

## Mental Trial and Its Relationship to Social Control among Kindergarten Teachers Researchers

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### Abstract:

Target the current research, know the following:

- 1 .Mental trial among kindergarten teachers.
- 2 .The significance of the differences in trial for the mentality of kindergarten teachers according to the academic achievement variable (bachelor's - diploma) and the length of service from (1-5) (6-10) (11- and above.)
- 3 .Social control of kindergarten teachers.
- 4 .The significance of the differences in social control among kindergarten teachers according to the academic achievement variable (Bachelor - Diploma). The duration of service is (1-5) (6-10) (11- and above.)
- 5 .The relationship between mental trial and social control among kindergarten teachers.

To achieve the objectives of the research, a random sample of (250) teachers was selected in the Karkh and Rusafa sides of the city of Baghdad for the academic year (2020-2021). The researcher built two research tools represented by (the mental trial test), which in turn depended on (Liebman's theory) and the determinant. With (20) components and containing (60) paragraphs, as for the second tool, which is the scale of social control, which the researcher relied on to build on the integrative theory, and the scale consisted of (128) items according to (5) fields, and the psychometric properties were extracted from the validity and consistency of the test. And the scale, and the appropriate statistical methods were used to extract them, and extract the results, and the research reached the following results:

- 1 .The arithmetic mean of the sample is higher than the hypothesis average in the mental trial, and this means that it is present in the sample.
- 2 .There are no statistically significant differences in the mental trial according to academic achievement and years of service.
- 3 .The mean of the arithmetic sample is higher than the assumed average in social control.
- 4 .There are no statistically significant differences for social control according to academic achievement and years of service.
- 5 .The existence of a correlation between the two variables, but the level of the relationship between the two variables was weak and negative.

In light of the results, the researcher put forward a number of recommendations and made proposals to conduct future studies.

### Chapter One (Introduction to Research)

#### Research Problem:

The mental trial is one of the procedures and steps in which mental reasoning is used by sorting and scrutinizing the evidence supporting and opposing the issue at hand or the situation to issue a rational and evaluative judgment. Higher mental processes, such as remembering, imagining, judgment, understanding, insight, abstraction, generalization, deduction, planning, distinction, reasoning, and criticism, as it is closely related to intelligence; Since thinking is a complex concept that includes interwoven components and dimensions that reflect the component nature of the brain, it is an abstract concept that

involves intangible visual activities, and what we notice or touch is a product of the act of thinking (Rajeh, 2008: 346).

Social control is considered as one of the social systems that work to stabilize and spread stability within society through the use of multiple and specialized means to regulate control over the various institutions that the society includes, such as educational institutions and others in order to achieve balance and stability within society through the mechanisms that the community exercises in controlling the behavior of individuals. And the introduction of conformity to standards and values between individuals and the culture of society through planned and unplanned processes by which individuals are taught the process of persuasion (Al-Zamil, 2000: 67).

The kindergarten teacher is a basic engine in the educational system, as her cognitive and professional characteristics play a major role in the effectiveness of this process, so the current research problem is summarized in the two aspects of the teacher's personality, which is mental trial and social control by answering the following question:

Is there a relationship between mental trial and social control among kindergarten teachers?

### **Research Importance:**

The importance of the mental trial comes in the matters that we are unable to solve by familiar or traditional mental methods. If one of these issues is difficult, then we have to use the higher mental methods, which are the methods of logical thinking, where the problem turns into abstract mental images that require the process of linking and searching for relationships. By the logical reasoning trial method, then comes the judgment or decision stage (Bakkar, 2010: 35-116).

Social control is a necessity for the survival of man and for the preservation of social life, and if man had not acquired a social character, and if he had not succumbed to types of social control, he would have become an animal that deals only on the basis of the law of the jungle, because individuals by virtue of their livelihood with each other form relationships with common goals and may not be shared, hence The social necessity arises to control their behavior in order to organize the affairs of their lives, and thus specialized rules arise to control the motives and tendencies, then crystallize and take root in order to become codified laws and constitutions called social systems (Hashem and Suleiman, 1973: 47).

The kindergarten teacher is the cornerstone of achieving growth in the psychological, mental, educational and social aspects of the child, as the kindergarten teacher ranks second after the family in terms of its role in raising and learning the child basic skills, and that the increase in the effectiveness and efficiency of learning depends to a large degree on the level of the individuals working in it. And on the level of their performance at work and their sense of responsibility (Al-Khafaf, 2013: 143-144).

