

## The Effect of a Storyboard to Develop the Independence Behavior of the kindergarten Children Stage

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### Summary

*The study aimed to identify the effect of a storyboard to develop the Independence behavior for kindergarten children stage. To achieve the goal of the research, the researcher has been prepared Independence behavior scale and a program, it has been verified validity and reliability of the Independence behavior scale, the research sample amounted (30) boys and girls were divided randomly into two groups to be experimental and control group, the study found that storyboard style is effective to develop the Independence behavior of kindergarten children.*

**Key words:** Independence behavior, kindergarten

### I. Introduction

The interest of childhood is one of the most important criteria that measure the progress of the society and its development, the interest of the children mean the interest of the nation and the future. The children upbringing is preparing them to face the challenges posed on the inevitable growth (1) This century attend great interest from specialists, educators, and parents to the childhood because the it is the main stage that underpin future personal, It is an important stages of growth that determined the child path mentally, socially and emotionally (2), its acquired a lot of skills, information, attitudes and values (3).

Psychologists Combine that the early years of a child's life have a pivotal impact in his future personality (4), because there are critical periods in a child's life where, Vygotsky, see that during this period the visual , mental and motor systems are ready for the activity to work, if the impress environment well enough during that period, they will achieve the extent of growth, (5) In addition to the length of time needed by the child to get to the stage of maturity and adulthood (4). And that attention to children was not something new, but it was in the interest of the pioneers of education, thinkers, and the philosophers scholars were give great educational views in raising children, and these views had become the starting in the educational services provided by the UN for their children in pre-school point (6). The Independence behavior is the main features of the child's personality, because it is formed a combination of courage, attitude, patience, initiative, and proactive human qualities all that help the growth of the child's personality and give him confidence and self-respect (7).

#### 1.1. Research problem:

The pre-school period is the greatest and pompous period if they read a story containing verbs and phrases repeated so beloved on the lips of animals (8). Children born and they don't know the values that will be submit to them, and this childhood sometimes called regulation stage, for a child to learn how to behave the well at the right time , right place, the right attitude, and understand the base of this process, so it is not undergoing automatically but endearing tightly to himself, his voluntarily, every child needs to learn the system, because its achieves a sense of security for the child ,bring him the limits of good and evil, and the limits of freedom and chaos (9). Parents play an important role in the upbringing of the child to build his personality, which affects the way of their upbringing on the autonomous behavior and dependence of the child, so the value of the award given by the father to behavior dependence when the child grows transfer bonus of behavior dependence to autonomous behavior and to give a chance to the child in order to rely on himself to change and adjust the surrounding environment is a strong booster of the behavior of independence (10).

Child is located between two choices the desire to filial piety and independence from home and trying to have a higher opinion in the choice of his friends to spend his time outside home (11).

In order to be independent child he must take care of himself knows the foundations of eating , dressing ,access to the bathroom and shower, and most importantly is to be able to motivate himself to work no matter what the task (7). Studies show that (Sherman. 1948) parents who encourage their children to develop independence in thought and action leads to desirable characteristics in their personalities (12). (Krebs, 1958) indicate that independence begin to appear among children who encourages parents to in their early childhood (13). According to (Edler.1963) the training children on self-reliance, independence leads to the development. (14). (Kogan, 1965) indicate that the culture has a role in encouraging and strengthening dependence behavior in females with rotated among males (14). According to study of (Bron, 1968) the most striking features are the innovators independence trait (14). (Bomirnd 1977) Eventually, the children were independent of parents exercising control and packets with passion, but not with the militant's parents (15). The Gardner study ,1978 was based on a number of grounds for the development of autonomous behavior in children, including the necessity of pushing the baby in the realm of life, so to get used to confront problems and broad access to provide him with the expertise and the rich experience lead to the expansion of the scope of his abilities and different skills, and encourage the child to repeat the work until get used to it becoming more and more self-confidence and strengthens self-reliance and to accustom the baby to some simple acts such as selection of food or clothes or a game (16).

It is determined by the research problem in answering the question raised: Is the style of storyboard influence in the development of autonomous behavior in kindergarten child?

