

opción

Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,
Linguística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

Año 35, 2019, Especial N°

21

Revista de Ciencias Humanas y Sociales

ISSN 1012-1587/ ISSNe: 2477-9385

Depósito Legal pp 198402ZU45



Universidad del Zulia
Facultad Experimental de Ciencias
Departamento de Ciencias Humanas
Maracaibo - Venezuela

Impact of the Peace Education Program on the Social Behavior of Pre-School children in the Sultanate of Oman

Mahfouda Rashid Al Mushaqiri; Zahari Bin Ishak; Wail Muin Ismail

Department of Psychology Student Faculty of Education University of Malaya

Email: irahaz@um.edu.my

Abstract

Education is a necessary process for both the individual and the community, as it is necessary for the human being to preserve it, direct its instincts, organize emotions and develop its tendencies in a way that is commensurate with the culture. The stage of pre-school education is one of the most important stages experienced by man in his life in which the first features of their personality are formed. Pre-school children are affected by the apparent violence around them, and the programs to which they are exposed are often based on competition and evaluation, and lack of interest in the development of self-concept and self-confidence. In addition, education programs at this stage are also devoid of peace education. Many problems come from the lack of internal peace in the human being, first and foremost children. Furthermore, the present study provided a peace education program (PEP) for pre-school children aged (4 - 6) years in Oman. Where the program contains (28) training sessions are offered within (15) weeks at the rate of one hour per session. The researcher used a pictorial estimate, the behavior of the children was measured before and after the experiment, where the researcher adopted the experimental method, the sample consisted of (40) children in the experimental group and (40) children in the control group.

Keywords: Peace Education, Social behaviour, Pre-school.

Impacto del programa de educación para la paz en el comportamiento social de los niños de preescolar en el Sultanato de Omán

La educación es un proceso necesario tanto para el individuo como para la comunidad, ya que es necesario que el ser humano la conserve, dirija sus instintos, organice las emociones y desarrolle sus tendencias de manera acorde con la cultura. La etapa de la educación preescolar es una de las etapas más importantes experimentadas por el hombre en su vida en la que se forman las primeras características de su personalidad. Los niños en edad preescolar se ven afectados por la aparente violencia que los rodea, y los programas a los que están expuestos a menudo se basan en la competencia y la evaluación, y en la falta de interés en el desarrollo del autoconcepto y la autoconfianza. Además, los programas educativos en esta etapa también carecen de educación para la paz. Muchos problemas provienen de la falta de paz interna en el ser humano, en primer lugar los niños. Además, el presente estudio proporcionó un programa de educación para la paz (PEP) para niños en edad preescolar (4 - 6) años en Omán. Cuando el programa contiene (28) sesiones de capacitación se ofrecen dentro de (15) semanas a razón de una hora por sesión. El investigador utilizó una estimación pictórica, el comportamiento de los niños se midió antes y después del experimento, donde el investigador adoptó el método experimental, la muestra consistió en (40) niños en el grupo experimental y (40) niños en el grupo control.

Palabras clave: educación para la paz, comportamiento social, preescolar.

Introduction

Many people seek peace with one another either because they believe in this principle or they are forced to do so. Faith is the ultimate result of the Prophet, peace and blessings of Allah be upon him, when says: "Muslim is the one from whose tongue and hand the people are safe." Hence peace is undoubtedly compulsory because it is a life goal which man is keen to defend and protect himself from harm of others (Bukhari, 1993).

The last factor is the highest one who spreads tranquility, happiness, harmony and balance; this is beyond peace with others. It is peace of mind which is full of love and enables the ability to live with tranquility. Psychological peace and self-alignment is the top of the spiritual pyramid to

live happily, with comfort and peace of mind; all of these could be gained through continuous training on how to deal with others on a win-win basis (Al-Sharqawi, 2014). The researcher finds that training children on peace since childhood makes them deal with themselves and all that surrounds them in a peaceful and safe way away from violence

Peace education in UNICEF also refers to the process of promoting knowledge, skills, attitudes and values needed to bring behavioral changes that enable children, youth and adults, preventing conflict and structural violence; peacefully resolving conflict; and to create the conditions conducive to peace within the person, whether personally, inter-communally, nationally or internationally (Nations., 2015). Peace education is considered in all societies, not only in countries experiencing armed conflicts or emergencies. As continuous behavioral changes in children and adults occur only over time, effective peace education is necessarily a long-term process, not a short-term intervention, while peace education is often based in schools and other learning environment, the entire community should ideally participate (Al-Saeed, 2010).

