Effectiveness Of Stories-Based Program In Improving Some Moral Values Towards People With Disabilities For Fourth-Grade Students In Bethlehem Governorate-Palestine

Lana Abu – Eita[1*]

[1*]Department of Education Sciences, Arab American University, Amman, Jordan, Email: l.abueita@student.aaup.edu

RTICLE INFO	ABSTRACT
	This study aimed to reveal the effect of using the stories-based program in improving moral values towards people with disabilities for fourth-grade students in Bethlehem Governorate. The researcher adopted the experimental approach and quasi-experimental design and applied the study to a cluster sample of 30 male and female students in the fourth grade at the Patriarchate School in the city of Beit Sahour in the second semester of 2021-2022The results showed that there was a statistically significant effect at the significance (α ≤ 0.05) of the program in improving moral values in favor of the member's experimental group, the results also, showed that there was a significant effect at the level of significance (α ≤ 0.05) of the program in improving moral values related to gender in favor of post-group members "male", and there were no differences in the interaction between teaching method and gender. One of the most important recommendations is to enhance the role of stories because they have a clear impact on improving students' moral values.
	Keywords: Moral Values, Disabilities, Stories-Based Program, Palestine.

INTRODUCTION

Paying attention to the category of people with disabilities is one of the quality standards of countries, as countries' policies work on the principle of integrating people with disabilities into all aspects of life. Despite the attention paid to people with disabilities by governmental and private institutions, we are witnessing a great weakness in accepting people with disabilities, especially in schools. Where many students with various disabilities are exposed to bullying, mockery, and ridicule, and are also viewed as weak, incapable people. This had a negative impact on the students exposed to bullying, as some cases have led to children becoming depressed, not wanting to go to school, and having academic delays. As for people with disabilities, they suffered greatly through their integration into public schools from bullying, disrespect, and lack of acceptance, which negatively affected the process of their integration into schools and the provision of all rights, especially academic integration. (Yahya, 2004).

People with disabilities are an integral part of society, as they constitute 12% of the world. Therefore, this group must be given attention in terms of their right to education within regular schools and their integration into schools systematically and clearly. (Al Rousan, 1989).

In light of all the visual and audio means and social media sites that helped, directly and indirectly, to destroy some important moral values, As children become affected by violence, disrespect for others, lack of cooperation, and ridicule from each other, It became necessary for educators to pay attention to the correct development methods to produce good citizens capable of making sound decisions. (Al-Jallad, 2013).

Montessorri (2000) also confirmed the need to focus on instilling human and social values by including them in the curriculum because children became negatively affected by violent games, wars, and the media, and therefore they became more violent and had social problems and disrespect for others. Among the most important values recognized globally due to their importance religiously and socially through people's interaction with each other and with their surrounding environment are: respect, happiness, honesty, humility, responsibility, love, cooperation, and peace (Alberta Ministry of Education, 2017).

The story is considered one of the most successful educational methods used in learning, especially social topics, as it instills and develops values, as it attracts the learner, as stories have been used by mothers and fathers since ancient times to guide their children's behavior, and teachers used stories to consolidate ideas among students (Al-Zahli, 1996). Stories help not only to obtain scientific information, but also help the child to establish the best and positive values, make him feel a sense of belonging to his community, and develop sound social habits such as cooperation, love, respect, honesty, and sacrifice, in addition to communication skills (Reyhout, G & Carter, M, 2006).

Based on the above, neglecting the issue of values helps produce an abnormal generation, and exposes the group of people with disabilities to social and emotional problems that affect their failure to be integrated into society and given their rights like other children. Therefore, the researcher thought that perhaps the story would succeed in providing some information to students, instilling moral values in children, and changing their views toward people with disabilities through quasi-experimental research.

Study Problem

The researcher noticed through her work in the field of disability for more than fifteen years- that the process of integrating children into schools has failed in many cases. She also noticed, through supervising integration processes within schools, that there was a noticeable decline in the moral values of students for many reasons, including family neglect or its opposite, excessive pampering of children, weak interest in value education, and weak supervision in dealing with the internet and other things. Therefore, the need arose for the need to develop moral values among students. The decline in moral values, such as acceptance of others, assistance, and cooperation, greatly affected students with disabilities, as they suffered from pressure during the process of integrating into schools because they were not accepted by the children of their generation where they were subjected to bullying, ridicule, mockery, verbal and physical harassment by the children of their generation.

Consequently, he reduced their self-confidence, frustrated them, refused to go to school, and isolated them from society, some of them resorted to hostility and quarreling, and some of them engaged in indecent acts such as theft, drugs and immoral acts. The researcher feels a social responsibility towards people with disabilities, as she noticed that the reasons for the deterioration of moral values towards people with disabilities are the lack of available information on the one hand and the failure to raise students from childhood on these moral values on the other hand. She believes that it is important to focus on moral values by including important social moral concepts and values for students.

The increasing decline in these values affects the students themselves and also affects the process of building a healthy society, and the problems of people with disabilities become greater, where their talents and creative abilities will not be invested and will not help them achieve independence, making them an obstacle to society. In light of the review of the literature of educational and previous studies related to the subject of human values and how to impart them to children, the traditional approach, such as directions and advice, no longer has a positive reality. Therefore, it is preferable to use new methods, such as storytelling, that can better improve moral values towards people with disabilities.

The problem of the study was to investigate the effectiveness of a stories-based program in improving moral values towards people with disabilities for fourth-grade students in Bethlehem Governorate.

Study Questions

This study attempted to answer the following main question:
What is the effectiveness of a stories-based program in improving moral values towards people with disabilities for fourth-grade students in Bethlehem Governorate?

Study Hypotheses

To answer the study question, the following hypothesis was formulated:
There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the arithmetic averages of the moral values test score towards people with disabilities for fourth-grade students due to the teaching method, gender, and the interaction between them.

Study Aims

This study aims to reveal the effectiveness of a story-based program in improving moral values towards people with disabilities among a sample of fourth-grade students in Bethlehem Governorate.

Study Terminology

Persons with disabilities: "An individual with a stable disability, whether congenital or acquired, affects their physical, sensory, psychological, or mental abilities to the point where it hinders their ability to fulfill the same tasks as non-disabled individuals in their daily lives" (Persons with Disabilities Law Palestinian, 1999).

Persons with disabilities procedurally: They are people who have suffered from a slight mental or physical disability and are capable of learning and able to Integrate into public schools.

Moral values procedurally: a set of values that include (cooperation, respect, assistance, and acceptance of others) that were taught to students through storytelling and then measured through the study tool (pre-test),

which were identified in a set of questions addressed to students after the method based on storytelling to measure the extent of developing moral values towards people with disabilities.

Moral values test Procedurally: A test that measures moral values towards people with disabilities for fourth-grade students, prepared by the researcher (cooperation, respect, assistance, acceptance of others).

Bethlehem Governorate: It is a governmental institution that reports directly to the presidency of the state. It is located in the south of the West Bank, and the governor is considered a representative of the president as he supervises the work of the municipalities and all government departments within the governorate's borders. Its population is approximately 217,400 people, according to the 2017 census of the Palestinian Central Bureau of Statistics.

