assistance for families, schools, and communities (Goh & Connolly, 2020). In addition to being able to accept variety, social awareness also means being able to identify, comprehend, and value the similarities and differences between various people and groups. Learning about social awareness helps students accept different points of view, empathize with people from various origins and cultures, and comprehend social and ethical norms (Gagnon, 2016).

Physical education may teach social awareness in a way that encourages students to use their imagination, self-expression, and teamwork to solve problems via movement. Through the use of stimuli in developing and/or investigating movement sequences and patterns, sensory activity produces a kinesthetic response. However, addressing personal and social obligations in physical education can be done in a variety of ways, not just through teaching social awareness. When possible, a high-quality and developmentally appropriate physical education program should incorporate lessons on social responsibility and self-advocacy across the curriculum and by utilizing a variety of themes (Huynh et. al., 2021).

2.9. Relationships Skills in Physical Education

Relationship skill is the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. It is the ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed (Shape America, 2019).

The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. He/she demonstrates the importance of social interaction by helping and encouraging others, avoiding trash talk and providing support to classmates. And also, identifies and evaluates the opportunity for social interaction and social support in a self-selected physical activity (Shape America, 2019). In other word, relationship skill is building and maintaining healthy relationships through effective communication, cooperation, conflict resolution, and seeking help when needed. Social skills constitute an essential base in daily life and play a necessary role in the learning context within schools (N. Frey, et. al., 2019).

Skills such as cooperation enable students to learn to work together with others, appreciate diverse opinions, and recognize the strength of collaboration (E.F. Barkley, et. al., 2014, cited in Setiawan, et. al., 2023). Effective communication skills empower students to articulate ideas and feelings clearly, laying the groundwork for strong relationships and mutual understanding (Setiawan, et. al., 2023). Interpersonal skills and trust contribute to helping students build positive relationships, creating an inclusive and safe school environment (Hammond and C. M. Cook-Harvey, 2018). Furthermore, teamwork skills teach students about the importance of cooperation in achieving common goals, fostering an appreciation for individual roles and

contributions within a group (J. Weinstein, et., al., 2013). Through education, students acquire not only academic knowledge but also these social skills, which aid in shaping a strong personality, preparing them for success in life, and supporting the formation of a more harmonious society (B. S. Jumriani, et. al., 2023). Accordingly, this research result suggests that peer teaching had a positive impact on improving students' relationship skills especially higher in experimental group teaching method.

2.10. Responsible Decision Making in Physical Education

Responsible decision making is the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns and social norms. It is the realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance. It analyzes the situation and makes adjustments to ensure the safety of self and others and recognizes the type of throw, volley or striking action needed for different games and sports situations (Shape America, 2019).

Students need to develop the capacity to understand and handle conflicts constructively, fostering the establishment of healthy interpersonal relationships (Gamble,2013). Education that promotes values such as justice respect, and social responsibility also plays a vital role in shaping students' character (Setiawan,et., al.,2023).

The capacity to make wise decisions about one's activities and relationships with others based on moral principles, safety considerations, and societal conventions is known as responsible decision-making (A. Vai, et., al.,2023). It is the deliberation for one's own and others' well-being as well as a realistic assessment of the effects of one's activities (Hurd et al., 2021). Additionally, the capacity for responsible decision-making refers to the capacity for making acceptable and respectful judgments regarding one's own conduct and social interactions in light of moral principles, safety considerations, societal norms, and one's own and others' wellbeing (Vassilopoulos et al., 2018). As a management technique, encouraging responsible decision-making with learners helps promote problem solving. This competency entails the capacity of students to recognize issues and create suitable solutions to those issues, including both social and academic issues (O'Donnell et al., 2020, cited in A. Vai, et., al.,2023). To teach responsible decision-making in a physical education setting, teachers must give their pupils the chance to

become motivated, independent, and responsible for their choices. This can be done in exercises where pupils collaborate in small groups to overcome obstacles. One approach to achieve this is to teach pupils how to modify an activity or game to include additional physical activity. This requires promoting physical activity, knowing the benefits of movement and exercise, and most importantly using wise decision-making strategies all throughout the process. Physical educators want to ensure that students are engaged in physical activity for the majority of the class period (A. Vai, et., al.,2023).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter presents description of the study area, research method, research design, target population, sample and sampling technique, sources of data, data collection tools, interventions, data processing and analysis, validity checks, reliability checks, and ethical considerations.

3.2. Description of the Study Area

This study was conducted in Sebeta town, Sheger City in Oromia Regional State. This town has a latitude of $8^{\circ} 53'38.50''N$ $8^{\circ}59'58.17''N$ and a longitude of $38^{\circ}35'11.91''E$ $38^{\circ}39'33.75''E$. Climatically, the town is classified under temperate (Woina Dega) with a temperature range of $12.7^{\circ}C$ to $24.4^{\circ}C$. Sebeta is found at about 25 km distance from Addis Ababa to the South West. Sebeta town is bordered in the East by Gelan Gudda Sub-city, in the West by Welmara Woreda, in the North by Gefarsa Guje Sub-city and in the South with Sebeta Awas Woreda (sebeta Land Management Office, 2024).

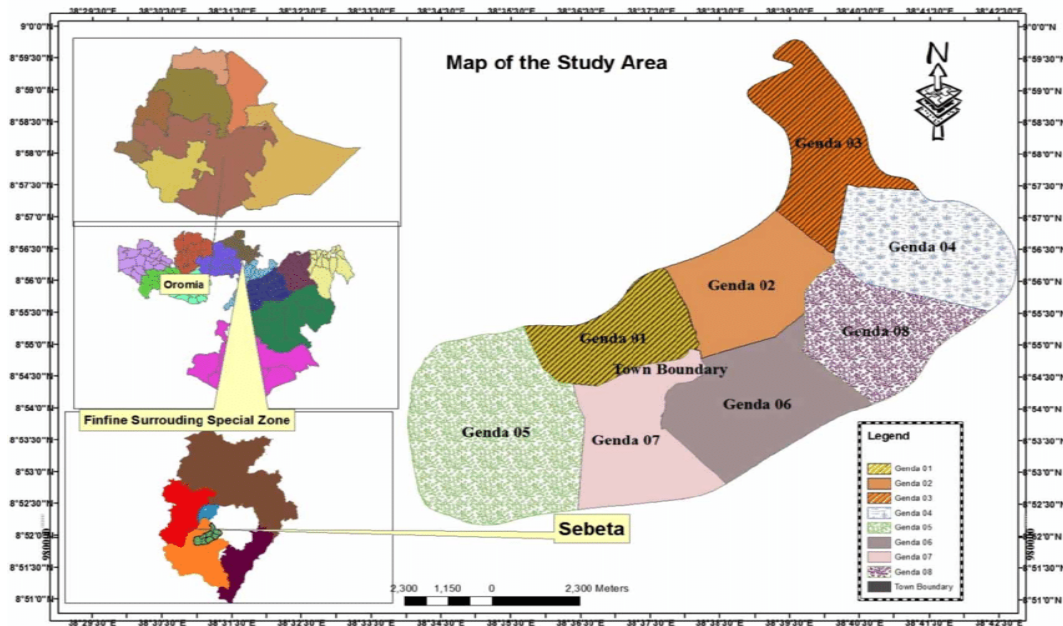


Figure 1: Map of the Study Area

Source: - Map data @2024 Google

3.3. Research Method

This investigation was done using a quantitative research method. Quantitative research is a structured approach to inquiry that emphasizes objective measurement and statistical analysis of data to understand patterns, relationships, and outcomes. It typically involves a definite sample sizes and standardized instruments (Creswell, 2014). Moreover, Thelwall (2025) highlights the role of quantitative indicators such as citation metrics in evaluating research impact, stressing the importance of using these tools responsibly to avoid systemic biases.