The subject of peace education has its place in all countries, not only in those suffering from conflict or war; many studies have focused on peace education. A study in the United States of America by Realto in 1997, analyzed 100 programs in peace education from kindergarten to high school, they found that there were no clear limits and no criteria for what should be put into peace education programs. Through the analytical study, the key elements of peace education programs were: cooperation, conflict resolution, non-violence, human rights, social harmony, learning resources. All these components include components of knowledge and behavioral and skill components. Peace education goals have been defined in this way as social steps through which peace can be achieved. This includes equal rights and equality in the power of everyone in society, as well as non-violence, conflict resolution and respect for human rights (Al-Saidi, 2013).

The present study aims at providing a peace education program for pre-school children through classroom teaching methods and processes. As peace education is an essential component of good basic education, it is an integral part of UNICEF's vision of basic education awareness. The Universal Declaration on Education for All (1990) (The Jomtien Declaration) clearly states that basic learning needs are not only essential tools such as literacy and numeracy, but also knowledge, skills, attitudes and values required to live, work with dignity and participate in development. It also states Inter-Agency Commission, World Conference on Education For All

(WCEFA., 1990) that meeting those needs entails responsibility and the promotion of social justice, acceptance of differences and peace.

To the best knowledge of the researcher, the current study is considered the first study of peace in Oman, and will be the first to enrich the Omani curriculum for pre-school education and teacher training programs in Oman and it could also be an indicator of the importance of educational curriculum in peace education to be taught independently at universities for students of early childhood.

Statement of the Problem

In this sense, the researcher conducted a survey on covered pre-school teachers in Oman and parents, analyzing the most prevalent negative phenomena among pre-school children, their impact on the social behavior of children, and what values they consider necessary for achieving Peace in the life of the child. Most of the teachers' answered the first question clarifying that children at this stage deal with the school's tools violently, causing damages most of the time, and they do not like the participation of others, usually dominated by beatings and verbal abuse. Disrespect the elders and the direction of their colleagues as well.

As for parents, they think that children acquire some negative behaviors from games and cartoon movies, which have affected them negatively, even in the way they talk with their parents. They learnt bad words that our society never know in the past. Once they come back from school, they spend most of the time in front of TV, Play Station, or iPads. They do not like to share their games with others, and they shout when they want to get something. The answer to the second question was as follows: We suggest teaching children some values stemming from our Islamic religion, such as cooperation, love, respect, order, tolerance, giving and dialogue, programs that help them integrate with others and train them in ways by which they express their feelings correctly.

The researcher also believes that we need to develop a program for pre-school children which will help in teaching them some peace skills: love, tolerance, honesty, cooperation, respect, happiness, dialogue and protection, by this, children will be able to grow as peace-loving and peace-making. This is an attempt to engage in instilling peace in children from childhood to create a better world free from conflict and war. Peace is a human need, without which people live in terror and fear, lose their constancy and make them deal with the surroundings as enemies, lose friendship and respect for people, while people cannot live in isolation.

Objectives of the Study

This study aims at constructing a peace education program (PEP) that manifests on the social behaviour in children. The researcher investigates the efficacy of this program on preschool children in Oman. The main goals of the study are as follows:

1. To identify if there are significant differences in self-care skills of preschool children between the experimental and the control group of the peace education program(PEP);
2. To identify if there are significant differences in interpersonal relation skills of preschool children between the experimental and the control group of the (PEP);
3. To identify if there are significant differences in communication skills of preschool children between the experimental and the control group of the (PEP);
4. To assess if there are significant differences in the social behavior of preschool children between the experimental and the control group of the (PEP).

Research Questions

Based on the objectives, the present challenge, and the logical basis of this study, we will be answering the following questions:

1. Are there any significant differences in self-care skills of preschool children before and after introducing the PEP?
2. Are there any significant differences in interpersonal relation skills of preschool children before and after introducing the PEP?
3. Are there any significant differences in communication skills of preschool children before and after introducing the PEP?
4. Are there any significant differences in the social behavior of preschool children between the experimental and the control group?

Research Hypotheses

Through the study, we examine the accuracy of the following null hypotheses:

1. There are significant differences in self-care skills of preschool children before and after introducing the PEP.
2. There are significant differences in interpersonal relation skills of preschool children before and after introducing the PEP.
3. There are significant differences in communication skills of preschool children before and after introducing the PEP.
4. There are significant differences in the social behavior of preschool children between the experimental and the control group.