Stories Procedurally: A collection of seven stories about the lives of people with disabilities, written by female employees of the Jemima Association for People with Disabilities, which are narrated to children in a story-telling manner.

Study Limitations

This study was limited to:
1. Spatial limitation: Bethlehem Governorate
2. Temporal limitation: First semester 2021-2022.
3. Human limitation: Fourth-grade students in Bethlehem Governorate.
4. Conceptual limitation: the terms used in the research also determine the nature of the tool used.
5. Objective limitation: The effect of a story-based program in improving moral values towards people with disabilities (cooperation, acceptance of others, respect, assistance).

Study Variables

Dependent variable: moral values towards people with disabilities.
Independent variable: Story-based program.

LITERATURE REVIEW

The theoretical framework addresses the concept of moral values, their importance, and the most prominent theories that address them, in addition to the strategy of stories for childhood.

The concept of morality as a concept emanates from society and is dynamic in nature, meaning that it changes from one society to another and from one generation to another and that morals change, grow, and develop. (Dhuwailihi, 2010). Moral is of great importance to the individual and society, as it helps in the growth of the individual's personality, as attitudes show the individual's actions within the prevailing custom in society on the one hand and the individual's conscience on the other hand. (Rashwan, 2018).

Many scientists and psychological researchers dealt with moral development, such as Freud and Piaget, who tried to parallel moral development with cognitive development, Kohlberg tried to build a system for the stages of moral development as well as the behavioral trend in Bandura's theories of conditional learning, modeling, and role models. Al-Ghamdi (2000) emphasized that moral thinking is nothing but the mental judgment of what is morally acceptable or unacceptable at different stages of the individual, where the individual moves from immature morality to mature morality within social standards as a basis for justice.

First: Moral Values

Saleh (2001:43) defined "moral values as the criteria for making moral judgments that an individual or group uses to choose between different alternatives in situations that require specific decisions or behaviors, they represent relatively fixed beliefs of the individual that guide his behavior, choices, what should be done, and perception of right and wrong based on the religious and social standards of society, and these are acquired aspects that constitute an important aspect of an Individual's personality and significantly affect his behavior, feelings and perceptions". As for the characteristics of moral values, they are characterized by many characteristics, including divinity, humanity, comprehensiveness, realism, a combination of stability and flexibility, positivity, objectivity, and mediation. (Al-Jallad, 2007).

Second: Importance of Moral Values

There is great importance to moral values at the Individual and societal levels alike, and they are represented in the following:
1. For the Individual: it protects the person from psychological deviation, as it is the essence of the emotional structure, so it forms the spirit of goodness in the individual and correctly guides the person's behavior to achieve the psychological and social harmony of the individual. (Al-Jallad, 2007).
2. For society: it leads to the strength of society and intensifies work on the goal of coexistence and living in peace, as it is the main engine of society, and with it civilization advances and there is progress in society. (Al-Muzaini, 2001).

Importance of moral values for the child, (Al-Dabaa and Ghobeish, 2011):
1. Harmony and lack of contradiction in the child's behavior.
2. It helps the child predict the correct behavior in different situations.

3. It gives the child feelings that are acceptable to the society in which they live and makes them achieve happiness for themselves and society.
4. It gives the child positive behaviors and values that he grows with at all stages of life.

Third: Theories Related to Moral Values

Piaget concluded that moral development is also linked to the child's mental development, as the child moves from the stage of concrete to abstract thinking, both Piaget and Kohlberg emphasized that morality is subject to a series of stages that follow organized developmental stages. (Al-Anani, 2009).

Piaget (1965) and then Kohlberg (1968) began studying moral thinking and emphasized that moral thinking is the decision that an individual reaches when faced with a problem or a specific situation related to right and wrong, moral thinking is the nature of the decision an individual makes, which is linked to rational justifications for what is acceptable or unacceptable (Al-Omari, 2008).

Erik Erikson pointed out in the psychosocial theory that social and psychological problems are exposed to children more than biological problems. Therefore, the child needs to develop a sense of responsibility, cooperation with others, and participation, so that this helps him succeed in future matters. (Montessorri, 2000). Bandura emphasized in social learning theory that social behavior involves interaction between two or more people and is not fixed, as observation and imitation play an important role in learning, and therefore he emphasized providing positive role models for the child (Mcleod,2016).

Fourth: The Effect of the Story in Improving the Values of The Child

Scientific studies and research seek to try to find the best ways and means through which the child learns to suit his inclinations and abilities to achieve the best result, Piaget's study indicated that children learn better through the unconventional method (Al-Azzawi, 2011). Many studies have confirmed the effectiveness of the story as a teaching method for moral values, as educational values are one of the foundations and functions of educational work, and the responsibility of education falls on everyone, including parents, schools, and all civil society institutions. The goal is to consolidate positive values and eliminate negative values that prevent the development of society. The child needs to enrich his imagination and give him extraordinary reflections supported by required and desirable moral values. The child needs to enrich his imagination and give him extraordinary meditations supported by required and desirable moral values. Free reading has a positive impact on children from a young age, as they grow up possessing the right standards for judging things, thus achieving community prosperity (Halawa, 2003).

The story is considered the best means through which we present what we want to present to the child, whether it is general, scientific, geographical, historical information, or behavioral and social guidance. The child is passionate about story events and has a love of curiosity (Halawa, 2001). The story is considered important in a child's life as it provides him with valuable attitudes such as love, cooperation, respect, kindness, mercy, help, and appreciation. Ahmed (2004) emphasized that the story plays a critical role in a child's life, especially in building children's values and ideals, through the story, the child interacts with it psychologically and forms sound positive attitudes, as it instills cultural awareness and values in him. (Ahmed, 2004).

Fifth: Using Stories as a Teaching Strategy

The story has great educational importance at all stages of child learning, it forms awareness and is the most literary art that takes into account the child's inclinations. It has a role in building the child's personality and acquiring skills and information in various fields, in addition to providing him with positive values and moral development for the child. (Abu Jamous, and Kanaan, 2008). Throughout the literary ages, the importance of the story has been proven in that it is the closest literary art to human life. Rather, it is a mirror of life because it contains special experiences supported by imagination, where the educators realize the impact of the importance of the story on the upbringing and building of the child's personality. After all, it has a basic function at the cultural and linguistic level (Abu Jamous and Kanaan, 2008). The story is one of the unconventional training methods that develop thinking in the child's brain. On the one hand, it has linguistic and cognitive characteristics that occupy the areas of the right hemisphere of the child's brain, and on the other hand, it has emotional characteristics that occupy the areas of the left hemisphere of the child's brain (Rose, 1989). The story can be used in all areas of education, such as science, mathematics, social studies, and the arts, as it is excellent for teaching children language and literature (Egan, 1986).

Finally, the story is a mediator and not a substitute for other methods. It does not cancel other teaching methods but rather supports them because it can bring knowledge at all levels into the classroom. It is an integrative educational environment in a narrative context that is capable of cognitive and emotional perception and aesthetic testing (Al-Batran, 2008).

