

The Effect of Using Small Educational Folk Games on Improving Life Skills of the Deaf in the First, Second and Third Graders in the Elementary Stage in Jordan

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Abstract:

This study aimed to investigate the effect of using small educational folk games on improving life skills (cooperation and team work, communication, self dependence and responsibility) of the deaf in the first, second and third Grades in the elementary stage in Jordan. The study sample consisted of 40 students attending Al Amal School for the Deaf in Awajan Area and Al Raja' School for the Deaf in Rusaiifa Directorate. The sample was divided into a control group using the regular program, and an experimental one using the suggested educational program. The researcher used the Experimental Method holding pre and post tests and appropriate statistical operations. The results showed the effectiveness of using these educational motional folk games on improving life skills (cooperation and team work, communication, self dependence and responsibility) of the deaf first, second and third grades in the elementary stage In Jordan, and also showed that there are statistically significant differences between the control and the experimental group for the advantage of the experimental one.

The researcher recommends using the suggested educational program which is based on educational and motional games to improve life skills of the deaf in the elementary stage, and assures the importance of constructing curricula and programs based on folk motional games for the deaf students to improve all types of life and motional skills.

Key Words: Educational, Life Skills, Folk Games, Deaf

1.Introduction:

Despite the astonishing evolution in technological means that is used in the process of learning and education which made us use modern ways and strategies in teaching, but in every society there is a collection of inherited cultures that is passed on in the different areas of life which reflects the nature of this society and its lifestyle, the little educational and social games are an integral part of the cultural heritage , most people may look at these games as just a way of playing and entertainment and having something to do in their free time, in the past kids used these games as a refuge to alleviate the hardness of life, but the truth is that these games have meanings ,educational values and good educational goals, it also plays a role in developing the deaf child's personality in the different areas of life such as social, emotional , educational and physical. (Al Musri, 1998, 5)

Especially in the first stages of childhood, which is one of the most important stages of a child's personal configuration, and it is a stage of development and formulating in which child future is painted, and habits and trends are formed, and tendencies, attitudes and capacity are grown, and through it behavioral skills are formulated which set the correct path for the growth of the deaf children, through what the educational, social and health environment provide to him, these stages are which affect the behavior of the child later, and feature the special style for behavior and the solid foundation which will formulae his personality in the future. (Azzazi, 1990, 37)

Since playing has a huge part in developing the deaf child's personality , that's why the psychology and educational scientists consider playing as the main entrance to the growth of children in general, because they consider it the child's language for expressing himself, which he uses to reveal his feelings to himself and to others as well, in other words playing has become a language of communication for the child.(Abed Alfatah)

Playing is also considered as a brilliant way for the deaf child to communicate with other deaf children and normal children as well, where it is considered as an automatic experience that's deriveal from life in a specific time and place(Winnicotte,1988,60)

As well as the activity through which the deaf children recognize and explore the world around them, which shows their growing abilities in imagining, observing and the usage of gadgets and materials, and all that indicates their thoughts to communicate with their feelings and with others as well. (Graft,2000,39)

Also playing has a part in providing opportunities for social interaction and emotional maturity for the deaf child, because without playing with others the deaf child becomes narrow and not loved, if he gets used to playing with others he will learn how to give and take and he will get rid of the concentration on himself and learns how to exchange roles with others.(Shareefj 2001,29)

Playing have an effective contribution in the process of psychological and social adjustment, it also enable him to judge situations and difficulties that he may faces, and on this basis, the interest in games of deaf child in the first grades, is one of the most important and basic ingredients, because it is serving a broad base for building his character elements, in a way to serve the community in which he live. (Abdul Khaliq 2001, 24)

From this logic, and in response to a plan of educational development of Jordan, the educational Jordanian curricula has seen process of change and substantial modification, as the general framework set out of many principles and foundations, where the teaching and evaluation strategies were of the most important, the process of development included outcomes of the school system, competencies, characteristics, knowledge and skills that should be obtained by the deaf students when they complete the first stage of the school, the development process also required the teachers who are implementing the new curriculum to do updated roles that fit with the nature of deaf students, and uses multiple and appropriate methods and means for them.