3.4. Study Design

To obtain the necessary data for the research on peer teaching at Sebeta Secondary School, the study employed a quasi-experimental research design. This design is particularly suitable for educational settings where random assignment is impractical, yet comparative analysis between intervention and control groups is essential (Van Kann et al., 2015). A quasi-experimental design allowed the researcher to examine the effects of peer teaching on social development, such as self-awareness, self-management, social awareness, relationship skills, and decision-making, while teaching football concepts. Unlike true experimental designs, quasi-experiments rely on statistical controls to account for confounding variables, thereby enhancing internal validity without requiring full randomization (Berk, 2022). The intervention was structured for a six-week duration, during which the experimental group participated in peer teaching activities in their physical education curriculum on football concepts. The control group continued with their conventional physical education activities, allowing for a comparative analysis of outcomes. Data collection included pre- and post-intervention assessments using social development questionnaire.

3.5. Target Population

In research methodology, a population refers to a group of individuals who share a common characteristic that distinguishes them from other groups (Creswell, 2012). Within this broader group, the target population also known as the sampling frame is the specific subset from which the sample is drawn. The sample then consists of the individuals selected to participate in the study, and findings from this group are generalized back to the target population (Creswell, 2012, p. 142). For the purpose of this study, the population comprises all students enrolled at Sebeta Secondary School. From this institution, the defined target population includes a total of

1,179 students (Sebeta Secondary School, 2024), representing the group from which the sample will be selected to ensure relevance and validity in addressing the research objectives.

3.6. Sample and Sampling Technique

The main objective of this study is to examine the effect of peer teaching within the context of football-based physical education concepts on the social development of students at Sebeta Secondary School, located in Oromia Regional State. Grade 10 was purposively selected as football concepts were taught. For this study, the students' sections were selected in simple random sampling method. Accordingly, two sections of grade ten (10) students where each with 52 students was selected.

3.7. Sources of Data

The data was collected from both primary sources secondary data sources. The primary data sources were secondary school students. The decision to use these subjects as a source of primary data is based on the expectation that they have better information to find out the effects of teaching in peer football concept of physical education on the Social Development.

3.8. Data Collection Tools

3.8.1. Questionnaire

A questionnaire was developed based on the review of literature by the investigator under the close guidance of the advisor. It was consists 36 close ended item questions. This is because questionnaire is convenient to collect large amount of information from large number of participants with in short period of time and in a cost-effective way (Creswell, 2012). The questionnaire had two parts. The first part was about background information of the respondents. The second one was about the effects of teaching in peer football concept of physical education on the Social Development of Students in Sebata Secondary School. In this part each item was prepared in the form of five Likert scale ranging from strongly disagree to strongly agree to measure the level of conformity of the respondents.

3.8.2. Interventions

3.8.2.1. Experimental Group (Peer teaching group)

The same age peer teaching model was functional in the experimental group. For the application of the model, two students taking the subject were chosen for each lesson to teach and each was assigned to teach twice during the six weeks duration. After making the necessary preparation, the selected students met the researcher and teacher two days before the end of intervention. In this meeting, the teacher gave the information to teacher students about the learning objectives, expectations of them, task presentation and check for understanding how to communicate errors to learners, how to provide praise appropriately, how to practice safely, how to assess the mastery of students as suggested by Metzler (2005) as cited in Mirzeoglu (2014). After all the information about implementation was given to the teacher students, the daily plan was done by the subject teacher and teacher students' together. After that, the explanations and presentations about the exercises were provided to the teacher students in practice by the researcher and the subject teacher. In the class room setting, students were divided into two groups and the same lesson was implemented to peers by different teacher students. For the moment, the teacher observed the teacher students during the lessons and intervene the process by calling the teacher students to talk when necessary. The teacher definitely had no direct contact with the other students in classroom. During the lessons, the teacher students were responsible for explaining and demonstrating the subject of the lesson, explaining and demonstrating the exercises, providing feedback, corrections and reinforcement.

3.8.2.2. Comparison group (Conventional instruction)

The football concepts in the comparison group were taught by the conventional instructional approach. During the lesson, the teacher explained and demonstrated the subject by using visual –audio instruments, question-answer technique and then applied the exercises from simple to difficult. The teacher controlled the starting and finishing time for exercises, set the time and tempo for exercises at the beginning of teaching the new skill. Then, the teacher provided different exercise drills to students and students had opportunities to select some of them and practiced these drills independently. The students were observed during the exercises and feedback/correction and reinforcements were given by the teacher. During the six weeks period, main skills and tactics of football were given and, in the last week four hours, the students had a

football match. In this study the direct instructional model was applied based on the suggestion of Rosen shine. These were six key operations in a direct instructional lesson: 1. Review of previously learned material, 2. Presentation of new content/skills, 3. Initial student practice, 4. Feedback and corrective, 5. Independent practice and 6.Periodic review (Rosen Shine, 1986, cited in Metzler, 2005).

3.9. Data Processing and Analysis

The collected data from questionnaire were analyzed and presented quantitatively. Based on the nature of the basic questions that were developed, and the data collected through questionnaires from the respondents were analyzed by computer using Statistical Package for Social Science (SPSS) version 21. To analyze, the respondents' characteristics descriptive statistics like frequency and percentage were used while mean, standard deviation, and independent samples t-test were used to analyze the respondents' responses. Finally, conclusions were drawn from the major findings and possible recommendations were suggested for the future.

3.10. Validity Checks

Checking the validity and reliability of data collecting instruments before providing to the actual study subject is the core to assure the quality of the data (Yalew, 1998). Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use (AERA, APA, NCME, 1999, p 159, cited in Creswell, 2012).To ensure validity of instruments, the questionnaires were developed by the researcher based on the review of related literature and the items reflect representative themes under the close guidance of the advisor. Thirty six (36) items of questionnaires were given to the research advisor for his comments. After that, all the questionnaire items were checked and approved by the advisor and, then it was distributed for the respondents. Also the physical education teachers in the school commented on the questionnaire items. Both the advisor and teachers provided minor revision comments and their comments were included.