### **Research Aims:**

The current research aims to define the following:

- 1 -The mental trial of kindergarten teachers.
- 2 -The significance of differences in the mental trial of kindergarten teachers according to the variable of academic achievement (BA - diploma), and the length of service (1 - 5) (6 - 10) (11 - and above).
- 3 -Social control of kindergarten teachers.
- 4 -The significance of the differences in social control among kindergarten teachers according to the academic achievement variable (bachelor's - diploma), and the length of service (1 - 5) (6 - 10) (11 - and above).
- 5- The relationship between mental trial and social control among kindergarten teachers.

### **Search Limits:**

The current research is determined in kindergarten teachers in the education directorates in Baghdad governorate, (Rusafa 1, Rusafa second, Rusafa third, Karkh first, Karkh second, and Karkh third) for the year (2020-2021).

### **Defining Terms:**

First: The Mental Trial, which was defined by:

1 -Sternberg (1990): "It is the application of intelligence, creativity and knowledge in order to achieve virtue, and that is by finding a balance between the personal interests of the individual, the interests of others and the interests of groups in the short and long term, by adapting to the environment or choosing it according to knowledge standards. (Matthew Lipman, 1998.)

2 -Matthew Lipman.1998): "It is a process of settlements, decisions, or judgments that emerge during or at the end of the investigation process and that separate what has not been decided upon before or what was problematic in one way or another. (Lippmann, 1998: 30-104.)

Second: Social Control, defined by each of:

1 -Al-Saleh (2004): "It is a purposeful and inherent process, whether intended or unintended, planned or unplanned, carried out by the group or society through official or automatic means to control the behavior of individuals or groups in order to achieve compliance with the rules, standards, general norms and the values of life prevailing in society. It achieves order, stability, social solidarity and the general goals of society "(Al-Saleh, 2004: 28).

2-Ogburn & Nimikoff, 2010): "It is the type of pressure that society exerts on all its members to maintain order and the rules that are customary or established in the manner of social control" (Clement, 2010; 272).

### **Chapter Tow (theoretical framework and previous studies)**

#### **First: the mental trial**

The mental trial is the formation of opinions, estimates, or conclusions. Therefore, it contains matters such as solving problems, making decisions and learning good concepts, but it is more comprehensive and more general. As for wisdom, Liebman explained that the wise are the ones who practice a good mental trial (Liebman 1998: 178.)

Factors influencing mental trial:

1 -Mental age: Individuals in their first years of life cannot do mental trials, because their mental maturity has not yet been completed, and therefore their judgments are directly related to their ability to break free from the idea of self-centeredness.

2 -The subject of the trial: The subject presented for trial greatly affects the trial of individuals, to the extent of the relationship of this subject to them personally, as the individual issues a judgment on the person who hates him as the worst being while issuing innocent judgments on those who have no relationship with them.

2 -The cultural level: the individual who lives in a family in which he listens to their discussions, has a large culture of life matters, and is able to transmit images of these trials to his school and to his life.

3 -Linguistic development: It has a direct influence in the trials of individuals, in the ability of the individual to relate words to different meanings and his ability to express those meanings.

4 -Experience: It is the most important factor affecting the mental trial of the individual, because it is the first basis that connects the individual with life, and makes him able to understand things (Abdul Aziz 2009: 115)

Theories that explained the mental trial:

Sternberg's theory of mental trial (1990): Sternberg believes that mental trial is an application of intelligence, creativity and knowledge in order to achieve virtue, and that is by finding a

balance between the personal interests of the individual and the interests of others and the interests of groups in the short and long term through adaptation to the environment Or choosing it according to the criteria of knowledge and judgment on things. Sternberg believes that the mental trial requires analytical thinking that includes analyzing real problems through contemplation and deep thinking about these problems in order to obtain the largest amount of information and address it to reach a wise decision (Al-Rashida, 2015: 404. (

- Matthew Liebman's theory (1998): "Liebman" believes that the mental trial is of great importance, so the experience of the mental trial is the result of the principle or practice, as the mental trial of principles is guided by the standards, causes, and behaviors that come from individuals. Therefore, education of individuals focuses on conducting Mental trials teach them the principles that should govern their mental trials. Individuals are expected to access experience by making use of their experience through the situations to which they are exposed (Lipman, 1998: 224).