To achieve the process of teaching and learning effectively and based on previous data, the deaf receiver student should live up to the role of participating in the planning and implementation of such information, because these students are the focus of the entire process, and there are teaching strategies that should be represented, used and applied by teachers who are teaching the deaf students, which makes them able to achieve the educational goals beyond keeping the information, and focus on the abilities and skills. (Alsoatri, 2007)

School should take responsibility to prepare deaf students as eligible generations who are able to narrow the gap between them and the and normal students, and deal with the vocabulary and data of the new educational system, so, the Ministry of Education in Jordan has adopted project-based on life skills learning, in collaboration with the United Nations Children's Fund - UNICEF office Jordan -, to contribute to give students in the basic stage, and at the various age categories, more opportunities to develop their life skills using a peer education through the implementation of non-curricular activities. (Ministry of Education, 2005, 5)

The importance of learning based on life skills, can be seen in it seeking to develop normal students and those with special needs abilities and developing it to adapt to real-life situations, and the development of thinking skills prior to any action or task to ensure a useful life, and to achieve positive products, life skills-based education consists of set of tools and interactive methods of instruction that are designed to build personalities that are characterized by innovation ,renewal, ,self-confidence and self-reliance. which promotes long-term positive behaviors and improve the lives, by balancing the transfer and dissemination of information with personal items, to improve attitudes and building of psychological and social skills. (Ministry of Education, 2007, 7)

This was confirmed by Abdel Muti and Mustafa (2007) that deaf students acquire life skills has become an urgent need to activate his role in the educational process, where the individual is no longer just the future of information but an active positive element in the educational process. (Abdul Muti, and Mustafa, 2007, 14)

The most prominent criteria that measured the progress and development of societies is the study of early childhood, because the attention to children, in the matter of fact is an interest in the future of the nation, as child-rearing and care, is preparing to face the cultural challenges posed by the inevitability of evolution, where education in the contemporary world is regarded as an investment in human resources, which is the way to achieve growth and progress of the individual and society, and there is no doubt that the childhood is the most prominent age group in the early stages of human life and the most important one, and it can be said that the individual depends on his childhood. (Alshloul, 2005, 5)

Alajnaf (2005) has indicated that early childhood is a critical period, as they represent the most fertile periods of motor skills growth, as well as being a transitional period of performance of basic motor skills to the stage of performance skills associated with the activities of life, and that any failure of growth in the development of basic motor skills at this age period, affect negatively the coming stages of motor development activities in life. (Alajnaf, 2005, 8)

For the deaf children at this stage, the life skills, provide them with the tools they need to understand or response to the different life situations, and provides them with the opportunity to achieve their personal goals, it has

been found that frequent interaction with qualified adults contributes to the achievement of academic success and optimal social growth. (Abdul Muti, and Mustafa, 2007, 15).

Playing can be seen as mental activity bring pleasure and happiness in children, including deaf children, an activity works on discharge capacity of the child, it is also considered a manifestation of the growth. (Mustafa, 2005, 28)

Educational small folk games are seen as core in the child's culture and the development of motor skills and cognitive science, where he gains new trends, experience and concepts, work to raise him properly through the stages of his life and education, as one of the most important means where some of the approaches and lessons have the nature of pleasure and fun and relaxation, as it is also seen as one of the means of the general educational goals, in addition to its contribution to a significant impact in improving the functional ability of the various parts of the body, is also considered one of the aspects of the educational process, which occupies a large place among the various activities. (Morsy and Al-Attar, 2000: 17)

So, games became one of the basis that are essential in any program of the educational process, whether educational, promotional or therapeutic programs, the small folk games have also become of the important means that help in the development of moral values and develop social relationships, and help students in their physical, motor, psychological, social and mental development. (Sayeh, 2007, 17)

The definition of playing concept is not easy, but, is extremely difficult, because of the different point views, opinions and concepts of multi-scientists and educators, but there is a consensus on the importance of play, and its contributions to the educational process in childhood, whereas, many of them confirms that play is the work of serious, although the hard. (Hassan, 1986: 106)

Here, researcher finds that many parents and even educators fail to understand the nature of playing, and its vital necessity, as upheld as behaviour that is empty of any functional content, and an obstacle to academic achievement, have been absent from them to be the first gate practiced by the child to discover himself first, and then the discovery of the world.

