

Family Educational Role in Developing Social Skills in Kindergarten Children of Jordan

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Abstract

The study aims to identify educational role of the family in developing social skills in kindergarten children of Jordan in light of the following variables: child's mother age, academic qualification, and number of children in the family, using the descriptive analytical approach.

To achieve its objectives, a questionnaire, comprising (50) items with the following three domains: communication skills, interaction and emotional sharing skills, and self-assertion and responsibility skills, was designed and applied to a sample of (351) mothers from Amman governorate. Findings of the study revealed that the role ranked medium, while the second rated first with a high rank, and the third rated second with a medium rank. The findings also revealed that there were statistical differences, pertaining the issue of development that might be attributed to the variables: (qualification, mother's age, and number of children in the family). They were in favor of: qualified mothers, mothers of more than 40 years of age, and families with (5) children or more. The study recommends to emphasize educational role of the family as it is crucial for building up child's personality, especially in developing communication skills reflected in the positive use of body language and in steering family concerns to developing skills of self-assertion and responsibility in their children. Which can be attained through teaching them how to exchange opinions with others.

Keywords: Development, Educational role, Family, kindergarten stage, Social skills.

INTRODUCTION

Kindergarten stage is an important and decisive one in which child's personality is formed through knowledge, values, skills, and basic morals he learns. Such things dictate that parents need to be fully aware to take into consideration the qualities and needs of that stage. That also requires them to adopt a propitious educational method which helps to soundly raise up the child in a way that conforms to his interests, needs, potentials and skills in a balanced manner that does not focus on one quality at the expense of others (Ojeilat, 2017).

Psychology and education experts confirm that kindergarten stage, while the child is living with parents, is the most significant one in building up his personality. It is the most influential in his public life and that is why development requirements for health, somatic, emotional, moral, and social needs should be provided at this stage.

Child's emotional and social ties with his parents play an important role in determining his personal and social qualities which conform to dominant values in his society. Several studies ascertain the impact of early experiences on the building up of child's

present and future personality (Mohammed, 2019).

The kindergarten stage is the first step in rearing the child and its lifelong influence. It is the most essential one for developing child's potentials to intensively learn through a short period of time. The first three years of his life are really very important because of the consequential results that ensue from child's care and last throughout his life.

Family role in developing social skills

The family is the most important social institution that helps through individuals to build up the society as it steers individuals' behavior to cope with the social roles set for them. Thus, it teaches its children how to interact socially to create social relations. It also adapts and controls such an interaction so as to cope with norms and values of the society and to plant original citizenship in them; the more they get along with the society, the better their relations with that society succeed. This reflects how important social integration is (Wingen, 2017).

Despite differences between families regarding type and number of family members, it is still the only institution where children learn their first lessons about life. Therefore, it is the most important social system in the community that shoulders the responsibility of raising them and of building up their personalities. It is the one that solely deals with the child and influences the early stages of his life. In addition, the family is the most important environment that meets the psychological and social desires of the child. The biological development goes side by side with the social and psychological counterparts as reflected in the need for love, appreciation, belonging, identity, and responsibility. All such things depend on the conditions the family lives in whether, financial or moral that affect the rearing process to perfectly operate. Parents efforts and securing propitious and financial conditions in the family, together with internal and external elements, greatly contribute to success or failure of that process whose ultimate goal is to build up children's

personalities from which the child himself, his family, and the community as a whole will benefit (Juweidy, 2015).

Parents cooperation during the kindergarten stage is the key to success, for that helps to create essential developments in children such as the ability to communicate, to recognize the surrounding world, to acquire language, and to develop thinking skills. Thus, the children become socially better with an ability to create new friendships through play and learning activities. Such quick developments reflect children's mental maturity which reinforces social skills that are necessary for preparing them to school, for controlling their emotions, and for establishing positive relations with peers and teachers (Bierman, K., Morris P., & Abenavoli R. 2017).

(Nguyen Than Binh, 2012) pointed out that responsibility is an integrative process between father, mother, and children. It is important that all should work as one team and need to have common knowledge and education regarding child's qualities and duties. It is important to discard the notion that bringing up children is confined solely to mothers.

Significance of developing social skills in kindergarten children

Social skills are fundamental elements in the social raising of the child through which he acquires verbal and non-verbal behavior, and through which he interacts with others. Thus, social skills are a kind of interactive process between the verbal and non-verbal behaviors in an interrelated network of relations that enable the child to communicate, to learn, and to solve problems. Finally, the skills also help the child to recognize and express his emotions and to control them in a socially interactive situation (Buqrooz, 2017).

The child develops better whenever he has safe and coordinated relations with others because such relations affect early stages of his life as he learns more in the secure and safe social environment which meets his somatic, psychological and social needs (Taher, 2020).