3.11. Reliability Checks

Reliability means that scores from an instrument are stable and consistent (Creswell, 2012). Scores should be nearly the same when researchers administer the instrument multiple times at different times. The content reliability of the questionnaires was examined under the close guidance of the researcher. As a result, to ensure the reliability of the instruments a pilot study was conducted in another school. Forty-four (44) students participated in piloting the 36 items. Then, it was filled and returned to the researcher. After that, the reliability of the questionnaire-items was checked by using Cronbach's alpha (Coefficient alpha) calculated through Statistical Package for Social Sciences (SPSS) version 21 for windows. Consequently, the reliability statistics was 0.977 for 36 items which was acceptable level of internal reliability.

3.12. Ethical Consideration

Prior to data collection, the researcher clearly explained the objectives and significance of the study to all participants, ensuring that they understood the purpose and scope of the research. Participation in the study was entirely voluntary, and respondents were given the freedom to decline or withdraw at any stage without any consequences. To minimize potential psychological discomfort, the questionnaire items were carefully designed to avoid sensitive or intrusive contents that could cause distress or negative impact on the participants' self-esteem. Confidentiality was strictly maintained throughout the research process. Respondents were assured that all information provided would be used solely for academic purposes and kept anonymous. To uphold this commitment, any identifying details—such as names or personal identifiers—were excluded from the data collection instruments. Additionally, the first page of the questionnaire included an introductory letter outlining the purpose of the study and requesting the participants' cooperation, while reaffirming their rights and the confidentiality of their responses.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.1. Introduction

This chapter presents, analyzes, discusses, and interprets the data collected from respondents using a structured questionnaire focused on social development. It is organized into two main sections. The first section outlines the demographic and background characteristics of the respondents, providing context for the study. The second section offers a detailed analysis, discussion, and interpretation of the data gathered, highlighting key findings related to the research objectives

4.2. Socio-demographic characteristics

Table 1: Gender-wise distribution of the students participating in the study

Variables	Categories	Frequency	Percentage
Gender	Male	62	59.6
	Female	42	40.4

The data in Table 1 indicates that male students constitute a larger share of the study sample, accounting for 62 participants (59.6%), compared to 42 female students (40.4%). This gender distribution may reflect broader enrollment patterns, particularly in contexts where disparities in access to education persist. However, the representation of female students—over 40%—is a noteworthy proportion, suggesting that ongoing efforts toward gender inclusion are making an impact, even if further progress is needed. In Ethiopia and similar settings, gender gaps in education are often shaped by socio-cultural norms, economic constraints, and infrastructural limitations. Thus, this distribution may either mirror predominant realities or signal a shift toward greater equity, depending on the specific context of the study.

4.3. Pre-test outputs

4.3.1. Self-awareness

To investigate whether there is statistically significant difference in self-awareness dimension of social development between Experimental (EG) and comparison group (CG) students in Sebeta Secondary School, independent samples t- test was performed. The results are presented in table 2.

Table 2: Independent samples t test of EG and CG students of Sebeta Secondary school with respect to Self-Awareness

Variable	Group	N	M	SD	SE	Df	T	P
Self-awareness	EG	52	2.25	.35	.07	102	0.26	0.79
	CG	52	2.23	.39				

M=Mean

SD=Standard Deviation

SE=Standard error

According to an independent samples t-test (table-2), there was no statistically significant difference in the self-awareness mean scores between the experimental group (EG) and the control group (CG) among secondary school students in Sebeta $t(102)=0.26, p>0.79$. Inspection of the two groups means indicated that the self-awareness mean score for experimental group students ($M_{EG} = 2.25, SD_{EG} = 0.35$) is almost the same with self-awareness mean score for control group ($M_{CG} = 2.23, SD_{CG} = 0.39$). This result suggests that both groups were comparable in terms of their self-awareness levels before the intervention. In other words, the self-awareness dimension of social development was similar across EG and CG students at baseline. This implies that peer-teaching physical education have positive effect on the development of social development of students. Accordingly it is the self-identity which is the collection of beliefs one has about him or herself. Self concept is cognitive and descriptive and reflects our perceptions of our behaviors, abilities, and unique characteristics. It answers the question (APA, 2002, cited in eBook, 2018).

4.3.2. Self-management

To investigate whether there is statistically significant difference in self-management dimension of social development between Experimental (EG) and comparison group (CG) students in Sebeta Secondary School, independent samples t- test was performed. The results are presented in table 3.

Table 3: Independent samples t test of EG and CG students of Sebeta Secondary school with respect to Self-management

Variable	Group	N	M	SD	SE	Df	T	P
Self-management	EG	52	1.94	.32	.06	102	0.83	0.41
	CG	52	1.89	.31				

According to an independent samples t-test (table-3), there was no statistically significant difference in the self-management mean scores between the experimental group (EG) and the control group (CG) among secondary school students in Sebeta $t(102)=0.83$, $p>0.41$). The assessment of the two groups means revealed that the self-management mean score for experimental group ($M_{EG} = 1.94$, $SD_{EG} = 0.32$), is almost similar with self-management mean score for control group ($M_{CG} = 1.89$, $SD_{CG} = 0.31$). This result suggests that both groups were comparable in terms of their self-management levels before the intervention. In other words, the self-management dimension of social development was similar across EG and CG students at the starting point. This revealed that peer teaching of football concept helpful for the improvement of self-management of students. Self-management is thought of as a procedure designed to promote one's awareness of behavior and ability to function when he/she is aware of his/her own behavior (Nelson, et. al., 1991, cited in Doupona, 2021).

4.3.3. Social Awareness

To examine whether there is statistically significant difference in the social awareness dimension of social development between Experimental (EG) and comparison group (CG) students in Sebeta Secondary School, independent samples t- test was performed. The results are presented in table 4.

Table 4: Independent samples t-test of EG and CG students of Sebeta Secondary school with respect to Social awareness

Variable	Group	N	M	SD	SE	Df	T	P
Social awareness	EG	52	2.18	.19	.04	102	0.31	0.76
	CG	52	2.19	.25				

According to an independent samples t-test (table-4), there was no statistically significant difference in the social awareness scores between the experimental group (EG) and the control group (CG) among secondary school students in Sebeta ($t(102)=0.31, p>0.76$). Inspection of the two groups means indicated that the social awareness mean score for experimental group ($M_{EG} = 2.18, SD_{EG} = 0.19$) is almost all the same with social awareness mean score for control group ($M_{CG} = 2.19, SD_{CG} = 0.25$). This result suggests that both groups were similar in terms of their social awareness levels before the intervention. In other words, the social awareness dimension of social development was comparable across EG and CG students at the beginning. This was indicated that to accept variety, social awareness also means being able to identify, comprehend, and value the similarities and differences between various people and groups. In addition learning about social awareness helps students accept different points of view, empathize with people from various origins and cultures, and comprehend social and ethical norms (Gagnon, 2016, cited in A. Vai, et., al.,2023).

4.3.4. Relationship skills

To examine whether there is statistically significant difference in the relationship skills dimension of social development between Experimental (EG) and comparison group (CG) students in Sebeta Secondary School, independent samples t- test was conducted. The results are presented in table 5.