It might indicate to the concept of "play" which is "An oriented or non-oriented activity it may form as motion, work individually or collectively practice investing the motional and mental energy of the body, it characterize by rapidity, agility correlating to internal incentive without exhaust (Marey, 1982:15).

Dr. Susana Miller psychologist, said " for a long time the ward play have been ignored like linguistic rubbish basket all selective behaviour have been through in, but there is no obvious usage from biological or social side(Susan Miller, 1987: 5).

The researcher defines the play as "it is an individual or collective free behavioural skill represents a knowledgeable skills aims to invest the individual energy and execute it in positively expressed way.

Therefore, this study was seeking to develop an educational program proposal based on the popular games of small educational and educational life skills essential for deaf students in grades three first phase of the basic minimum, the share of activities selected by the parameter, based on a scientific basis to assist the deaf students and teachers to hire and direct their energies and upgrade their level motor, mental, social and psychological in the light of a lack of educational programs and curricula, educational specialist for this age group.

2.Problem of the study:

The educational process should not be limited to provide the educated deaf with some knowledge and skills that address their minds, but we must provide them with skills that will guarantee them adapted psychologically, socially and academically fruitful, as it contributes the educational process in building a personal-compliant, which provides its owner a sense of competence and confidence and give him the ability to deliver and to overcome the problems of life.

The attention to life skills of various kinds as a goal seeking educational institutions of Jordan to the completion of the students, including students, deaf, which indicated the results of previous studies conducted in this area to its active role in the development of the ability of learners to understand the world around them, and address the problems they face, however, the researcher noticed throughout reviewing educational literature the scarcity of educational studies, which dealt with life skills, especially life skills related to deaf students in the lower primary stage.

Throughout, the experience of researcher in the field of special education and its interaction with the deaf students, and the presence of many specialized courses in life skills, and be informed of the many scientific references in life skills, approaches and methods of teaching deaf students, and studies conducted on this subject, it has been shown for the researcher there were no specialized programs for this age working on the developing the

basic life skills, basic, and there is weakness in the possession of deaf students life skills, therefore, an urgent need come up to design and develop programs based on scientific grounds to suit the nature of the phase and its characteristics, as it is possible to adopt this program as one of the educational experiences educational progress of deaf students within the school curriculum, to be of benefit and assistance not only for teachers but for the development planners, programmers, and special programs this stage in the Ministry of Education. Whereas the Ministry of Education formed a committee to prepare a curriculum specific to this phase focused on life skills and on top of teamwork and cooperative, it has crystallized the problem of the study the researcher in an attempt to build an educational program proposal based on the Games kinetic and educational in the development of life skills and motor core led Deaf students in the stage the basic minimum.

3.Importance of the study:

The importance of the study emerging through: responding to what is advocated by experts and specialists in the field of curriculum and methods which is the necessity of life skills acquisition to deaf students.

1. Help teachers working with deaf students to use the games as a means of developing some life skills of various kinds.
2. Consonance with the educational development plan which aimed at the necessity to learn life skills through the lessons of the methodology that requires it.
3. To highlight the effectiveness of popular small games in the educational development of life skills for Deaf students in the first three classes from the stage, the basic minimum.
4. Design a program of educational popular small games consists of (16) educational units for the development of life skills for deaf students in the first three grade from the stage, the basic minimum.

4.Objectives of the study:

This study aims to:

1. Design a proposed educational program by using the popular small educational games, working on developing the life skills of Deaf students in the first third grade from the stage, the basic minimum.
2. Identifying the effect of using popular small educational games that working on developing some life skills for Deaf students in the first third grade from the stage, the basic minimum.
3. To identify differences in the impact of the use of popular games educational development in some of the life skills of deaf students in three grades of primary stage lower among the experimental group and control group.

5.Questions of the study:

This study seeks to answer the following questions:

1. Is there a significant effect at the level of ($\alpha \leq 0.05$) to use the popular small educational games in the educational development of life skills for deaf students in the first three grade from the stage, the basic minimum?
2. Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$) among the study groups (experimental and control) in the development of life skills, due to the use of the popular small educational games educational?