Several studies ascertained the importance of social and emotional skills which constitute a long-term constituent for primary learning. During that period, the child acquires social and emotional learning, democratic values, academic and social behavior skills (Fordham Institute, 2021).

Social skills incorporate a large set of abilities that help to interact and communicate with others. Through them, the child learns how to deal with social situations by predicting and understanding behaviors of others that end up with positive results reflected in peer acceptance, academic achievement, and mental health (Soto-lacaza P, Aboitiz F & Billeke p., 2015).

Weakness of social skills in children creates problems for them to establish strong ties with their peers that eventually end up with mis adaptation and academic failure. Therefore, social interaction with others is necessary for success at the early stage in school (Liu, Michelle Hsiu, et. al., (2010).

Batayneh & Jarrah. (2011). pointed out that there is a correlative relation between social functioning at early stages of childhood and psychological and social adaptations in subsequent stages of age.

Social skills

Social skills are behavioral patterns which the individual must have in order to socially interact with others, verbally and nonverbally, in compliance with societal norms. This concept embodies numerous simple and complex patterns of behavior among which is social interaction. As for the adaptive aspects of manner, they include social satisfaction and independent performance (Humeidi, 6).

Social skill involves the child's ability to positively interact with peers and adults through: cooperation, listening, conversation, involvement in social activities, problem solution, understanding others, fair treatment of others, discriminating between intentional and non-intentional acts, and finally balancing his needs with those of others.

Such issues need adults to watch such skills in the child; skills like: suitable verbal greeting, interaction with social activities, compassion toward others, as reflected in his understanding of others.

As for self-organizing, it correlates to other skills which include child's concentration on a social situation that complies with his needs and his ability to amend his behavior (Halle, Tamara G, Darling Churchill, Kristen F, 2016).

The most important social skills that need to be developed in the child, according to (Eliott, S.N, 2016), are: communication, cooperation, assertion, responsibility, empathy, engagement, and self-control.

Communication skills are among the most important ones that parents need to provide their children with in a sound manner for that helps the child to achieve the social adaptation by which he can build positive social relations with others. The foremost of these skills are speaking and listening (Bin Oun, 2020).

Self-assertion skills are reflected in skills of expressing emotions, opinion, defending rights, identifying and protecting identity, and in confronting pressures of others. The assertive-skilled individual is the person who can freely talk about his needs. It is noted that assertion skills are of two types: positive, which imply positive feelings toward others as seen in courtesy skills that appreciate and praise achievements of others and sharing them pleasure and sorrow. The negative assertion skills are feelings of rejection, disappointment and self-defense. These are reflected in rejecting illogical request, protest, anger expression, and negotiation to come up to a solution (Hawwas, 2019).

In light of what preceded, the researcher defines social skills to be the individual's ability to positively communicate and interact with others, to express his opinion and various feelings in a good way, to establish successful relations, and finally to control his emotions over the different situations he encounters.

Objectives of the study

- The current study aims to identify:
- The role the family plays in developing social skills in kindergarten students in Jordan.
- The role the family also plays in light of the following variables: (Mother's academic qualification, her age, and number of children in the family).

Questions of the study

The study poses the following questions for which it attempts to find answers:

- 1- What is the educational role the family plays in developing social skills in kindergarten children in Jordan?
- 2- Are there any differences with statistical significance at the functional level ($\alpha \leq 0.05$) in sample responses to the educational role of the family that might be attributed to the variable of mother's academic qualification?
- 3- Are there any differences with statistical significance at the functional level ($\alpha \leq 0.05$) which might be attributed to mother's age?
- 4- Are there any differences with statistical significance at the function level ($\alpha \leq 0.05$) that might be attributed to the variable of number of children in the family?

Statement of the problem

Family occupies a very significant place in the society, due to the various roles it plays: bringing up of children, besides developing their social and psychological identities. Social, psychological, and education studies revealed how important is the role the family plays in forming the personality of the individual at the kindergarten stage. (Husein, 2014). In fact, social skills are basic and essential factors in building up child's personality which correlates to several important personal variables. They are important because they help the child to psychologically adapt and socially interact with others. They also help him to initiate relations with others as that provides him with self-confidence which is fundamental for

shouldering responsibility and for facing problems. Sleihat (2018) recommended to develop educational caretaking at the kindergarten stage in Jordan and to focus on the aspects that develop child's personality through self-assertion, developing religious awareness, and reinforcing sense of belonging to his country.

Significance of the study

The significance lies in the anticipated results which will be important for:

- It will ascertain the educational role the family plays in social skills at the childhood stage.
- The results that the researcher may come up to will help in providing training courses to guardians to show how important their role is in developing social skills at the kindergarten stage.
- The results will also motivate researchers to conduct further studies to evaluate the role of the family in child's life.
- The findings may also provide families and educators with a tool that helps them determine the skills the pre-school child needs to acquire.

