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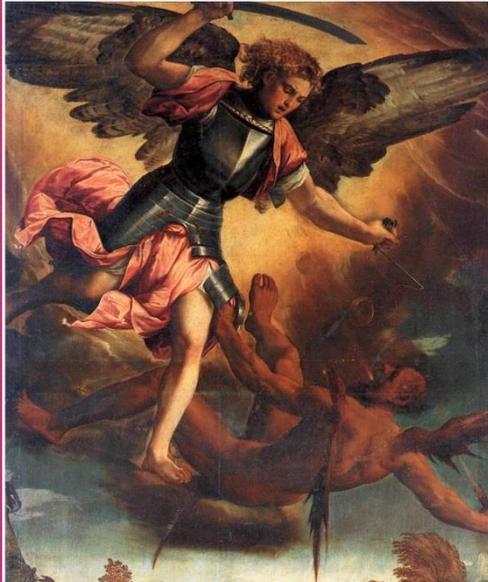
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The Effect Atraining Program on Developing Self-Censorship Among Kindergarten Children

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Abstract

In light of the openness, technological advancement, and control of the media and its means, such as satellite channels, and the availability of various communication devices such as mobile and iPad, which were shown in the hands of young people before adults and which negatively affected their lives and ways to satisfy their psychological needs, it resulted in a major change in values and the creation of a conflict between adhering to these values or giving them up, and to instill Self-censorship, developing and training our children on it, and enhancing the value of God Almighty's observation in every movement. This is done by building a training program to help educators and families to develop self-censorship among their children .. Accordingly, the current research problem was determined by answering the following question: - Does the training program have an impact on developing self-censorship among kindergarten children? The research sample consisted of (40) children in the kindergarten buds, (20) children in the experimental group and (20) children in the control group, to achieve the goal of the research. A measure of self-monitoring was prepared for kindergarten children and after reviewing the literature and previous studies, the researcher identified (25) paragraphs Each paragraph of the scale included two choices that the mothers of children answered for their children on the paragraphs of the scale, the stability was extracted by way of re-testing on the stability sample of (30) children and the stability factor of the test method was (890), which is an appropriate stability value and morally significant, after having The program was applied to the experimental group, the researcher returned Baiq self control test on the experimental and control groups has been shown there are significant differences between the two groups in favor of the experimental group, ie the impact of the training program in the development of self-censorship among the children

of the experimental group.

Key words: training program, self-censorship, kindergarten children.

El Programa De Atracción De Efectos Sobre El Desarrollo De La Autocensura Entre Los Niños De Jardín De Infantes

Resumen

A la luz de la apertura, el avance tecnológico y el control de los medios y sus medios, como los canales satelitales, y la disponibilidad de varios dispositivos de comunicación, como dispositivos móviles y iPad, que se mostraron en manos de los jóvenes antes que los adultos y que negativamente afectó sus vidas y formas de satisfacer sus necesidades psicológicas, resultó en un cambio importante en los valores y en la creación de un conflicto entre adherirse a estos valores o renunciar a ellos, e inculcar la autocensura, desarrollar y capacitar a nuestros hijos en ello, y realizando el valor de la observación de Dios Todopoderoso en cada movimiento. Esto se realiza mediante la creación de un programa de capacitación para ayudar a los educadores y las familias a desarrollar la autocensura entre sus hijos. En consecuencia, el problema de investigación actual se determinó respondiendo la siguiente pregunta: - ¿Tiene el programa de capacitación un impacto en el desarrollo de la autocensura entre los niños de jardín de infantes? La muestra de investigación consistió en (40) niños en los capullos de jardín de infantes, (20) niños en el grupo experimental y (20) niños en el grupo de control, para lograr el objetivo de la investigación. Se preparó una medida de autocontrol para los niños de jardín de infantes y después de revisar la literatura y los estudios anteriores, el investigador identificó (25) párrafos. Cada párrafo de la escala incluía dos opciones que las madres de los niños respondían por sus hijos en los párrafos de la escala. , la estabilidad se extrajo mediante una nueva prueba en la muestra de estabilidad de (30) niños y el factor de estabilidad del método de prueba fue (890), que es un valor de estabilidad apropiado y moralmente significativo, después de haber aplicado el programa a En el grupo experimental, el investigador devolvió la prueba de autocontrol de Baiq en los grupos experimental y de control. Se ha demostrado que existen diferencias significativas entre los dos grupos a favor del grupo experimental, es decir, el impacto del programa de capacitación en el desarrollo de la autocensura

