International Journal of Applied Educational Studies

IJAES is a refereed international journal that presents up-to-date information at all levels with an emphasis on research methodology and issues related to the field of applied educational studies. IJAES has a double-blind refereed process, and guidelines for a submission of manuscripts.

IJAES is a journal that focuses on publishing educational research studies in areas related to management, assessment and evaluation, instruction, technology, applied linguistics in education, educators, students, development of education and special education.

IJAES looks for manuscripts that investigate related issues in the field of education. IJAES is also published three issues a year in April, August, and December. Each publishing time is given a deadline for receiving manuscripts that is announced on the website of IJAES.

IJAES is dedicated to enriching the standards of educational studies by fostering and developing research and progress in applied educational process and techniques. Our mission is to ensure the offerings of applied educational studies and discuss educational development to provide better education support.

IJAES subscriptions are based on a calendar-year basis. Institutions, faculty, students, and individuals can subscribe the journal copies. For more information, visit the website of IJAES.

Mailing Address:
International Journal of Applied Educational Studies
P.O. Box 500
Al-Yarmouk 72655
Kuwait
Tel. +965 99034522
editor@ijaes.com
http://www.ijaes.com

Copyright © 2010-2011 IJAES
Editorial Board

Editor-in-Chief
Zaid Al-Shammari, Ph.D.
Coordinator of Education
Gulf University for Science and Technology

Co-Editors

Thomas D. Yawkey, Ph.D.
Professor Emeritus of Education
The Pennsylvania State University

Sheila Dove Jones, Ed.D.
Professor of Special Education
Bloomsburg University

Janet Alsup, Ph.D.
Associate Professor of English Education
Purdue University

Salah Al-Sharhan, Ph.D.
Associate Professor of E-Learning
Gulf University for Science and Technology

Susan R. Wynn, Ed.D.
Assistant Professor of the Practice
Director, Secondary Teacher Preparation
Duke University

George Uhlig, Ed.D.
Professor of Educational Psychology
University of South Alabama

Richard Kubina, Ph.D.
Associate Professor of Education
The Pennsylvania State University

Fayiz Al-Dhafeeri, Ph.D.
Associate Professor of Education
Kuwait University

Joan B. Hirt, Ph.D.
Associate Professor, Educational Leadership and Policy Studies
Virginia Tech University

Jan Riggsbee, Ed.D.
Associate Professor of the Practice
Director, Elementary Teacher Preparation
Duke University

Weihua Fan, Ph.D.
Assistant Professor of Measurement, Statistics and Evaluation
Educational Psychology, College of Education
University of Houston
Editorial Board

Contributing Editors

Geoffrey D. Borman, Ph.D.
Professor of Educational Leadership and Policy Analysis,
University of Wisconsin-Madison

Adel Al-Wugayan, Ph.D.
General Director, Supreme Council for Planning and Development, State of Kuwait

Weiyun Chen, Ph.D.
Associate Professor, Division of Kinesiology
University of Michigan

Ali Ansari, Ph.D.
Associate Professor of Mathematics
Gulf University for Science and Technology

Paula Faulkner, Ph.D.
Assistant Professor of Agriscience Education
North Carolina Agricultural and Technical State University

Cathy Daniel, Ph.D.
Assistant Professor of Curriculum and Instruction
Gulf University for Science and Technology

Abeer Al-Hooli, Ph.D.
Associate Professor of Curriculum & Instruction
Kuwait Public Authority for Applied Education and Training

Ya-yu Lo Ph.D.
Contributing Editor (IJAES)
Assistant Professor of Special Education and Child Development
College of Education
University of North Carolina at Charlotte

Harry L Dangel, Ed.D.
Associate Professor of Special Education
Co-director of Center for Teaching and Learning
Georgia State University

David Turner, Ph.D.
Professor of Education
University of Glamorgan

Hussain Al-Sharoufi, Ph.D.
Assistant Professor of Linguistics
Gulf University for Science and Technology

Gregory Benner, Ph.D.
Associate Professor
University of Washington, Tacoma

Devender Banda, Ph.D.
Assistant Professor, Special Education
Department of Educational Psychology & Leadership
Texas Tech University

Pamela Diulio, Ph.D.
Assistant Professor of English Literature
Gulf University for Science and Technology