Collince & Cooper (1997) mention twelve reasons for using storytelling in the classroom as a teaching strategy at all stages of learning, as follows:
1. It helps develop the child's imagination and increase his visual representations.
2. It helps in developing language and aesthetic, musical, and artistic taste.
3. It helps increase the child's linguistic dictionary and metaphorical and rhetorical expressions.
4. It helps in developing speaking skills and increasing self-confidence.

5. Developing the skill of listening and understanding meaning to enable him to reach conclusions and interpretations.
6. It helps in developing intimate interaction skills between children and adults.
7. It helps in developing creative writing skills.
8. It helps in developing reading and increasing children's motivation to read.
9. It helps in developing critical and creative thinking.
10. It helps in sharing feelings.
11. It helps in looking at literature and reflecting its life, emotional, and value experiences.
12. It helps the child understand his own heritage and the cultural heritage of others.

Al-Tahan (2003) believes that important conditions must be present when telling a story, which are: proper and correct pronunciation, taking into account appropriate facial and body expressions and not exaggerated ones, taking into account interrogative tools, commas and periods, arousing the child's excitement through questions and managing dialogue and discussion. Many educators have recommended the following things to be taken into consideration when telling a story:

1. Tell the story in a comfortable and quiet place.
2. Telling the story outside the classroom.
3. The teacher should move in a purposeful way that does not distract the child randomly.
4. Use proper language accompanied by appropriate facial and body expressions without exaggeration.
5. Draw the child's attention by giving them some ideas, meanings, and questions.
6. Change in voice tone and intensity.
7. Stimulate discussion and dialogue after the end of the story (Taaima and Manna, 2000).

Sixth: Attitudes Towards People with Disabilities

Interest in special education began in the second half of the current century, after neglecting people with disabilities since the Romans and Greece, who ostracized, mocked, and sometimes killed them, with the emergence of the Church in the Middle Ages, they provided them with health and physical care, but they isolated them inside monasteries, away from society. Attitudes towards people with disabilities have varied over the years, as many tended to isolate people with disabilities from society, which amounted to ostracism and murder, we still suffer from these problems until now, but with the passage of time, scientific development, and the demands of a number of educators and thinkers for the necessity of integrating people with disabilities into society (Al-Roussan, 1989).

Positive trends towards integration began to emerge through psychological and social acceptance, developing specialized educational programs, preparing cadres and developing measurement tools, in addition to advanced studies and research, until it reached to Integrated Education , which indicates that the problem is in society, not the person, that is, systems and policies must be changed and all barriers and obstacles must be removed, which prevents the student from the education through which we achieve the needs of children in an inclusive society for all based on the principle of equality and full participation in society. (Yahya, 2005).

It is defined (Convention on the Rights of Persons with Disabilities, 2006) as: "They are all those who suffer from long-term mental, physical, intellectual or sensory impairments, which, when facing various barriers, may avoid them from participating fully and effectively in society on an equal basis with others". The (Convention on Persons with Disabilities, 2006) stipulates in the right to education clause that individuals with disabilities should have the right to inclusive education at all levels, irrespective of age, without discrimination an based on equal opportunities.

The National Authority signed the Convention on the Rights of Persons with Disabilities, and accordingly, children began to be integrated into public schools. However, children with disabilities suffer from many types of bullying and ridicule by their peers, (Al-Dahan, 2018) confirmed that students with disabilities are more vulnerable to bullying and ridicule than their peers within public schools, this is due to a low level of intelligence and a lack of adaptive behavior. Studies have also indicated that people with disabilities are more vulnerable to bullying than others, and there is a relationship between bullying and developmental disabilities at a greater rate of up to 60%. This behavior is represented by harassment, verbal abuse, ignoring, and neglect (Khaiefeh & Osborn, 2013).

People with disabilities suffer from a loss of security, low self-concept, lack of self-confidence, shyness, fear, and excessive sensitivity (Reid & Rivers, 2004). There is an urgent need to change the attitudes of school students toward people with disabilities by instilling some positive values toward them such as cooperation, assistance, respect, and acceptance.

Study Importance

Practical Importance
From the researcher's viewpoint, this study may contribute to developing moral values toward people with disabilities among a sample of fourth-grade students in Bethlehem Governorate.

Research Importance
1. It is the result of codified scientific efforts.
2. It may reach new results that enrich educational literature.

3. The researcher hopes that the research will form a knowledge base for subsequent studies.
4. The researcher expects that this is one of the first studies, as far as she knows

Previous Studies

Arabic Studies

Al Murad, Muhammad (2008), The effect of the kinetic stories program on developing the moral aspect of kindergarten children, the researcher adopted the approach of quasi-experimental on a sample of 40 students (male and female), and the measurement was done using (Al-Dahan (2002) scale to measure the moral values of kindergarten children. The results displayed that there were statistically significant differences in the post-scale favor, and there were statistically significant differences in favor of the narrative program. The researcher recommended the importance of including kinetic stories in kindergarten curricula.

Al-Desouki, Samar (2018) effectiveness of a storied program to develop a sense of responsibility in a kindergarten child. The researcher used the method of quasi-experimental on a sample of 60 students (male and female) and the scale was used to measure the sense of responsibility. The results were in favor of the post scale, she recommended the importance of conducting activities to develop a sense of responsibility among kindergarten children, and she suggested creating an educational program to determine the extent of kindergarten teachers' awareness of developing a sense of responsibility in kindergarten children.

Al-Jawhari, Bint Hamada (2018) Role of stories in developing acceptance of others among kindergarten students in Hafar Al-Batin Governorate. The researcher used the quasi-experimental approach, where she prepared a measure of acceptance of others. A purposive sample consisting of 30 students male and female was selected. The study found that there were statistically significant differences in the averages of children's scores on the acceptance of others scale in favor of the post scale. Based on that the researcher recommended giving stories the appropriate size within the curriculum for their important role and qualifying teachers through workshops and trainings to develop the value of accepting others.

Mahmoud, Abeer (2018) The impact of a proposed program in art education using electronic comics on the development of artistic expression skills and moral values among primary students in school. The researcher used the experimental approach through a control and experimental group, where the sample number was (30), and she measured the values through a scale that she prepared herself. The results were in favor of the experimental group and subsequently, she recommended the importance of using stories as a strategy for teaching moral values.

Abu Ali, Daren (2019) The effect of using a teaching method based on storytelling and drawing in imparting human and social values to kindergarten students in Wadi Al-Seer District. The researcher used method of the quasi-experimental on a sample consisting of 60 students (male and female) distributed into a control group and an experimental group. The interview was used to measure the results, which showed that there were statistically significant differences in the student's achievement averages in favor of the experimental group. The study recommended that kindergarten curricula include topics and stories and express them with drawings that can give them human and social values.

Al-Sabaji, Nada (2019) The impact of an educational program in developing acceptance of others among middle school students in the city of Mosul. The researcher used the quasi-experimental method on a sample of 60 male and female students, as the researcher prepared an acceptance scale before and after the program, and the results displayed that there were statistically significant differences in favor of the experimental group. The researcher recommended holding courses and including curricula with attitudes that accept others, and also suggestions to conduct studies on the acceptance of people with disabilities.