entre Los niños del grupo experimental.

Palabras clave: programa de capacitación, autocensura, niños de jardín de infantes.

Chapter one / research problem

In light of the openness, technological progress, and control of the media and its means, such as satellite channels, and the availability of various communication devices, such as mobile and iPad, that have become clear in the hands of young people before adults and that have negatively affected their lives and in ways to satisfy their psychological needs, it has resulted in a significant change in values and the creation of a conflict between adhering to these values or abandoning them, this Media openness, despite its positives represented in opening the doors of knowledge and knowledge and communicating with others, but the wrong use of it and weak guidance, guidance and proper awareness resulted in serious and serious problems that threaten the values of the individual and the entity of his society, and disturbed the right and sound beginning of kindness He has his valuable education in this dangerous stage, which is the basis of his social growth and development and the first steps in forming his values, ideas and what he aims for in a more specific and clear manner, and this required the need for our children to be aware and knowledgeable in avoiding watching what should be avoided from films, cartoons or games that violate morals And away from our societal norms and religious values, to inculcate self-censorship, develop and train our children in it, and enhance the value of God Almighty's observation in every movement, this is done by building a training program to help educators and families to develop self-censorship among their children, and accordingly the current research problem has been identified A father on the following question: Does the training program have an effect in developing self-censorship among kindergarten children?

research importance

The kindergarten stage is an important stage as it is the stage of conscience and the consolidation of values and morals, so the child has the ability to internal control and the ability to respect rules and laws and adhere to them.

Internal control is represented by internal control that conforms to the individual's moral rules and the civilizational values he has that make him subject to it with strong love and desire, through which he distinguishes

between the side of good and the side of evil, preferring good over evil and leaving evil and evil. (Al-Luhaidan, 2011: 2), and there are many ways to develop self-censorship for a kindergarten child, including direct means, including indirect instruction such as sermoning the story, investing the event, training to help the poor, peers, patience, and controlling anger. (Al-Qarni et al., 2018: 7)

The importance of research is highlighted through the following points:

-1 The importance of the sample (the children of Riyadh) as it is a crucial age stage, which is considered the basis for building societies.

2- The importance of the study if the researcher did not find (to the extent of her knowledge) a study that dealt with self-censorship among kindergarten children.

3- The importance of strengthening self-censorship to face the technical flood that opened its doors wide, and the necessity of building a value system that enables the child to distinguish between what is beneficial and harmful and instilling self-censorship so that it deters the child in front of all that he faces in the absence of parents or adults.

4- The current research is a modest scientific attempt that helps to enrich and enrich scientific research in the field of childhood because it deals with an important segment of society.

5- The results of the research can contribute to setting some suggestions and solutions that can be used in the field of kindergarten.

The research goal: To identify the effect of the training program on developing self-censorship among kindergarten children?

Research limits: The current research is determined by: Riyadh children in Baghdad for the pre-school stage (5-6 years old) and for both sexes (males and females) in its suburbs and its six districts, Al-Karkh (first, second, and third) and Al-Rusafa (first, second, and third) for the academic year (2019-2020).