Mamdouh Sulaiman, Ph.D.
Professor College of Education
Kuwait University

Abdulmuhsen Ayedh Alqahtani, Ph.D.
Professor of Educational Leadership and Policy Studies, and Applied Linguistics
College of Education
Kuwait University

External Advisory Board

Ahmed Al-Hunaiyyan, Ph.D.
Assistant Professor of Public Authority for Applied Education and Training

Abdelhamid M. Alabassi, Ph.D.
Assistant Professor of Statistics Institute of Statistical Studies & Research (ISSR)
Cairo University

Madhav P. Sharma, Ph.D.
International Programs and Services Director of International Education Office Bloomsburg University

Jill Hewitt
Professor & Head of the School of Computer Science
University of Hertfordshire
Affiliation and Indexing

Affiliated to

Gulf University for Science & Technology was founded in 2002 as the first private university in Kuwait. Established as a four-year liberal arts institution offering 11 undergraduate degree programs and one graduate degree program, GUST has responded to the growing need for a Western-style education grounded in Kuwait's Islamic cultural setting. GUST is committed to providing a distinctive education emphasizing a liberal education foundation, proficiency in the English language, and fluency in the latest computer technologies.

Indexed by

EBSCOhost®, the world's premier for-fee online research service for universities, public libraries and K-12 schools. EBSCO Publishing provides databases to tens of thousands of customers representing millions of end users.

Gale®, a part of Cengage Learning, is a world leader in e-research and educational publishing for libraries, schools and businesses. The company creates and maintains more than 600 databases that are published online.

ProQuest is part of Cambridge Information Group. ProQuest provides archives of sources such as newspapers, periodicals, dissertations, and aggregated databases of many types. Its content is estimated at 125 billion digital pages.

Founded in 1978, Cabell Publishing, Inc., helps professors, graduate students and researchers publish their manuscripts in printed and electronic versions.

Genamics JournalSeek is the largest completely categorized database of freely available journal information available on the internet. The database presently contains 94502 titles.

Index Copernicus (IC) is a world-wide gateway to complex scientific information which is aimed at academic level researchers, clinical practitioners, information and reprint providers, librarians, journal editors, government agencies etc.

The Australian Education Index (AEI) is Australia's largest source of education information. AEI is a specialist database produced by the Cunningham Library at the Australian Council for Educational Research. AEI Indexes only articles by Australian authors.
A Multilevel Analysis of Students and Schools on High School Graduation Exam: A Case of Maryland
   Weihua Fan, Robert W. Lissitz ................................................................. 1

Examining Application Relationships: Differences in Mathematical Elements and Compound Performance between American, Japanese, and Taiwanese Students
   Fan-Yu Lin, Richard M. Kubina Jr., Satoru Shimamune .................................. 19

Professional Development in ESL through Digital Video
   Jane Carol Manner, Diane Rodriguez ........................................................... 33

Out of Home Care for Infants and Toddlers with Medical Handicaps
   Lynn M. Niergarth, Kathleen G. Winterman ................................................ 41

Psychometric Properties and Differential Item Functioning (DIF) Analyses of Jordanian Version of Self-Assessed Wisdom Scale (SAWS-Jo)
   Mahmoud Alquraan, Mohamed Alshraideh, Muwafaq Bsharah .......................... 52

Academic Administrators making a difference: Promoting Peace Education in Jordanian Higher Education
   Rana T. Al-Smadi, Mahmoud AbuQudais, Randa Ali Mahasneh .......................... 67
Academic Administrators Making a Difference: Promoting Peace Education in Jordanian Higher Education

Rana T. Al-Smadi, Ph.D.
Assistant Professor of Educational Administration
Hashemite University

Mahmoud AbuQudais, Ph.D.
Associate Professor of Educational Administration
Hashemite University

Randa Ali Mahasneh, Ph.D.
Associate Professor of Educational Psychology
Hashemite University

Abstract: The main goal of this study is to explore the degree to which the Hashemite University academic administrators promote peace education in approaches to local and global values and norms among students. The degree of promoting peace education is measured by a questionnaire that was consisted of 32 items distributed in three dimensions: knowledge of peace education, skills of non-violence critical thinking, and behaviors of peace education. The results indicated that HU academic administrators contribute to promoting peace education among students in a moderate degree. It also indicated that there were no significant differences among peace education dimensions and all the proposed demographics of academic administrators. A number of recommendations were suggested accordingly.