Significance of the Study

The importance of theoretical study lies in the introduction of studies on pre-school in their training in peace education. The importance of the current study is also practical, in that it will enable pre-school teachers to use the skills of peace education to modify the children's behavior. It also enriches the research library in Oman in the absence of studies that dealt with pre-school to Peace Education; the study will focus on pre-school and basic education in the Ministry of Education to implement peace education in the curriculum, daily program for students and teacher training programs, and preschool supervisors in the Ministry of Education and will also support the update of supervisory methods, methods of measurement and evaluation.

Operational Definitions

Peace Education Program (PEP)

Non-violence and respect for human rights, respect and solidarity among peoples, intercultural dialog, linking peace to democratic participation and sustainable human development, the free flow and sharing of information and knowledge, the contribution to conflict prevention and peace-building and the achievement of equality between men and women (Al-Saeed, 2010).

Social behavior (SB)

It is a mutual relationship between two or more individuals, their behavior depends on the behavior of others, if two individuals, or their behavior depends on the behavior of others if they are more than two individuals. It is a communication process leads to influence the actions of others and their views (Jalal, 1984).

Literature Review

The study was based on Abraham Maslow's theory, American psychologist Abraham Maslow formulated a unique and distinctive theory of psychology that focused mainly on the motivational aspects of the human personality. Maslow presented his theory of human motivation, in which he attempted to formulate a coherent pattern whereby he explained the nature of the motives or needs that drive and shape human behavior. Maslow hypothesized that human needs or motivations are organized as a hierarchy of priority or intensity of influence (Maslow, 1968).

Maslow believed that understanding the relationship between the individual and the community is in light of the needs of security and tranquility,

which are associated with motives to avoid harm, self-defense and stressed that social needs linked to the motives of care and love and affiliation, through association with others and accept others to them. The need for appreciation refers to two issues; one is the need for strength, accomplishment, competence, ability, and the other is the need for reputation, prestige, pride, importance, dignity, and the need to feel confident, valuable and powerful. The need for self-realization means the need for individuality to satisfy what one perceives of oneself as distinct from the other; the need for self-realization gives the individual's relationship with the community a special color of competition, cooperation or maximum effort, while the need for self-esteem also gives the individual relationship a specific form of reward, praise and appreciation (Al Said, 2005).

The current study confirm on Maslow's theory that it is possible to satisfy children's basic needs of love, protection, and good dialogue, so that the children respect themselves and appreciate and respect others and possess the highest qualities such as honesty, tolerance, cooperation and happiness to reach the summit of the pyramid of inner peace which represents the satisfaction of individuals with themselves and their ability to understand what surrounds them and to live positively and at peace with themselves and others, in order to enhance their social and emotional behavior.

Furthermore, the researcher distributed of the peace education concepts on Maslow's pyramid of human needs. Where consider the researcher may consider (Love and protection) in base of pyramid are equal to Maslow's safety needs for the development of emotional behavior. Dialogue, respect and cooperation are among the social needs whereas tolerance and honesty are among the self-esteem needs and that individuals reach self-realization when they achieve happiness and peace in life and consequently hit the peak of their internal psychological peace. Thus, inner peace begins from the base of the pyramid (Love) until it reaches the top of the pyramid (Peace).

Peace Education in Early Childhood Education

Approaches to early childhood education tend toward a wider emphasis on educating the "whole child" which encompasses understanding the importance of supporting a child in all developmental domains including cognitive, physical, language, social and emotional. The general holistic approach to early childhood education seems to create an open door for integrating peace education in the early childhood years. According to this

approach:

Holism of early education sets learning in a context of the linkages and interrelationships between cognition and affect and among the subjects of study that most closely approximates the natural learning of living experience where peace education can be more fully realized (Roopnarine & Johnson, 2009).

Integrating negative peace and positive peace is an objective of peace education; negative peace is the absence of direct violence, while positive peace is the existence of a socially just society. Both play an integral part in comprehensive peace education and challenge educators to consider both these elements while reflecting on all aspects of peace from a personal to a global perspective. Danesh argues that peace in its essence is a spiritual state with political, social and ethical expressions, and that “peace must first take place in the human consciousness.” In order to create a global vision based on unity which is believed to be determined by human cognitive and emotional capacities (Reardon, 2009).