6.Previous studies:

Issa (2006) he addressed the effectiveness of educational games in the acquisition of some scientific concepts to the children of the stage of kindergartens hearing impaired, Saudi Arabia, the sample consisted of (72) deaf student, the analytical descriptive method and the experimental method has been used. The results of the study comprised on the existence of statistically significant differences between the average scores of the experimental group in the measurement of tribal and average degrees of the same group in measuring the post to test the concepts of operation for the benefit of the post, and this result suggests to improve the achievement of deaf children in the transmission of operational concepts, which illustrates the impact of the educational side, which contained educational games on style of learning for deaf children.

As for Awad (2008) his study aimed at improving the life skills that are commensurate with the students of education schools intellectual mentally disabilities, "able to learn" through the presence of differences between pre and post measurements of the effect of the program recreational sports included the following skills "Care of the self, social skills, marketing skills, language skills, cognitive skills". The study sample was chosen intentionally, consisted of (30) children, and resulted -after the statistical treatment of such data- in the presence of trace of proposed recreational program on developing some skills," care of self, social skills, marketing skills, language skills, cognitive skills". The researcher recommended the necessity to develop recreational sports programs for other types

of disabilities.

As well as Ghoneim (2008) studied the effectiveness of a program to develop some life skills for the blind children in kindergarten, the study aimed to increase the ability of the child through the life skills program to meet the future life requirement, the sample consisted of (15) boys and girls in the age group (4-6) years, through the experimental method used in this study, the results indicated the presence of statistically significant differences between the degrees of blind children in the after social, social networking and self-care for the benefit of dimensional tools for the study.

As for Abdul Rahim (2003) has studied searchable impact of a proposed program of breeding motor on the efficiency of motor, psychological and social for mentally disabled children, aimed to develop education programs kinetic commensurate with children with intellectual disabilities who are able to learn, and the proportion of their intelligence from (50-70) degrees and their chronological age of (9-13) years, aged mental between (5-7) years also searched the impact of this program on efficiency motor, psychological and social. (SPSS) package has been used for measuring Cardiac and post dimensions, in the light of the results of the research, researcher reached to "The education program has a kinetic positive impact on the development of efficient motor and developmental behaviour and reduce the level of behavioural abnormalities and the development of efficient motor, psychological and social Laval mentally handicapped who are the category of learning".

Hdhodh and Almcharfi (2005) study aimed to identify the impact of the program of recreational to develop some social skills, communication participation literature, social behaviour to deal with cash and buying for children with intellectual disabilities "who are the learning", survey and experimental approaches has been used by the researchers because of their appropriateness to the nature of this study, the study sample has been selected intentionally from mentally disabled "who are the learning" by intelligence (50-70) within the General Egyptian Association for Child Protection (Dar al-Hanan of Rehabilitation intellectual) consists of (10) disabled Childs are subject to learning (5 females, 5 males), ranging blinded by the (9-14 years), questionnaire and program of recreational have been designed to develop some social skills for children with intellectual disabilities category who are the learning, one of the most important results has been yielded that the proposed recreational program has a positive statistically significant effect on the development of some of the social skills of Laval mentally handicapped who are the learning, and the lack of statistical significant differences between boys and girls.

7.Determinants of the study:

7.1.This study was limited to:

1. Students in third grade primary school for the deaf in AlAmal school in Awajan area and a AlRajaa' school for the deaf in AlRusiefah from Zarqa Governorate.
2. A set of life skills, namely: cooperation, teamwork, communication skills, the skill of self-reliance and responsibility.

7.2.Procedures for the study:

8.Methodology to the study:

The researcher used the experimental method as a method appropriate to the nature of this study, using experimental design for the two groups, one experimental and the other officer, following the cardiac measurement and post to both groups.

9.The study population:

study population consists of (50) students in third grade primary school for the deaf and hope for the Deaf please Committees of the Directorate of Education in the District of pavement, for the academic year 2010/2011.

10.The study sample:

The study sample consisted of (40) Alba from the main third-graders selected intentionally, divided into two equal groups first, experimental and second officer, represent (90%) of the proportion in the study.