Limitations of the study

The study has been limited to the educational role of the family in developing social skills in kindergarten children in Jordan in the domains relevant to the study which were electronically applied using Google forms as kindergartens were closed due to corona pandemic. The study was also limited to Amman, Jordan, second academic semester 2020/2021.

Terms of the study

- Role: It is a social organization that determines functions of the center the individual has in the group and his responsibilities towards roles and rights of others (Jerusalem open university, 2009, 85).

- **Social skills:**

Procedurally, the researcher defines the educational role of the family to be: the behaviors the family performs with the intention that the child acquires the social skills listed in instruments of the current study (communication skills), Interaction skills, sharing skills, self-assertion skills, and finally responsibility skills).

- **Development:** (Shehatah. (2003:22) defines it as upgrading student's performance in educational situations determined by increasing the range of average marks students gain after being trained in a certain program). Okasha & Abdul Hamid (2012: 122) define social skills as "a set of behaviors that are concerned with: child's acquiring responsibility, self-ascertain and controlling emotions in a manner that suites nature of the situation, when interacting with others. In addition, the behaviors help the child to acquire cooperation besides verbal and non-verbal communication".

The researcher, procedurally, defines social skills as: a set of abilities that enable the child to practice the skills, of communication, interaction and responsibility contained in the study.

- **Kindergarten:** It is any institution that provides education to pre-elementary schooling of children 4-6 years of age. According to the ministry of education, and in compliance with the ministry of education law (3) 1994 and its amendments, it is the stage of the pre-elementary schooling (Ministry of Education).

Literature review

The researcher will list down here some of the foremost relevant literature, then provides his commentary.

In her study, Bin Oun (2020) aimed to detect the role of parents in developing communication skills (listening, speaking, and non-verbal communication) in children 3-6 years of age. The researcher adopted the descriptive analytical approach. The sample to

which the study was applied comprised (100) parents. It revealed that the majority of sample members didn't assign a significant part of their time to regularly communicate with their children. Those members customized their children to an important educational behavior, to listen to the speaker and not to interrupt him. The study also unveiled an interest in the non-verbal communication via eyes.

In his study, Yusuf (2019) tried to identify the level of social skills and language achievement and their relation to kindergarten children at Zarqa governorate. The sample comprised (200) children. The scale used to measure social skills was that of Yusuf (2008); the one used to measure language achievement was that of Fudeili (2013). The findings unveiled that the level of social skills of those children was high. The results also revealed that their language achievement was also high. They also showed that there was a positive correlation between social skills and language achievement. The findings also unveiled that there were differences in the performance of sample members that might be attributed to gender variable in favor of females, but didn't find difference in the performance that might be attributed to birth order variable.

The study of (EdaGurbuz & Binnaz Kiran, 2018) aimed to identify the social skills of kindergarten children, 5-6 years old, in order to find out if there were differences in social skill levels that might be attributed to the variables of: gender, mothers' behavior, her profession, number of children in the family, and the person in charge of those children. The study sample comprised (354) children and mothers who regularly attend kindergartens in the down town of Mersin city in Turkey. The scale used to measure the social skills of children was that developed by (Atas, Efe-Cinar & Tatar, 2016). The scale used to measure mothers' educational behavior was the guardian's scale developed by (Sendi, Demir, & Karabulut, 2008). The findings revealed variance in the general social skills related to mothers' behaviors; the democratic understanding ones enjoyed a level higher than that of rigid heedful mothers.

In her study (Marita Neitola, 2018) tackled the impact of guardians' and teachers' support to social skills of their children. She mainly concentrated on the impact of guardians. She collected data by interviewing (55) guardians living in Finland. Two social skills evaluations of guardians' methods of teaching their children who suffer from problems with peers were compared to those who didn't suffer from such problems. It was found that there were differences between the two types of children's absorption of social potentials, in addition to differences in guardians' teaching methods and directives.

The study of (Rikuya Hosokawa, Toshiki Katsura & Miho Shizawa, 2017) investigated the relation between maternity absorption of (SOC) mothers and development of social skills in pre-school children and how this relation mediates the method the mother uses in educating her child. A Japanese mother conducted research on a sample comprising (1341) children 4-5 years old, using a questionnaire on absorbing self-maternity and the method of educating children. Children's teachers assessed the social skills of those children using scale of social skills (SSIS) that comprises three dimensions: cooperation, self-social control and firmness. The analysis revealed that rearing children rated medium between the positive relation of maternity absorption, cooperation, self-control and firmness in social skills of children. In addition, there was a direct important track of mother's absorbing of maternity and children's social skills. Such results revealed that absorbing maternity might directly influence children's education and indirectly the development of their social skills.