Early Childhood as a Foundation of Peace

Early childhood is a time when a child is laying the foundation for future development capabilities across all domains. The interplay of language, cognition, social-emotional capacities and physical abilities come into use more frequently and purposefully.

Early childhood is a crucial time for developing the skills and capacities necessary for peace making, peace keeping, and peace building. Hence early childhood educators can be instrumental in building those capacities in teaching for peace, which is concerned with creating preconditions necessary for peace (Shore, 1991).

Peace education in early childhood experiences can be extremely influential in building a child’s later capacities for peace such as empathy, emotional regulation and behavioral control. This is why including peace in early childhood is so important, as it will help uncover optimal developmental periods of the brain. The early years of life are considered “prime time” for brain development which can affect a child’s social capacities, critical to preconditions necessary for peace. Thus early childhood should be used as a place to lay down the building blocks for our future peace leaders (Reardon, 2009).

Regarding self-development, work by Erik Erickson established that a sense of trust was the first and most basic stage as babies and very young children form a relationship with themselves and their social world. Then autonomy and initiative are essential as children develop healthy self and

social relationships. Through interactions with their own peers, adults and the environment, children get to know themselves well; their abilities, their preferences and their feelings. When children enter an early childhood school environment, the possibility to interact with peers, adults and multiple environments is dramatically increased, therefore creating a great opportunity to enhance trust, autonomy and initiative (Ormrod, 2011).

Education and the learning process itself become a natural setting where these elements and other sense-of-self growth can take place (Reardon, 2009). Reardon said that true learning is a living and exciting process that helps us develop our human identities and social capacities. In this sense early childhood educators should pay particular attention to this notion and promote this “true learning” as a way of developing their young students’ identity and social capacities and in doing so enable children with the potential to help build a peaceful society.

According to Snauwaert peace education and the facilitation of public reason and deliberation are related. People must know themselves, their capacities and understand their thoughts if they are to contribute to such reason and deliberation to the movement of peace (Snauwaert, 2009).

The present study has focused on the social behavior of children, because children are usually deeply affected by violent images, social problems, and lack of respect for each other and the world around them. The Peace Education Program has been included in the current study to help children explore and develop positive values and move toward achieving their potential, by providing a caring and respectful environment so that children feel safer and more willing to learn.

Furthermore, the program also aims at improving the behavior of children, their cognitive thinking skills and social skills, requiring them to explore and develop their abilities to make positive social and conscious choices, so that they can engage in society with respect and confidence (Shafiq, 2011).

Values such as Peace, Love, Tolerance, Respect, Cooperation, Dialogue, Protection, Happiness and Honesty, which the whole world aspires to, will be developed in them. These values are the sustainable power of human society.

In order for children to be able to learn and benefit from collaborative positive social skills, creating an atmosphere of values based on social behavior to be encouraged, listened to and evaluated is essential. It is worth noting that socially accepted behavior is a part of the social order of a group of people who share a particular social function in relation to a certain area

of the environment in which they live (Shafiq, 2011).

In addition, the living organism since its birth between it and the environment in which it lives is a dynamic link that affects each other and is influenced by it. This relationship between the living organism and its external environment makes it an ongoing state of activity. The total activity of the organism during the interaction process is what we call behavior (Mansour, 1978).

That human behavior generally varies by individuals, even if the position to which they respond is consistent or the objective environmental conditions they are pursuing are the same for all (Abu Halawa, 2014).

Accordingly, the present study deals with three main dimensions of social behavior: The first dimension are self-care skills (SCS), means children can do everything by themselves independently and can perform the whole task without help and with the best behavior in accomplishing a certain task. The second dimension is Interpersonal relation skills (IRS) means are techniques used to improve personal relationships with friends and family of respect, appreciation, participation, assistance, cooperation and peace with others. The third dimension is communication skills (CS), are the skills of language in the modern world, trends and understanding, communication, desires that reflect the ideas, listening, appropriate use of the language and sound pitch appropriate to the position (Shafiq, 2011).

Preschool Educational System in Oman

The Ministry of Education attaches great importance to pre-school education, which includes kindergartens and classrooms and schools of learning the Qur'an, and is working to raise the enrollment rate by encouraging private sector contribution in providing this service. The enrollment of children in pre-school education in Oman reached the total population at age 4-5 years for the academic year 2018/2017.