Abdel Halim, Shaima (2020) The impact of the effectiveness of a program based on digital storytelling to develop social responsibility among educable mentally handicapped children and its impact on their social withdrawal. The researcher used the experimental method on a sample of 10 people, their chronological age ranged from 8 to 12 years, their mental age ranged from 4 to 6 years, and their IQ ranged from 50 to 70. The arithmetic averages were measured using a 40-situation scale prepared by the researcher. The results displayed that there were statistically significant differences in favor of the post-scale. The researcher recommended the importance of including digital storytelling in teaching people with mental disabilities about social matters.

Foreign Studies

The study (Alica & Cynthia, 2018) aimed to reveal the effect of social stories on compliance and aggression in a girl in a Louisiana kindergarten to reduce verbal aggression of a 5-year-old girl. The researcher noticed a decrease in verbal aggression, she recommended the possibility of using social stories as a low-cost approach to modify students' behavior.

The study (Keup & Mulote, 2014) also indicated supporting early childhood social development through story books, through the sessions. The aim was to provide opportunities for students to think and exchange opinions among a sample of 6 to 10 male and female students aged between 5 and 6 years. The results showed that the students were able to remember the moral dilemmas in the story.

The study (Rahim & Rahiem, 2012) aimed to reveal the use of stories for moral education for young children to identify how kindergarten teachers can provide moral education through stories in a sample of 20 Islamic

kindergartens in Indonesia. The results showed that teachers are challenged to explore the content of stories and help students relate them to everyday life and that few teachers use Stories for Moral Education.

Feedback on Previous Studies

In light of this, we see that many researchers used stories to develop values, as all studies used the experimental method, and it is the appropriate method for such studies aimed at measuring a certain impact. All studies have agreed that there is a clear impact of stories on the development of moral, social, and human values. The study sample varied from 20 male and female students to 60 male and female students between the ages of 5 to 6 in the primary stage.

In light of reading the previous studies, it is clear that the studies carried the same goal as the researcher's study, which is to develop values among students through social stories, and they had a clear impact on developing values.

Method and Procedures

In this chapter, the researcher gave a detailed explanation of the method and procedures she used to obtain the results of the study. This chapter includes talking about the study's methodology, design, population, sample, tools, variables, and statistical analysis of the tools, and the following is a detailed explanation of them.

Study Method

The researcher adopted the experimental method and quasi-experimental design in preparing this study, and this is to measure the effectiveness of a story-based program in improving moral values among fourth-grade students in Bethlehem Governorate. It is the appropriate method to achieve the objectives of the study. The design is as follows:

C   pre. t--------   Pos t
E   pre. t   Tr.   Pos t
C i.e. Control, E i.e. Experimental, Tr i.e. Treatment, Pre t i.e. Pretest, and Pos t i.e. Posttest

Study Population

The population of the study consisted of all fourth-grade students in the Bethlehem Directorate of Education for the academic year 2021-2022, distributed among private and public schools.

Study Sample

The study was applied in the Latin Patriarchate to fourth-grade students. The group was mixed, and the sample was selected using a cluster method and then stratified among the students. Let there be 15 students of male and female in the control group, and 15 students of male and female in the experimental group, so the sample number should be 30 students of male and female.

Study Tools

Test

The researcher prepared a test of moral values towards people with disabilities for the fourth grade, and this is to realize the main goal of the study, which is to recognize the effectiveness of using stories in improving moral values towards people with disabilities among fourth-grade students, it prepared a values test, and the following is an explanation of this test.

Test description: The test consists of 25 questions to measure moral values, with each Item given one mark.

Test application: The pre-test of moral values was applied to the control and experimental sample to the fourth-grade students on 1/10/2022, and on 1/24/2022 the post-test was applied.

Test Validity: The construct test's validity was confirmed by presented to 7 specialized arbitrators (Appendix 1), where a set of observations were given and taken into account by the researcher, but no item was deleted, only linguistic and thematic modifications were made. The researcher also created a Pearson correlation coefficient for the items of the moral values test to ensure the internal validity of the test, see TABLE 1.

TABLE 1. PEARSON CORRELATION COEFFICIENT FOR THE MORAL VALUES TEST ITEMS

Items	correlation coefficient	Significance level
1	.509	0.000
2	.509	0.000
3	.601	0.000
4	.794	0.000
5	.509	0.000
6	.509	0.000
7	.601	0.000
8	.733	0.000
9	.654	0.000
10	.661	0.000

11	.661	0.000
12	.385	0.000
13	.410	0.000
14	.227	0.000
15	.601	0.000
16	.454	0.000
17	.505	0.000
18	.645	0.000
19	.505	0.000
20	.509	0.000

Test Reliability: Reliability was verified using the test and retest method, where the value of the reliability coefficient for the moral values test was 0.82, which is a high value, and this indicates that the test is capable of achieving the study aims.

Difficulty and Discrimination coefficient: Finding the difficulty and discrimination coefficient for the moral values test items. see TABLE 2.

TABLE 2. DIFFICULTY COEFFICIENT FOR THE MORAL VALUES TEST ITEMS

Items	Difficulty coefficient	Discrimination coefficient
1	0.450	0.20
2	0.450	0.20
3	0.433	0.27
4	0.417	0.33
5	0.400	0.40
6	0.417	0.33
7	0.417	0.33
8	0.450	0.20
9	0.417	0.33
10	0.433	0.27
11	0.400	0.40
12	0.400	0.40
13	0.400	0.40
14	0.433	0.27
15	0.450	0.20
16	0.433	0.27
17	0.383	0.33
18	0.400	0.40
19	0.450	0.20
20	0.417	0.33

This indicates that the degree of difficulty and discrimination of the test items is reasonable, so no test items were deleted. We find that the item's difficulty and discrimination coefficient of the moral values test are acceptable because they are not less than 0.20.

Test Correction: The researcher verified the answers to the test items, then transparently corrected the test and gave marks to the pre-and post-test items.

Preparing the storied program

 To improve the moral values of fourth-grade students, the researcher prepared and designed the story-based program, which is a program based on artistic foundations and pedagogical methods, after reviewing the educational literature and various previous studies.

Objectives of the Storied Program

1. Improving moral values towards people with disabilities among fourth-grade students.

Steps to Build the Program

1. Determine the program objectives.
2. Determine appropriate stories.
3. Determine the procedures, place, time, and discussion questions.
4. Determine the number of sessions (7 sessions, 45 minutes each).
5. Determine the techniques used to manage the discussion after reading the stories, which are as follows:
A. Discussion and dialogue: It is used to reveal students' ideas and exchange opinions and ideas, which leads to changing knowledge and developing their ideas, which enhances communication between group members.
B. Collaborative group: used to achieve common educational goals as the pivotal component of cooperative learning where tasks are divided among them.

6. Storytelling: read the story to children by appropriate storytelling with gestures, and facial and body movements.
7. Determine open discussion questions after the end of each session.