The study conducted by Ahmed (2014) aimed to identify some social skills (sharing, offering help, respecting others, help request and their relation to peers' acceptance against some family variables for a sample of kindergarten children of an inland governorate in the Sultanate of Oman. The study adopted the descriptive method for a sample of (72) children of 66-74 months of age. Data were collected by using a number of tools to measure some social skills of pre-school children. The

tools were: a form to measure the social, cultural and economic level of the family, four tests to measure helping, sharing help request, and respecting others, peers' range of rejection, and finally peers' selection. Findings of the study revealed that there was a correlative relation with statistical significance between skills of sharing, help request and accepting peers in class. There were also difference with statistical significance between groups regarding respecting others of a social type and the skill of help request regarding the different social type, helping skill, and sharing which varied in accordance with birth order, family economic level on one hand, and the skill of help request in accordance with family size and father's educational level on the other.

Commentary on the previous studies

In the previous literature, the researchers like Oun, (2020); Eda Gurbuz (2018); Katsura (2017); Rikuya Hosokawa (2017); and Ahmed (2014) all emphasized parents' role in developing social skills in children and the factors that help to achieve that. Those are: family size, guardian's education level, education method adopted by parents and family dialogue.

Studies like that of Yusuf (2019) was concerned with the level of social skills at the kindergarten level which are: cooperation, self-control, firmness, respect for others, help request, emotional sharing, interaction with adults, listening and speaking.

Studies like that of Marita Neitola (2018) tackled the effect of guardians' support, as teachers and guides, for teaching social skills.

But the current study is distinguished for being the first, to researcher's knowledge, to tackle family educational role in developing social skills in kindergarten children in Jordan in three domains: communication, social interaction and sharing, besides self-assertion and responsibility.

Methods and procedures

Study population

Population of the study comprised all Jordanian mothers of kindergarten children in Amman governorate during the second semester 2020/2021.

Study sample

The study sample, which was randomly selected from the population, comprised (334) mothers which was distributed in accordance with demographic variables as presented in Table 1.

Table 1: *Frequencies and percentages of the study sample according to demographic variables*

Demographic Variables	Levels	N	%
Mother's academic qualification	Diploma and below	148	44.3
	Bachelor	155	46.4
	Higher studies	31	9.3
	Total	334	100.0
Mother's age	Under 30 years	126	37.7
	30 – 40 years	168	50.3
	More than 40 years	40	12.0
	Total	334	100.0
Number of children in the family	Under 30 years	126	37.7
	30 – 40 years	168	50.3
	More than 40 years	40	12.0
	Total	334	100.0

Instrument of the study

To measure the educational role of the family in developing social skills in kindergarten children of Jordan, the study adopted a questionnaire that comprised (50) section divided into three domains:

Communication skills which comprised (15) items, interaction and emotional sharing skills (20) items, and finally self-assertion and responsibility skills (15) items.

Validity of the instrument

To validate the instrument, it was sent to (9) university professors specialized in the field for their opinion of the instrument. Their suggestions were taken into consideration and the questionnaire was modified accordingly.

Reliability of the instrument

To achieve reliability, the researcher selected a pilot sample of (29) Jordanian mothers who have children in kindergartens. Cronbach Alpha method was adopted. Results ranged between (0.81-0.88) to (0.91).

Study variables

The study comprised the following variables:

1- Demographic variables which are:

- Mother's academic qualification (Diploma and below, Bachelor and Higher studies).
- Number of family children (1-2, 3-4, and 5 and more).

2- Dependent variable which implies the educational role of the family in developing social skills... that was elucidated via the responses of sample participants regarding domains and items of the questionnaire.

Methods of data analysis

Statistical package for social sciences (SPSS) was used to test study questions. The data were analyzed using the following statistics:

- 1- Descriptive statistics: means, standard deviation, frequencies, and percentages.
- 2- One-way-ANOVA test.
- 3- Scheffft test.

Results of the study

The study posed four questions through answering them, it could achieve its objectives.

In answering the first question: what is the educational role the family plays....?, arithmetic means and standard deviations were calculated; results are presented in table 2.

Table 2: Means and standard deviations of responses to the first question.

No.	Domain	Mean*	Std. Dev.	Degree	Rank
3	Self-assertion and responsibility skills	3.85	.69	High	1
2	Interaction and emotional sharing skills	3.84	.65	High	2
1	Communication skills	3.62	.64	Medium	3
Total		3.78	.61	High	

Table 2 shows that domain (3), self-assertion and responsibility skills ranked first with a mean (3.85) and standard deviation (0.69); domain (2) interaction and emotional sharing skills ranked second with a mean (3.84) and a deviation (0.65), while domain (1), communication skills, ranked last with a mean (3.62) and a deviation (0.64). The total degree was high: 3.78 for mean and .61 for deviation.

