

Role Burden for Kindergarten Teachers and Its Relationship to Some Variables

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Abstract

The kindergarten teacher is the backbone of the educational process in the kindergarten, as the kindergarten programs and the achievement of their goals depend on a teacher who is aware of the requirements of childhood and is aware of her role in education. And its relationship to the marital status variable (married, unmarried), the role burden and its relationship to the variable length of service, and to achieve these goals, the researcher built the role burden scale, which was applied to the research sample of (300) female teachers who were randomly selected from the six Baghdad education directorate on both sides of Karkh and Rusafa. And the researcher extracted the psychometric properties of the scale by means of indicators (honesty, stability), and the researcher used the statistical program (SPSS) in extracting statistical treatments (t-test, analysis of variance, alpha-Cronbach equation, arithmetic mean and standard deviation, Pearson correlation coefficient).

The researcher reached the following results:

1-The research sample has an average level of role burden.

2-There is no difference in the burden of the role according to the marital status variable (married, unmarried).

3-There is no difference in the burden of the role according to the variable (duration of service)

The Problem of the Study;

The Kindergarten teacher is the backbone of the educational process in the Kindergarten. She bears the greatest burden in achieving the message of the Kindergarten and the success of the teacher in her mission at this important, difficult and critical stage of the child's life. Technical communication with parents, curriculum planning and other roles may directly affect the formation of the educational output at this stage. (Al-Omrani, 2013: 163-164).

However, kindergarten teachers face professional difficulties in performing their roles resulting from the nature of the child's age stage. Usually, the kindergarten teacher faces inappropriate behaviors from some children, as there are those who curse, hit, damage a colleague's tools, and steal.

Other unacceptable behavior patterns Kindergarten teachers face a lack of equipment, tools, materials, and various stimuli that help develop skills for children, which are among the basic things that must be available in the classroom, and the kindergarten in general, which constitutes an economic burden that weighs on the teacher, as well as the difficulty of some parents understanding the kindergarten curriculum, and the difficulty dealing with them, and their constant pressure on teaching their children reading, writing and arithmetic, even though it violates the philosophy of the kindergarten, as well as the teachers' non-visual roles towards maintaining and repairing the classroom, which pushes the teacher to face job burdens greater than her capacity, which leads to confusion and chaos sometimes. (Al-Lawzi, 2007: 137).

The increase in tasks accompanied by time pressure, and the decrease in the period of rest during work may lead to draining the energies of the teacher and her feeling burdened, which negatively affects her performance. (Al-Hashimi, 2013: 79).

As a result of the researcher's personal experience as she works as a teacher in the kindergarten for several years, she touched the problem of female teachers' exposure to many social, cultural, economic and psychological pressures that are thus reflected on them, causing tension, distress and anxiety, which affects their performance of their tasks, and the research problem is summarized in the following question:

Is there a role for kindergarten teachers?

The importance of the study:- The importance of the study is summarized in the following-:

First: Theoretical importance:

1-The importance of this study emerges from its selection of the research community, which consists of kindergarten teachers in Baghdad governorate, because it plays a major role in the formation of the child's personality.

2-This study comes to examine the role of the teacher and the burden resulting from it, as the researchers did not address the study and research regarding the burden of the role of kindergarten teachers, which we are dealing with here to support or reject it.

Secondly, it is of practical importance

1-This study is useful in providing information about the kindergarten teacher and her psychological abilities in the field of psychology.

2-It contributes to assisting officials and decision-makers in the process of preparing training and guidance programs that will reduce the burdens and clarify their great educational role for kindergarten teachers.

Study Objectives: The current research aims to identify:

1-Role burden for kindergarten teachers.

2-The burden of the role according to the marital status variable (married, unmarried).

3-The burden of the role according to the variable period of service.

The limits of the study:- The current research is determined (kindergarten teachers in the city of Baghdad on its two sides, Karkh and Rusafa for the academic year 2020-2021).

Terminology of study;

Secondly, the burden of the role:

Arafa by Abu Sheikha (2009): The qualitative increase in the burden of the role, the weakness of the level of skills and knowledge of the incumbent, which prevents him from performing the job well, (Abu Sheikha, 2009: 301),

and Al-Maamariah (2014) defined it: It is the increase in tasks and roles that require the teacher to complete and that require high skills during a specific period of time. (Al Mamariya, 2014: 8).

Arafa Al-Zubaidi (2014): It occurs when an individual performs too many jobs or too many roles at one time. (Al-Zubaidi: 2014, 158).