Equal sample: Since the objective of the study is to make a comparison between the experimental group members and the control group to identify the impact of the educational program using the popular small educational games and educational development of life skills, the researcher has the process of lizard of the variables that may affect the results of the study and tests.

Descriptive statistics as means, standard deviations and test (T) was used for members of the two sets of study (experimental and control) on each skill of the tribal life skills, as shown in table (1):

From Table (1) the results Show there is no statistically significant differences at the level of statistical significance, among the experimental and control groups on each skill of life-skills tests in tribal, demonstrating the equality of the two sets of study in the life skills before applying the tutorial proposal.

Tests used in the study:

After the researcher has been informed on a variety of sources and studies related to life skills study UbdulRahim (2003) and Qasim (2003) and Hdhodh (2005) and Issa (2006) and Awad (2008) and Ghoneim (2008), the researcher designed the meter after selecting the most important life skills that must be acquired Deaf students in the lower primary stage, and that, consistent with the curricula and educational and life skills built into their curriculum. Referring to the previous references, measure was drafted in the form of various parts to suit the goals of the study. Note that the measure was drafted in the form of observation tools, where the answer to the standard paragraphs of information relevant classes taught deaf students study sample for the measurement axes of the following life skills: cooperation, teamwork, communication skills, the skill of self-reliance and responsibility.

Scientific coefficients of the study tool:

Validity: the researcher confirmed the validity of the program and tests prepared to the study, he used the content validity, by presenting the scale on a number of professors in education (No=10) to address their views about the program and tests, their appropriateness to the data and information needed to be measured, the researcher took the notes of professors and conducting the suggested modifications, where the professor confirmed the content validity for these two measures which means they measure what they are designed for.

As well as the discriminatory validity has been extracted (the correlation coefficient of item to the scale as whole) for the life skills (cooperation and teamwork, communication skills, self-dependant skills and take of responsibility) table (2) and appendix (1) illustrate this.

In order to accept an item, the correlation coefficient should be greater than 0.30

Reliability: the reliability of the program has been investigated by applying it on a sample of (10) students taken from the study community, then it has been excluded from the study sample, by using (test and re-test), with an interval of two weeks between both of them, Pearson correlation coefficient has been measured for both applications and for each motor and life skill, as well as the conclusion of internal consistency coefficient (Cronbach Alfa) for life skills, table (3) shows this.

11. The educational program by using small educational folk games:

The improvement of life skills to the deaf students in the lower-elementary stage needs a lot of thinking and efforts to find educational programs rely on different scientific basis to reach the best education and achieve the desired goal. The researcher realized the necessity of establishing a suggested educational program by using small educational folk games to improve life skills, thus he prepared the suggested educational program to apply with deaf students in the lower-elementary stage, through viewing the similar researches and studies, and specialized scientific references of children games, to benefit from the educational programs, he also be helped by some of specialized scholars and professors in teaching the aged group (7-10) years old, in addition to innovate some games to support the study, the researcher apply the suggested educational program with the experimental group members, after presenting it to the scientific and practical professionals to explore the following:

1. The appropriateness and comprehension of the content with the suggested educational program's goals.
2. The appropriateness of the educational program to the age stage of the study sample individuals.
3. The appropriateness of the educational program units division in terms of: time, goals for each unit and the appropriateness with the unit content.

The researcher takes into account the following aspects:

The educational program duration which is 8 weeks in average 3 units weekly, as shown in table (4).

12. Program content:

To achieve the goal of the program, the content was established in a set of educational units of educational motor folk games, and theoretical lessons. The educational units divided as follow:

1. Primary part: aims to record the absence, preparing the student body to the activity and activating his blood circulation, in other some units the primary part included some cognitive information. It also includes some exercises that serve the main part, it lasts for 10 minutes.
 2. Main part: contains of educational small folk games and some cognitive activities within a training manual for principles about life skills, it aims to develop life skills by sing educational small folk games, it lasts for 30 minutes.
 3. Final part: aims to calm the body and return gradually to the normal state, it lasts for 5 minutes.
- During the program implementation, the researcher has taken into his account the following:
1. Obtaining the administrative approvals from the director of education for assistance of the implementing of the program.

2. Obtaining approvals from the parents for their children participation in the study.
3. Availability of the appropriate place for the program implementation.
4. Availability of security, safety and order factors throughout the time of the program.