## **1.2. Research importance**

The child's need for independence and freedom in line with his growth and the demands of the development of sensory, mental, emotional, social, and the need of freedom to walk , talk, running, climbing , jumping ,experimentation , demolition , construction, and the need to play in all its aspect such as play with things. playing with children and adults, narrated by playing with things and with people to learn self-reliance, gain confidence in, increase the security, confidence to the world in which he lives, the acquisition of the child to the skill of such independence makes the child is able to self-reliance, has the confidence, has the ability to take responsibility, accomplish it, express an opinion on the problems facing the group and formulating social relationships with the others. The story must including the art of literature that made up of rules and technical elements, include creative vision, contain a great deal of beauty, the ability to influence by the pronunciation and meaning that give artistic fun and working to make a fun art and to bring a change in reality and in the audience who offer them. The story is important tutorial style, an impressive means and interesting in moving the emotions , provocation conscience ,attract attention and it is one of the favorite activities for them, as children they love stories that give them information and knowledge that fit the spirit of the exclamation, and make them enjoy the stories that explain their feelings and their sense of sensation joy acts performed by them ,a sense of fun to take responsibility , and the revolution of anger that have passed them (17) This is because learning is best if you use more than one sense to learn and that learning simulation and images more useful than learning pictures only or simulation only (18).

Storyboard is a mode of storytelling, must forms and realistic to be clearly defined with attractive colors and matching what is going on in the story events (19), Kids interested in the age of five years trace storyboards accompanied by the text of the writer or author , then move on to the stories that take place on the animals and birds, and care about the stories that contain the familiar figures such as father, mother and children (20 and that kindergarten is a cornerstone of books illustrated usually supply him a small table and longer seats around, and a small library or multiple racks to coordinate and arrange books on them. The story elements must represent the basic idea, the plot, and the event, in addition to the values that must be represented by a story such as justice, fairness, morality sound and behaviors that reinforce the kids confidence (17), represented by stressing with children and their independence to help them discover the different dimensions of their personality and revolves around daily experiences they are going through and away from intimidation (21). The Independence behavior has vary terms of eating food , dressing, bathing, using the tools table knife, fork, spoon all are affected by these skills experiences suffered by the child in the family environment (22). The social aspect is important because it represents psychological growth and affect the steering behavior for the children, the study of this aspect and the promise of the components, including the autonomous behavior affects children's behavior and their actions in their lives and future, which reflected its effects on society positively or negatively, Independence behavior is the most important of the manifestations of social growth (23).

Therefore, the importance of the current study stems from the importance of independence behavior of the child and its impact on social development and building his future life, as a child it is interested at an early age to do independent work like wearing clothes, taking them off, eating his food and do the other needs:

- The importance of autonomous behavior as prime goal to Ministry of Education for kindergarten because of their impact on the child's behavior in his life and future.
- The childhood is one of the important stages in the life, and that work with children at this stage shape his characteristics.
- The researcher hopes that the saturation storyboards children's imagination, they combine fact and fiction to excite all possible in them of emotions can be translated in the expression of liberal neighborhood by autonomous behavior.
- The researcher hopes to serve as a basis the results of a systematic benefit of researchers and students, staff and parents, and open the way for other studies dealing with autonomous behavior or other attributes of the other samples of children.
- The researcher hopes that the results of the study achieved a new addition to the library and Iraqi Arabic is particularly lacking in the field of education pre-school children a lot.
- The critical stage of pre-school children open windows of learning for children dependents and Independents, the researcher hopes to open the current Windows Search learning community, parents and teachers to identify the autonomous behavior of children Riyadh.

### 1.3. The research aims

The research aims to identify current research on the impact of a storyboard style in the development of Independence behavior in kindergarten child to achieve this goal the researcher developed the following assumptions:

1. There is no statistically significant difference between the mean scores of the experimental group in which the storyboard technique used in the test pre and post to scale Independence behavior.
2. There is no statistically significant difference between the mean scores of the experimental group and control group on a scale Independence behavior after using storyboard style.