Education is an effective tool for social, economic and political progress. Therefore, the Sultanate's keenness to promote and develop education through scientific planning and hard work continue to make the outputs of education affect and move the reality of the country towards a better future. The aim of education is to prepare good citizens capable of assuming responsibilities and able to understand the natural, social and cultural environment and develop their basic skills to be able to transfer ideas and follow the scientific method of research and thinking and guide the individual towards healthy growth and raise the level of health, socially and economically (Education., 2017).

The Ministry of Education in Oman has adopted a self-learning approach

that makes the student the center of education. It prepares them to continue learning and to deal with the scientific and research thinking method, to investigate facts and knowledge and to deal with them interactively and critically (Education., 2011).

The most important objectives of the Omani curriculum: Developing the personality of the Omani child physically and mentally, develop the child's skills and direction toward self-learning (Wave., 2013), provide children with savings habits, and rational consumption and develop the child's creativity and innovation (DiaaAlmustakball, 2013).

Previous Studies Related to Study

Aziza (2006) with the study sought to achieve several objectives: Identifying aspects of child development at the primary level, the values of peace in the Holy Quran and the correct Sunnah, to learn about the role of schools in developing moral values for students, and learn how primary school contributes to the values of peace in raising children. The researcher used the descriptive, analytical method and the study site was Mecca. The most prominent results of the study: The values of Islamic peace, organized a relationship of peace between the Muslim and the whole existence, their relationship included self and the Creator, and relationship with other people, and relationship with what is around them, whether animal or plant or inanimate. The school has the largest role in raising children on Islamic law in general and values of peace in particular.

Al-Saidi (2013) has evaluated the effectiveness of enrichment activities in giving kindergarten children the concepts of peace, and the concepts of peace that must be provided to the children of Riyadh. To achieve the objectives of the study, the semi-experimental method was used on a random sample (n = 46) of kindergarten children in the Holy City in the second semester of 2013, consisting of 23 children of the experimental group, and 23 children in the control. The researcher prepared a daily program on the education of peace (Peace Unit). Enrichment activities on the concepts of peace were taught in the Unit. It has also prepared the test of the concepts of peace photographer, and has been applied in a test before and after the treatment after verifying its validity and stability.

Johnson et al (2000) conducted a study aimed at teaching social skills to solve problems peacefully and resolve conflicts through empathy training, control of emotions, and anger management. The study focused on the teachers' perceptions of the program and its benefits and the impact of the program on creating a safer environment for learning. The study was

applied to 419 children from kindergarten to fourth grade in Australia at a school for middle-income students. Data were then collected through teacher evaluation and personal interviews over three years of program implementation. The results indicated that the program provided an opportunity for children to discuss their feelings and reduce their anger, which has given a positive impact on the degree of interaction with their teachers and surroundings.

Al Said (2005) aimed at examining the effectiveness of psycho-motor activities on enhancing some of social skills in kindergartners, which has been considered as a main aspect in developing their behavior generally, and in developing their personalities in particular where they can adjust themselves to others. The sample of the study involved 40 kindergartners with an age ranging from 5-6 years; they were divided into control and experimental groups. Both groups were matched in age, intelligence, and socio-economic and cultural status besides social skills level as measured in pre-test of social skills.

Al Hashemi (2016) has interesting variety theories on positive psychology. This study aimed at investigating the effectiveness of a proposed program in educational games for developing some social skills in Preparatory Educational Children. The understudy sample takes 52 children between 5-6 years old, divided equally into two groups (experimental and control). Focus on the installation of any extraneous variables between the two groups: age, IQ, ranking AD and parental educational level. This study uses a range of materials such as: Goodenough-Harris Drawing Test, the child form data, the photographer measure of social skills and the training program. This study has applied an experimental method, relying on the design of an unrandomly control group of the two pre and post-tests. Moreover the statistical data are treated by SPSS. The hypotheses are examined by the calculating the t-test, the analysis of covariance and square ETA (η^2). In the overall conclusion, the results show obviously the effectiveness of the proposed program in other words the improvement of social skills in the sample after program completion.

Methodology

The present study is based on the quasi experimental approach, Its purpose is to evaluate the effect of the Peace Education Program (as an independent variable) on social behavior (as a dependent variable) for pre-school children in Oman.

The researcher used a quasi – experimental design approach of two un-

equal groups: control group, and experimental group, and children from KG2 class were selected from two different classes; then both groups undergo a pre-test. After that the experimental group is then subject to the independent variable and the control group is not. Finally, at the end of the experiment, the experimental and control groups are given the post-test to evaluate the effect of the independent variable application.