With regards to non-existence of the control group students during the program implementation the experimental group students.

13. The exploratory study:

The researcher has conducted an exploratory study with 20 students out of the study sample, but from the same community to implement the educational program for one week, the aim of this study was:

- To determine the difficulties and errors that may face the researcher during the implementation.
- To determine the appropriateness of the games to the specified time and to distribute the educational unit parts.
- To determine the appropriate place and time for the implementation.
- To confirm the validity of the used tools and their availability.
- To identify the organizational method for work.
- To identify the number of the assistant team and the duties assigned to him.
- To find the practical coefficient of the tests.

Pre-tests:

The researcher has conducted number of prior tests after confirming the validity, reliability and subjectivity of these tests, which has high score with the study sample for both experimental groups, and at the same conditions of both groups.

Study variables: Independent variable: the educational program by using the educational folk games.

Dependent variable: life skills.

Pro-tests:

After the program has been implemented by the two groups of the study, the researcher employed the same assistant individuals in the pre-test, to achieve more accurate results; it assured that every individual have to measure the same test that he applied in the pre-test, on Tuesday and Wednesday 9-10/11/2010.

Statistical processes:

The researcher has used the following statistical processes: SPSS, mean, standard deviation, t-test, z-test.

14. Results and discussion:

14.1. First: results concerning question one:

Question one: "Is there any statistical significant effect at significance level ($\alpha \leq 0.05$) for using the educational small folk games on improving the life skills to the deaf students in the lower-elementary stage".

To answer this question, the researcher has used the means, standard deviations, and t-test, for the pre and pro measurements of experimental group on life skills scale, as following:

Table (5) shows that there is statistical significant difference at significance level ($\alpha \leq 0.05$) between pre-test and pro-test for experimental group on all of life skills due to the pro-test.

Table (6) shows the means of pre-test and pro-test, and improvement ratios of the pre-test for the experimental group on life skills, we find through the improvement ratios that best ratios were communication (40.2%), responsibility (37.58%), cooperation and team work (33.10%), respectively.

The researcher attributes these results to that the suggested educational program has affected the performance level of the experimental group in life skills positively, this improvement due to that, this program which based on the educational small folk games offered positive opportunities for the interaction between the students and the practical experience, where they were active participants in the learning process, not only information recipients, the program enable the students the opportunity to practice life skills actually, and to interact directly with it by the practical performance, Farag (2008) argued that games help in social development, because the individual explore his responsibility toward the group, the need of dependency and leadership, and practicing the success and belonging, all are achieved during playing, cooperation, love, and respect others' rights.

Beside that, educational small folk games developed the primary needs of students like: belonging, other respect, cooperation, communication, as Al-Sukary et. al (2006) demonstrated, they said that small folk games concerned of the important and successful educational means in helping children to get comprehensive, mental, physical, psychological, and social growth, in addition to developing the functional ability for body systems. The program help in student belonging, that generate the sense of safety and security within the social environment, as well as, the student of experimental group through practicing the different game directly and indirectly, has

developed the physical, moral and mental ability, which in turn, generated the sense of pleasure and success, and achievement of many traits like: cooperation, self-control, rules obedience, take responsibility and mutual respect between the group members.

An addition to, the games contributed in deaf students educating, and giving them several good traits and behaviours, based on honest, cooperation, take of responsibility and work to the group interest. Also, the games and dynamic stories encouraged the integration of deaf student within his peers, and their encouragement to him, that lead to growth of social relations and interaction, beside to educational activity. Al-Hielah (2007) assured that playing, if exploited in good manner, will play a positive role in building a balanced integral personality for the child. It contributes in building a physical and psychological aspect by different games, the mental and cognitive aspect, by the active interaction with the environment effects, human and physical elements leading to several cognitions, skills and findings, it also contributes in building of emotional social personality, by the cooperative playing, since it needs cooperation, competition, responsibility, emotions control, communication, and commitment of rules.