### 1.4. Search limits

Find B1- is determined by the current limits of mankind:

1. Children's preschool class in kindergarten from the age of 6 and for both sexes (male and female).
2. Temporal limits: - the academic year (2010/2011).
3. Spatial limits: - Baghdad / Directorate General of Educational / Rusafa II / Suns kindergarten.
4. Borders, scientific autonomous behavior.

### 1.5. Determine terms

The researcher will displays some of the most important definitions of the terms contained in the research, namely: the story, storyboard, Independence behavior and kindergartens.

#### 1. Storyboard

- Khalil 2000
- Is the story includes large and clear images and it's required to be a special story (25).
- Rudolph 1997

The pairing between text and image by turning the story into a series of stills using a drawing technique (colors, drawings (26). The theoretical definition of the comic story is the story of accidents rank and serial, and required them to be of clear images, attractive and related to the story.

#### 2. Independence Behavior

- Al-kafaf 2003: It is an acquired trait, the ability of a child to the completion of its own business without the need to help others (27).
- Filah 1999: The child is training to leave the dependency on others and self-reliance in a lot of things without any help of (28).

The theoretical definition of the behavior of the child is Independence - on its own business without the need to request help from others accomplish it. Procedural definition of the behavior of Independence - Grade earned by the child / baby on a scale Independence behavior prepared for the purposes of this research.

### 3. Kindergarten

- Ministry of Education in 1990

Is an educational institution that accepts children between the ages of 4-6 years, aims to develop their personalities and physical aspects of mental and emotional, social, spiritual and national (20)? So the researcher will adopt the definition of the Ministry of Education in 1990.

## II. The theoretical and previous studies

### 2.1. Independence behavior

The independence of the key features in the personality of the individual as they form a group of creative attributes such as courage and daring, patience and risk-taking, as independence is the supreme social value encouraged by the community and trying to develop, has met with the concept of independence interest in the social sciences because it is one of the top values and the interest of politicians because it represents strength thought in the face of anti-ideas and dependency, As interested psychologists especially humanists in this sense, but they ate the views and interpretations varied according to their views on independence, but they agree to some extent on their importance in human life because of its relationship in the face of difficulties and challenges of life. (29).

The individual acquires depends on independence or self It is very important in the growth and development of this independence or self-reliance on unearned changed in its nature with the individual stages of growth.

Zahran has identified the stages of the evolution of independence as follows:

- From birth to about three months out newborn to life does not know anything and had no concept ready for the same.
- At the age of four months shows the differentiation of the child through the senses and muscles.
- At the age of nine months, the child understands some signals this is the beginning of the psychological concepts of birth of the child as a sense of self starts, including the independence and different from the people around him.
- At the age of year to start detection and the exploration phase are growing self any individual autonomy image, as it increases the child's interaction with the mother and with others around him and here mixed with individual autonomy with the external environment and begins to give and take, then the child can feel its independence and to differentiate between the outer and inner worlds.
- When the child reaches the age of two years increasingly indistinguishable individual independence and be stationed around and grows it has social independence.
- at the age of three years a child has a comprehensive picture of the world around him and increases his individuality and knows that he is different from the other characters.
- When the child reaches five years, increasing consciousness itself and crystallizes his independence, it decreases dependence on parents and consists signs of independence.
- When he reaches 6 years (school-age) has a significant impact to the teacher at the same growth and independence obtained through social interaction.
- Develop autonomy of age (10-12 years), and be clear in childhood and in adulthood and maturity, as characterized by the ability of the child to make a change in trends toward independence. When the child reaches adolescence to be more accurate in the evaluation of independence, and become it has the ability to influence the environment and in social situations. (30).

As (Hoffman J. A, 1984) there are four stages of psychological independence from father and mother, and these stages is an extension of the process of psychological independence which is determined in childhood and what the child is doing mental processes such as representation, alignment, these features are - efforts that child labor is independence during adolescence in its ability to invest his personal efforts and the process and direct them directly in the field of profession or work without the help of the father or mother is called functional independence (functional independence).