The result might be attributed to family awareness of its role in teaching such skills to their children, being essential for building up their personalities. The result might also be attributed to the good experience the family has in distinguishing the best methods of raising up children. It might also be attributed to the numerous forms of practicing interactive and sharing skills inside and outside the family, being influenced by social and traditional norms which the family cares for children to acquire.

The reason behind the domain of communication ranking last might be because it needs more time and effort to be exerted by mothers to acquire such skills or might be because they themselves lack that.

Such results agree with the studies of (Rikuya Hosokawa, Toshiki Katsura, & Miho Shizawa, 2017) and (Marita Neitola, 2018).

With regard to items of the three domains, the responses were calculated, means and standard deviations were used to assess the results for each of them.

Table (3) Results pertaining items of those domains.

No.	Domain / Item	M*	SD	Degree	Rank
Communication Skills					
9	Encourage my child to use good words such as (please, thanks, welcome) when talking to others.	4.09	1.00	High	1
12	Teach him not to interrupt others when talking.	3.99	.91	High	2
8	Teach him to accept and respect opinions of others.	3.93	.78	High	3
11	Teach him to positively and calmly communicate with others.	3.93	.88	High	4
3	Teach him child how to speak clearly in front of others.	3.82	.94	High	5
4	Teach my child how to introduce himself to others.	3.63	1.02	Mid	6
7	Inform him not to speak quickly with others.	3.58	.91	Mid	7
6	Encourage him to express his view the way he/she likes.	3.55	1.13	Mid	8
10	Teach him how to analyze and repeat what he heard from others (what does he mean? What does he want?).	3.53	1.03	Mid	9
5	Teach him how to converse and discuss things with others.	3.52	1.02	Mid	10
2	Teach him how to be attentive when talking with others.	3.49	.99	Mid	11

13	Teach him how to positively use body language with others. (Sign, Smile).	3.46	1.08	Mid	12
14	Encourage my child to ask questions propitiously.	3.39	1.03	Mid	13
15	Teach him how to communicate with others by using social media. (Mobile....).	3.23	1.36	Mid	14
1	Encourage him to use language correctly.	3.20	.90	Mid	15

Interaction and emotional skills

34	Teach my child to obey home and kindergarten guardians.	4.42	.70	High	1
33	Teach him to ask for permission when using belongings of others.	4.39	.77	High	2
35	Teach him how to protect belongings and surrounding environment.	4.25	.80	High	3
21	Teach him to properly greet others.	4.08	.85	High	4
20	Reinforce feelings of love and compassion for others.	4.07	.87	High	5
16	Teach my child to accept and respect others, irrespective of age, gender, and color.	4.03	.86	High	6
23	Teach him to take the initiative and offer help to others.	4.02	.85	High	7
24	Teach him to be courageous, not to be scared or shy.	4.02	.92	High	8
19	Teach him how to cooperate with family members, friends, and others.	4.01	.88	High	9
17	Develop feelings of belonging to family, society, and country.	3.85	.94	High	10
18	Develop feelings of tolerance, forgiveness accepting defeats sportively and congratulate others.	3.85	.92	High	11
30	Teach my child how to deal gently with others when any problem occurs.	3.84	.98	High	12
22	Encourage him to build positive friendships with peers.	3.63	1.19	Mid	13
28	Teach him how to take simple decisions for his life.	3.63	1.08	Mid	14
31	Teach him how to exchange ideas with others.	3.63	.97	Mid	15
25	Teach him how to abide by rules, anytime, anywhere.	3.49	1.22	Mid	16
27	Teach him how to lead other children in his group.	3.42	1.12	Mid	17
29	Encourage him to participate in social occasions of friends.	3.41	1.10	Mid	18
26	Teach him how to respect his time and time of others.	3.36	1.06	Mid	19
32	Teach him how to convince others with his ideas.	3.36	1.13	Mid	20

Self-assertion and responsibility skills

43	Reinforce my child's achievements constantly.	4.18	.85	High	1
39	Encourage him to participate with others in home and school activities.	4.16	.89	High	2
37	Teach him how to respect his rights and rights of others.	4.15	.85	High	3
47	Encourage him to abide by regulation and bylaws of family and kindergarten.	4.15	.78	High	4

36	Build self confidence in his potentials and talents.	4.10	.84	High	5
40	Direct him to admit committing any mistake when done.	4.06	.87	High	6
50	Direct him to reject illogical requests from others.	3.98	.99	High	7
38	Teach him to do his chores of dressing and eating by himself.	3.91	1.02	High	8
48	Direct my child to diligently accomplish tasks assigned for him.	3.89	.85	High	9
44	Develop his ability to solve out problems he encounters.	3.64	1.13	Mid	10
45	Help him acquire self-teaching skills (reading, writing, math...)	3.64	1.12	Mid	11
46	Teach my child how to face cases of stress and frustration such as: rage and how to implement required tasks.	3.63	.97	Mid	12
41	Direct him hot to plan real objectives for himself.	3.44	1.04	Mid	13
42	Encourage him to assess his daily work.	3.42	1.17	Mid	14
49	Teach him how to take initiative in presenting opinions and solutions for any situation he confronts.	3.40	1.11	Mid	15