Program Validity
The stories were presented to 3 arbitrators, a children's story writer, a special education teacher, and an Arabic language professor, and their opinions were given on the program and the stories. The stories were written by the employees of the Jemima Association, who have extensive experience in the field of disability, after a training workshop and focus groups to discuss each story separately.

Implementation and Place of the Program Application
The application of the program took a week with a meeting every day throughout the week due to time constraints 45 minutes per session and give each child a copy of the stories to read and review at home. Then ask the children about their opinion on the story the next day. The program was applied within the Jemima Association for People with Disabilities every afternoon due to the difficulty of conducting the activity inside the school due to the Corona conditions.

Study Procedures
To conduct the study, the following set of procedures was carried out:
1. Review the literature of the educational and previous studies related to the research topic.
2. The selection of the study sample and the application of the tool from the fourth-grade students in Bethlehem, after receiving the approval of the concerned authorities and the school administration.
3. Preparing a moral values test that was built to measure the impact of stories on the development of moral values towards people with disabilities among fourth-grade students.
4. Test arbitration by arbitrators.
5. Applying the pre-test to the exploratory sample to calculate the difficulty and discrimination coefficient and the appropriate time.
6. Conduct the pre-test.
7. The application of the stories program.
8. Conduct the post-test
9. Correct the tests and dump the results of the tests on the EXCEL program, then statistically analyze the data, view the results, discuss them, and formulate recommendations.

Study Variables
The study was based on a set of variables: the independent variables, which included stories and gender, while the dependent variable was moral values towards people with disabilities.

Statistical Treatment
To realize the goal of the study, answer its questions, and verify its hypothesis, the test data was dumped and entered into Excel and the SPSS program to extract AMA (arithmetic averages) and SD (standard deviations) of the results of the moral values test. To find the results of the T-test and to find out if the apparent differences in the AMA of students ' marks are statistically significant at the level of significance ($\alpha \leq 0.05$), the ANCOVA test was used.

Study Results
This chapter deals with a presentation of the study results that were reached by analyzing the data statistically, and this is to measure the aim of the study, which is the effect of using a story-based program in improving moral values among fourth-grade students by examining the study's two hypotheses statistically. In this chapter, the results are presented and organized according to the study questions.

Statistical Treatment
To answer the study question, the AMA, and SD were calculated for the scores of students in the groups of experimental and control on the pre-and post-moral values scale. Also (ANCOVA) was used to control the differences between the AMA of students' scores in the pre-and post-application of the moral values scale as well as reveal the significance of the differences in the arithmetic averages of the student's scores in the post-application of the moral values scale according to the program variable.

Normal Distribution Test
To ensure that the data follows a normal distribution, the researcher uses the Shapiro-Wilk test for normal distribution to check whether the tests used are parametric or non-parametric. Kurtosis and skewness tests were also used, see TABLE 3. shows the results.

TABLE 3. RESULTS OF THE SHAPIRO-WILK TEST AND THE KURTOSIS AND SKEWNESS TEST.

Group	Test	No.	Significance level	skewness	kurtosis
Post (control)	.902	15	.103	0.311	-0.802
Post (experimental)	.922	15	.122	0.452	-0.611

The table shows that the statistical significance values of the Shapiro-Wilk test are greater than 0.05 and that the skewness and kurtosis values were acceptable, and parametric tests can be used because the data distribution is normal.

Equivalence of the Two Study Groups

To test the equivalence of the experimental and control groups, a T-test was conducted for independent samples for the results of the two group members (experimental and control) on the pre-scale, see TABLE 4.

TABLE 4. AMA AND SD OF PRE-PERFORMANCE FOR THE EXPERIMENTAL AND CONTROL GROUPS AND RESULTS OF THE T-TEST FOR INDEPENDENT SAMPLES

Scale	Group	Member NO.	AMA	SD	t-value Calculated	Degrees of Freedom	Statistical significance
Moral values	Control	15	17.93	6.03	1.556	28	.131
	Experimental	15	14.13	7.29			

It is noted from the data in Table 4-2 that the performance averages are close and not statistically significant between group members of the control and experimental on the pre-performance of the moral values scale. AMA of performance for the total score of the control group was (17.93) with an SD (6.03) compared to an average of (14.13) and an SD (7.29) for the experimental group. T-test results also prove that there are no statistically significant differences at (α≤0.05) between the groups of the control and experimental. The calculated t-value was (1.556), which is lower than the tabular t-value at (28) degrees of freedom and at an error level (0.05). This proves the equivalence of the control and experimental groups.

Results related to the first question, which reads: "What is the effectiveness of a story-based program in improving moral values toward people with disabilities for fourth-grade students in Bethlehem Governorate?" It was transformed into the following hypothesis:

There are no statistically significant differences at the level of significance (α ≤ 0.05) in the arithmetic averages of the moral values test score toward people with disabilities among fourth-grade students due to the method of teaching, gender, and the interaction between them," from which the following hypotheses emerge:

"There are no statistically significant differences at the level of significance (α ≤ 0.05) in the arithmetic averages of the moral values test score towards people with disabilities among fourth-grade students due to the teaching method."

AMA and SD were calculated for the pre-and post-applications and for the groups of experimental and control on the moral values scale, TABLE 5.

TABLE 5. AMA AND SD FOR THE PRE-AND POST-APPLICATIONS AND FOR THE GROUPS OF EXPERIMENTAL AND CONTROL ON THE MORAL VALUES SCALE

Group	Test	NO.	AMA	SD
Control	Pre	15	17.93	6.03
	Post	15	20.60	3.94
experimental	Pre	15	14.13	7.29
	Post	15	24.13	1.06
Total	Pre	30	16.03	6.85
	Post	30	22.37	3.36

AMA for the experimental group members on the moral values scale on the post-test was (24.13) with an SD of (1.06), while for the control group members, the AMA was (20.60) with an SD of (3.94). AMA for the pre-performance of the experimental group was (14.13) with an SD of (7.29), while for the control group, the AMA was (17.93) with an SD of (6.03). It is clear from the above that there is an apparent difference in favor of the experimental group.

To test the significance of the differences between the averages of post-achievement for the two groups (experimental and control), ANCOVA was used, see TABLE 6 shows the results.

TABLE 6. ANOVA RESULTS FOR TESTING THE DIFFERENCES IN POST-ACHIEVEMENT AVERAGES FOR THE TWO GROUPS (EXPERIMENTAL AND CONTROL)

Source of variance	Squares Sum	Freedom Degrees	Average squares	Calculated F value	Statistical significance	Size Effect (Eta squared η^2)
ANOVA (pre)	.887	1	.887	.103	.751	.004
Group (educational program)	91.186	1	91.186	10.592	.003	.282
Error	232.446	27	8.609			
Total	15335.000	30				
Adjusted total	2289.600	59				

*The differences are statistically significant at ($\alpha \leq 0.05$) level

The results of ANCOVA, after excluding differences in pre-performance, show that there is a statistically significant effect at the significance ($\alpha \leq 0.05$) of the program in improving moral values, where the calculated F value was (10.592) and its statistical significance was less than (0.05). By referring to the AMA shown in Table (4-3), I find that they are in favor of the experimental group members. The results related to the effect size (Eta squared) also indicate that the effect is of medium degree, as the value of the Eta squared coefficient was (0.282), see TABLE 7.