Defining terms

First: the training program

(Harris, 1969): The set of activities that aim to work to develop the experiences and knowledge of the trainees in order to raise the scientific and practical competence for them in order to improve their performance at

(1) Article 3 of the Iraqi State and Public Sector Discipline Law in force No. 14 of 1991, as amended, is considered.

work and in various areas of life. (Harris, 1969: 2)

The researcher's definition of the training program

It is a group of activities planned on an organized scientific basis that aim to develop the kindergarten child and work to grow his self-censorship and train him properly to achieve the ability to internal control him and the ability to respect the rules and laws and adhere to them.

Second - self-censorship

(Snyder, 1987): Observing one's own self and comparing his behavior and expressions with other individuals in different social situations in order to modify and control his verbal and non-verbal behavior in those situations.

((Snyder, 1987: 26

(Al-Luhaidan, 2011): a feeling emanating from within the individual and the strength of the religious leader and his belief in the Creator, which urges him to monitor himself in all his actions and actions and work to hold them accountable for fear of God's punishment and in pursuit of his reward. (Al-Luhaidan, 2011: 2)

Theoretical definition: The researcher adopted a definition (Snyder, 1987) of self-censorship.

Procedural definition: It is the degree to which the child (the research sample) obtains a measure of self-monitoring that the mother will answer.

Third - kindergarten

(Ministry of Education, 1990): It is an educational institution that accepts children between the ages of (4-6) years, aiming to develop their physical, mental, psychological, emotional, social and spiritual personalities. (Ministry of Education, 19: 1990)

Chapter II

Theoretical framework and previous studies

First: - Theoretical framework

The concept of self-censorship

Self-censorship is one of the important values in Islam to which the behavior of the Muslim person is based. God Almighty said (God was upon you a sergeant) and therefore it is one of the most important factors affecting the success of the individual and in achieving his goals that he seeks, be-

(2) d. Majid Khidr, d. Saman Abdullah, Graft Crime, Tikrit University Law Journal, Volume 4, Issue 29, 2016, p. 46.

This explains the disparity in the provisions and controls of the crime of graft in the various laws and their provisions vary according to those legislation.

cause the behavior that a person takes in his life is nothing but A translation of the religious and moral education and culture that builds a personality who is confident of its values and behavior committed to the ethics of his society (Sharif, 2006: 60)

The term self-censorship emerged as a result of the efforts of the scientist Snyder in 1970, which sparked widespread debate and discussion among researchers when describing self-censorship as an innate characteristic that grows and develops as a result of interaction with the surrounding environment. It can also work to train individuals on self-censorship strategies. (Safiyya, 2012: 13). Self-censorship terms have multiplied. Some of them have called it the term monitoring, while some have called it other terms such as moral judgment, self-control, and conscience, despite all these designations and their multiplicity. They refer to one meaning that aims at one focused goal. On an individual's self-censorship.

(Safiyya, 2012) indicated that there are two categories of individuals with the levels of self-censorship, namely the category of individuals with high self-control and the category of individuals with low self-control, and each category has its characteristics that distinguish it from the other, so the characteristics of individuals who are distinguished by high self-monitoring are:

They are more sensitive to social situations.

They care about the opinions of others.

They care about social norms and strive to appear fit in front of others.

They are distinguished by their ability to interact socially with others around them. (Safiya, 2012: 15)

The importance of self-censorship: The importance of self-censorship is represented in the following:

- It works to develop the feeling of the individual and hold him accountable for every work he does, whether it is a small or a large business.

- It helps the individual to discover his mistakes and failures by himself, to treat and overcome them and to avoid recurring them.

It works to develop the individual's feeling and responsibility towards the tasks he performs from others.

- It calls on man to seek moral values and do good. Self-censorship confirms that a person is responsible for his actions and actions in front of himself, not for fear of others.