• Out of (5)

Table (3), with regard to the first domain: communication skills, shows that item (9) ranked first with a mean (4.09) and standard deviation (1.00); item (12) ranked second with a mean (3.99) and deviation (0.91); but item (8) ranked third with a mean (3.93) and deviation (0.78).

The result might be attributed to parents' having communication skills and to family's interest in teaching their children speaking and listening skills, especially the verbal more than the non-verbal because they know how important they are in building up child's personality.

This was reflected by the responses of study sample members that rated good in this domain. They might also be referred back to family's awareness that communication skills need more experience and efforts to make children acquire them. Such a result agrees with that of Oun (2020) which unveiled those parents didn't pay primal efforts to develop these skills in their 3-6 years old children.

With regard to the second domain, interaction and emotional sharing skills, table (3) shows that item (34) ranked first with a mean (4.42) and (0.70) deviation; item (33)

ranked second with a mean (4.39) and (0.77) deviation item (35) ranked third with a mean (4.25) and (0.80) deviation.

This result might have been the outcome of family good awareness besides the social and educational role it plays in teaching the child how to behave properly with others at this stage. In addition, it might be traced back to the good experience the family has in teaching such skills to its children.

It also reflects the national feeling the family has towards its country which it induces to children to obey guardians creating in them a sense of belonging to both society and country. Such a result agrees with that of (Eda Gurbuz & Binnaz Kiran, 2018) which highlighted the role of democratic women in developing social skills in their children, but the result disagrees with the study of (Takashashi, Y, Okada K, Hoshino T & T Anne, 2015) which revealed a weak support from guardians to such skills.

With regard to the third domain, self-assertion and responsibility, table (3) also shows that item (43) ranked first with a mean (4.18) and (0.85) deviation; item (39) ranked second with a mean (4.16) and (0.89) deviation. Item (37) ranked third with a mean (4.15) and (0.85) deviation.

This result might be attributed to a previous experience family members have pertaining child empowering and personality building, in addition to their awareness that child's participation in several occasions help him to acquire personal and social skills. It might also be traced back to mothers having such skills and willing their children to have them as well. The results agree with that of Toshiki Katsura & Miho Shizawa,2017) which

highlighted the influence of mother in developing such skills.

In answering the second question: Are there any differences with statistical significance at the functional level ($\alpha \leq 0.05$) ... that might be attributed to the variable of mother's academic qualification? "Means and standard deviations were calculated as shown in Table (4).

Table (4): Means and standard deviations of the responses regarding the variable of mother's academic qualification.

Domains	Mother's academic qualification	N	M*	Std
Communication skills	Diploma and below	148	3.30	.64
	Bachelor	155	3.78	.46
	Higher studies	31	4.36	.50
Interaction and emotional sharing skills	Diploma and below	148	3.54	.67
	Bachelor	155	3.97	.48
	Higher studies	31	4.63	.34
Self-assertion and responsibility skills	Diploma and below	148	3.60	.70
	Bachelor	155	3.94	.58
	Higher studies	31	4.57	.45
Total	Diploma and	148	3.49	.60
	Bachelor	155	3.90	.46
	Higher Studies	31	4.53	.37

• Out of (5). mother's academic qualification variable. To test the significance of such differences. One Way ANOVA was used

Table (4) shows that there are significant differences in the means scores with respect to

Table (5): Results of one-way ANOVA of means differences pertaining the variable of mother's academic qualification.

Domains	Source	Sum of Squares	df	Square mean	F-Value	P-Value
Communication skills	Between Groups	24.020	2	12.010	59.295	.000
	Within Groups	67.045	331	.203		
	Total	91.065	333			
Interaction and emotional sharing	Between Groups	42.254	2	21.127	55.500	.000
	Within Groups	126.001	331	.381		

skills	Total	168.255	333			
Self-assertion and responsibility skills	Between Groups	17.720	2	8.860	33.457	.000
	Within Groups	87.653	331	.265		
	Total	105.372	333			
Total	Between Groups	242.852	2	121.426	59.159	.000
	Within Groups	679.394	331	2.053		
	Total	922.246	333			

- Significant at ($p \leq 0.05$).

Table (5) shows that there are significant differences in means scores and the total

pertaining academic qualification variable of mother's academic qualification. Such results are presented in table (6) in accordance with Scheffe test.