Table 5: Independent samples t-test of EG and CG students of Sebeta Secondary school with respect to the relationship skills dimension

Variable	Group	N	M	SD	SE	Df	T	P
Relationship skills	EG	52	2.44	.34	.06	102	0.60	.54
	CG	52	2.40	.33				

According to an independent samples t-test in Table 5, there was no statistically significant difference in the relationship skills scores between the EG and the CG among secondary school students in Sebeta $t(102) = 0.60, p > 0.54$. Inspection of the two groups means revealed that the relationship skills mean score for experimental group ($M_{EG} = 2.44, SD_{EG} = 0.34$) is almost all the same with the relationships skills mean score for control group ($M_{CG} = 2.40, SD_{CG} = 0.33$). This result suggests that both groups were similar in terms of their relationship skills levels before the intervention. In other words, the relationship skills dimension of social development was comparable across EG and CG students at the baseline. This investigation was supported by the research conducted by Danish et al., (2005) relationship skills are essential for building and maintaining positive relationships, resolving conflicts, and achieving personal and professional success. For students, the development of social skills is particularly important as they navigate the complex social environments of school and prepare for the demands of the adult world (Booker & Dunsmore, 2017). Students with well-developed social skills are more likely to experience academic success, have positive relationships with peers and adults, and demonstrate better mental health outcomes.

4.3.5. Decision making

To examine whether there is statistically significant difference in the decision making dimension of social development between EG and CG students in Sebeta Secondary School, independent samples t- test was conducted. The results are presented in table 6.

Table 6: Independent samples t-test of EG and CG students of Sebeta Secondary school with respect to the decision making dimension

Variable	Group	N	M	SD	SE	Df	T	P
Decision making	EG	52	1.75	.32	.057	102	0.00	1.00
	CG	52	1.76	.26				

According to an independent samples t-test in Table 6, there was no statistically significant difference in the decision making scores between the EG and the CG among secondary school students in Sebeta $t(102) = 0.00, p > 1.00$. The assessment of the two groups means showed that decision making mean score for experimental group ($M_{EG} = 1.75, SD_{EG} = 0.32$). is almost all the same with decision making mean score for control group ($M_{CG} = 1.76, SD_{CG} = 0.26$). This result suggests that both groups were similar in terms of their decision-making levels before the intervention. In other words, the decision-making dimension of social development was comparable across EG and CG students at the baseline. The capacity to make wise decisions about one's activities and relationships with others based on moral principles, safety considerations, and societal conventions is known as responsible decision-making (A. Vai, et., al.,2023). It is the deliberation for one's own and others' well-being as well as a realistic assessment of the effects of one's activities (Hurd et al., 2021, cited in A. Vai, et., al.,2023).

4.4. Post-test outputs

4.4.1. Self-Awareness

To examine whether there is statistically significant difference in self-awareness dimension of social development between Experimental (EG) and comparison group (CG) students in Sebeta Secondary School after the intervention, an independent samples t-test was carried out. The results are presented in Table 7.

Table 7: Post-test independent samples t test of EG and CG students of Sebeta Secondary school with respect to Self-Awareness

Variable	Group	N	M	SD	SE	Df	T	P
Self-awareness	EG	52	3.53	.43	.08	102	16.07	0.00
	CG	52	2.23	.39				

According to the independent samples t-test presented in Table 7, there was a statistically significant difference in self-awareness mean scores between the EG and the CG among secondary school students in Sebeta $t(102) = 16.07, p < 0.00$. The assessment of two groups indicated that the self-awareness mean score for experimental group ($M_{EG} = 3.53, SD_{EG} = 0.43$) is different from self-awareness mean score for control group ($M_{CG} = 2.23, SD_{CG} = 0.39$). This result indicates that the two groups differed remarkably in their self-awareness levels following the intervention, with the experimental group—taught using the peer teaching approach—demonstrating significantly higher scores. The finding suggests that peer teaching had a positive impact on improving students' self-awareness. This result supported with Shape America (2019) that the physically literate individual exhibits responsible personal and social behavior that respects self and others. It is the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset." In addition positive self-esteem gives us the strength and flexibility to take charge of our lives and grow from our mistakes without the fear of rejection (UC Davis, Self-Esteem).

4.4.2. Self-management

To investigate whether there is statistically significant difference in the self-management dimensions of social development between EG and CG students in Sebeta Secondary School after the intervention, an independent samples t-test was conducted. The results are presented in Table 8.

Table 8: Post-test independent samples t test of EG and CG students of Sebeta Secondary school with respect to self-management

Variable	Group	N	M	SD	SE	Df	T	P
Self-management	EG	52	3.51	.18	.05	102	32.39	0.00
	CG	52	1.87	.31				

According to the independent samples t-test (equal variance not assumed part is considered as the Levene's test was significant) presented in Table 8, there was a statistically significant difference in self-management mean scores between the EG and the CG among secondary school students in Sebeta $t(102) = 32.39, p < 0.00$. Inspection of the groups mean values for control group ($M_{EG} = 3.51, SD_{EG} = 0.18$) is completely different from self-management for the control group ($M_{CG} = 1.87, SD_{CG} = 0.31$). This result indicates that the two groups differed extremely in their self-management levels following the intervention, with the experiment group—taught using the peer teaching approach—showing significantly higher scores. The finding revealed that peer teaching had a positive impact on improving students' self-management. This was supported with the idea that self-management strategies should help to break the cycle of negative life symptoms such as stress, fatigue, depression, anxiety and pain. And all these skills learned in school years in order to receive an adequate behavioral attitude (Mangrulkar, et. al, 2001, cited in Doupona, 2021). Self-management should allow students to be responsible for their own behavior and life. It motivates students to understand their responsibilities and to work towards their goals. Thus, inappropriate behaviors are reduced and replaced by more appropriate ones. As a result, the class routine would be better organized and allow students to participate in learning activities as well as sport activities (Doupona, 2021). Learning self-management skills can promote lifelong physical activity required by all age groups, including the student level. With behavior change through self-management-based

skills-based learning, it is expected that lifelong lifestyle development will occur (Budiman, et. al., 2018).

4.4.3. Social-awareness

To investigate whether there is statistically significant difference in the social awareness dimensions of social development between EG and CG students in Sebeta Secondary School after the intervention, an independent samples t-test was employed. The results are presented in Table 9.

Table 9: Post-test independent samples t test of EG and CG students of Sebeta Secondary school with respect to social awareness

Variable	Group	N	M	SD	SE	Df	T	P
Social awareness	EG	52	3.37	.32	.05	102	20.51	0.00
	CG	52	2.20	.25				

According to the independent samples t-test (equal variance not assumed part is considered as the Levene’s test was significant) presented in Table 9, there was a statistically significant difference in Social awareness mean scores between the EG and the CG among secondary school students in Sebeta $t(102) = 20.51, p < 0.00$). The examination the two groups suggested that the social awareness mean score for experimental group ($M_{EG} = 3.37, SD_{EG} = 0.32$) is different from the social awareness mean score for control group ($M_{CG} = 2.20, SD_{CG} = 0.25$). This result indicates that the two groups differed meaningfully in their Social awareness levels following the intervention, with the experimental group showing significantly higher scores. The finding indicates that peer teaching had a positive impact on improving students’ social-management. Accordingly this research was supported with the investigation of A. Vai, et., al., (2023) that the competence for perspective-taking and compassion with others, including those from different origins and cultures, is known as social awareness. It is the understanding of social and ethical standards, resources, and community assistance for families, schools, and communities (Goh & Connolly, 2020, cited in A. Vai, et., al.,2023).