It works to create a spirit of cooperation, tolerance, and love among individuals in society and thus regulate their standard of living (Al-Qarni, 2016: 18)

Explanatory theories of self-censorship

Snyder Theory of Self-Censorship

Mark Snyder's theory was called the "self-monitoring" theory which he proposed in 1972, and he asserted that the individual has the ability and tendency to control his expressive behavior and manifest himself and present it to society effectively, and that while the processes of directing impression and self-monitoring are of a general nature and practiced by all individuals, they are in the same Time appears in different forms, with different individuals. Snyder emphasized that there are individual differences in which individuals direct the process of self-presentation (Shaw & Costanzo, 1982: 328), and Snyder's self-censorship theory is based on two main presumptive assumptions: that individuals have the ability to exercise Control their behavior abroad On themselves, their emotional feelings, and the second: It indicates that this control has an effect on the social behavior of individuals, on their social interactions and their intellectual orientations (Snyder, 1984: 14).

The differences between these two patterns of self-censorship appear in two main aspects: -

1- Motivational aspect

2- Cognitive aspect

1- The motivation side: individuals in this pattern tend to observe others accurately and in depth in their knowledge and remember the information related to them and come up with adequate conclusions about them, as the person with a high level of self-monitoring possesses the necessary skills and the desire to formulate a method of self-presentation according to the content of the position he is facing for the purpose of obtaining On a Social Appearance (Wagner & Vallcher, 1980: 264)

2- Cognitive aspect: the individual in this pattern has a great knowledge of the behavior of other (typical) individuals in various social situations, as the view of the high-level individual in self-monitoring is a long-term and accurate view of the changes in social content, and often he is able to classify individuals to Different patterns and the development of a complex and fixed set of (stereotypical) behaviors that function in memory as cognitive schemes have two functions:

1- It forms a firm basis for classifying individuals in the new social situations, as well as for determining the nature of the situation itself based on the behavioral and expressive indications indicating that position.

2 - Provides a wide range of information that is used in the task of presenting oneself in social situations. For the individual to perform a certain

role, he must know what this role is and what is composed and this role is formed in the appropriate position. (Saeed, 2015: 28)

The main elements of the distinctive differences in the behavior of individuals between high self-control and low self-control

1- Social event

2- Social comparison information

3- The ability to control self-presentation

4- Use the ability in specific situations

5- Consistency and expression for self-presentation through attitudes (Al-Harthy, 1991: 37).

Snyder also indicated that the individual tends in social situations to determine the reality of the situation based on the consensus of others and when the individual is not sure of the appropriate behavior of the situation, he looks at the behavior of others as an influencer that helps him to know the appropriate method of behavior, and this means that as long as the individual does not have objective evidence or clarifications What happens in a social situation or what is the appropriate method of behavior, it is constantly dependent on the signals that others constantly make to guide his behavior, and the concept of self-censorship has evolved from this way in which social comparisons occur (Wegner & Vallacher, 1980: 244), as Sun pointed out Ider in his theory of self-monitoring that individuals with high self-control are directed with situational determinants compared to the behavior of individuals with low self-control that is subject to their own attitudes, personal opinions, and internal directions. (Snyder, 1979: 96)

Previous studies

Al-Qarni Study (2016), Saudi Arabia

Self-censorship and its relationship to social values of a sample of primary and middle school pupils in Jeddah

The study aimed to identify the relationship between self-censorship and social values among a sample of primary and intermediate school pupils. The research sample consisted of (204) pupils who were randomly selected and a self-censorship measure for Jar Allah (2008) and a social value scale for Abd al-Maqsoud (2007) were applied. After analyzing the results Statistically, the study concluded that there is a positive correlation between self-control and social values among primary and middle school pupils. (Al-Qarni, 2016)

Thujayel Study (2019), Iraq

Self-censorship and emotional arousal and their relationship to organizational values for kindergarten teachers