Procedural definition of role burden: It is the total score obtained by the research sample (the parameter) for its answer on the role burden scale.

Fourth - Kindergarten teacher:- Al-Saud defined her (2013):- that she is responsible for raising and raising a group of children and taking their hand towards adaptation and growth, which provides them with experiences and skills that are commensurate with their different characteristics at this age stage. (Al-Saud, 2013: 208).

Chapter II

Role concept:-

Society is a complex system consisting of a group of systems, and one system consists of a group of elements (people) who have a specific social relationship that is affected by the processes of social interaction that take place between them in different social situations of persons, and the social role is a typical sequence of learned actions, performed by one of the individuals in an interactive situation. That is, it is a pattern of behavior expected of a person who occupies a social position during his interaction with other people who occupy other social positions.

The social position is linked to a specific role or roles played by the individual who occupies this position, and determines the social role of a center, the rights and duties that are associated with this center, and helps to regulate the expectations of other individuals from the person who occupies this position. It also helps the individual himself to determine his expectations of individuals and those who deal with him by virtue of his position. (Al-Sharji, 2015: 196).

Concept of role burden;

There are many factors that generate a set of work pressures that can affect the behavior of individuals working in the organization. One of the most important sources of work stress is the burden of the role and commitment to a large number of tasks due to the presence of confusion in the time to perform as well as the diversity and dispersion of tasks. (Enough, 2015: 98).

The burden of the role in terms of being dense or small, difficult or easy, the burdens may accumulate and increase until the individual becomes overburdened, especially when dealing with a large number of people. There are expectations from his direct superior, another from his subordinates, a third from colleagues, a fourth from the institution, and a fifth from The public dealing with the institution and the sixth from the local community, and the opposite may happen, so the individual's burdens decrease and fall short of the capabilities that he has, and in both cases he faces some burdens. (Tawfiq, 2007: 33).

Longer, urgent or unexpected work hours cause disruption to human life, as it disturbs the agenda of his private and family life, his hours of rest and the practice of his hobbies, as well as causing stress that leads to a physiological disorder whose repetition leads to undesirable consequences. (Farmawi, 2014: 93).

Individual is constantly exposed to the burden of the role that negatively affects the nervous system, he always feels frustrated or inferior, which leads him to neglect his work and slacken in the performance of his responsibilities, or his enthusiasm decreases and his motivation for achievement wanes, and all of this would make him more vulnerable to falling into mental illness. (Jabal, 1998: 75).

As the continuous demand from the individual to achieve high results and achievements within a specific time frame or with limited resources, and to work permanently in light of emotional situations that raise the individual's fear, anxiety, turmoil and anger. (Hashem, 1989: 378).

MacLean identifies two main variables that lead to work to exceed the limits of possibility and certainly to psychological pressures associated with work: Quantitative burden: the increase in the volume of work to be accomplished.

-Qualitative burden: the work requires tasks that are difficult to achieve. (Osman, 2001: 96).

The overburden of the role has been met by many researches and studies that consider it a cause of psychological stress, and its effects appear in physiological and psychological measurements: Excessive stress, high blood pressure, anxiety and frustration with increased smoking and decreased job satisfaction are linked to the burdens of the role overload. (Abdul Moati, 2006: 47).

Just as there are negative consequences for the quantitative increase in the burden of the role. The lack of job load is in turn a source of pressure and annoyance for the individual, and it is also a lack of quantity and quality:

A- Quantitative lack of role load: It is very little work, or tasks that require a small amount of time and effort.

B - The specific lack of role burden: it is a very easy job that requires abilities less than the individual's ability and does not challenge his abilities.

And the low burden in addition to it leads to boredom, it represents psychological pressure that leads to negative results on the employee and the institution.

A- For the employee: it leads to a loss of motivation, failure to satisfy personal desires, psychological conflict, loss of self-confidence, depression, and falling prey to disease.

B - As for the institution: the low job burden results in a lack of production, a lack of productive efficiency, and the depletion of the workers' energy in matters unrelated to actual work. (Abd al-Muti, 2006: 48-49).

Effects of the role burden;

The literature of psychological studies shows that the burden can lead to effective results, and it can lead to negative results that result in a dysfunction of both the teacher and the kindergarten management. It can contribute to achieving the goals of the kindergarten and push the teachers to fruitful work, masterful performance and outstanding achievement, which brings the benefit of material or moral incentives, and also benefits the kindergarten in increasing productive efficiency and lowering costs, and some of them focus on the negative effects of burdens, and they see that the continuing burdens have Negative effects on the physical and mental health of the teacher and on her behavior, which leads to decreased performance and continuity of absence, and sometimes the damages reach the point of exposure to risks during. (Flei, 2005: 308).