Table (6) *Scheffe test results regarding differences in means which might be attributed to the variable of mother's academic qualification.*

Dependent Variable	(I) Mother's	(J) Mother's academic qualification	Mean	Std.	P	
Communication skills	Academic Level	Qualification	DF (I-J)	Error		
		Higher Studies	Diploma and below	1.06*	.11	.000
		Bachelor		.58*	.11	.000
		Bachelor	Diploma and below	.48*	.06	.000
Interaction and emotional sharing skills	Higher Studies	Diploma and Below	1.09*	.11	.000	
		Bachelor		.66*	.11	.000
		Bachelor	Diploma and below	.43*	.06	.000
Self-assertion and responsibility skills	Higher Studies	Diploma and below	.97*	.12	.000	
		Bachelor		.63*	.12	.000
		Bachelor	Diploma and below	.34*	.07	.000
Total	Higher Studies	Diploma and below	1.04*	.10	.000	
		Bachelor		.63*	.10	.000
		Bachelor	Diploma and below	.42*	.06	.000

- Significant at ($p \leq 0.05$)

Table (6) shows that there are significant differences at the function level ($p \leq$

0.05) between means of academic higher studies and those of mothers' qualification (Diploma and below, Bachelor) in favor of

higher studies. Results also show that there are also significant differences at the function level ($p \leq 0.05$) between means of academic qualification (Bachelor and means of (Diploma and below), in favor of bachelor in all scores of the three domains, besides the total score.

Such a result might be attributed to higher qualification the mothers have, in addition to the cognitive and educational experience they also have from which other women are denied. It might also be attributed to the interest those mothers also have pertaining educational culture and their awareness of scientific research at this level and of the suitable educational method of dealing with their

children. The result might also be attributed to the involvement of such women with other experienced ones in workshops, visits, mosques, churches, etc.

Several studies revealed the positive impact of family academic and cultural levels on educating children. This result agrees with that of Ahmed's (2014).

In answering the third question, "Are there any differences with statistical significance at the functional level ($\alpha \leq 0.05$) which might be attributed to the variable of mother's age"? Means and standard deviations were calculated as presented in Table (7).

Table (7): Means and standard deviations of the responses pertaining mother's age variable.

Domains	Mother's age	N	M*	Std
Communication skills	Under 30 years	126	3.48	.64
	30 – 40	168	3.60	.58
	More than 40	40	4.17	.57
Interaction and social emotional sharing skills	Under 30 years	126	3.68	.64
	30 – 40	168	3.83	.62
	More than 40	40	4.36	.51
Self-assertion and responsibility skills	Under 30 years	126	3.64	.75
	30 – 40	168	3.87	.58
	More than 40	40	4.44	.53
Total	Under 30 years	126	3.61	.61
	30 – 40	168	3.77	.55
	More than 40	40	4.33	.48

- Out of (5)

Table (7) shows that there are significant differences with regard to age variable.

Table (8): One Way ANOVA test results for the differences between the means of the sample responses pertaining mother's age variable.

Domains	Source	Sum of Squares	Df	Square mean	F-Value	P-Value
Communication skills	Between groups	9.75	2	4.88	19.854	.000
	Within groups	81.31	331	.25		
	Total	91.07	333			

Interaction and emotional sharing skills	Between groups	16.55	2	8.27	18.052	.000
	Within groups	151.71	331	.46		
	Total	168.26	333			
Self-assertion and responsibility skills	Between groups	12.98	2	6.49	23.243	.000
	Within groups	92.40	331	.28		
	Total	105.37	333			
Total	Between groups	115.90	2	57.95	23.788	.000
	Within groups	806.35	331	2.44		
	Total	922.25	333			

* Significant at ($p \leq 0.05$)

Table (8) shows that there are significant differences between means of all

domains and the total score of family educational role attributed to age variable. Scheffé test was used to highlight the differences as presented in table (9).

Table (9): *Differences between means of responses attributed to the variable of mother's age.*

Dependent Variable	(I) Mother's age	(J) Mother's age	Mean Differ. (I-J)	Std. Error	P
Communication skills	More than 40 years	Under 30 years	.69*	.11	.000
		30 – 40	.57*	.11	.000
	30 – 40 years	Under 30	.12	.07	.265
Interaction and emotional sharing skills	More than 40 years	Under 30 years	.67*	.11	.000
		30 – 40	.53*	.11	.000
	30 – 40 years	Under 30 years	.15	.07	.129
Self-assertion and responsibility skills	More than 40 years	Under 30 years	.79*	.12	.000
		30 – 40	.57*	.11	.000
	30 – 40 years	Under 30 years	.22*	.08	.015
Total	More than 40 years	Less than 30 years	.71*	.10	.000
		30 – 40 years	.55*	.10	.000
	30 – 40 years	Less than 30 years	.16	.07	.059

* Significant at ($p \leq 0.05$)

Table (9) shows that there are significant differences in all domain scores at the function level ($P \leq 0.05$) between the means

of mothers of more than (40) years of age and those under (30) and (30-40) years of age, in favor of mothers of more than (40) years. The results also show that there are significant differences at the function level ($P \leq 0.05$) between means of mothers (30-40) years of age and those of mothers under (30), in favor of mothers of (30-40) years in the domain of self-assertion and responsibility skills.