The study aimed to identify self-censorship, emotional arousal, and organizational values for kindergarten teachers, the relationship between self-censorship and organizational values, the extent of the contributions of organizational values to self-censorship for kindergarten teachers, the relationship between emotional arousal and organizational values, and the extent to which organizational values contribute to the emotional arousal of kindergarten teachers Children, the researcher built three measures for (self-monitoring, emotional arousal, and organizational values) according to scientific steps to build psychological standards, as the self-monitoring scale is (36) paragraphs Yas emotional arousal, as it was from (16) behavioral stances, and the measure of organizational values consisted of (54) items, the study sample consisted of (400) female kindergarten teachers present in the government kindergarten in Baghdad city, and after the statistical analysis, the study concluded that the parameters Kindergarten (the research sample) enjoys self-censorship, and enjoys emotional stimulation, and enjoys a high level of organizational values as well as a positive positive correlation between self-censorship and emotional stimulation and organizational values among kindergarten teachers. (Heavy, 2019)

Chapter III

Research methodology and procedures

The researcher chose the experimental design with two experimental and control groups.

research community

The research community consisted of the governmental children of Riyadh in the city of Baghdad next to both Karkh and Rusafa sides for the academic year (2019 AD / 2020 AD) who are (5-6) years of age pre-school phase of both sexes, who are (28381) in (175) government kindergartens.

The research sample

The research sample consisted of (40) children in kindergarten buds, (20) children in the experimental group and (20) children in the control group. Parity between the members of the experimental and control groups

Although the experimental and control groups were randomly selected and the children were randomly assigned to them, the researcher worked to achieve parity between these two groups in some variables that could affect the results of the experiment, including:

Table (1)

Parity between the experimental and control groups in the father's academic achievement variable

Significance level	Value k		n	B sc	diploma	middle school	intermediate	Elementary	Achievement the group
	table	calculate							
0,05	1,36	0,474	20	5	3	7	4	1	
			20	4	1	12	2	1	Experimental
			40	9	4	19	6	2	Control

Table (2)

Parity between the experimental and control groups in the mother's academic achievement variable

Significance level	Value k		n	B sc	diploma	middle school	intermediate	Elementary	Achievement the group
	table	calculate							
0,05	1,36	0,632	20	4	3	8	4	1	
			20	4	1	8	2	5	Experimental
			40	8	4	16	6	6	Control

Table 3

Parity between the experimental and control groups in the variable number of family members

Significance level	Value k		n	7	6	5	4	3	number of family members the group
	table	calculate							
0,05	1,36	0,632	20	1	4	10	2	3	
			20	1	3	4	7	5	Experimental
			40	2	7	14	9	8	Control

Table (4)

Parity between groups in the child's order variable

Significance level	Value k		n	5	4	3	2	1	Arrange the child the group
	table	calculate							
0,05	1,36	0,632	20	1	2	2	8	7	
			20	2	3	2	2	11	Experimental
			40	3	5	4	10	18	Control

Search tool

To achieve the goal of the research, a scale for self-monitoring was prepared for the kindergarten children. After reviewing the literature and previous studies, the researcher identified (25) items. Each of the paragraphs of the scale included two choices that the mothers of children answered for their children on the paragraphs of the scale.

Virtual validity

The apparent validity of the scale is often determined by a group of arbitrators who have experience enabling them to judge the validity of the scale paragraphs in measuring the attribute to be measured (Abel, 1972: 555). (Appendix 1) to a group of arbitrators and workers in the field in order to ensure the validity of the paragraphs in measuring self-censorship of kindergarten children or their invalidity and amend that need to amend and delete those that are not valid and after calculating the answers of the arbitrators show the validity of the paragraphs of the scale if the paragraph that obtained approval was approved (80%) of the arbitrators 'opinions Or more, and in the light of the number of paragraphs remained as the final (25) paragraph (Appendix 1)

Stability of the tool: The stability was extracted by the method of re-testing on a stability sample of (30) children and the stability factor by the method of the re-test (890), which is an appropriate stability value and morally significant.

Application of the test to the research sample: After the test became ready, it was applied to the research sample of (40) children, and the answers were collected from the mothers of children if the application period lasted a week.

Test description: The scale is in its final form of (25) paragraphs for each paragraph two choices and the answer is given by the mothers of children by choosing one of the two options so when choosing to choose (a) a score (1) is given and when choosing (b) a score (0) was given the test score The college ranges from (0) as the lowest degree to (25) as the highest degree.