Introduction

Peace education embeds issues that touch our everyday life such as disarmament education, sustainable development, human rights, national sovereignty, environment destruction, globalization, international understanding, social justice, and racial, gender, ethnic and religious hate factors (Al-Smadi, 2008). It also embeds the insisting of democracy that produces values and beliefs of equity, justice, and fairness where all citizens receive fair treatment, resources, and support. Peace education in this perspective is a way for constructing a society free of violence, racism, conflict, and war and where differences are celebrated and supported (Harris, 2001).

The urgent need for peace education is to examine and transform self-identity, which is considered the main objective of peace education that inspires individuals toward personal growth and understanding to navigate through a world of violence, conflicts, and differences. Peace education is fundamentally a process of humanization; its key concept includes procedures that lead to examine and transform self-identity which is bound up with our perceptions as humans of others and the responsibility that we bear for those others (Brantmeier, 2003).

Unfortunately, in Jordan, the absence of emphasizing peace education in the Jordanian society and in the educational institutions -in particular- activates the possibility of surfacing violence and conflicts behaviors among citizens. Our higher educational institutions-
universities- are vital examples of the increased rate of violence and conflict. Most local research (Kamash, Hamdi, & Haddad, 2007; Public Security Directorate Strategic & Security Studies Center, 2008) found that the racial, ethnical, religious, and gender factors were the main causes for such violence and conflict. Moreover, the absence of cultivating knowledge of peace, social, and democratic values played a serious role in increasing this rate. Those studies found also that students are not equipped with skills and tools that help them reflect upon their mental models when dealing with others who are different from them in their backgrounds such as religion, race, and gender.

Moreover, at the same time, Jordanian higher educational institutions are preparing students to function globally; a flux of social movement to our neighborhoods and schools is witnessed. The world seems much smaller and, almost instantly, global issues are becoming local, and the need for peace education becomes a necessity to build and maintain peace in students' families' life, friendship groups, work places, neighbors, as well as within selves. Therefore, the need for peace education has arguably never been greater than it is today, and the need for education through dialogue, social action, and civic education to empower university students' responsibility toward peace education issues to build and sustain peace culture, self-reconciliation, and social reconciliation in the local and global level is undeniable.

Furthermore, there is a well-developed and growing body of literature (McCarthy, 1992; McGlynn, 2008; Parks, 1999) addressing the role of educational administrators in creating a just and supportive learning environment. This study argues that academic administrators in higher educational institutions could positively contribute in constructing a safe setting for peace education learning process. This could be happened by their emphasizing on the different aspects of peace education, and employing and exercising various activities to help students focus, cooperate, construct, and adopt peace education in their day life.

**Why Peace Education?**

The United Nations declared the decade from 2001-2010 as the International Decade for a Culture of Peace and Non-Violence in the world (UNESCO, 2000). That includes respecting all lives, ending of violence, and teaching nonviolence alternatives through education, dialogue, and cooperation.

Reardon (2002) defines peace education as “the transmission of knowledge about the requirements of, the obstacles to and possibilities for achieving and maintaining peace, training in skills for interpreting the knowledge, and the development of reflective and participatory capacities for applying the knowledge to overcoming problems and achieving possibilities” (p.15). Peace education is seen as the way to transform individual’s own mental models to use nonviolent critical and rationale alternatives that produce peace consequences needed to solve conflicts without violence, and building mutually harmonious relationships.

Peace education is achieved by examining "self set" of ideological and religious perspectives, for example, and to learn about "other set" of perspectives and "provide [individuals] with nonviolent alternatives for managing conflicts as well as the skills for critical analysis of the structural arrangements that legitimate and produce injustice and inequality” (Harris, 2002, p.3).

Transforming self-identity toward values of peace education companies “consciousness raising vision, and action” (Brantmeier, 2003, p.4), and skills for
self-regulation, self-efficacy, and commitment to the common good within the local society and the global civil society where the sustainability of the world is the responsibility of the whole world; and what we do in our backyard could eventually influence the whole planet. This fact can be realized from the result of ecologists’ efforts when they, for example, warn us that the tree we cut in our backyard impacts the global warmth (Ramalho, 2003). We are reminded of that information swiftly when we don’t see enough rain the following winter.