4.4.4. Relationship Skills

To investigate whether there is statistically significant difference in the relationship skills dimension of social development between EG and CG students in Sebeta Secondary School after the intervention; an independent samples t-test was employed. The results are presented in Table 10.

Table 10: Post-test independent samples t test of EG and CG students of Sebeta Secondary school with respect to relationship skills

Variable	Group	N	M	SD	SE	Df	T	P
Relationship skills	EG	52	3.34	.42	.07	102	12.48	0.00
	CG	52	2.41	.34				

According to the independent samples t-test (equal variance not assumed part is considered as the Levene's test was significant) presented in Table 10, there was a statistically significant difference in relationship skills mean scores between the EG and the CG among secondary school students in Sebeta ($t(102) = 12.48, p < 0.00$). The examination of the two groups mean values revealed that the relationship skills mean score for experimental group ($M_{EG} = 3.34, SD_{EG} = 0.42$) is completely unlike from the relationship skills mean score for control group ($M_{CG} = 2.41, SD_{CG} = 0.34$). This result indicates that the two groups differed meaningfully in their relationship skills following the intervention, with the EG showing significantly higher scores. The finding shows that peer teaching had a positive impact on improving students' relationship skills. Furthermore, according to J. Weinstein, et., al. (2013) as cited in Setiawan, et. al. (2023) teamwork skills teach students about the importance of cooperation in achieving common goals, fostering an appreciation for individual roles and contributions within a group. In addition, through education, students acquire not only academic knowledge but also these social skills, which aid in shaping a strong personality, preparing them for success in life, and supporting the formation of a more harmonious society (B. S. Jumriani, et. al., 2023).

4.4.5. Decision-making

To examine whether there is statistically significant difference in the relationship skills dimension of social development between EG and CG students in Sebeta Secondary School after the intervention, an independent samples t-test was conducted. The results are presented in Table 11.

Table 11: Post-test independent samples t-test of EG and CG students of Sebeta Secondary school with respect to decision making

Variable	Group	N	M	SD	SE	Df	T	P
Decision making	EG	52	3.63	.16	.06	102	30.11	0.00
	CG	52	1.81	.41				

According to the independent samples t-test (equal variance not assumed part is considered as the Levene's test was significant) presented in Table 11, there was a statistically significant difference in decision making mean scores between the EG and the CG among secondary school students in Sebeta ($t(102) = 30.11, p < 0.00$). Inspection of the two groups means indicated that the decision making mean value for experimental group ($M_{EG} = 3.63, SD_{EG} = 0.16$) is remarkably dissimilar with the decision making mean value for control group ($M_{CG} = 1.81, SD_{CG} = 0.41$). This result indicates that the two groups differed meaningfully in their decision making following the intervention, with the EG showing significantly higher scores. The finding shows that peer teaching had a positive impact on improving students' decision making. Additionally, the capacity for responsible decision-making refers to the capacity for making acceptable and respectful judgments regarding one's own conduct and social interactions in light of moral principles, safety considerations, societal norms, and one's own and others' wellbeing (Vassilopoulos et al., 2018, cited in A. Vai, et., al., 2023).

4.5. Output of the Overall Social Development

To examine whether there is statistically significant difference in social development between EG and CG students in Sebeta Secondary School after the intervention, an independent samples t-test was conducted. The results are presented in Table 12.

Table 12: Post-test independent samples t-test of EG and CG students of Sebeta Secondary school with respect to overall social development

Variable	Group	N	M	SD	SE	Df	T	P
Social development	EG	52	3.46	.16	.039	102	33.14	0.00
	CG	52	2.16	.23				

According to the independent samples t-test presented in Table 12, there was a statistically significant difference in overall social development mean scores between the EG and the CG among secondary school students in Sebeta ($t(102) = 33.14, p < 0.00$). The assessment of the two groups means implies that the social development mean score for experimental group ($M_{EG} = 3.46, SD_{EG} = 0.16$) is different from the social development mean score for control group ($M_{CG} = 2.16, SD_{CG} = 0.23$). This result indicates that the two groups differed substantially in their overall social development following the intervention, with the EG showing significantly higher scores. The finding reveals that peer teaching had a positive impact on improving students' overall social development. This was supported with Hellison (2011) that students who develop social capability during their formative education are more likely to be successful throughout their lives. Consequently, teamwork, responsibility, empathy, self-control and self-reliance are considered to be components of social development (Gallhue DL. and Ozmun JC., 2000, cited in Sami.et.al. 2015).

4.6. Discussion

Physical education, which includes activities such as game, competition, physical activities, exercise and sports activities, educates people through physical activities. Physical education and sports have a very important role in people's physical, mental and spiritual development as a whole, in their being individuals compliant with society's morals and rules, and in their achieving

high efficiency in their works, and being happier in their daily life. Football has a positive effect on those who play it, both in terms of health (physical activity) and life skills (the values of team sport). It is the game serves as an effective tool in community programmes for social development. This suggests that football positively improves self-esteem, and enhances social, affective and cognitive development of students. The objective of the football is to establish a quality seal for sustainable social and human development (FIFA,2008). It is the central tool in the areas of health promotion, peace building, children's rights & education, anti-discrimination & social integration and the environment, thus supporting best practice in the field. In a world that is rapidly changing, children in both primary and secondary schools benefit from developing a range of personal and social skills such as peer relationship skills, pro social behaviors (e.g. respect), leadership skills, problem-solving skills, and personal and social responsibility skills (Opstoel,et. al., 2019). When children develop these personal and social skills, they will not only be more successful learners, they will also be more likely to make a more successful transition to adult life (Wright and Craig, 2011, cited in Opstoel,et. al., 2019).

Students who develop social capability during their formative education are more likely to be successful throughout their lives (Hellison, 2011). Teamwork, responsibility, empathy, self-control and self-reliance are considered to be components of social development (Gallhue DL. and Ozmun JC., 2000, cited in Sami.et.al. 2015). As presented in Section 4.4, the findings of this study indicated that grade 10 students who were taught football concepts through the peer teaching approach showed marked improvements in self-awareness, self-management, social awareness, relationship skills, decision-making, and overall social development.