Depending on the previous, the results demonstrated that there is a statistical significant effect at significance level ($\alpha \leq 0.05$) for using the educational small folk games on improving the life skills to the deaf students in the lower-elementary stage. This result consistent with results of the following studies: Abdulraheem (2003), Qasim (2003), Hadhouda (2005), Issa (2006), Awad (2008) and Guniem (2008), since these studies confirmed the effectiveness of educational programs based on scientific basis, in improving life skills.

14.2.Second: results concerning question two:

Question two: "Are there any statistical significant differences at significance level ($\alpha \leq 0.05$) between the experimental and control group in improving life skills for using the educational small folk games".

To answer this question, the researcher has used the means, standard deviations, and t-test, for the pre measurements of experimental and control groups on pro life skills scale, as following:

Table (7) shows that there is statistical significant differences at significance level ($\alpha \leq 0.05$) between the experimental and control groups on all of life skills pro-test due to the experimental group.

Table (8) shows the means of pre-test and pro-test, and improvement ratios of the pre-test for the experimental group on life skills, we find through the improvement ratios that best ratios were responsibility (41.09%), cooperation and team work (40.97%), and communication (37.32%), respectively.

The researcher attributes the superiority of experimental group performance in the life skills pro-tests to the effectiveness of educational program that concentrated on cooperation and team work, which affected the improvement of group and team work concepts. Though, the child could learn from playing what he cannot by other ways, playing offers many opportunities to the concept of team work, which facilitate the acquisition of good and supportive experiences, that help him to control the emotions and feeling of pleasure, Aweys and Abu Al-Nawar (2005) argued that educational dynamic games help the child to learn many things, beneficial to his physical, mental and emotional construction, he learns the cooperation, respecting their rights, order commitment, belonging to the group, to actualize his self.

The researcher argued that the games are successful men to educate the deaf child the spirit of group and how to compete in non-aggressive ways, to realize his abilities and energies comparing with others energies, that's what Hamouda (2007) assured, the planting of cooperation concept through playing contributing in awareness of team work importance to achieve common goal, instead of competition, they also learn how to help each others with organized systemically way.

Cooperation related to communication skills, trust, improving positive social interaction skills. Through cooperative projects, deaf children learn the participation, interesting in their feelings and others people that helping communication greatly. (Qasim & Abdulrahman, 2004:16).

The games expanded the recognitions of the experimental group members; they offer them the opportunity of coping with others and then the environment and society, and developing the spirit of social responsibility. Awad (18, 2006) said that teachers should make the motor activities main corner in the daily life of the child, because the child learns by movement. And he should be taken the enough time to move within the sport lesson. This in turn will have the great effect to achieve the emotional, intellectual and social maturation.

As mentioned previously, the results demonstrated that there is a statistical significant differences at significance level ($\alpha \leq 0.05$) for using the educational small folk games on improving the life skills to the deaf students in the lower-elementary stage, between the experimental and control groups members, attributed to the experimental group. This result consistent with results of the following studies: Abdulraheem (2003), Qasim (2003), Hadhouda (2005), Issa (2006), Awad (2008) and Guniem (2008), since these studies confirmed the effectiveness of

educational programs in improving life skill.

15. Conclusions:

In terms of study goals and questions, and based on the statistical processes and results analysis, the researcher concluded the followings:

1. The suggested educational program contributing efficiently in improving life skills (cooperation and team work, communication skills, self reliance and bearing responsibility) for the experimental group members.
2. there is positive effect of the suggested educational program based on motor and educational games in improving life skills of the students in the lower-elementary stage.
3. there are statistical significant differences between the experimental and control groups members in improving life skills of the pro-test, to the favour of the experimental group.

16. Recommendations:

Based on the study results, the researcher concluded the following:

1. Using the suggested educational program based on motor and educational games in improving life skills of the students in the lower-elementary stage.
2. The necessity of establishing different athletic motor curriculums to improve life skills of the students in the lower-elementary stage.
3. The necessity of improving life skills by the lower-elementary stage teachers, since these skills are integrated as whole.
4. Continuing in conducting the training courses and educational benchmarks extensively to the physical education teachers, and qualifying them effectively, to determine the life skills for each educational stage, its important, and how to improve it.
5. Providing the schools with the educational tools, equipments and apparatuses, that help in implementing the classroom and extra-curricular activities, with different ways and methods, and presenting these activities using different strategies, to achieve the desired goals in the easiest possible way.
6. Conducting similar studies around different kinds of life skills, on other curriculums, for all the educational stages

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Table (1) revealed the means, standard deviations and t-test for groups members of the study (experimental and control) on each skill of life-skills tests in the tribal region.