As educators, we can transfer and apply that ecological knowledge in the educational institutions when we teach students the necessity to keep and save the stability of global world (Furman & Starrat, 2002). We can also emphasize this issue in our educational system while we observe the globalization movement and the call to prepare students to live and function in a world that is increasingly interconnected (Hunter, 2008).

Teaching peace education in educational institutions is a multifaceted and cross-disciplinary dimension. It includes teaching peace, nonviolence, conflict resolution, and social justice (equity), economic well-being (basic needs), political participation (citizenship for democratic living), and concern for preserving the natural environment (Smith, 2004). Peace education often includes an appreciation for diversity within a broad context of nonviolence analysis and resolution.

Emphasizing peace education in schools is an essential need in our educational institutions. It starts first of all with an honest willing to engage educators in the learning process which is an essential and powerful way to transform their selves individually and collectively. Yet the power of having an honest willing as a fundamental value is undeniable. It fosters real self learning and break up cultural generalizations stereotypes that fossilize our own perspectives, beliefs, and assumptions (Morton, 2007).

Peace education encompasses also how educators craft learning environments and the teaching methods (Finley, 2003) concerning civic, social, and democratic aspects (Smith, 2004). That could be translated by developing skills of communication, dialogue, listening, understanding different perspectives, problem-solving, critical thinking, decision-making, conflict resolution, and social responsibilities. Moreover, as an achieving goal, peace education desires to achieve changing in students (intrapersonal and interpersonal) behaviors which are associated with non-violence attitudes, understanding, social justice, economic welfare, environmental balance and participation.

**Peace Education in Jordan:**

In Jordan, the existed Arab-Israel war, the global misunderstanding of Islam, the appearance role of fundamentalism, and the increased rate of violence and conflicts among citizens have made us thinking a lot about the ways in which our educational system does and doesn't to prepare individuals for civic and democratic life, and what kinds of changes would be valuable. Some in the educational arena (Kamash, Hamdi, & Haddad, 2007) have begun to champion the value of peace education as the way to self and social and global reconciliation. In some cases, this might be related to the unavoidable fact that Jordanian students' population is becoming increasingly more multicultural and pluralistic (Palestinians, Iraqis, Egyptians, Christians, Armani, Charkas, Chechnya, and special needs students). In other cases, advocacy for peace education, diversity, and multicultural approaches to education might be the result of an appreciation for multiple viewpoints as a path to better outcomes.
We have to be anxious whether we—in Jordan—have fully developed our students’ knowledge, skills, and behaviors to co-exist and live in non-homogenous (diverse) society, to live and practice respectfully, justly and peacefully in our local-global world? Historically and politically we may have not been fully exercising such competencies. Unintentionally, and at the least, we are preaching but not practicing. The term of peace education often used to refer to the opposite of the term of war, especially Arab-Israel war within a broad context of nonviolence analysis and resolution. Also, the term of peace education is rarely mentioned because of some critical political and social reasons. More even, knowing the content of teachers' professional development is a little bit disappointed where there is no mention of peace education issues, and most of these professional development programs don't have the opportunities to dialogue, discuss, and exchange ideas. Furthermore, the content of these programs don't support participants with strategies and tools to deal with issues such as multiculturalism, conflict, violence. Even more, most of teachers don't participate in workshops or seminars dealing with issues related to peace education for the previous reasons.

Therefore, the need for imposing a safe setting for peace education learning is essential, and that need is more essential in our higher educational institutions which are rife with violence and conflicts (Kamash, Hamdi, and Haddad, 2007). The need for establishing peace education is to deal with the aftermath of war and the presence of violence in daily life to live together harmoniously, and to identify appropriate teaching-learning activities, new contents, transformative strategies, and pedagogies coming from political and social as well as from non-formal practices. Building peace education is posited as a process that enables the practice of dialogue and participation in democratic structures to work as tools for change, for achieving deep transformation, and for promoting peace. Students will be able to recognize whether a given thing that one believes actually knowledge or if it is a belief, is something about which one might be mistaken, be able to gauge the reliability of resources of information, and able to look for additional evidence.