One of the symptoms of role burden is the emergence of physical, mental and emotional reactions due to individual changes in psychological needs. Role burden includes a group of pathological symptoms (depressed mood, lack of interest, anxiety ... etc.). (Bahkshizadeh, 2013:1-s).

Theories Explaining Work Stress:

Because the role burden is part of the work pressure, as the researcher did not find a theory that talks about the role burden, but rather about the pressure in general. Therefore, the researcher will address the theories that examined the work pressure that focused on the workload. Cognitive Appraisal Theory of Azores:

Cognitive Appraisal

Lasaurus pointed out in the writing of STRESS, APPRAISAL, AND COPING that our concept of cognitive evaluation is due to the evaluative cognitive processes that intervene between confrontation and reaction. By processes of cognitive assessment, a person assesses the importance of what happens to him or her good cognitive assessments.

Traditionally, Lasaurus identified three types of cognitive assessment: primary, secondary, and reassessment. The primary assessment consists of judging that the confrontation is irrelevant, positive, or stressful. . Stressful assessments can take three forms: damage or loss, threat, and challenge. Damage or loss refers to damage actually suffered by a person, threat refers to expected damage or loss, and challenge refers to events that have the potential for mastery or gain. Threat and challenge are not poles of a single continuum; they can occur simultaneously and should be counted separately, although they are often related.

The concept of vulnerability is closely related to cognitive assessment. Vulnerability is often understood in terms of dealing with stress resources, assessment, and coping; A weak person is a person with whom the coping resources are deficient. However, psychological vulnerability is also determined by the importance of the commitments made or at risk in any encounter. As in our definition of stress, this view of exposure to stress is a relational view (Lazarus, 1984: 21-22).

HP Model (1949);

Hebb was interested in studying the relationship between the performance of the manager's role and the requirements placed on him by the work pressures. It increases the individual's ability to respond to it and conform to it, it leads to a high level of anxiety, and consequently, the individual's ability to focus and his ability to perform in general decrease. It leads to psychological exhaustion and the symptoms that follow, such as introversion, excitement for trivial reasons, and inability to perform. (Othman, 104: 2001).

Kindergarten Teacher Roles:

The kindergarten teacher has important roles to play, which are as follows:- (Al-Sharif, 2014: 117-121).

First - The role of the kindergarten teacher as a representative of the values and heritage of the community: This role requires the teacher to play the role of mother in front of the children, and to reinforce the values, customs and human attitudes prevailing in the society and seek to devote and imbibe children to positive behaviors and work to support them in children, and be a good role model in front of children in words, deeds, appearance, essence, behavior and sincere human feelings, so that the child grows up.

He loves his community, is proud of his nationality, and has the desire to contribute to building and developing it. This gives the teacher the responsibility of working with the families of the children, either individually whenever the need arises or by organizing periodic meetings between the teachers in the kindergarten and the parents of the children to exchange views on the best methods of education for children at this age, and these meetings are a good opportunity to introduce the children's families to the methods which the kindergarten follows to satisfy the needs of children and help them achieve the demands of growth, and this is indirectly educating parents.

Second: the role of the parameter as an aid to the growth process:

As the child grows through his interaction with the environment with all its components and gradually acquires experiences, however, the process of growth needs guidance and support, providing opportunities and capabilities, and evaluating a path, and all of this can be done by the teacher through.

1-Helping each child to achieve the maximum comprehensive development, mentally, cognitively, emotionally and kinesthetically, through the situations and experiences it provides inside and outside the kindergarten through the various trips and visits offered to children.

2-Paying attention to enhancing children's self-confidence, developing a positive self-concept, and cooperating with their families to overcome obstacles that may prevent some children from achieving a positive self-image.

3-Work to satisfy children's physical, mental, psychological and social needs and help them achieve the demands of growth in early childhood.

4-Encouraging children to engage in social interaction and to form spontaneous play groups, and to find social and humanitarian situations that encourage children to leave the circle of self and into the wider circle of social life in kindergarten and society.

5-Monitoring children's growth and developing observation, description and diagnosis skills and employing them in the process of evaluating the performance of all areas of growth, and working to raise the child's performance levels in proportion to his abilities and the pace of growth.