TABLE 7. ARITHMETIC AVERAGES (ADJUSTED) FOR THE POST-APPLICATION OF MORAL VALUES BY GROUP (CONTROL, EXPERIMENTAL)

Group	Arithmetic averages	Standard error
Control	20.600	1.330
Experimental	24.133	1.330

Discussion of the results related to the null hypothesis and Its text: "There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) In the arithmetic averages of the moral values test score towards people with disabilities for fourth-grade students due to the teaching method."

The results of the analysis showed the rejection of the null hypothesis, which states: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the arithmetic averages of the moral values test score towards people with disabilities for fourth-grade students due to the teaching method. The alternative hypothesis is accepted: There are statistically significant differences at the significance level ($\alpha \leq 0.05$) in the arithmetic averages of the moral values test score towards people with disabilities among fourth-grade students due to the teaching method.

This result may be described by the fact that the proposed program has strengthened the moral values toward people with disabilities for fourth-grade students.

There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the arithmetic averages among the members of the experimental group to the degree of moral values test towards people with disabilities among fourth-grade students due to the teaching method.

To examine the hypothesis, a t-test was used for the associated samples, where the averages of the experimental group members were compared on the pre-and post-test to reveal the effectiveness of the program in improving moral values, see Table 8.

TABLE 8. T-TEST RESULTS FOR ASSOCIATED SAMPLES TO EXAMINE THE DIFFERENCES BETWEEN THE PRE-AND POST-APPLICATIONS OF THE MORAL VALUES SCALE.

Test	Average	Deviation	t value	Significance level
Pre	14.13	7.29	5.25	0.000
Post	24.13	1.06		

It is clear from the Table that the value of the calculated level of significance is less than 0.05, and thus there are differences in moral values on the pre-and post-scale in favor of the post-scale.

There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the arithmetic averages between the control group members for the degree of moral values test towards people with disabilities for fourth-grade students due to the teaching method.

To examine the hypothesis, a t-test was used for the associated samples, where the averages of the control group members were compared on the pre-and post-test to reveal the effectiveness of the program in improving moral values, see Table 9.

TABLE 9. THE TABLE SHOWS THE RESULTS OF THE T-TEST FOR ASSOCIATED SAMPLES TO EXAMINE THE DIFFERENCES BETWEEN THE PRE-AND POST-APPLICATIONS OF THE MORAL VALUES SCALE.

Test	Average	Deviation	T value	Significance level
Pre	17.93	6.03	1.434	0.163
Post	20.60	3.94		

It is clear from Table 4-7 that the value of the calculated level of significance is greater than 0.05, and thus there are no differences in moral values on the pre-and post-scale in favor of the post-scale. The results related to the answer to the null hypothesis, which reads: "There are no statistically significant differences at the level of significance (α ≤ 0.05) in the arithmetic averages of the moral values test score towards people with disabilities among fourth-grade students due to the method of teaching, gender, and the interaction between them."
To answer this question and test the hypothesis emerging from it, arithmetic means and standard deviations were calculated for the pre-and post-applications and for the experimental and control groups on the moral values scale of the teaching method, gender, and the interaction between them, see TABLE 10.

TABLE 10. AMA AND SD FOR THE PRE-AND POST-APPLICATIONS AND FOR THE EXPERIMENTAL AND CONTROL GROUPS ON THE MORAL VALUES SCALE OF TEACHING METHOD, GENDER, AND THE INTERACTION BETWEEN THEM.

Group	Gender	Test	NO.	AMA	SD
Pre	Control	Male	7	13.43	5.41
		Female	8	21.88	3.09
	Experimental	Male	7	8.00	2.45
		Female	8	19.50	5.53
Post	Control	Male	7	19.00	3.51
		Female	8	22.00	3.96
	Experimental	Male	7	24.00	1.00
		Female	8	24.25	1.16

It is clear from the above that there are apparent differences in favor of the experimental group. In order to test the significance of the differences between the averages of post-achievement for the two groups (experimental and control), ANCOVA analysis was used, see TABLE 11.

Table 11. ANCOVA RESULTS TO TEST THE DIFFERENCES IN AVERAGES FOR THE POST-ACHIEVEMENT OF THE TWO GROUPS (EXPERIMENTAL AND CONTROL) FOR THE TEACHING METHOD, GENDER, AND THE INTERACTION BETWEEN THEM.

Source of variance	Squares Sum	Freedom Degrees	Average squares	Calculated F value	Statistical significance	Size Effect Eta squared η2
ANOVA (pre)	26.632	1	26.632	3.447	.075	.121
Group (educational program)	117.361	1	117.361	15.189	.001	.378
Gender	36.609	1	36.609	4.738	.039	.159
Interaction	.561	1	.561	.073	.790	.003
Error	193.172	25	7.727			
Total	15335.000	30				
Adjusted total	326.967	29				

*The differences are statistically significant at the level (α ≤ 0.05).
The results of ANCOVA, after excluding differences in pre-performance, indicate that there is a statistically significant effect at the significance level (α ≤ 0.05) of the program in improving moral values, where the calculated F value was (15.189) and its statistical significance was less than (0.05). Referring to the AMA shown in Table (4-9), we find that they are in favor of the experimental group members. The results related to the effect size (Eta squared) also indicate that the effect is of medium degree, as the value of the Eta squared coefficient reached (0.378). The results showed a statistically significant effect at the level of significance (α ≤ 0.05) of the program in developing moral values related to gender where the calculated F value was (4.378) and its statistical significance was less than (0.05). By referring to the arithmetic averages shown, we find that they are in favor of male members of the post-group, and there are no differences in the interaction between the teaching method and gender. See TABLE 12.

Table 12. ARITHMETIC AVERAGES (ADJUSTED) FOR THE POST-APPLICATION OF MORAL VALUES
BY GROUP (CONTROL, EXPERIMENTAL)

Group	Gender	Arithmetic averages	Standard error
Control	male	22.177	1.100
	female	18.392	1.225
Experimental	male	26.296	1.455
	female	23.069	1.074

DISCUSSION

This study aimed to investigate the effect of a story-based program on developing moral values among fourth-grade students toward people with disabilities, to achieve the study, the researcher conducted the study and applied the moral values test before and after conducting the study and arithmetic averages and standard deviations for the pre-and post-applications were extracted. The study hypotheses were tested using ANCOVA. The results showed that the experimental group, which was taught using stories, outperformed the control group in the moral values test.

Results related to the first question, which reads: "What is the effectiveness of a story-based program in improving moral values toward people with disabilities for fourth-grade students in Bethlehem Governorate?" It was transformed into the following hypothesis:

"There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the arithmetic averages of the moral values test score towards people with disabilities for fourth-grade students due to the method of teaching, gender, and interaction between them" from which the following hypotheses emerge:

There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the arithmetic averages of the moral values test score towards people with disabilities for fourth-grade students due to the teaching method"

The results of the analysis showed the rejection of the null hypothesis, which states: There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the arithmetic averages of the moral values test score towards people with disabilities for fourth-grade students due to the teaching method. The alternative hypothesis is accepted: There are statistically significant differences at the significance level ($\alpha \leq 0.05$) in the arithmetic averages of the moral values test score towards people with disabilities for fourth-grade students due to the teaching method.