This wouldn't be an easy task because, at this age, students facing physical, emotional, and mental changes, and they need some people for counseling, support, and caring to adapt the success communication and realizing the global issues with their colleagues, professors, and with the whole society in general. Therefore, peace education could be the way for self and social reconciliation (Abd Alghani, 2001). Students will learn concepts and frameworks to develop further understanding of peace and justice as a necessary social practice at different levels and daily life in diverse contexts. Students will be able to employ constructive alternatives to resolve conflicts, support in modeling and learning the attitudes and behaviors that engender such an approach. In a broad conception of the substance of peace education, consideration will be given to content, methods or form of communication as well as structural conditions in the context in which education takes place (Finley, 2003).

Jordanian universities should link peace education with a focus on dialogue among cultures and knowledge systems. They “must increase their epistemological base and research activities as well as service programs so that they will reflect local and international issues” (Petigrew, 2001, p. 2). This focuses on the centrality of cultural violence in sustaining direct and structural violence. The key concept that will be used is cognitive justice,
which seeks to overcome the dualism and hierarchy among cultures and promote dialogues of equally valid knowledge. Universities are being called on to produce students with higher levels of global awareness and intercultural skills (Reedstrom, 2005). They should establish strategies to promote students’ awareness of disarmament education, conflict, globalization, justice and human rights, and racial, ethnic, gender, and religion differences. Education is then considered as the process for social practice that allows social change as well as self-transformation (Hawamdeh, 2005).

In conclusion, in the age of globalization, Jordanian youth face significant challenges that are related to the global culture. Therefore, this study is designed to highlight the role of Jordanian higher educational institutions, especially the academic administrators, in promoting students' knowledge of peace education and skills to create a comprehensive social competencies, social skills, reducing disruptive behavior and creating a peaceful learning environment.

The emphasis on academic administrators is because they have a key role to play in promoting peace education values, through an effective model for other personnel in universities which may have a profound impact on students. Also, academic administrators in their leadership context, can possibly visible the skills and actions that are required in corresponding to cases involving conflicts and violence. Moreover, academic administrators in their administration positions have a role in reform or renewal efforts for improving the universities to foster a safe, collegiate, and learning environment.

**Aim of the Study**

The main aim of this study is to explore the degree to which academic administrators at Hashemite University contribute to promoting peace education in approaches to local and global values, skills, behaviors among students. The study also tried to explore how variables such as (gender, age, college, academic administration position, and years of experience in academic administration) may influence academic administrators' contribution to promoting this kind of education among students through answering the following questions:

1- To what extent do the academic administrators of the Hashemite University in Jordan contribute to promoting peace culture among their students?

2- Are there significant differences among academic administrators in this kind of contribution due to the following variables: (a) gender; (b) type of college; (c) age; (d) academic administration position; and (e) the number of years in the position as academic administrator?

**Significance of the Study**

It is expected that this study will ultimately yield better understanding for the need of academic administrators to promoting peace education among university students. Fostering and promoting peace education in educational institutions settings is essential for students’ academic performance and achievement, self-esteem, confidence, and reducing the rate of violence and conflicts (Furman, 2004), and for self and social reconciliation. Recent research points out that promoting peace education in education could positively lead to higher quality of good citizens. (Furman & Gruenewald, 2004; Shields, 2004).

In response to the increasing effect of globalization of today’s world, the focus of university’s interest should provide a general introduction of the role of peace education in approaching safe and social transformation (Finley, 2003).

Education administrators can help in creating and managing peaceful learning
climates that inspire students to reflect upon and openly discuss problems and issues facing them, their communities, and humanity at large. They should be able to encourage students to find alternative solutions and communicate their preferences in sensitive human way. At the same time academic administrators need to be equipped with tools and techniques to deal with cultural, ethnical, and interracial issues by professional knowledge and practices, either through their teaching classes, or different kinds of meetings with other academic and students.