### **Second: Social Control:**

The concept of social control, from the point of view of the social system, refers to the various forces that society exercises to influence its members, and it uses them to protect its constituents, preserve the value of its characteristics, and with which it resists the factors of deviation and manifestations of disobedience and rebellion. Individuals and groups of society accept the methods and methods of controlling (Al-Akhras, 1997: 19.(

Types of social control:

1 -Internal Control: Internal control is that which stems from within the human being, such as values, customs, traditions, and ethical standards, and a person acquires these values and standards from the prevailing culture in his society, and the various social institutions such as the family, school, religion, and the media, support this Settings.

2 -External control: It is represented in the laws and legislations put in place by societies to regulate relations between individuals and groups, and state agencies undertake the task of implementing these laws and regulations.

Social control theories:

Sumner's theory of automatic controls (1906): Sumner's concept of social control was limited to the impact of popular customs and norms on society, as it becomes an organization for successive generations and is binding on them and thus works to control individual behavior And the collective to a large extent is in addition to exercising oppression on the individual in order to conform to it, and although it does not depend on any authority, this "Sumner" excluded every effect that the modern positive law could have, as it excluded values, cultural ideals, and public opinion (Jabbar 1984: 97.(

-The integrative cultural theory of "Gurvitch" (1905): It was defined by "Gyorvitch" as "the comprehensive group or that whole that consists of cultural models, social symbols, collective spiritual meanings, values, ideas and ideals in addition to the actions and processes that are associated with it." Through a direct link through which the inclusive society and each group in it, and every individual, can overcome tensions and conflicts through temporary balance, as well as the set of steps that these social models take to achieve new and creative efforts.

### **Chapter Three (Research Methodology and Procedures)**

To achieve the objectives of the research, the researcher relied on the descriptive approach to suit the objectives of the current research.

research community:

The research community is determined by female teachers in kindergarten \* in (Rusafa 1, Rusafa 2, Rusafa 3, Al Karkh 1, Karkh 2, and Al Karkh 3 districts) for the academic year (2020-2021), and as shown in Table (1).

**Table (1)****The research community is distributed according to the directorates of Baghdad**

Directorates of education		number of teachers	number of Kindergarten
Baghdad	Rusafa 1	339	27
	Rusafa 2	489	54
	Rusafa 3	148	20
	Karkh 1	347	32
	Karkh 2	338	30
	Karkh 3	151	21
	Grand total	1812	184

**Basic Research Sample:**

The research sample was chosen by the stratified random method, as the research sample was chosen from the total Baghdad Education Directorates (Rusafa and Al-Karkh), and Table (2) illustrates this.

**Table (2)****Number of kindergartens and numbers of teachers (measurement sample)**

Karkh						Rusafa						
3		2		1		3		2		1		
number of teachers	Kindergarten	number of teachers	Kindergarten	number of teachers	Kindergarten	number of teachers	Kindergarten	number of teachers	Kindergarten	number of teachers	Kindergarten	
9	Al Adl	8	Warka	10	Al zehor	9	Albulul	5	Al worod	7	Baghdad	1
10	Al-Shaqaiq	9	Al-Areej	10	At-Tameem	12	Al-Firdaws	7	Al-Chrysanthemum	6	Nowruz	2
12	Al-Kadhimiya	12	Al-Basma	9	Al-Farouk	12	Al-Sawsan	7	Ashti	7	Al-Rayaheen	3
13	Al Muheet	11	Al Salam	6	Al Jamaa	11	Sinbad	7	Al Naseem	6	Weddings	4
10	Al-Rabee	10	Al-Na`amat	6	Al Sanabel	9	Jinan	7	Aroma	8	Good news	5
7	Narcissus	15	Al-Wafa	9	Al-Hadeel	9	Ancillary	5	Ancillary	9	Areej	6
9	Al-Raya	12	Al-Narges	7	Al-Amiriya	7	Al-Canary	8	Al-Istabraq	7	May	7
9	Housing	13	Qatar Al Nada	14	Al Mansour	8	Ali Jabir	9	Paradise	8	Arab House	8
7	Al jinan	16	Al seaada	6	Al oroba	8	Ashbal al	7	Hama met al	10	Nazik Al	9