These results highlight the effectiveness of peer-based instructional strategies in physical education, particularly in promoting social development among grade 10 secondary school students in Sebeta. The findings of this study reveal that the peer teaching approach applied to football concepts within physical education has a positive and statistically significant impact on the social development of secondary school students. This finding aligns with previous research conducted in Turkey by Karadağ et al. (2018) and in Ethiopia by Sahle et al. (2023), both of which underscore the effectiveness of peer-based instructional strategies in enhancing students' social competencies and interpersonal skills. Moreover, peer teaching encourages mutual support and shared responsibility, leading to increased self-confidence and stronger interpersonal

relationships. In the Ethiopian context, studies show that peer teaching nurtures cooperation and teamwork via student-centered learning environments, significantly contributing to social development (Sahle et al., 2023). The peer teaching environment also appeared to boost students' self-confidence in social situations. Participating students become more of a peer teaching initiative and express their opinions openly. Importantly, the collaborative nature of peer teaching promoted teamwork skills, with students learning to appreciate individual strengths and weaknesses within the team and working together effectively to shared goals (Williamson and Paulsen - Becejac, 2018). These results affirm that it increases complex social skills such as cooperation, effective communication, empathy, and teamwork, are essential for personal growth and social success. Thus, peer teaching not only supports physical skill acquisition but also significantly contributes to students' holistic social development and better prepares them for future challenges (Jadwiszczak et al., 2025).

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1. Introduction

This chapter of the thesis is organized into three main sections: Section 5.2 presents the summary of key findings, Section 5.3 outlines the conclusions drawn from the study, and Section 5.4 offers practical recommendations based on the results.

5.2. Summary

This section of the thesis presents a summary of the findings and discussions. Quantitative method study findings and discussions were presented in the previous chapter (Chapter Four). Findings and discussions of the thesis are summarized in terms of the research questions in this section. The main purpose of this study was to investigate the effects of peer teaching on the Social development of Students in the football concept of physical education in Sebeta Secondary School, Oromia Regional State. In order to achieve this purpose, the following basic questions were designed to guide the study.

1. How much does students' self-awareness improve after using peer teaching group in the football concept of physical education change in Sebeta Secondary School as compared to those in comparison group?
2. How often students manage themselves in peer teaching group in the football concept of physical education in Sebeta Secondary School as compared to those in comparison group?
3. Is there a difference in social awareness of students in peer teaching group in the football concept of physical education change in Sebeta Secondary School as compared to those in comparison group?
4. In what ways do the relationship skills of students in the Peer teaching group of the football concept in physical education in Sebeta Secondary School differ as compared to those in comparison group?
5. How is the responsible decision-making of students in peer teaching group in the football concept of physical education change in Sebeta Secondary School as compared to those in comparison group?

5.2.1. Research Question One

How much does students' self-awareness improve after using peer teaching group in the football concept of physical education change in Sebeta Secondary School as compared to those in comparison group?

This sub-section provides a summary of the findings and discussion related to the independent samples t-test. The analysis revealed that Grade 10 secondary school students in the experimental group demonstrated a higher mean score in the self-awareness component of social development compared to their counterparts in the comparison group. This suggests that the peer teaching approach had a positive influence on enhancing students' self-awareness in the context of physical education in Sebeta secondary school.

5.2.2. Research Question Two

How often students manage themselves in peer teaching group in the football concept of physical education in Sebeta Secondary School as compared to those in comparison group?

This sub-section provides a summary of the findings and discussion related to the independent samples t-test. The analysis revealed that Grade 10 secondary school students in the experimental group demonstrated a higher mean score in the self-management component of social development compared to their counterparts in the comparison group. This suggests that the peer teaching approach had a positive influence on enhancing students' self-management in the context of physical education in Sebeta secondary school.

5.2.3. Research Question Three

Is there a difference in social awareness of students in peer teaching group in the football concept of physical education change in Sebeta Secondary School as compared to those in comparison group? This sub-section offers a summary of the findings and discussion related to the independent samples t-test. The analysis revealed that Grade 10 secondary school students in the experimental group demonstrated a higher mean score in the social awareness component of social development compared to their counterparts in the comparison group. This suggests that the peer teaching approach had a positive influence on enhancing students' social awareness in the context of physical education in Sebeta secondary school.

5.2.4. Research Question Four

In what ways do the relationship skills of students in the Peer teaching group of the football concept in physical education in Sebeta Secondary School differ as compared to those in comparison group? This sub-section provides a summary of the findings and discussion related to the independent samples t-test. The analysis revealed that Grade 10 secondary school students in the experimental group demonstrated a higher mean score in the relationship skills component of social development compared to their counterparts in the comparison group. This suggests that the peer teaching approach had a positive influence on enhancing students' relationship skills in the context of physical education in Sebeta secondary school.

5.2.5. Research Question Five

How is the responsible decision-making of students in peer teaching group in the football concept of physical education change in Sebeta Secondary School as compared to those in comparison group? This sub-section offers a summary of the findings and discussion related to the independent samples t-test. The analysis revealed that Grade 10 secondary school students in the experimental group demonstrated a higher mean score in the decision-making component of social development compared to their counterparts in the comparison group. This suggests that the peer teaching approach had a positive influence on enhancing students' decision-making in the context of physical education in Sebeta secondary school.

5.3. Conclusion

This section synthesizes the key findings and summary of the study. The investigation was guided by five research objectives and corresponding questions, all aimed at examining the effects of peer teaching on the social development dimensions of students within the football concepts of physical education. Data were collected using a quantitative instrument and analyzed accordingly. The results revealed no statistically significant difference in the mean scores of social development dimensions—namely self-awareness, self-management, social awareness, relationship skills, and decision-making—between the experimental group and the comparison group (CG) before the intervention. This indicates that both groups were comparable in terms of their baseline social development. However, post-intervention analysis using independent samples t-tests showed statistically significant differences across all five dimensions, favoring

the experimental group. These findings confirm the effectiveness and superiority of the peer teaching approach in enhancing students' social development.

5.4. Recommendation

Based on the findings of this study, the following recommendations were forwarded.

5.4.1. Recommendation for Schools and Educational Stakeholders

- Schools should formally adopt peer teaching strategies within physical education, particularly in team-based activities such as football, to foster students' social-emotional competencies.
- Organize training workshops and continuous professional development sessions to equip physical education teachers with the principles, techniques, and classroom management strategies required for effective peer teaching.
- Encourage the use of student-led instructional models beyond physical education especially in subjects that benefit from collaborative learning to support the development of social development dimension (self-awareness, self-management, social awareness, relationship skills, and decision-making).

5.4.2. Recommendation for Future Researchers

- Conduct longitudinal studies to examine the sustained effects of peer teaching on students' social development, academic performance, and behavioral outcomes.
- Examine how factors such as gender, school setting (urban vs. rural), and cultural background influence the effectiveness of peer teaching in physical education.
- Compare peer teaching with other instructional approaches (e.g., cooperative learning, direct instruction) to identify best practices for fostering holistic student development.
- Create and validate culturally responsive instruments to assess students' growth in self-awareness, self-management, social awareness, and relationship skills within the Ethiopian educational context.