Research design

The present study aims at studying the effect of the Peace Education Program (PEP) on the social behaviour children's of Pre-School in Oman through:

- Building a Peace Education Program (PEP). Contains (28) training sessions, applied in (15) weeks.
- Preparation of estimation in peace education to measure the social behavior of children, contains three dimensions consisting of 18 items (1-18): Self-care skills (SCS), consists of 6 items. Interpersonal relation skills (IRS), consists of 6 items. Communication skills (CS), consists of 6 items. In this study, the researcher adopted the quasi –experimental method based on two groups; one experimental group was subject to the Peace Education Program (PEP), and the other control is not subject to the program. Adas stated that the quasi –experimental approach is ““to use the experience to prove the hypotheses or to prove the hypotheses through experimentation.” (Adas, 2005).

The study follows the quantitative approach involving pre-test and post-test design; the dependent variable is measured twice (before and after the independent variable is manipulated) in order to find out how much it was affected by the manipulated variable.

A Sample Size

Since the population is scattered in a wide geographic area of 11 districts in Oman, the researcher used the technique of stratified class sampling by geographical location.

In this study, the researcher chose the sample in a deliberate manner, by taking the opinion of supervisors in the Ministry of Education about the schools that meet the following criteria: First: Schools with children showing behavioral problems, whether social. Second: there is with them the required number of the sample of the study, and finally, to manage the school collaborating and facilitate the work of the researcher to implement the study.

Then the researcher visited the school and obtained approval of the school administration to implement the program of study for the children of KG2

in the Little Explorer Kindergarten in the south Al Ma'abila during the second semester of the academic year 2018/2019. The researcher then divided the children into two experimental and control groups, and the approval of teachers and parents of children. In addition, the sample of the study (N = 80) was homogeneity in the gender and number of children between the experimental and control groups. The study included 42 males and 38 females with 40 children in the experimental group and 40 in the control group.

DATA ANALYSIS AND FINDINGS

Normality tests were performed to ensure sample normality, subsequently, ANCOVA test was performed as an inferential analysis, in order to examine the study hypothesis.

Table (1): Normality tests for study variables

	Variable	Mean	SD	Skewness	Kurtosis
Social Behavior	Self-Care Skills	1.4938	.26821	.731	-.475
	Interpersonal Relation Skills	1.5625	.23403	.839	-.495
	Communication Skills	1.5896	.23562	.673	-.609

Table (1) shows the values of skewness and kurtosis as the normality tests and the mean and the standard deviation for each variable for the study variables. The results show that all variables are considered normally distributed as the skewness and kurtosis values are between ± 2 which is considered acceptable according to George & Mallery (2016).

Figures 1,2, 3 shows the normality curves which indicate clearly the bell shape.

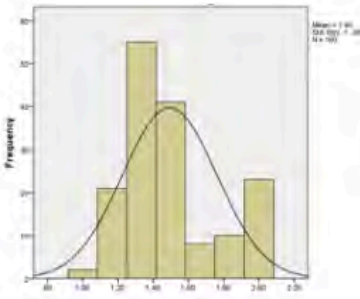


Figure 1: Self-Care Skills

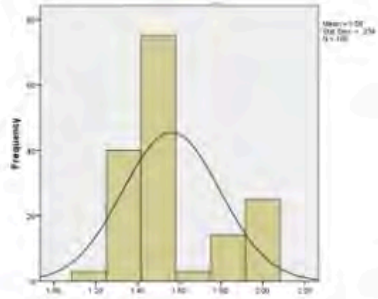


Figure 2: Interpersonal Relation Skills

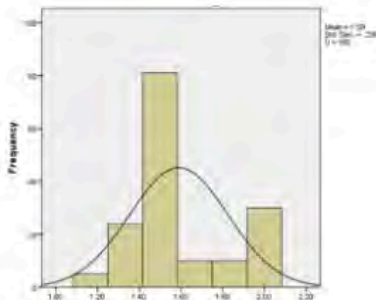


Figure 3: Communication Skills

Testing Research Hypotheses

Table (2): ANOVA results for Self-Care Skills

ANOVA - Self-Care Skills

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.000	1	.000	.019	.891
Within Groups	1.430	78	.018		
Total	1.430	79			

Sig. <.05

As shown in table (2), the significance level for ANOVA test is more than 0.05 which mean there is not statistically differences between the independent variable (control and experimental groups) and the covariate variable (pre-test self-care skills) of the self-care skills indicating that the ANCOVA assumption is verified.