**Method**

This study is quantitative in nature and is conducted using a descriptive method. The study instrument, employed to answer research questions, is a questionnaire designed to explore the contribution of the academic administrators at the Hashemite University to promoting peace education among students from their own perspective. The questionnaire was developed by the researchers and derived from the related literature of peace education. After drafting the questionnaire, it was presented to a group of experienced professors in colleges of educational sciences to ascertain whether the questionnaire items were appropriate for measuring what is intended to measure, and to elicit their viewpoints about the clarity of its items and if each suits measuring the dimensions related to. The comments were taken into consideration, and the tool was modified accordingly.

The final draft of the questionnaire was designed to measure three dimensions and 32 items. The first dimension (15 items) addresses (peace education knowledge), is measuring academic administrators' contribution to promoting peace education knowledge, as a result, students gain knowledge and information about issues related to civic, democratic, and peace values, and environment and global awareness. Moreover, students would be able to insight into their own assumptions, beliefs, and values. (10 items) addressed issues of the second dimension (skills of non-violence critical thinking) which addresses the tools, techniques, and ways that academic administrators equip their students to use in every area of their life concerning issues related to peace education. Finally, (7 items) were designed to address the third dimension (peace education behaviors). This third dimension is the result of the combination of the first two dimensions. It addresses the change in the ways that students act on and think about.

To answer each of these 32 items, one of the following five alternatives should be decided (very high degree (5), high degree (4), medium degree (3), low degree (2), and very low degree (1). In order to find out the reliability factor of the questionnaire, who were excluded from the final sample, Test-Retest was employed on 20 academic administrators chosen from the population of the study. The reliability of 0.97 was reached.

At the same time, a demographic part of the questionnaire was developed to collect general background information about the participants. Academic administrators were requested to provide general background information regarding their gender, age, type of college, academic administration position, and number of years in the position as academic administrator.

**Research Participants**

The population of this study consisted of all academic administrators-deans, vice deans, and chairpersons- at the Hashemite University in Jordan in the year 2008/2009. Study population was chosen because of the important and powerful role and capability that academic administrators could play in
university setting. This belief is driven from the common belief of the researchers (who were in the administration positions). Questionnaire was distributed to participants at the workplace for completion at their own convenience.

Table 1.

Demographics of the Sample

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Males</td>
<td>41</td>
<td>83.7</td>
</tr>
<tr>
<td>Females</td>
<td>8</td>
<td>16.3</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>From 30-40</td>
<td>23</td>
<td>46.9</td>
</tr>
<tr>
<td>From 41-50</td>
<td>19</td>
<td>38.8</td>
</tr>
<tr>
<td>51 &amp; Above</td>
<td>7</td>
<td>14.3</td>
</tr>
<tr>
<td>Type of College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social College</td>
<td>22</td>
<td>44.9</td>
</tr>
<tr>
<td>Scientific College</td>
<td>27</td>
<td>55.1</td>
</tr>
<tr>
<td>Position</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dean</td>
<td>10</td>
<td>20.4</td>
</tr>
<tr>
<td>Vice Dean</td>
<td>13</td>
<td>26.5</td>
</tr>
<tr>
<td>Chairman</td>
<td>26</td>
<td>53.1</td>
</tr>
<tr>
<td>Years of Experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With 1-2</td>
<td>19</td>
<td>38.8</td>
</tr>
<tr>
<td>With 3-5</td>
<td>18</td>
<td>36.7</td>
</tr>
<tr>
<td>6 &amp; Above</td>
<td>12</td>
<td>24.5</td>
</tr>
</tbody>
</table>

A total of 49 academic administrators were voluntary participants. The sample represents approximately 65% of the population who hold academic administrative positions during the second semester 2008/2009. As seen from Table (1), academic administrator females consist only 16.3%, and most of the academic administrators are young because of the policy of the Hashemite University to send faculty members to pursue scholarship to get PhD, and because the university was recently established (1995).

Statistical Procedures

This study is quantitative in nature and was conducted using questionnaire methodology. The relevant statistics, (means, standard deviations) were used to get the intended results of answers of question one. One-way analysis of variance (ANOVA) and t-test significance were also used in order to examine whether they were statistically significant differences between sample’s demographic variables. The data collected from all participants were coded, entered, and analyzed using software package SPSS version 12. Descriptive statistics of all variables in this study were examined by using frequencies. The minimum and maximum values of each variable were examined for the accuracy of data entry by inspecting “out of range” values. An examination of these values showed that no “out of range” values were entered.