Such a result might be attributed to more experience that old mothers have than others, in addition to patience and altruism they also enjoy. This also might be attributed to the

Table (10): *Means and standard deviations pertaining the variable of number of children in the family*

Domains	Number of children in the family	N	M*	Std
Communication skills	1 – 2 children	169	3.60	.57
	3 – 4 children	119	3.55	.68
	5 children and more	46	3.88	.73
Interaction and emotional sharing skills	1 – 2 children	169	3.77	.60
	3 – 4 children	119	3.86	.65
	5 children and more	46	4.03	.78
Self-assertion and responsibility skills	1 – 2 children	169	3.78	.63
	3 – 4 children	119	3.87	.71
	5 children and more	46	4.08	.76
Total	1 – 2 children	169	3.72	.56
	3 – 4 children	119	3.77	.62
	5 children and more	46	4.00	.72

• Out of (5)

Table (10) shows that there are differences in responses regarding number of children in the

Table (11); *One Way ANOVA test results of the differences between means pertaining number of children in the family.*

cognitive and mental maturity they also have, being influenced by various daily social interaction. Older mothers might also have been impacted by numerous sources of learning which consolidated social skills in their children.

In answering the fourth question “Are there differences with statistical significance at the function level ($P \leq 0.05$) that might be attributed to the variable of number of children in the family?”, means and standard deviations were calculated as presented in table (10).

family. To test the significance of these differences, One Way ANOVA was used as presented in table (11).

Domains	Source	Sum of Squares	Df	Square means	F-Value	P-Value
Communication skills	Between groups	2.43	2	1.22	4.476	.012
	Within groups	89.95	331	.27		
	Total	92.38	333			
Interaction and	Between groups	2.84	2	1.42	2.845	.060

emotional sharing skills	Within groups	165.41	331	.50		
	Total	168.26	333			
Self-assertion and responsibility skills	Between groups	2.25	2	1.12	3.605	.028
	Within groups	103.13	331	.31		
	Total	105.37	333			
Total	Between groups	20.34	2	10.17	3.714	.025
	Within groups	906.49	331	2.74		
	Total	926.84	333			

• Significant at ($p \leq 0.05$)
 Table (11) shows that there are significant differences in the means of the first

Table (12): Scheffé test results of means differences that might be attributed to the variable of number of children in the family

Dependent Variable	(I) Number of children in the family	(J) Number of children in the family	Mean Differ. (I-J)	Std. Error	P
Communication skills	5 children and more	1 – 2 children	.27*	.11	.036
		3 – 4 children	.32*	.11	.014
	3 – 4 children	1 – 2 children	-.05	.08	.801
Interaction and emotional sharing skills	5 children and more	1 – 2 children	.25	.11	.065
		3 – 4 children	.17	.11	.326
	3 – 4 children	1 – 2 children	.08	.08	.552
Self-assertion and responsibility skills	5 children and more	1 – 2 children	.30*	.11	.030
		3 – 4 children	.21	.12	.201
	3 – 4 children	1 – 2 children	.09	.08	.548
Total	5 children and more	1 – 2 children	.27*	.10	.026
		3 – 4 children	.23	.11	.095
	3 – 4 children	1 – 2 children	.04	.07	.828

• Significant at ($p \leq 0.05$)
 Table (12) shows that there are significant differences at the function level ($p \leq 0.05$) in the means of the first domain between family with 5 children and more and those of 1-2 and 3-4-children's families in favor of the former. The results also show that there are significant differences at the function level ($p \leq 0.05$) between means of families with 5 children and more and those with 1-2 children

in favor of those with five and more with regard to third domain, self-assertion ... in addition to the total as well.

This result might be traced back to having more children in the family because that could provide a better social environment through practicing activities and interactions which reinforce the educational role of the family in developing social skills. This also might be referred back to mothers, being more patient and compassionate with children.

Recommendations

In light of results of the study, the researcher would like to recommend the following:

- To assure the role that family education plays in developing social skills in kindergarten children as it greatly influences forming child's personality.
- To steer family interest to developing communication skills in a better way through using body language with others in a positive manner.
- To also steer family interest to developing self-assertion and responsibility skills in their children by teaching them how to exchange ideas with others.
- To conduct further studies on assessing the educational role of the family in light of other fields.

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