ANCOVA Test (First Hypothesis)

To test the first hypothesis, ANCOVA test is used whereas, the independ-

ent variable is students' group (control and experimental), the dependent variable is the post-test and the covariate variable is the pre-test. The ANCOVA test results are shown in table (3).

Table (3): ANCOVA results for the first hypothesis

Variable	Test	Mean	S.D	F	Sig.	Effect Size %
Self-Care Skills	Control	1.3625	.11868	425.864	.000	84.7
	Experimental	1.9000	.12965			

Sig. <.05

Table (3) shows that there are significant differences in self-care skills of preschool children between the experimental and the control group after receiving the peace education program (PEP) whereas the significance level ($F=435.864$, $Sig=.000$) which is less than .05 meaning that self-care skills of the preschool children significantly enhanced after receiving the PEP. This is indicated also by noticing the mean values before ($M=1.36$) and after ($M=1.90$) the PEP with an effect size percentage of 84.7%.

As a result, we can accept the first hypothesis as the self-care skills of the preschool children have enhanced significantly after receiving the peace education program (PEP).

ANCOVA Test (Second Hypothesis)

To test the second hypothesis, ANCOVA test is used whereas, the independent variable is students' group (control and experimental), the dependent variable is the post-test and the covariate variable is the pre-test. The ANCOVA test results are shown in table (4).

Table (4): ANCOVA results for the second hypothesis

Variable	Test	Mean	S.D	F	Sig.	Effect Size %
Interpersonal Relation Skills	Control	1.4583	.09806	512.671	.000	86.9
	Experimental	1.9333	.09090			

Sig. <.05

Table (4) shows that there are significant differences in interpersonal relation skills of preschool children between the experimental and the control group after receiving the peace education program (PEP) whereas the significance level ($F=512.671$, $Sig=.000$) which is less than .05 meaning

that interpersonal relation skills of the preschool children significantly enhanced after receiving the PEP. This is indicated also by noticing the mean values before (M=1.46) and after (M=1.93) the PEP with an effect size percentage of 86.9%.

As a result, we can accept the second hypothesis as the interpersonal relation skills of the preschool children have enhanced significantly after receiving the peace education program (PEP).

ANCOVA Test (Third Hypothesis)

To test the third hypothesis, ANCOVA test is used whereas, the independent variable is students' group (control and experimental), the dependent variable is the post-test and the covariate variable is the pre-test. The ANCOVA test results are shown in table (5).

Table (5): ANCOVA results for the third hypothesis

Variable	Test	Mean	S.D	F	Sig.	Effect Size %
Communication	Control	1.4750	.09659	798.658	.000	91.2
	Experimental	1.9583	.07309			

Sig. <.05

Table (5) shows that there are significant differences in communication skills of preschool children between the experimental and the control group after receiving the peace education program (PEP) whereas the significance level (F=798.658, Sig= .000) which is less than .05 meaning that communication skills of the preschool children significantly enhanced after receiving the PEP. This is indicated also by noticing the mean values before (M=1.48) and after (M=1.96) the PEP with an effect size percentage of 91.2%.

As a result, we can accept the third hypothesis as the communication skills of the preschool children have enhanced significantly after receiving the peace education program (PEP).

ANCOVA Test (Fourth Hypothesis)

To test the fourth hypothesis, ANCOVA test is used whereas, the independent variable is students' group (control and experimental), the dependent variable is the post-test and the covariate variable is the pre-test. The ANCOVA test results are shown in table (6).

Table (6): ANCOVA results for the fourth hypothesis

Variable	Test	Mean	S.D	F	Sig.	Effect Size %
Social Behaviors	Control	1.4319	.06097	1588.119	.000	95.4
	Experimental	1.9306	.05731			

Sig. <.05

Table (6) shows that there are significant differences in social behaviors of preschool children between the experimental and the control group after receiving the peace education program (PEP) whereas the significance level ($F=1588.119$, $Sig=.000$) which is less than .05 meaning that social behaviors of the preschool children significantly enhanced after receiving the PEP. This is indicated also by noticing the mean values before ($M=1.43$) and after ($M=1.93$) the PEP with an effect size percentage of 95.4%.

As a result, we can accept the fourth hypothesis as the social behaviors of the preschool children have enhanced significantly after receiving the peace education program (PEP).

Hypotheses Summary

According to the statistical analysis results the study hypotheses can be summarized in table (7).