Third: The role of the teacher as a manager and a guide for the learning and teaching processes:

The teacher has an important and influential role in every stage of the educational process in the kindergarten in terms of planning, organizing, implementing and evaluating because she is the one who manages each of these processes and directs the children's experiences and facilitates their growth, and this requires her to do the following:

1-Involve children in the process of planning activities for the learning process and encourage them to take the initiative and present them with new ideas that can develop their skills and satisfy their inclinations.

2-Clarifying the goals that children achieve through their various activities and directing their activities towards interests that can achieve comprehensive and integrated growth in all aspects of the human personality.

3-Motivating learning through diversification in activities, teaching aids, materials and raw materials, and employing all material and human capabilities available in the environment in order to enrich the educational process and provide an element of suspense in it, given that education is a science, art and profession.

4-Continuous renewal in the educational climate prevailing in the activity room, encouraging teamwork and organizing children's time, as there is time for quiet individual work, and time for working in small groups, in addition to the time allocated to grouping all children in the narrative or kinetic activity.

5-Organizing the activity room in a way that achieves maximum benefit from the potential of the activity hall, and provides the opportunity for the largest number of children to practice their activities and use the existing tools and materials.

6-Follow up on the activities of the children and evaluate their performance and make note cards for the children and records in which the teacher writes down what is related to each child separately so that she can follow the growth of each child and take into account the extent of his progress. (Al-Sharif, 2014: 117-121).

Burdens arising from the role of the teacher:

The kindergarten teacher is the backbone of the educational process in the kindergarten. On her shoulders lies the greatest burden in achieving the kindergarten message and the teacher's success in this important, difficult and critical stage for the child, and her success in performing her role is the kindergarten's success in achieving its goals. (Badr,285:2012).

First - the burden of the role of the kindergarten teacher, who is representative of the values and heritage of the community:

Parents' participation differs in its form, depth and essence according to the different parents, looking at the individual differences between them. Some parents want and accept the participation of the kindergarten in understanding the problems of their children, satisfying their needs and supporting their acquired experiences by providing stimuli and situations at home, and some of them are difficult to deal with. He is not enthusiastic about cooperation, does not accept the opinions of others about a child, and often refrains from attending regular meetings.

The teacher also faces the cases of a spoiled child who is shocked into a situation in the kindergarten, who has not learned what is allowed, what is forbidden, what is possible, now and for a long time, and often the parents enter the line of his collision with the new reality in a kind of alliance with him against the world of kindergarten (teachers, the system, and friends) and his complaints about the kindergarten are often repeated. Parents adopt these complaints in the form of claims, confrontations and objections.

As for the other form of parenting, it results from the parents' alliance with the child against the kindergarten standards and system. This situation usually arises in delinquent families whose children have reinforced anti-social tendencies. Adaptive (assaults, theft, lying, and lack of commitment to the kindergarten world). When parents are called about their child's performance, they generally respond either by ignoring and refusing to meet with those concerned, or by revolting against the kindergarten and its system if they attend, or at least a shortcoming of the parameter that does not improve the behavior. (Hijazi, 237, 237: 2006).

Secondly - the burden of the role of the teacher, who is an aid to the growth process:

That children begin to be affected by the characteristics of their teachers during the first two months of their interaction with these teachers, and the study showed that students of teachers who are characterized by emotional balance, show a level of emotional security and psychological health, higher than the level shown by students of teachers who are characterized by tension and imbalance, that the teacher is a human being able to Communicating with others, empathy, friendliness, honesty and fun, traits such as strictness, dictatorship, intolerance and intolerance of others make the teacher less effective. (Al-Masaeed, 2012: 97-96). The accumulation of children in the classroom is the least described as being contrary to the simplest health rules and modern educational concepts, as well as the fact that it leads to a doubling of the disciplinary problems caused by this abnormal situation. A class includes more than sixty children, (Al Mansouri, 1970: 236).

The stress of the teacher leads to the lack of an effective social and emotional relationship between the teacher and the child, and the personal tension of the teacher may reach an increase in anger, anxiety and withdrawal away from the children, especially if the burden of the role increases for the teachers. (smith, 2019 : 17).

Stacking children in one class is not the only burden that kindergarten teachers face. In addition, teachers face inappropriate behaviors from some children, which make it difficult for the teacher in light of the large numbers in the classroom. Among these burdens that the teacher may face in kindergartens are many of them .

1-A burden associated with aggressive and antisocial behavior (such as hitting, biting, throwing things at others, cursing, refusing to participate, and stealing).