Results of the Study

Question 1 addressed the degree to which academic administrators in the Hashemite University contribute in promoting peace education among their students. In order to understand the results of the current study, it was important to set a specific cut points to interpret academic administrators' total and sub-scores of their role in promoting peace contribution.
The response scale of each item which ranged from 1 to 5 was used to determine these cut points according to the following manner: less than 2.29 (low), from 2.30 to 3.59 (moderate), and 3.60 or above (high). Means and standard deviations were used to answer this question. As for dimensions, it is observable from Table (2) that all dimensions of the instrument were in moderate extent (2.30 to 3.59) according to the 5-points Likert scale.

### Table 2.

*Means and Standard Deviations of the Three Dimensions of Promoting Peace Education Scale*

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Means</th>
<th>Standard Deviations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>3.27</td>
<td>.68</td>
</tr>
<tr>
<td>Skill</td>
<td>3.05</td>
<td>.81</td>
</tr>
<tr>
<td>Behavior</td>
<td>3.16</td>
<td>.79</td>
</tr>
</tbody>
</table>

With regard to the means and standard deviations of the three dimensions of promoting peace education scale, the mean of the knowledge was higher than the other two means (3.27), followed by behavior dimension (3.16) and skill dimension of (3.05). Regarding the scores of items in the questionnaire, item number (1) (Teach self respect value) had the highest score (3.67), whereas item number (24) (Teach values concerning health, drugs, and Aids) had the lowest score; both items were from the knowledge dimension.

**Question 2** concerns the significant differences among peace education dimensions and the following individual demographics of academic administrators in the Hashemite University: gender, type of college, age, position, and years of experience in academic administration. T-tests for independent samples were used to examine the difference in means between males and females and between academic administrators in social science colleges and academic administrators in scientific colleges. However, one-way analysis of variance was utilized to identify whether the variances of the three level groups of age, positions, and number of years of experience were equal or significantly different.

For the answer of question two, t-test for independent sample was used to examine the differences in means between males and females. As in Table (3), there were no significant differences at the 0.05 level between males and females on their contribution to promoting peace education.

### Table 3.

*T-Test Analysis Comparing Scores of Academic Administrators' Contribution to Promoting Peace Education regarding their Gender*

<table>
<thead>
<tr>
<th>Sex</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>t- Value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>41</td>
<td>3.17</td>
<td>.754</td>
<td>-1.159</td>
<td>.875</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>3.21</td>
<td>.480</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Moreover, t-test analysis was also used to examine the differences in means between social sciences colleges and scientific colleges. Table (4) showed the results of this analysis.

Table 4.
T-Test Analysis Comparing Scores of Academic Administrators' Contribution to Promoting Peace Education regarding their Colleges

<table>
<thead>
<tr>
<th>College</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>t- Value</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>22</td>
<td>3.07</td>
<td>.635</td>
<td>-.948</td>
<td>.348</td>
</tr>
<tr>
<td>Scientific</td>
<td>27</td>
<td>3.27</td>
<td>.770</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As mentioned in Table (4), there were no significant differences at the 0.05 level between social sciences colleges and scientific colleges on the dimensions of their contribution to promoting peace education.

Utilizing one-way analysis of variance, as can be observed in Table (5) there were also no significant differences among the three age level groups (30-40, 41-50, and 51 & above) in dimensions of peace education scale at the 0.05 level.

Table 5.
The Differences among the Three Age Level Groups (30-40, 41-50, 51 & above) in each Dimension on Peace Education Scale

<table>
<thead>
<tr>
<th>Age Level Groups</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>.806</td>
<td>2</td>
<td>.403</td>
<td>.788</td>
<td>.461</td>
</tr>
<tr>
<td>Within Groups</td>
<td>23.531</td>
<td>46</td>
<td>.512</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24.336</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Similarly, Table (6) revealed that there were no significant differences at the 0.05 level in each dimension of peace education scale among the three positions level groups (dean, vice dean, and chairman).