Table (7): Hypotheses results summary

No	Hypothesis	Sig	Effect Size	Result
1	There are significant differences in self-care skills of preschool children between the experimental and the control group of the peace education program (PEP)	.000	84.7%	Accepted
2	There are significant differences in interpersonal relation skills of preschool children between the experimental and the control group of the (PEP)	.000	86.9%	Accepted
3	There are significant differences in communication skills of preschool children between the experimental and the control group of the (PEP)	.000	91.2%	Accepted
4	There are significant differences in the social behaviors of preschool children between the experimental and the control group of the (PEP)	.000	95.4%	Accepted

References

- Abu Halawa, M. (2014). Positive Psychology - What it is, its theoretical requirements and its future prospects. Publications of the Arab Psychological Institute(24), 12.
- Adas, M. (2005). Scientific research, understandable, tools, methods (t. ed Ed.). Riyadh: Dar Osama for Publishing and Distribution.
- Al-Saeed, N. (2010). An analytical study of the components of the culture of peace in children's stories published by the State Information Service and presented to the Egyptian child. (PhD), Ain Shams University, Egypt.
- Al-Saidi, R. (2013). The effectiveness of enrichment activities in giving kindergarten children the concepts of peace. (PhD), Umm Al-Qura University, Saudi Arabia.
- Al-Sharqawi, M. (2014). Peace begins from kindergarten. Retrieved from <http://www.ahram.org.eg/NewsQ/279923.aspx>
- Al Hashemi, L. (2016). The effectiveness of a proposed program in the educational games for the development of some social skills in the children of preparatory education in the city of Ouargla. Journal of Human and Social Sciences(11).
- Al Said, R. (2005). Effectiveness of a program of psychosocial activities in the development of some social skills of preschool children. (PhD), Zagazig University, Egypt.
- Bukhari, I. (1993). Sahih Bukhari. Damascus, Syria: Dar Ibn Katheer.
- DiaaAlmustakball. (2013). Kindergartens in Oman. Retrieved from www.Madarisna.ifo/?p=37767
- Education., M. o. (2011). Self-Learning "Omani Curriculum for Kindergarten. Retrieved from www.moe.gov.om/portal/sitebuilder/sites/EPS/Arabic/..kg2.aspx
- Education., M. o. (2017). Education System in Oman. Oman: Oman Education Portal.
- George, D., & Mallery, P. (2016). IBM SPSS statistics 23 step by step: A simple guide and reference. Routledge.
- Jalal, S. (1984). Social Psychology. Alexandria, Egypt: Al Ma'aref Establishment.
- Johnson, D., & Johnson, R. (2007). Teaching students to peacemakers. Saudi Arabia: Dar Al Kitab Al Tarbawi for publication.
- Mansour, A. (1978). Culture of peace is the necessity of its concept and its pests. Retrieved from <http://www.e/talahlive.Org/Arabic/arcli>.
- Maslow, A. (1968). Towards a psychology of being (n. ed Ed.). New York: Van Nostrand.

- Nations., U. (2015). Preventing conflict, transforming justice and ensuring peace. A global study on the implementation of United Nations Security Council Resolution 1325. United State.
- Ormrod, J. (2011). Educational Psychology; Developing Learners (t. ed Ed.). Boston: MA: Pearson Education Inc., Allyn & Bacon.
- Reardon, B. (2009). Human Rights Learning: Pedagogies and Politics of Peace. (Master), University of Puerto Rico,
- Roopnarine, J., & Johnson, J. (2009). Approaches to early childhood education: Upper Saddle River, N: Merrill/Pearson.
- Shafiq, E. (2011). A measure of the positive socila behavior of children in preschool as well as mothers. Paper presented at the The 16th Annual Conference for Counseling, Cairo.
- Shore, R. (1991). What have we learned? In Rethinking the brain. New York: Families & Work Institute.
- Snauwaert. (2009). Human rights and cosmopolitan democratic education. Philosophical Studies in Education(40), 94-103.
- WCEFA. (1990). World Conference on Education For All Jomtien Declaration(Inter- Agency Commission).
- Wave. (2013). Curriculum. Retrieved from www.thewaveprivateschool.edu.om/ar/content/?p=kg-curriculum



**UNIVERSIDAD
DEL ZULIA**

opción

Revista de Ciencias Humanas y Sociales

Año 35, Especial N° 21, (2019)

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.
Maracaibo - Venezuela

www.luz.edu.ve

www.serbi.luz.edu.ve

produccioncientifica.luz.edu.ve