2-A burden related to disruptive behavior such as (disrupting group time, class migration, futile running inside the classroom, dropping things to make noise.)

3-A burden related to destructive behavior (such as tearing books, breaking toys, wasting paper, damaging others' work).

4-Burden related to participation in social and school activities such as (reluctance to participate in activities, reluctance to participate in social play, shyness in group work, playing with one game, reluctance to participate in pretend games, less speaking, short attention span).

5-A burden associated with emotional and dependent behaviors such as (crying, making tantrums, talking like a baby, thumb sucking, involuntary urination and seeking attention). (Mardan, 340: 2004).

Third - the burden of the role of the teacher, who is the director and director of the learning and teaching processes:

The psychological environment of the child is affected by the physical and physical components of the educational environment. The physical elements are represented in the organization and the types available in the spacious activity halls with sufficient space and equipped with good and appropriate furniture and equipment and with clean seats and tables appropriate for the children's ages and level of development, all of which establishes a better psychological environment than those halls that do not.

It has elements of hygiene and quality in its equipment, crowded with furniture, restricting the movement of children and unorganized corners, while the physical elements are represented in lighting, ventilation, sound, and appropriate temperature and everything related to these factors. , All of this makes the psychological environment of the child not a good one and affects the final output of science. If the teacher wants to provide a suitable psychological environment for learning, she must take all these elements into consideration, both physical and material. (Sherif,245:2014).

The availability of educational aids in a sufficient way helps to teach children quickly, as educational aids develop the various skills of the child, and increase the experiences that he acquires because they are the tools that the teacher focuses on in implementing the activities, and in the speed of delivering information to the child, as the teacher without means is like a body without a soul. (Al-Sharif, 2013:308)The use of educational means reduces the time and cost that accompany traditional teaching methods. The educational method can achieve the best use and selection of many benefits:

- 1-It provides sensory experiences that aid understanding and correct learning.
- 2-Satisfaction of inclinations to play.
- 3-It enhances mental and physical skills.
- 4-contribute to raising the efficiency and image of education. (Salman et al. 2001: 161).

There is no doubt that the provision of educational means has an effective effect in facilitating the task of learning for the child. It increases the linguistic output and the ability to express certain topics as well as the development of his thinking. The educational method allows the child to know the elements that make up a sign, and it is a means by which he can play and have fun. as he pleases. (Abu Talib,187,2000).

Previous studies of stress:

The study of Muhammad and Habib (2010) entitled Sources of psychological stress for teachers of special education in Iraq. The study aimed to identify the sources of psychological stress for teachers of special education. The sample consisted of (371) teachers distributed among the six general directorates of education for the governorates of (Nineveh). The study relied on a questionnaire that consisted of five areas (school environment, personal aspect, administrative policies, job role, relationship with others), and followed the descriptive approach, and was used by the t-test and analysis of variance in statistically processing the data.

Sources of psychological stress for teachers of special education classes, according to classification from highest to lowest (student characteristics, school characteristics, role conflict, role ambiguity, role burden) if the degree of role burden was medium.

-Bakhit study (2010) entitled Work stress and its relationship to psychological burnout among kindergarten teachers, the study aims to identify the relationship of work stress with psychological burnout among kindergarten teachers according to the following variables (job level - type of kindergarten - number of years of experience - and location of kindergarten) and predictability Psychological burnout have given their degrees of work stress. The study sample consisted of (115) teachers working in government and experimental kindergartens in Assiut Governorate, and the tools (work stress scale and burnout scale) were used, and the results reached the following.

1-that the kindergarten teacher suffers from work pressures to a high degree, and that the teaching profession in kindergarten is one of the stressful professions in which there are many sources of pressure, and it requires female teachers to perform many tasks. As for the psychological burnout of the kindergarten teacher, the results indicate that kindergarten teachers burn psychologically in Multiple levels as a result of the pressures they are exposed to:

- 2-Kindergarten teachers are subjected to pressures related to the burdens of the profession
- 3- The higher the pressure on the teacher, the more psychological burnout she has, and the less pressure, the less psychological burnout.

Chapter III

Research Methodology:

This research relied on the descriptive approach because it is suitable for the research topic and its objectives.

- Research Community:

Population means all the vocabulary of the phenomenon to be studied, whether these vocabulary are people, books, educational activities, or otherwise. (Ghubari.95:2010).