Self-censorship development program

The researcher has built a training program. The number of program sessions reached (8) sessions, including the opening session and the closing session. The program included the following paragraphs: -

- The general objective - the title - the tools and means - the behavioral goals - the method of implementation - the content - the details of the method of implementation - the reinforcement - the evaluation (Appendix 2)

Application of the training program: The training program sessions were applied to the experimental group by two sessions every week and the application period lasted (4) weeks.

Post-application of the test on the research sample: After completing the application of the training program sessions on the experimental group, the researcher applied the test (self-control test) to the experimental and control groups and the application period lasted a week.

the fourth chapter

View and discuss the results

Learn about the impact of the training program on developing self-censorship among kindergarten children.

There were no statistically significant differences at the level of significance (0.05) between the control and experimental groups in the pre-test.

To verify the validity of the null hypothesis, a mann and tanny test was used to find the difference between the scores of children for the experimental and control groups in the pre-test. Of the tabular values of (127), he must accept the null hypothesis and reject the alternative.

Table (5)

The results of (Mann-Whitney) test to compare the grade levels of the two groups (experimental and control) on the self-control scale in the pre-test.

Indication of the difference	Significance level	Value u		Exact set		Test set		No. of child
		table	calculate	level	degree	level	degree	
No function	0,05	127	188	16,5	7	6,5	6	1
				6,5	6	16,5	7	2
				16,5	7	38,5	10	3
				25	8	25	8	4
				25	8	6,5	6	5
				32,5	9	25	8	6
				6,5	6	32,5	9	7
				32,5	9	32,5	9	8
				16,5	7	38,5	10	9
				16,5	7	6,5	6	10
				6,5	6	16,5	7	11
				38,5	10	16,5	7	12
				32,5	9	32,5	9	13
				32,5	9	6,5	6	14
				25	8	1	5	15
				6,5	6	16,5	7	16
				25	8	25	8	17
				38,5	10	32,5	9	18
				16,5	7	6,5	6	19
				6,5	6	16,5	7	20
				422	398	Total ranks		
				21,10	19,90	Average rank		

The previous table indicates that the kindergarten children for the pre-school phase in the city of Baghdad, who lack self-monitoring of the experimental and control groups, do not have any statistically significant differences between their grades for the pre-test.

There were no statistically significant differences at the level of significance (0.05) between the pre and post tests of the control group.

To verify the validity of the null hypothesis, use the Wilcoxon test and show acceptance of the null hypothesis, which states that there are no statistically significant differences between the degrees of the control groups for the pre and post tests, as it was found that the calculated value of (Wilcoxon) is (0,676) which is smaller than the tabular value of (1, 96) At the significance level (0.05), therefore, the alternative hypothesis is rejected.

Table (6)

The (Cookson) test of the control group scores in the self-control scale in the pre and post tests

Indication of the difference	Significance level	Value α		Total negative ranks	Total positive ranks	Arrange the differences	the differences	Degree the test		s
		table	calculate					before	after	
Not function	0,05	1,96	0,676	36,5	54,5	6	1	6	7	1
						12	-2	8	6	2
						0	0	7	7	3
						1	-1	9	8	4
						0	0	8	8	5
						6	1	8	9	6
						6	1	5	6	7
						6	1	8	9	8
						6	-1	8	7	9
						0	0	7	7	10
						0	0	6	6	11
						6	1	9	10	12
						6	-1	10	9	13
						6	1	8	9	14
						0	0	8	8	15
						6	-1	7	6	16
						12	2	6	8	17
						6	1	9	10	18
						0	0	7	7	19
						0	0	6	6	20

The aforementioned table indicates that there is no difference between the pre and post tests, the value of the test ((Z) was used instead of the sum of the lower ranks, because there are a number of 7 equivalent values referred

to (0).