REFERENCES

- Adem Tahir. (2020). Challenges and perception of students toward physical education: In reference to Alefa woreda, Central Gondar zone. A thesis submitted in fulfillment of the requirements for the degree of Masters of Education in Sport Science in the College of Natural and Computational Sciences. Department of Sport Science, Gonder University
- Aldo Naza Putra, Sepriadi (2022). The Effect of Teaching Game Approach to Improve Football Passing. *International Journal of Human Movement and Sports Sciences*, 10(4), 709 - 715. DOI: 10.13189/saj.2022.100411.
- Allender, S., Cowburn, G., & Foster, C. (2006). Understanding participation in sport and physical activity among children and adults: a review of qualitative studies. *Health Education Research*, 21 (6), 826-835.
- Anderson, D. (1989). *The Discipline and the Profession Foundation of Canadian Physical Education, Recreation and Sports Studies*, Dubuque, IA: Wm. C. Brown publishers
- Anthony Laker (2000) *Beyond the Boundaries of Physical Education approach*. London: Routledge. Education, Dakar: UNESCO. European journal attitudes, values and curriculum preferences. *The Physical Educator*, 65(1), 46–56.
- Aref Vai, Elsy Desviyanti, Dedi Ahmadi, Mimi Yulianti and Dahrial Dahrial (2023) B. S. Jumriani, S. Hadi, and M. R. I. Mutiani, “1. Education of Social Regulation Through Social Institution Materials in Social Studies,” *Kajian-Kajian Lokal Kalimantan Selatan*, vol.6, p.1, 2023. http://www.icpd.org/development_theory/comprehensive_theory_of_social_development.htm
- Ayşe Dilsad Mirzeoğlu (2014). The effects of peer teaching on the University students' achievements in cognitive, affective, psychomotor domains and game performance in volleyball courses, Abant İzzet Baysal University, School of Physical Education and Sport, Department of teaching physical Education.
- Bailey, R. (2006). *Physical education and sport in school: A review of benefits and outcomes*. London: Reohampton Lane.
- Bryman, A. (2016). *Social Research Methods (5th ed.)*. Oxford University Press.

- Budiman, D., Wibowo, R. and Sumarno, G. (2018). Teaching Physical Education Based on Self-Management Skill - Developing the Active Lifestyle, Physical Activity Level and Physical Fitness on College Students.
- Creswell, J. W. (2014). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.). SAGE Publications.
- Creswell, John W. (2012). Educational research: planning, conducting, and evaluating quantitative and qualitative research 4th ed. p. cm.
- Darst, P.W., Pangrazi, R.P., Brusseau, T.A., & Erwin, H. 2014. Dynamic Physical Education for Secondary School Students (8thEd.).
- Dyson, B., & Casey, A. (2012). Cooperative Learning in physical education: A researchbased education. *Journal of curriculum and Instruction*.2(2). 20-30.
- FIFA (2018). Football For Hope, Football's commitment to Social Development
- Hannon, J.C., Hoit, B.J., & Hatten, J.D. (2008). Personalized System of Instruction Model: Teaching Health-Related Fitness Content in High School Physical.
- Hattie's (2009). synthesis of research on direct instruction.
- Hellison, D (2003). Teaching Responsibility through Physical Activity. (2ndEd.) Human.
- International Center for Peace & Development [ICPD].** (n.d.). Development theory. <https://www.icpd.org>.
- International Forum for Social Development, Financing Global Social Development, New York, 7 February (2002).
- Jadwiszczak, M., Wawrzyniak, S. and Pezdek, K. (2025) 'More than movement: a systematic review of moral and social development in adolescents physical education', *BMC Public Health*, 25(1). Available at: <https://doi.org/10.1186/s12889-025-23169-2>.
- Janice Cox (2009). Social development Background.
- Karadağ, M., Ağırtaş, R. and Pular, A. (2018) 'Effects of Peer Education on Attitudes of Secondary School Students Towards the Course of Physical Education and Sports', *Journal of Education and Training Studies*, 6(4a), p. 45. Available at: <https://doi.org/10.11114/jets.v6i4a.3171>.
- Katrijn Opstoel, Laurent Chapelle, Frans J Prins, An De Meester, Leen Haerens, Jan van Tartwijk and Kristine De Martelaer (2019). Personal and social development in physical education

- and sports:-Areviewstudy, <https://journals.sagepub.com/doi/suppl/10.1177/13563366X19882054>.
- Killen, R. (2007). *Effective teaching strategies: lessons from research and practice* (4th ed.). Kinetics: Champaign.
- L. Darling-Hammond and C. M. Cook-Harvey (2018). “Educating the Whole Child: Improving School Climate to Support Student Success.”
- Laker, Anthony. (1951). *Developing Personal, Social and Moral Education, Through Physical Education: A Practical Guide for Teachers*.
- Lensa Kassaye. (2014). *Impediment of Physical Education Curriculum Implementation: The cases of selected catholic mission schools in Addis Ababa. A Thesis submitted to the graduate school of AddisAbabaUniversity of Partial Fulfillment of the requirements for the degree of Master of Science in teaching physical education specialization*.
- Ma Christine P. Gumapac, Irish P. Bentoy, Lou Devine G. Casero and Jerald Moneva. (2019). *Social Skills of the Students and Sport Engagement: Research Article Volume 9 Issue No.2, 2019 IJESC Melbourne: Thomson/Social Science Press*.
- Ministry of Education. (2017). *Education Statistics Annual Abstract (2009 E.C.2016/17)*, Addis Ababa, Ethiopia.
- Mirka Belhová, Bella Bello Bitugu, Lucie Juříková, Veronika Semelková (2011). *Football for Development, A Practical Manual for Teachers and Youth Workers on Development Education through Football, Lessons for Young People from 12 to 19 Years of Age*
- Morgan, P. J. (2008). *Teacher perceptions of physical education in the primary school: school*
- Mulugeta Worku, Dr. Solomon Teka and Dr. D. Mathivanan. (2018). *Major problems in the implementation of active learning methods in physical education classes in Kotebe College of teacher education and Addis Ababa University, Ethiopia*, *International Journal of Physical Education, Sports and Health* 2018; 5(5): 79-83.
- Mustafa Karadağ, Resu Ağirtaş and Atilla Pular (2018). *Effects of Peer Education on Attitudes of Secondary School Students, Towards the Course of Physical Education and Sports*, *Journal of Education and Training Studies* Vol. 6, No. 4a; April 2018.
- Naul, R., & Hardmann, K., (2002). *Sport and physical education in Germany* retrieved 19.12.2008 from the World Wide Web: <http://books.google.cz/books?id=uOL9>