Table 6.
Analysis of Variance for Academic Administrators' Contribution to Promoting Peace Education Regarding their Academic Position

<table>
<thead>
<tr>
<th>Academic Position Groups</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1.573</td>
<td>2</td>
<td>.786</td>
<td>1.589</td>
<td>.215</td>
</tr>
<tr>
<td>Within Groups</td>
<td>22.764</td>
<td>46</td>
<td>.495</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24.336</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Also ANOVA results in Table (7) showed that there were no significant differences among academic administrators contribution to promoting peace education regarding their years of experience levels.
Table 7.
Analysis Of Variance for Academic Administrators' Contribution to Promoting Peace Education Regarding Their Years of Experience

<table>
<thead>
<tr>
<th>Experience groups</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>.227</td>
<td>2</td>
<td>.113</td>
<td>.217</td>
<td>.806</td>
</tr>
<tr>
<td>Within Groups</td>
<td>24.109</td>
<td>46</td>
<td>.524</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24.336</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discussion

Nowadays, educating and imposing students to peace education issues are considering the most critical step in building and reserving a safe, harmonic, peaceful, and just society and world. Hakvoort (2002) mentioned that “understanding and learning about others and their underlying ideas is regarded as a possible tool to overcome, for example, racism, discrimination or bullying” (p. 19).

Teaching and educating students to overcome such problems could happen by emphasizing the important role that education institutions could play. Harris and Synott (2002) stated that “how can [students] learn in school, until and unless adults help them deal with the overwhelming they have related to violence in their lives” (p. 29). With the increased effects of globalization in our life, the focus turns around the higher education institutions to help students employ constructive alternatives to the resolution of violence, support in modeling and learning the behaviors that engender such an approach.

The results of this study indicated that academic administrators' contribution to promoting peace education at the Hashemite University exists but it is not too high to affect their students’ perspectives (knowledge, skills, and behaviors) seriously. This may give us an attention to the idea that, in Jordan, teaching and educating students about peace education issues is considered unfavorable and sensitive issue to talk for political and social reasons. This result supports what (Hawamdeh, 2005; Kamash, Hamdi, & Haddad, 2007) confirmed that education institutions have not been fully exercising to develop students’ competencies to co-exist and live in non-homogenous societies, to live and practice respectfully, justly, and peacefully in our local-global society.

Although, the three dimensions of academic administrators' contribution to promoting peace education at HU were moderate, the dimension of knowledge has the highest mean as perceived by academic administrators. It could be explained as a reaction of the recent events (September 11th, the black Wednesday in Amman, misconception of Islam, and the use of the concept of terrorism) which encourage some academic administrators to engage their students with discussions about such events, their causes, and alternatives to open students’ minds to new perspectives to live in a peaceful world. Argyris and Schön (1978; 1996) confirmed, that imposing and teaching students could change their mental models in issues related to peace culture through an open dialogue, where communication takes the shapes of two way channels, and where individuals are encouraged to change their knowledge by re-examining their norms.
and assumptions.

Moreover, regarding the demographic variables the results revealed that there were no significant effects of them on academic administrators' contribution in promoting peace education among their students. This could be explained of the same nature of tasks of the job of academic administrator. Moreover, the researchers expected that the males of academic administrators have more contribution in promoting peace education; it seems that females of academic administrators also have the same rate of contribution, and this could be explained by same circumstances that academic administrators face in their daily work. Moreover, the results showed that there were no significant differences related to age, type of college, position, and years of experience, these results could be justified by the common norms that most of the Jordanian academic administrators have and practice.

Conclusion and Implications

Several conclusions and implications can be drawn from this study. First, promoting peace education at the Hashemite University by academic administrators is moderate. However, this could be managed if HU gives more attention to such issues. Second, knowledge and behavior dimensions revealed the highest scores, and skill dimension revealed the lowest. This issue could focus the lens on the necessity to provide courses emphasizing taking actions of issues related to peace education. Moreover, HU should provide academics professional training courses which could develop their assumptions, beliefs, behaviors, knowledge, and skills.

Other possible conclusions and implications are the non significant effect of all suggested demographic variables on promoting peace education. This should encourage further research to investigate each variable separately. Finally, it is hoped that this study will be seen as a starting point for research in promoting peace education at the higher Jordanian educational institutions.

References


(Eds.). *The educational leadership challenge: Redefining the development of leadership for the 21st century* (pp. 105-133). Chicago: National Society for the Study of Education.