Skill	Group	NO.	Arithmetic Average	S.D.	t-Value	DF	Sig.
Cooperation & teamwork	Experimental	20	2.87	0.25	0.098	38	0.923
	Control	20	2.86	0.24			
Communication	Experimental	20	2.78	0.25	0.845	38	0.403
	Control	20	2.70	0.37			
Self-dependence & taking responsibility	Experimental	20	2.82	0.20	-0.235	38	0.816
	Control	20	2.83	0.26			

Table (2) illustrates correlation coefficient of item to the scale as a whole (discriminant validity)

Scale of self-dependence & Taking responsibility		Scale of Communication		Scale of cooperation & teamwork	
Item No.	Correlation Coefficient of item to scale as a whole	Item No.	Correlation Coefficient of item to scale as a whole	Item No.	Correlation Coefficient of item to scale as a whole
1	0.45	1	0.33	1	0.35
2	0.51	2	0.45	2	0.48
3	0.34	3	0.51	3	0.38
4	0.36	4	0.61	4	0.45
5	0.38	5	0.35	5	0.51
6	0.49	6	0.33	6	0.50
7	0.57	7	0.45	7	0.37
8	0.64	8	0.47	8	0.39
9	0.71	9	0.49	9	0.41
10	0.36	10	0.51	10	0.34
11	0.35	11	0.56	11	0.46
12	0.39	12	0.61	12	0.52
13	0.42	13	0.34	13	0.61
14	0.37	14	0.33	14	0.51
15	0.31	15	0.45	15	0.34

Table (3) test-retest reliability and interitem consistency for each skill

Skill	Pearson correlation coefficient (test-retest reliability)	Interitem consistency coefficient (Cronbach's alpha)
Cooperation& teamwork/degree	0.85	0.91
Communication/ degree	0.91	0.96
Self-dependence & taking responsibility	0.90	0.95

Table (4) time distribution of the suggested teaching program

No. of teaching units	Weeks No.	Time of teaching unit in minutes	Time in minutes during the week	Total time in minutes during the eight weeks
16	8	45	90	720

Table (5) Means, standard deviations, and t-test between pre-test and pro-test for experimental group on life skills.

Skill	Test	No.	Mean	St. Dev.	t	df	Sig.	P
Cooperation & Teamwork	Pre	20	2.87	0.25	15.364	19	0.000*	81.1%
	Post	20	3.82	0.31				
communicate	Pre	20	2.78	0.25	13.644	19	0.000*	73.2%
	Post	20	3.90	0.40				
Self-dependent	Pre	20	2.82	0.20	13.988	19	0.000*	83.1%
	Post	20	3.88	0.29				

Table (6) The means of pre-test and pro-test, and improvement ratios of the pre-test for the experimental group on life skills.

Skill	Pre-Test	Post- Test	Improvement Ratio
Cooperation& Teamwork	2.87	3.82	33.10%
communicate	3.82	3.90	40.2%
Self-dependent	2.82	3.88	37.58%

Table (7) Means, standard deviations, and t-test of pro-tests for experimental and control groups on each one of life skills.

Skill	Test	No.	Mean	St. Dev.	t	df	Sig.	P
Cooperation & Teamwork	Exp.	20	3.82	0.31	12.753	38	0.000*	81.1%
	Cont.	20	2.71	0.24				
communicate	Exp.	20	3.90	0.40	10.189	38	0.000*	73.2%
	Cont.	20	2.84	0.24				
Self-dependent	Exp.	20	3.88	0.29	13.662	38	0.000*	83.1%
	Cont.	20	2.75	0.24				

Table (8) The means and improvement ratios of the pro-test for the experimental and control groups of life skills.

Skill	Pre-Test/ Cont.	Post- Test/Exp.	Improvement Ratio
Cooperation& Teamwork	2.71	3.82	40.97%
communicate	3.84	3.90	37.32%
Self-dependent	2.75	3.88	41.09%

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