							<b>kad</b>		<b>selaam</b>		<b>almal aika</b>	
<b>5</b>	<b>Al yasemeen</b>	<b>14</b>	<b>Al alyaa</b>	<b>3</b>	<b>Al kendak</b>	<b>8</b>	<b>Al gonbo da</b>	<b>10</b>	<b>Al eshraq</b>	<b>7</b>	<b>Al noor</b>	<b>10</b>
<b>6</b>	<b>Al omaa</b>	<b>14</b>	<b>Al neseem</b>	<b>6</b>	<b>dijla</b>	<b>6</b>	<b>Al seada</b>	<b>7</b>	<b>Al toyor</b>	<b>8</b>	<b>Al kilod</b>	<b>11</b>
<b>8</b>	<b>Al zenbeg</b>	<b>12</b>	<b>Al benefse g</b>	<b>9</b>	<b>Sema al iraq</b>	<b>6</b>	<b>Al adeel</b>	<b>7</b>	<b>Al hareer</b>	<b>9</b>	<b>Al brao m</b>	<b>12</b>
<b>6</b>	<b>Zehrat al benefsag</b>	<b>16</b>	<b>Al akmar</b>	<b>9</b>	<b>Melaek at al iraq</b>	<b>8</b>	<b>Katar al nada</b>	<b>7</b>	<b>Zehrat al tofah</b>	<b>7</b>	<b>Kama r bagh dad</b>	<b>13</b>
<b>8</b>	<b>Al hurya</b>	<b>10</b>	<b>Al rashead</b>	<b>6</b>	<b>Al beyarik</b>	<b>6</b>	<b>Al kenade al</b>	<b>7</b>	<b>Al farash a</b>	<b>7</b>	<b>Al nesre en</b>	<b>14</b>
<b>5</b>	<b>Al sabah</b>	<b>12</b>	<b>Al nisoor</b>	<b>9</b>	<b>Al sindyan</b>	<b>5</b>	<b>Al behja</b>	<b>7</b>	<b>Al melak</b>	<b>5</b>	<b>Al wihda</b>	<b>15</b>

### Two Search Tools:

In order to achieve the objectives of the research, it was necessary to build a mental trial test and build a measure of social control in which all the psychometric characteristics of truthfulness, consistency and objectivity are present. The following is a presentation of the procedures for preparing the tools:

First: The mental trial test

The researcher obtained the statistical indicators of the mental trial scale by reading the statistician of all the sample members, who are (250) teachers, and the discriminatory strength is by comparing the individuals who got a high score in the test with those who got a lower score in it, as the comparison is made in each paragraph. From the test items (Kaplan, & Saccuzzo, 2009: 146), and as shown in Table (3).

**Table (3)**

### Difficulty coefficient and discrimination for items of mental trial test

Discrimination coefficient	Paragraph difficulty facto	The number of those who answered correctly		Paragraph Sequence	Discrimination coefficient	Paragraph difficulty facto	The number of those who answered correctly		Paragraph Sequence
		lower	Upper				lower	Upper	
0.308	0.727	39	60	31	0.308	0.654	34	55	1
0.382	0.602	28	54	32	0.323	0.602	30	52	2
0.338	0.713	37	60	33	0.367	0.757	39	64	3
0.308	0.625	32	53	34	0.338	0.625	31	54	4
0.323	0.602	30	52	35	0.352	0.661	33	57	5

0.338	0.580	28	51	36	0.382	0.588	27	53	6
0.338	0.625	31	54	37	0.323	0.705	37	59	7
0.411	0.588	26	54	38	0.308	0.698	37	58	8
0.323	0.617	31	53	39	0.323	0.617	31	53	9
0.352	0.691	35	59	40	0.352	0.617	30	54	10
0.352	0.602	29	53	41	0.338	0.492	22	45	11
0.352	0.632	31	55	42	0.323	0.573	28	50	12
0.323	0.602	30	52	43	0.441	0.735	35	65	13
0.367	0.698	35	60	44	0.323	0.632	32	54	14
0.352	0.617	30	54	45	0.338	0.625	31	54	15
0.411	0.485	19	47	46	0.529	0.632	25	61	16
0.338	0.639	32	55	47	0.323	0.529	25	47	17
0.455	0.727	34	65	48	0.441	0.573	24	54	18
0.397	0.669	32	59	49	0.308	0.713	38	59	19
0.382	0.647	31	57	50	0.323	0.558	27	49	20
0.338	0.713	37	60	51	0.323	0.485	22	44	21
0.411	0.632	29	57	52	0.333	0.639	32	55	22
0.426	0.654	30	59	53	0.455	0.625	27	58	23
0.411	0.735	36	64	54	0.323	0.441	19	41	24
0.367	0.448	18	43	55	0.352	0.647	32	56	25
0.411	0.485	19	47	56	0.397	0.522	22	49	26
0.382	0.661	32	58	57	0.323	0.661	34	56	27
0.426	0.713	34	63	58	0.338	0.683	35	58	28
0.50	0.705	31	65	59	0.470	0.720	33	65	29
0.470	0.720	33	65	60	0.323	0.558	27	49	30