This result may be explained by the fact that the proposed program has enhanced the moral values towards people with disabilities for fourth-grade students, based on the educational literature that was studied, it confirms that stories help develop the moral aspects of students at this age and help improve their values towards people with disabilities.

There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the arithmetic averages for the experimental group members for the moral values test score towards people with disabilities among fourth-grade students due to the teaching method.

To examine the hypothesis, a t-test was used for the associated samples where the averages of the experimental group members were compared on the pre and post-test, and this was to reveal the effectiveness of the program in improving moral values. The results showed that the value of the calculated significance level was less than 0.05, consequently, there are differences in moral values on the pre-and post-scale in favor of the post-scale, and this is due to the importance of stories in improving the moral values of students before and after the program. This is because the stories are social topics that increase the students' culture towards people with disabilities about whom they did not have sufficient information in the pre-test. Many students mentioned that people with disabilities are unable to learn and most of them refused to help them or even sit next to them. However, after reading the stories and asking them questions, their view of people with disabilities changed and their values towards them improved.

There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the arithmetic averages between the control group members for the moral values test score towards people with disabilities for fourth-grade students due to the teaching method.

To examine the hypothesis, a t-test was used for the associated samples where the averages of the control group members were compared on the ante-and post-test, to reveal the effectiveness of the program in improving moral values. The results showed that the value of the calculated significance level is greater than 0.05, consequently, there are no differences in moral values on the pre-and post-scale in favor of the post-test, and this is due to the students not obtaining sufficient information and stories that develop the moral side of the students. Children were not exposed to social stories that would help them change their viewpoints and ideas toward people with disabilities.

The results related to the answer to the null hypothesis, which reads: "There are no statistically significant differences at the level of significance ($\alpha \leq 0.05$) in the arithmetic averages of the moral values test score towards people with disabilities for fourth-grade students due to the method of teaching, gender, and the interaction between them"

To answer this question and test the hypothesis emerging from it, arithmetic means and standard deviations were calculated for the pre-and post-applications and for the experimental and control groups on the moral values scale of the teaching method, gender, and the interaction between them. The results showed that there were apparent differences in favor of the experimental group.

The results of ANCOVA, after excluding differences in pre-performance, indicate that there is a statistically significant effect at the significance level ($α ≤ 0.05$) of the program in improving moral values and that it is in favor of the experimental group members. The results related to the effect size (Eta squared) also indicate that the effect is of medium degree, as the value of the Eta squared coefficient reached 0.373. The results showed that there was a statistically significant effect at the level of significance ($α ≤ 0.05$) of the program in improving moral values related to gender in favor of male members of the post-group, and there were no differences in the interaction between teaching method and gender.

Conclusion

It can be emphasized that the program has a significant impact on Improving moral values towards people with disabilities. The reason, from the researcher's viewpoint, is that after a series of readings on the research topic and previous studies, stories help to improve moral values among students of this age stage. Also, reason is that the items that influenced the results are the set of correct information about people with disabilities in the stories, for example, most students looked down on people with disabilities because of the lack of available information, but the stories gave them information in an interesting way that suits their age stage.

The storied method has been used as a teaching method since ancient times, and many studies have proven its success, especially in improving moral values. The theories of educational psychology have confirmed the importance of enhancing the story program because of its great impact on its importance.

Regarding of the male post-group, from the point of view of educational literature, the researcher did not read about any topic related to gender being related to moral values, and based on the paragraphs, customs, and traditions, the researcher did not find an explanation to explain this result.

RECOMMENDATIONS

The author needs to recommend the following:
1. Enhancing the role of stories because they have a clear impact on improving students' moral values.
2. The necessity of enhancing students' moral values towards people with disabilities.
3. Conduct research for different ages than the current study.

Suggestions

Creating stories by disability associations about all types of disabilities and the challenges they face to increase school students' awareness of accepting the integration of people with disabilities into regular schools.

References

1. Abu Jamous, and Kanaan, (2008). The impact of movement and stories on the development of language, An-Najah University, vol. 22 (5), pp. 1567-1597.
2. Abu Ali, Daren. (2019). The effect of using a teaching method based on storytelling and drawing on imparting human and social values to kindergarten students in Wadi Al-Seer district. Unpublished thesis, Amman
3. Al-Batran, Mashour. (2018). Novel as a Mediator of the learning and teaching process, Educational Visions Magazine, Al-Qattan Center, Issue 26, pp. 107-115. Palestine.
4. Ahmed, S. (2004). Stories and myths and their practical applications, Amman: Dar Al-Mashreq for Publishing and Distribution.
5. Al-Jallad, Majid. (2013). Learning and Teaching Values, Dar Al-Maysara for Publishing and Distribution, Amman.
6. Al-Jawhari, Bint Hamada. (2018). The role of stories in developing acceptance of others among kindergarten children in Hafr Al-Batin Governorate, published thesis, Arab Journal of Media and Child Culture, Issue 2, Riyadh.
7. Halawa, Muhammad Al-Sayyid. (2003). Children's narrative literature from a social psychological perspective, Alexandria University, Riyadh College, Modern University Office.
8. Al-Desouki, Samar. (2018). The effectiveness of a narrative program to develop a sense of responsibility among kindergarten children, a published thesis, Childhood Magazine, Issue 28, Cairo.
9. Al-Dahan, Mona. (2018). Study of bullying among normal children, hearing-impaired children, and mentally disabled children, a field study, Journal of Psychology, vol. 30 (2), pp. 87-108).
10. Al-Tahan, Tahira. (2003). Listening and speaking skills in early childhood, Amman, Dar Al-Fikr.