- There were no statistically significant differences at the level of significance (0.05) between the pre and post tests of the experimental group.

To verify the validity of the null hypothesis, use the Wilcoxon test and indicate the acceptance of the alternative hypothesis, which states that there are statistically significant differences between the degrees of the experimental groups for the pre and post tests, as it was found that the calculated value of (Wilcoxon) is (0) and is smaller than the tabular value of (52) At the significance level (0,05), the null hypothesis is rejected.

Table (7)

The (Cookson) test of the experimental group scores in the self-control scale in the pre and post tests

Indication of the difference	Significance level	Value u		Total negative ranks	Total positive ranks	Arrange the differences	differences	Degree the test		s
		table	calculate					before	after	
function	0,05	52	0	210	0	18	-16	22	6	1
						7	-13	20	7	2
						11,5	-14	24	10	3
						3	-12	20	8	4
						19	-17	23	6	5
						3	-12	20	8	6
						7	-13	22	9	7
						3	-12	21	9	8
						7	-13	23	10	9
						11,5	-14	20	6	10
						7	-13	20	7	11
						11,5	-14	21	7	12
						15,5	-15	24	9	13
						20	-18	24	6	14
						15,5	-15	20	5	15
						11,5	-14	21	7	16
						7	-13	21	8	17
						1	-11	20	9	18
						15,5	-15	21	6	19
						15,5	-15	22	7	20

The table indicates that there is a difference between the pre and post tests of the experimental group in favor of the post test.

There were no statistically significant differences at the level of significance (0.05) between the control and experimental groups in the post test.

To verify the validity of the null hypothesis, use the Mann-Toni test to find the difference between children's scores for the experimental and control groups in the post-test, and it was found that there was a statistically sig-

nificant difference at the level of significance (0,05) in favor of the experimental group, where it was found that the calculated value of Mann and Teni is (0) It is smaller than the tabular values of (127), and therefore it accepts the alternative hypothesis and rejects zero.

Table (8)

The results of the (Mann-Whitney) test to compare the grade levels of the two groups (experimental and control) on the self-control scale in the post-test.

Indication of the difference	Significance level	Value u		Exact set		Test set		No. of child
		table	calculate	level	degree	level	degree	
No function	0,05	127	0	3,5	6	34	22	1
				13	8	24	20	2
				7,5	7	39	24	3
				18	9	24	20	4
				13	8	36,5	23	5
				13	8	24	20	6
				1	5	34	22	7
				13	8	30	21	8
				13	8	36,5	23	9
				7,5	7	24	20	10
				3,5	6	24	20	11
				18	9	30	21	12
				20	10	39	24	13
				13	8	39	24	14
				13	8	24	20	15
				7,5	7	30	21	16
				3,5	6	30	21	17
				18	9	24	20	18
				7,5	7	30	21	19
				3,5	6	34	22	20
				210	610	Total ranks		
				10,50	30,50	Average rank		

It is clear from the table that there is a difference between the experimental and control groups in the post test and in favor of the experimental group because their average rank is higher than the control group. After the program was applied to the experimental group, the researcher re-applied the self-control test to the experimental and control groups, and it became clear that there are statistically significant differences between the two groups in favor of the experimental group, meaning that the experiment, which is the training program, has an impact on the development of self-monitoring among the children of the experimental group. Conclusions: - It was found that the training program had an effect in de-

veloping self-monitoring for the kindergarten child.

The proposals

- Conducting a study on the child's self-censorship and its relationship to other variables such as (academic achievement of parents, parents' work, number of children in the family)
- Conducting a study on the role of parents in instilling self-censorship in their children.

Recommendations

- Holding educational sessions and educational lectures for fathers and mothers on ways to develop self-censorship among their children and to identify the reasons for their weakness and avoid them and ways to enhance their moral and social values since their early years.
- Activating the application of the training program in addition to other advisory programs designed to develop self-censorship of this important segment in kindergarten and schools by teachers and guides.

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