- Of Adapted Physical Activity, 3(2), 35-37 www.ncbi.nlm.nih.gov/pubmed/921393(retrieved March23, 2015).
- P Eva Julianti, Dlis Firmansyah and Asmawi Moch. (2019). The Effect of Physical Activities on Physical Education Learning Outcomes. *Journal of Education, Health and Sport*. 2019; 9 (11):100-109.
- Phillip Ward and Myung-Ah Lee (2005). Peer-Assisted Learning in Physical Education: *Journal of teaching in physical education*, 2005, 24, 205-225
- Polonsky, M. J. and Weller, D .S. (2009). *Designing and Managing: a Research Project-a business student's guide 5th edition* Tejeshwar Singh, New Delhi.
- Prof. MOJCA DOUPONA, PhD. (2021). Self-Management as a life skill for enhancing physical activity in high school students: A SOS study Project-Abusiness students guide 5th edition Tejeshwar Singh, New Delhi.
- Saadi Sami, Sadigh Mahmoudi and Sarhad Aghaei (2015). *Annals of Applied Sport Science*, 3(2): 51-56.
- Sahle, S., Siawk, Y.A. and Gebremariam, H.T. (2023) 'Effects of peer-editing on L2 writing achievement among secondary school students in Ethiopia', *Cogent Education*, 10(1), pp. 1–16. Available at: <https://doi.org/10.1080/2331186X.2023.2211467>.
- San deep ANAD (2006) *Encyclopedia of New Educations Policy*. 3rd edition New York
- Thelwall, M.(2025). *Quantitative Methods in Research Evaluation: Citation Indicators, Altmetrics, and Artificial Intelligence*. University of Sheffield.
- United Nations Department of Economic and Social Affairs [UNDESA]. (2002). *Financing global social development: Report of the International Forum for Social Development*, United Nations Headquarters, New York, 7 and 8 February 2002 (ST/ESA/281). United Nations. <https://www.un.org/esa/socdev/documents/ifsd/backgroundpaper.pdf>
- Van Kann, D. H. H., Jansen, M. W. J., de Vries, S. I., de Vries, N. K., & Kremers, S. P. J. (2015). Active Living: Development and quasi-experimental evaluation of a school-centered physical activity intervention for primary school children. *BMC Public Health*, 15, 1315. <https://doi.org/10.1186/s12889-015-2633-1>
- Williamson, S. and Paulsen - Becejac, L. (2018) 'The Impact of Peer Learning within a Group of International Post-graduate Students – A Pilot Study', *Athens Journal of Education*, 5(1), pp. 7–27. Available at: <https://doi.org/10.30958/aje.5-1-1>.

APPENDICES

Appendix-A: Social Development Questionnaire

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCES

DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

Questionnaire be filled by Secondary Schools Students

I am a postgraduate student at Addis Ababa University, Department of Science and Mathematics Education. Currently, I am conducting research on the **Effects of teaching in Peer football concept of physical education on the Social Development of Students: The Case of Sebata Secondary School Oromia Regional State for a degree of Master of Education in Sport Science**. The purpose of this research is to find out effects of teaching in peer physical education and the football concept on the social development of students. Dear respondents, you are one of the participants identified to participate in this research project to filled the questionnaires. Thus, you are asked to complete the questionnaire provided in the next part. The information you provide will be only used for the purpose of this research and will be kept confidential and you are not required to write your name. The result and success of the study depends on the quality of your responses, you are thus kindly requested to complete the questionnaire by reading the instructions carefully before you give your responses.

Thank you in advance for your cooperation!!

Dessaiegn Bizuneh

Part I: Background Information

This part of the questionnaire asks your personal information. Thus, please give your answer for each item by putting tick (√) mark in the box provided to indicate your answer.

- 1. Name of your school _____
- 2. Sex: 1. Male 2. Female
- 3. Age (in year): 1. 15-20 2. 21 and above
- 4. Educational background 3. Grade 9 4. Grade 10

GENERAL DIRECTIONS TO FILL QUESTIONNAIRES

The following questionnaires are believed to be concerned with the role of teaching in peer physical education and the football concept on the social development of students, the self-awareness of students in peer teaching physical education and football concept and the obstacles that hinders teaching football concept in field during the period of physical education. Please indicate the extent of your agreement on these themes by circling on the options (number) provided for each possible item using the rating scales given below. Strongly disagree= 1, disagree =2, Neutral= 3, Agree= 4 and strongly agree= 5

Part II: Self-awareness of students in peer teaching in football concept of physical education

No	Items I think that, ...	SD	DA	N	A	SA
1	Football positively improves self-esteem, and enhances social, affective and cognitive development.					
2	Learning football concept in peer help students to understand their emotions, strengths and weakness.					
3	Learning football concept in peer help an individual to increase self-confidence					
4	Teaching football concept in peer effective in self-reliance of students.					
5	Teaching PE and football concept in peer help students to take responsibility, in problem-solving skills and improved interpersonal relationships.					
6	Learning football concept help students as they develop in mental and physical strength.					
7	Football inspires self-control and a decrease the feeling of boredom and fatigue.					
8	Football may improve person’s ability to deal effectively with the demands and challenges of everyday life.					

Note: SD=strongly disagree, DA=disagree, N= Neutral, A= agree and SA=strongly agree

PART III: Self-Management of students in peer teaching in football concept of physical education

No	Items	SD	DA	N	A	SA
	I think that, ...					
1	Learning football concept in peer effective in managing stress and preserving through challenges.					
2	Teaching football concept in peer help students to control their feelings which impulses them to make conflict with others.					
3	Learning football concept in peer develops the ability of students to regulate their emotion.					
4	Learning football concept in peer have a useful effect upon the emotional well-being of children and young people.					
5	Peer teaching demonstrating self-confidence in their lives.					
6	Football helps person's ability to maintain a state of mental well-being.					

PART IV: Social Awareness of students in peer teaching in football concept of physical education

No	Items	SD	DA	N	A	SA
	I think that, ...					
1	Football helps students to understanding and empathizing with others.					
2	Teaching football in peer strategy help students as they understand their social environments.					
3	Teaching football concept initiate students to recognizing social norms and appreciating diversity.					
4	Teaching football in peer encourage students to react positively and avoid behavior that has negative consequences.					
5	ing football in peer enhancing students' social skills					
6	Peer learning develop teamwork skills of students in cooperation to achieving common goals.					
7	Football concept in peer fostering an appreciation for individual roles and contributions within a group.					

Part V: Relationship Skills of students in Peer teaching of football concept in physical education

No	Items	SD	DA	N	A	SA
	I think that, ...					
1	The students learn how to interact effectively with each others in peer teaching football concept.					
2	Teaching physical education and football concept in peer can build the relationships of students.					
3	Learning football in peer enable students to join with their friends and society positively.					
4	Teaching football concept building and maintaining healthy relationships through effective communication					
5	Peer teaching demonstrating students as they working with each others.					
6	Teaching in peer creates an atmosphere in which students of different abilities, ages, gender and identities are assisting each other.					
7	Learning football in peer make the condition of cooperation, conflict resolution and seeking help when needed.					
8	Teaching football concept improves teamwork and respecting others.					
9	Cooperation enables students to learn to collaborate with others.					
10	Learning football in peer help students to appreciate diverse opinions, and recognize the strength of collaboration.					

Note: SD=strongly disagree, DA=disagree, N= Neutral, A= agree and SA=strongly agree

Part VI: Responsible Decision-Making of students in Peer teaching in football concept of physical education

No	Items	SD	DA	N	A	SA
	I think that, ...					
1	Teaching football concept in peer could improve students' skill execution and tactical decision-making.					
2	Learning football in peer improves ethical and constructive decision making.					
3	Teaching football concept helps individuals to take responsibility and accountability in decision making process.					
4	Peer teaching demonstrating students' conflict resolution abilities.					
5	Peer teaching help to overcome complex challenges encounter when attempting to cultivate students' social skills.					

\

Appendix-B: Pilot Study Reliability

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Valid	44	100.0
Cases Excluded ^a	0	.0
Total	44	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.977	36