The relationship of the paragraph score to the overall score:

**Table (4): Evaluate the correlation coefficient between the paragraph score and the overall score for the mental trial test**

The values of the correlation coefficient	Sequence	The values of the correlation coefficient	Sequence
0,325	31	0,388	1
0,309	32	0,347	2
0,269	33	0,234	3
0,385	34	0,289	4
0,271	35	0,339	5
0,292	36	0,331	6
0,257	37	0,244	7
0,355	38	0,309	8
0,209	39	0,321	9
0,356	40	0,299	10
0,323	41	0,294	11
0,231	42	0,256	12
0,283	43	0,347	13
0,291	44	0,309	14

0,251	45	0,342	15
0,287	46	0,440	16
0,298	47	0,298	17
0,270	48	0,354	18
0,239	49	0,311	19
0,347	50	0,277	20
0,245	51	0,213	21
0,258	52	0,319	22
0,292	53	0,287	23
0,303	54	0,288	24
0,312	55	0,297	25
0,216	56	0,358	26
0,311	57	0,252	27
0,302	58	0,379	28
0,494	59	0,289	29
0,369	60	0,223	30

It is evident from Table (4) that all the values of the coefficient of correlation of the degree of power with the total degree are statistically significant, and this means that the test items are consistent with each other in measuring the same concept.

### **Second: A measure of Social Control**

After the researcher examined the previous studies and the literature on social control, the researcher was able to build a scale that fits the nature of the selected sample, and in which the necessary characteristics and psychometric conditions are available, and the process of building the social control scale passed the following steps and procedures:

-1Defining the concept of social control and the dimensions of this concept:

After reviewing the researcher's theories and previous studies of social control such as a study (HBD 2016, Al-Shehabi 2018, Hamed 2001 study, Taniok study), and the literature on social control that dealt with (its concept, objectives, methods, dimensions, and theories), the researcher adopted the integrative theory of social control, and knew The social control researcher is that: the set of procedures that society seeks by relying on formal and informal institutions such as (family, society, customs, traditions, norms, religion, and law), in order to preserve the order of society, social control consists of five areas:

The first area: social control in kindergarten

The second area: social control in the family

The third field: social control that is compatible with customs and traditions

The fourth area: social control compatible with religion

The fifth field: social control in accordance with the law

Statistical analysis of scale:

-1Distinguishing the social control items: To calculate the discriminatory strength of the items, the researcher used the T-test for two independent samples, where the researcher took (27%) of the scores to represent the highest group of (68) and the minimum group number (68).

-2Correlation of the domains of the social control scale with each other: To verify this, the researcher used the Pearson correlation coefficient.

-3Correlation of the paragraph degree with the total degree of the field to which it belongs: To calculate the correlation of the paragraph degree with the total degree of the field to which it belongs, the researcher used the Pearson correlation coefficient, and all the values of the coefficient of correlation of the degree of strength with the total degree of the field to which

it belongs were a statistical function when compared to the critical value of the correlation coefficient This means that the paragraph measures what the field to which it belongs.

#### Chapter Four (Presentation, Discussion and Interpretation of Results)

-1The mental trial is defined by kindergarten teachers:

**Table (5): The results of the T-test to find out the significance of the difference between the mean of the sample scores and the hypothetical mean of the test**

Indication level 0.05	T-value		Degree Of freedom	Hypothesis	Standard deviation	SMA	Sample number	variable
	Tabular	Calculated						
Function	1.96	19.024	249	30	7.955	39.572	250	Mental trial

2 -The significance of the differences in the mental trial of kindergarten teachers is defined according to the academic achievement variable and the length of service:

**Table (6)**

The arithmetic means and standard deviations of the variables of academic achievement and duration of service