- Distinguish between child mental perceptions of him and of others are in adolescence and are in the ability to distinguish between the trends and values and his beliefs and values of others and their attitudes and beliefs, which demonstrates the independence of the trends (Attitudinal Independence).
- Emotional dependency of the child on the complex and wide-area mother may reflect positive feelings to the process of merger or negative feelings caused by the process of the conflict, and this area is divided into two parts:

#### **A. Emotional Independence**

It is free from excessive emotional acceptance and integration and consolidation derived from the relationship with the parents need.

#### **B. The conflicts independence**

It is the emancipation of the child from excessive guilt, anxiety and lack of trust, responsibility and resentment and anger in his relationship with his parents (9). It is free from excessive emotional acceptance and integration and consolidation derived from the relationship with the parent's need. The independence of conflicts (Conflictual Independence)

### **2.2. Previous studies**

The researcher did not find studies on the variables associated with research directly, the current studies that have been obtained are: (Wiese, 2001) study aimed to identify the extent of the effect of teacher experience in the training of kindergarten children on independence through stories where was examined the effect of a program designed for teachers to train children to become independent, and offers this program show the views of teachers in the method of storytelling as a means educational and offers different ways of telling stories such as Tales of animals - stories - myths in order to live up cultural understanding of this method and the program includes a workshop include informational sessions on the different methods of storytelling and methods to teach the teacher how to teach it also shows the foundations on which should be followed by each type of these stories can even delivered to children as presents storytelling techniques and methods discussed with the children as well as children and suggestions how to deal with where the program illustrates the difference between trained teachers and trainers on the program (31). (Al-kafaf, 2003) study aimed to identify the story and play the analog self-reliance in the kindergarten child development and through the answer to the zero hypothesis developed by the researcher.

The study sample consisted of 45 children from kindergarten scented in the city of Baghdad and the researcher used the control group randomized your experimental design choice because the sample was divided into two groups experimental and one officer), the first group was trained on story method and experimental Group the second on the play style (using the method of specimen Chavtelz in summer play the role), while the control group remained without training, and the program continued to be provided (10) weeks with two sessions each week for each group. To analyze the results statistically, you use the test and Caucasians, Samir Nov, analysis of variance and K 2 and test for two independent samples, and the study found the following results:

- The two groups have made the first experimental and the second significant increase in the degree of self-reliance in the post test when compared with degrees in the pre-test, and the difference was statistically significant at the level of significance (0.5) (27).
- (Siam, 2001), a study conducted to give the children good health habits to maintain their health and safety and help them care for themselves through storytelling.
- The study sample consisted of 20 children and a child of kindergarten city of Damascus between the ages of 5-6 years in the preschool class and educational researcher prepared a brochure includes the following situations:
  - How to wash hands with soap and water before eating and after him, and when you go out of the toilet.
  - How to use a toothbrush in the right way and by giving them the brush and toothpaste and they required movements after eating breakfast.
  - How to comb the hair and trim nails.
  - How to use tissue paper to clean the nose and hands and put it in the trash.

The sample was divided into two groups Tjeribtin: First of kindergarten the public sector and the second from kindergarten private sector.

To analyze the results statistically using the arithmetic mean and the standard deviation in the tests realizable and testing t-test for two independent samples, and the study reached Giving children a healthy skills and the actions and behaviors intact to face the dangers and thus raise the achievement to the level (14 d) in the first group and (5, 15) in the placebo group (32) (Abdul Shahid, 1994) aimed at designing and testing a training program for the development of autonomous behavior of this program is based on the first two knowledge-based and is the information provided to the children for autonomous behavior and the tool used is the stories, films and discussions free, and the second application is based on the development of practices leading to autonomous behavior and tool used are training skills and experience represented in the gas to the words of a cross, and the study sample consisted of (56 (child of the fifth grade.