11. Al Rousan, Farouk. (1989). The Psychology of Unusual Children, 3rd edition, Dar Al-Fikr for Publishing, Amman.
12. Rashwan, Hussein. (2008). Moral: Study of Moral Sociology in Alexandria, University Youth Foundation.
13. Al-Zahli, Wahba. (1996). Education Curriculum in the Qur'an and Sunnah, Dar Al-Ma'rifa for Printing, Publishing and Distribution, Damascus.
14. Al-Sabaji, Nada. (2019). The effect of an educational program in developing acceptance of others among middle school students in schools in the city of Mosul, unpublished thesis, Iraq.
15. Saleh, Aida. (2001). A proposed program for developing moral values among kindergarten children in Gaza Governorate, unpublished doctoral thesis, College of Education, Al-Aqsa University.
16. Al Dabaa, Thanaa, Ghobeish, Nasser. (2011). Developing religious, moral and social concepts among children, Amman, Dar Al-Maysara for Publishing and Distribution.
17. Dhuwailihi, Asrar. (2014). Emotional intelligence and Its relationship to the development of moral judgment among adolescent girls in the city of Riyadh, King Saud University, Journal of the College of Education, p. 115.
18. Taaima, Rushdi, Manna, Muhammad. (2000). Teaching the Arabic language in general education, Theories and Experiments, 1st edition, Cairo, Dar Al-Fikr Al-Arabi.
19. Abdel Halim, Al Shaima. (2020). The impact of the effectiveness of a Program based on digital storytelling to develop social responsibility among educable mentally handicapped children and its impact on their social withdrawal, unpublished thesis, Egypt.
20. Al-Azzawi, Israa. (2011). The effect of the project method on adaptive behavior and moral development among kindergarten children. Research Journal of the College of Basic Education, University of Mosul, Volume 11 (2), pp. 120-148.
21. Al-Omari, Ali. (2008). The growth of ego activities and their predictive ability for the growth of moral thinking among a sample of males and females from adolescence to adulthood in the city of Abha in the Asir region, published master's thesis, Umm Al-Qura University, Journal of the College of Education, p. 147.
22. Al-Anani, Hanan. (2009). Developing social, moral and religious concepts in early childhood, Amman, Dar Al-Fikr.
23. Al-Ghamdi, Hussein. (2000). The growth of moral thinking among a sample of Saudi males in adolescence and adulthood, Qatar College Volume, No. 16, pp. 645-689.
24. Mahmoud, Abeer. (2018) The impact of a proposed program In art education using electronic comics in developing artistic expression skills and moral values among primary school students, unpublished thesis, Egypt.
25. Yahya, Khawla. (2004). Educational programs for individuals with special needs, Dar Al-Maysara for Publishing and Distribution, Amman.
26. Yahya, Khawla. (2005). Educational programs for individuals with special needs, Dar Al-Maysara for Publishing and Distribution, Amman.
27. Reyhout, G & Carter, M (2006). Social stories for children with disabilities journal of autism and developmental disorders. 361(2), 231-244.
28. Alberta Ministry of Education, (2017). Ethics, Alberta, Canada.
29. Alica Benton & Cynthia F. Dicarlo (2018). The Impact of social stories on Compliance and aggression In Kindergarten aged child, Journal of Teacher Action Research, Lousisiana State University. USA
30. Keup, Jessica & Mulote, Regina (2014). Supporting Moral development in early childhood through Story Book, unpublished master's thesis Helsinki Metropolia University, Finland.
31. Rahim, Husni & Rahiem, Maila (2012). The Use of Stories as Moral education or young children, International Journal of Social Science and Humanity, vol.2, No.6, pp 454-458, Indonesia.
32. Montessorri. M (2000). The absorbent mind, Oxford. Clio press.
33. Mcleod. S (2016). Bandura – social learning Theory.
34. Khaiefeh. H & Osborn. M, (2013). Violence against people with disabilities in England and wale, national cross – sectional survey. Pols 8 (2), 552 -559.
35. Reid. P & Rivers. C. (2004). Psychology's contribution to understanding and manging bullying within schools, Educational psychology in practice, 20 (3), 241 -358.
36. Collince. R & Cooper. P (1997). The power of story: Teaching through Storytelling, 2nd edition, Long Grove, IL: Wave Land Press, INC.
37. Rose, A. (1989)> Brain hemispheric function and the native American journal of American Indian Education, special edition. P 72-76.
38. Egan. K (1986). An Alternative Approach to: Teaching as Story Telling. Teaching and Curriculum In the elementary school, the University of Chicago Press.

Appendices

Appendix No. (1) Index of tables

Appendix No. (2) / Final test
Moral values test
Pre/ Post   **Date:**

Gender: male   female
Dear student: This test was designed to measure moral values for purely scientific purposes. I ask you to answer all 25 test questions.
Circle the answer that best describes your action

1 You have many toys, and your friend does not have toys, but he annoys you with his loud - voice:
A. Give him some of your toys
B. You let him play and just look at you
C. Play by yourself.

2. You noticed your colleague walking with a limp and carrying heavy things
A. You stand and just looks at him.
B. You help him and carries with him.
C. You go and leave It because it's not stuff.

3. One of your colleagues hit another colleague
A. Defend him.
B. You go because it's none of your business.
C. You laugh at him because he is weak.

4. Your deaf classmate invited you to his birthday
A. You won't go because no one wants to go.
B. Only go for a short time.
C. You go and celebrate with him.

6. Your deaf colleague asked you to play with him in the ball you have
A. You let him play ball with you.
B. Don't play with him because he doesn't understand words.

C. You pick up your ball and go sit.

7. Your blind colleague gave you his toy
A. Play with it and give it to him.
B. You put the game in your bag.
C. You take the game because he doesn't know how to play with it.

8. While you were sitting on the bus, you saw a sick child standing
A.   You stay seated because you are tired.
B.   You stand up and make him sit there.
C.   You tell your sister to sit him in her place.

9. Your mother asked you to go help a friend
A. You go quickly.
B. You play in the street and don't care.
C. You stay home because you are tired.

10. The teacher asked you to sit next to a crippled person
A.   You sit and feel annoyed.
B.   You don't want to sit next to him.
C.   You sit next to him and helps him.

11. The teacher asked you to join your classmate in a wheelchair to your team
A. I get upset because he is slow and we will lose the match.
B. I refuse because he is not good at playing.
C. I add him to my team and help him.

12. Your friend went to the hospital and you have a game at school
A. You go to visit your friend to help him with homework.
B. You go to the match because it is important to you.
C. You go to your friend and you are upset.

13. You have a classmate who pronounces words incorrectly
A. I laugh with my colleagues about him.
B. Stay silent and don't laugh.
C. I laugh without anyone seeing me.

14. Your brother is weak in school and does not write well
A. Help your brother with his schoolwork.
B. You sit far away from him because he needs a lot of time.
C. Go play outside.

15. Your mother asked you to make your sick brother's bed, and you have a match at school
A. Don't make the bed because he has to do it himself.
B. Help your brother make the bed.
C. You go to the match.

16. You were running in a jogging competition and saw your colleague fall to the ground
A. You run and help him despite your loss.
B. I continue the competition without paying attention to him.
C. You tell your colleague to help him.

17. If your brother hits a child at school and the teacher asks you who hit him
A.   You say my brother hit him even though he will be punished by not going to the school trip.
B.   You says I don't know so that your brother won't be punished.
C.   You say another child hit him so he wouldn't punish your brother.

18. If your classmate is hungry and you are also hungry and you have little food
A. You eat your food because you are very hungry.
B. Give half your food to him.
C. You eat food without him seeing you.

19. If you see a child behaving strangely
A. You look at him and laugh like everyone else.

B. You go to tell his mother
C. Laugh at him without anyone seeing you.

20. If there is a duality running competition and the teacher asks you to race with a deaf child
A. I do not accept because he does not know how to run.
B. I race with him because he needs help
C. I race with him, but I beat him so as not to lose.

Put a true or false mark next to each statement:
.... The deaf child is not allowed to enter school because he does not know how to speak.
 .... A child in a wheelchair prefers to stay at home.
 ....A blind child does not know how to learn.
.........I agree to have a blind person in my class.
.........I forgive my deaf friend if he hits me