Standard deviation	SMA	the number	variable	
8,016	39,899	129	Bachelor	Academic achievement
8,578	38,256	64	diploma	
6,999	40,298	57	Institute	
8,845	37,125	16	Less than - 5	Length of service
6,560	41,052	76	From 5- less than - 10	
8,393	39,107	158	From 10 - and more	

**Table (7): Results of the binary variance analysis interacting to find the difference according to the academic achievement variable and the length of service**

Fatal value		Average of squares	Degree of freedom	Sum of squares	The source of the contrast
Tabular	Calculated				
3,01	1,939	122,845	2	245,689	Length of service
	0,807	51,148	2	102,295	Academic achievement
2,62	0,140	8,849	3	26,547	Academic achievement x length of service
			242	15333,868	The error
			250	407245,000	Total

-3Know the social control of kindergarten teachers:

**Table (8): The results of the T-test to find out the significance of the difference between the mean of the sample scores and the hypothetical mean of the scale**

Indication level 0.05	T-value		Degree Of freedom	Hypothesis	Standard deviation	SMA	Sample number	variable
	Tabular	Calculated						
Function	1.96	80.728	249	366	26.411	500.848	250	Social control

4 -The differences in social control among kindergarten teachers are known according to the academic achievement variable and the length of service:

**Table (9): The arithmetic means and standard deviations of the variables of academic achievement and duration of service**

standard deviation	SMA	the number	variable	
29,249	502,488	129	Bachelor	Academic achievement
25,997	498,718	64	diploma	
19,303	499,526	57	Institute	
41,377	495,687	16	Less than - 5	Length of service
20,076	500,263	76	From 5- less than -10	
27,325	501,651	158	From 10 - and more	

**Table (10): Results of binary variance analysis interacting to find the difference according to the academic achievement variable and the service period**

Fatal value		Average of squares	Degree of freedom	Sum of squares	The source of the contrast
Tabular	Calculated				
3,01	0,616	432,319	2	864,638	Length of service
	0,746	523,643	2	1047,286	Academic achievement
2,62	1,035	726,981	3	2180,944	Academic achievement x length of service
			242	169909,799	The error
			250	62885872	Total

-5The relationship between mental trial and social control is known for kindergarten teachers:

**Table (11): the value of the correlation coefficient for the relationship between mental trial and social control**

Indication level 0.05	T-value		The value of the correlation coefficient between mental trial and social control	number	variable
	Tabular	Calculated			
دالة	1,96	2,032	-0,128	250	Mental trial x social control

**Conclusions:**

In light of the findings of the current research, the following can be concluded:

- 1 -Kindergarten teachers are distinguished by mental judgment.
- 2 -The kindergarten teachers are distinguished by social exactitude.
- 3 -There are no statistically significant differences in the mental trial of kindergarten teachers due to the variables of academic achievement and the length of service.
- 4 -There are no statistically significant differences in social control among kindergarten teachers due to the variables of academic achievement and the length of service.
- 5- There is a weak relationship between mental trial and social control among kindergarten teachers.

**Recommendations:**

In light of the results of the current research, the researcher recommends the following:

- 1 -The possibility of using the mental trial test by the Ministry of Education and directorates of education in all governorates to assess the level of mental abilities of the kindergarten teacher.
- 2 -Directing the attention of decision-makers in the state, influential people, and those responsible for the education sector to pay attention to the education segment, especially kindergarten teachers, as they are the ones who educate and teach the most important segment and the basic building block of society, namely children.
- 3 -The use of the mental trial test by kindergarten supervisors and directors to identify individual differences between kindergarten teachers.
- 4 -Paying attention to the participation of Riyadh teachers who are highly qualified in planning and designing teacher training programs in the fields of mental trial.
- 5- Paying attention to the participation of Riyadh teachers who are highly qualified in planning and designing teacher training programs in the fields of mental trial.

**The proposals:**

Through the foregoing, the researcher suggests conducting the following studies:

- 1 -The mental trial and its relationship to other variables not covered by the current research, such as (intelligence, age, specialization).
- 2 -A comparison on social control between internal and external control.
- 3 -The relationship between social control and some variables such as (age, financial income, marital status).
- 4 -Mental trial and its relationship to problem-solving skills of kindergarten teachers.
- 5- Mental trial and its relationship to multiple intelligence among kindergarten teachers.

### Reference:

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