The study found that the training program the user has increased the level of autonomous behavior in the experimental study group which shows its effectiveness. (31) (Martin Smith, 1995) study aimed to identify the impact of stories and play representative in the consciousness of primary school children. It was the use of your experimental design research, as the sample was divided into two groups (experimental and control group), and hit the experimental group of the program containing the stomach of fantasy and mythology and play representative stories as was the selection of some topics these stories and play a section of their roles or shed some themes in them. The study concludes that the program was effective in increasing the awareness of children and improves their behavior (27). He held Chang, 1998 study aimed to develop self-reliance for the children of the nursery and talk to the children and read tales and stories behavior, this study and is working to detect the extent that it can contribute to the use of pre-school children of certain tools and participation in carrying out a distinctive relations in order to move from models their words or regular way to re-make a play, for example, included sample custody of children (24) children aged between(4- 6) years from the custody of children in Taiwan.

The analysis included some examples of how to talk and talk and talk and novel event and personal silence and stop talking and knowledge of the real world. The results showed that children at the age of four years have shown it very difficult to speak the language of the novel and hired temporary tools the sixth children have shown a correlation with the others in the play, but their ability to achieve the principle of autonomy in the analog play was limited. (31) Is the emancipation of the child from excessive guilt, anxiety and lack of trust, responsibility and resentment and anger in his relationship with his parents (9)?

### **III. Find measures**

#### **3.1. Find community:**

It means the community is all individuals who hold data on the phenomenon, which is accessible to study, understand the elements of a college researcher group that seeks to disseminate the results of the problem related to them. The research community were children in the preschool class who are in public kindergartens in the city of Baghdad \ Rusafa second for the academic year 2010/2011 and the total (9513) boys and girls distributed on (43) kindergarten.

#### **3. 2. Sample Search**

The researcher conducted a number of visits to some kindergartens in the upbringing of Rusafa \ Directorate for the purpose of the second survey the conditions that facilitate the application of test procedures, as it was selected Kindergarten (Suns) located in the city of the second Secretary of the Directorate of Educational Rusafa \ second. Procedures for sample selection:

- Dish scale autonomous behavior of the children in the preschool class in kindergarten suns of their number (90) As for (90) children and a baby, distributors (3) people, in each division (30) children and a baby, and took the period of application (4) days, as it began and ended on 03.27.2011 03.31.2011.
- Were selected (30) and a girl child at random from all the children of preschool class, the sample was divided into two experimental and control group, and by 15 boys and girls in each group.

#### **3.3. Equal groups:**

The Equal Community process makes the experimental variables and control unequal, any identical in all the variables except the variable that is intended study its impact and of the independent variable, it has to be that the two groups unequal be as much as possible in all the variables that affect the variable of, and these variables can know through research and analysis of the problem of access to relevant previous experimental studies the phenomenon in question (14).

Has been getting the relevant variables through the distribution of information in a form on the parents of the children sample extension (5) and carried out the comparison between the experimental and control groups on the relevant variables, and adjust the extraneous variables that affect the search results has the researcher out of parity in the number of variables between the two groups, namely: (parity in the pre-test sets, educational attainment of the parents, The number of family members, Child arrangement between the brothers.

### **3.4. Search tools**

#### **Independence behavior Scale**

To measure the variables covered by the research (autonomous behavior in kindergarten children) and found a researcher One of the best preparation scale Independence behavior in kindergarten child of a sample to be appropriate to the characteristics of the research community the current conditions of the scientific standards and are available in which about honesty and stability and researcher followed so the following steps: The study exploratory has been chosen kindergarten (Suns, aromas, and chrysanthemums) among the public kindergartens of the Directorate of breeding second Rusafa in the city of Baghdad, at random, and the number of respondents (30) either, of (10) mothers of all kindergarten, and distributed to mothers exploratory questionnaire Open, included the following question: - Q / What are the positions of autonomous behavior of your child? Extension (1) In light of the answers to this sample, it was identified a number of positions, and after review of the literature and previous studies and standards in this area. It has been identified (30) position, represents the behavior of Independence at the kindergarten child. Extension (2) honesty is the honesty of the basic characteristics and important in the construction of tests and psychological and educational standards, so as to reveal the contents of the internal scale and see (Ebel, 1972) that the sincerity of the scale, is the tool's ability to achieve the objective, which was prepared for him (34) And it refers concerned compared to the multiplicity of styles and methods of calculation and estimation of honesty in the current scale researcher unearthed two indicators of sincerity:

#### **The Virtual Validity**

Virtual Validity is the virtual Validity overall appearance of the scale, referring to the ability of the scale to measure what it was intended (35), The aim of this kind of honesty to see how the representation of the scale of the phenomenon, which measure aims to be measured (36), and despite the fact that the virtual honesty less types honesty presence but it is desirable to have the scale a virtual sincerity preferably psychological and educational measurement evaluate the validity paragraphs to measure the property to be measured (34), and display scale preliminary his image on a committee of arbitrators who are experts and professors in education and psychology, have expressed opinions about the validity of paragraphs, and in the light of the views of the arbitrators were retained paragraphs which received 80% or more, were all valid extension paragraphs (2).

#### **Help Gauge**

The special instructions for scale autonomous behavior preparation included the aim of the measure and how to answer paragraphs, for the purpose of identifying and clarity of instructions and paragraphs have been applied scale on a sample of mothers randomly selected, bringing their number (20) As of kindergarten Hadeel and spring of breeding second Rusafa Directorate and by (10) Mothers of all kindergarten, was the measure of a clear concept and sample the scoping study. Correct measure Intended to correct the measure is to obtain a total score for each member of the sample by combining grades that represent responses to each paragraph of the scale, were identified three levels to answer each paragraph (high, medium, low) were also identified weights levels (b 0, 1,2). Stability refers stability that the measure gives the same results if re-applied several times on the same sample and in similar circumstances (39) has been stability calculated using the re-test method on the (20) As of kindergarten lights and after (20) days after the first application and under circumstances similar to the first application, the researcher to re-test was Pearson correlation coefficient was calculated between the scores of the first two applications and the second, reaching reliability coefficient (0.86) and persistence is the scale at (30) paragraph and the highest possible score on the scale is 60 degrees and the lowest possible degree is (zero) and the average scores are theoretical (extension 30) (3).

#### **The program**

After checking the prepared programs in kindergarten, it was obtained (7) Stories of 2003 pumice program was converted stories to comics was presented to a panel of experts in the field of childhood have expressed opinions about the validity of the comics have earned storyboards on the proportion of agreement program 85% and above (Appendix 4).

### Guide application of the program

Was selected a random sample of children from preschool class, amounted to 40 children from kindergarten buds and kindergarten lights of breeding second Rusafa Directorate, was presented a storyboard on the sample program, and shows through that procedure and clarity storyboards were clear and attractive and interesting in a sample scoping study .

### The time of implementation of the program

The process of implementation of the training program lasted style storyboard (3) weeks, as the application period began on 03/04/2011 and ended on 04/24/2011, while the number of sessions that have been implemented (7) sessions, carried out on Sundays and Tuesday of each week, and included training on the storyboard method in each session.

### How to implement a storyboard style

- Researcher in the implementation of this method followed by the following:
- The researcher organized children sitting in a semi-circle in front of the researcher
- The start of the story that the researcher began to raise the attention of students and prepare them psychologically and mentally to accept the storyboard.
- Researcher displays story characters pictures, and asks them about its characters and their attributes.
- Researcher uses the pictures story.
- A researcher asks at the end of the story questions about the characters and events included in the story.
- The researcher asks children storytelling
- Researcher conducting a discussion between them to highlight the positive and negative aspects included in the story.
- Linking storyboard children's daily lives in order to deepen the autonomous behavior they have. Dimensional scale Independence behavior Application
- The application of scale Independence behavior after the end of the application of the style of storyboard and took the application for a week, as it began in 02/25/2011, and ended on 02/05/2011.

## IV. Results

This chapter includes display results that have been reached in the light of the objectives and statistical assumptions and discuss those results and to compare the results of previous studies that were displayed in the second quarter.

### 4.1. The first hypothesis:

No statistically significant difference between the mean scores of the experimental group in which the storyboard technique used in the test and tribal dimensional scale Independence behavior) was conducted as follows:

- Calculated degrees of Independence behavior, the experimental group in the pretest and posttest to measure Independence behavior, and to see the change difference between the two tests pre and posttest used Wilcoxon on test - Matched - Pared Signed Ranks Test and the difference was statistically significant at the level (0.50) and the

**Table 1: The arithmetic mean and standard deviation of degrees Independence behavior in both tests and the dimensional and value (T) for the children of the experimental group**

Alternatives Test	The arithmetic	Standard deviation	The value of T		The value of T Calculated	Spreadsheet
Pre	36	9.38	-	+	7.5	25
Posttest	43.6	7.49	112.5	7.5	0.05	

### 4.2. The second hypothesis:

(No difference is statistically significant between the mean scores of the experimental group and control group on a scale Independence behavior after using storyboard) method was conducted as follows:

- The account Order degrees of Independence behavior in the procedure dimensional experimental groups and the control on a scale Independence behavior, and to find out the difference between the two groups Mann - Whitney U \_Test samples medium-sized and the difference was statistically significant at the level of significance (0.50) for the experimental group Table (2) this result.



**Table 2: The arithmetic mean and standard deviation and total ranks degrees Independence behavior in the procedure and the dimensional value of U for the children of the experimental group and control group**

Alternatives Group	The arithmetic	Standard deviation	Total ranks	N	The value of U Calculated Spreadsheet	
Experimental	43.6	7.49	323.5	15	5.21	64
Control	9.66	3.875	120	15	0.05	

It is clear to us from the tables (1 and 2) as follows:

- The experimental group has achieved a significant increase in the degree of Independence behavior in the procedure when compared to the dimensional degrees in the test tribal, as the difference was statistically significant at the level of significance (0.50).
- The difference in degrees of Independence behavior between the two groups (experimental and control) in the post-test, was statistically significant at the level (0.50) and the experimental group. This result explains the method to storyboard a significant impact in increasing degrees of Independence behavior in children, the experimental group compared to the control group children.

Current search results that was consistent with the results of previous studies which indicated the effectiveness of programs in the development of Independence behavior. Current search results as agreed with the study (Al-kafaf, 2003) and study (Bahri, 1990) regarding the use of the style of the story in the development of Independence behavior. The study (Siam, 2001) and study (Al-Tamimi, 2000) and study (Martin Smith, 1995) and the study of the hill (Little, 1971)) and study (Beller, 1955) has agreed with the current research regarding the use of software in the development of Independence behavior Results in children.

In light of the search results, the researcher can be concluded as follows:

- Training on the storyboard method is an effective way in developing the Independence behavior of kindergarten child.
- The presentation of the discussion and evaluation aimed to own story comic roles that led to the development of Independence behavior among children of the experimental group
- The presentation of the discussion and evaluation aimed to own story comic roles that led to the development of Independence behavior among children of the experimental group whether they are participants or listeners which lacked him the control group children
- The participation of children in a storyboard provided the framework for an entertaining experience of knowledge because it is pictorial and interesting and exciting stories, adding to their experience and their ability to accomplish their own business.
- The children acquire the experimental group excellent values strengthened the Independence behavior consisted expression, diction and other skills.

#### **4.3. Recommendations and proposals**

Recommendations in the light of the search results researcher recommend the following:

- Mainstream style storyboard in kindergarten to prove practical utility.
- Need to pay attention to training on the storyboard method in the preparation and teacher training programs.
- The need to include a storyboard style in the Basic Education Curriculum colleges and institutes of teachers.
- Encourage children to form social relationships with others and the development of the power of choice and self-reliance and giving them the opportunity to practice these behaviors.
- The involvement of the media to increase awareness of the importance of fathers and mothers autonomous behavior in their children's character building.

Printed catalog cards and polka dots arranged in the form of the story of the child by painting, to entrench Independence behavior in kindergarten child.

#### **4.4. Proposals**

In light of the search results researcher suggests the following:

- The effectiveness of the training schedules comic activity in the social and moral concepts of the development of kindergarten children.
- Compared to the impact of style storyboard in the development of autonomous behavior of kindergarten children in kindergarten more than study.
- The impact of my style storyboard in the social skills of kindergarten children study.

- The effectiveness of the training program for kindergarten teachers in the development of Independence behavior for kindergarten children.
- Study of the transaction and its relationship to parental behavior autonomous methods for kindergarten children

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