The current research community is determined by the kindergarten teachers in the six directorates of education in both sides of (Al-Karkh and Al-Rasafa) in the Baghdad governorate for the academic year (2020-2021), amounting to (1653) female teachers distributed over government kindergartens in the six general directorates of Baghdad education.

The research sample

The sample is the study population from which the field data are collected, and it is considered the part of the whole, meaning that a group of community members is taken to be represented by the community, as it is a certain percentage of the original community members. the original. (Kandalji, 122:1999)

The sample was chosen in a simple random way, in which the researcher does not control the selection of its members, and requires full knowledge of the members of the research community, and it is called the probability of the possibility that any of them will be selected within the sample, (Al-Fatli, 125:2014), as their number reached (300) kindergarten teachers in the six districts on both sides of Karkh and Rusafa to apply the search tool as shown in Table No. (1).

Table (1)

Distribution of the research sample members according to the directorates of education in Baghdad on its two sides (Al-Karkh and Al-Rusafa)

Teachers No.	Kindergarten No.	Directorate
108	25	Educational first Rusafa
58	21	Educational Second Rusafa
9	5	Educational Third Rusafa
56	17	Educational first karkh
41	13	Educational Second Karkh
28	8	Educational Third Karkh
300	89	total

Search Tool

In order to achieve the objectives of the current research, it required the existence of a scale to measure the burden of the role, by informing the researcher about the theoretical frameworks and previous studies on the subject, the researcher built a scale to measure the role burden of the research sample (kindergarten teachers) according to the following steps:

1-Collect paragraphs:

The researcher directed an open survey question to a sample of kindergarten teachers.

2-Validity:

To calculate the validity of the measuring instrument, the researcher did the following:

Face validity:

It means the general appearance of the scale, i.e. its external framework and includes the type of vocabulary, how it is formulated, its clarity and the degree of its objectivity (Daoud and Abdel Rahman, 1990: 120), and the psychological and educational sciences to judge the validity of its paragraphs in measuring the burden of the role, and the validity of the paragraphs was adopted to measure (the burden of the role) to be measured, with an agreement rate that ranged between (82.3% - 100%), as the paragraphs that were agreed upon were preserved (80%) and so on. Thus, the scale preserved all its (42) paragraphs, and through expert observations, the researcher modified (18, 36, 40) as shown in Table No. (2).

Table (2)

Represents the paragraphs that have been modified by the arbitrators for the role burden scale

Paragraphs after modification	Paragraphs before modification	Parag. No.
The weak contribution of parents to the activities of the kindergarten (educational and artistic)	There is no cooperation between teachers and parents	18
I see that too much burden affects my health	Some of the work I do is bad for my health	36
I make or buy educational aids at my own expense	The teacher makes or purchases educational aids at her own expense	40

Survey application:

To verify the clarity of the paragraphs of the scale and the clarity of its language and content, the scale was applied to a random sample of kindergarten teachers in both sides of Karkh and Rusafa (Al-Rusafa / Al-Bayda, Umm Al-Rabiyyin) (Al-Karkh / Taiba), which numbered (30) teachers, and after the researcher finished the exploratory application, It was found that the instructions and paragraphs of the scale are all clear and understandable in terms of meaning and wording.

3-Statistical analysis of paragraphs:

The process of statistical analysis of the items is one of the important steps for building the scale, as it makes it more honest and stable. A statistic through which the decision is made to keep the paragraph, deletes it, or modifies it. (Kawfeh, 2010: 147).

Discrimination:

The paragraph's distinction coefficient or its ability to distinguish is an evidence of its sincerity, especially if the matter involves comparing the two sides of the ability measured by the paragraph (Abd al-Rahman, 1986: 260).

Discriminatory power:

The researcher sought to carry out the process of analyzing the paragraphs to extract the discriminating power for each paragraph of the scale.

Statistical analysis was carried out for the items of the scale, which consisted of (42) items. The sample of the analysis consisted of (300) forms, where the number of forms for the upper group was (81), while the number of forms for the lower group was (81), which means that the number of members of each group reached (81), and the T-test was used for two independent samples to test the significance of the differences between the mean. The scores of each of the upper group and the lower group and for each paragraph of the scale, and after extracting the arithmetic mean and standard deviation for both the upper and lower groups, the calculated t-value represents the discriminatory power of the paragraph, and it was found that all the items are distinct because their calculated t-value is higher than the tabular t-value (1.96) At the level of (0.05) and the degree of freedom (160), except for paragraphs (9,13,14,25,33).

Indicator of Construct Validity

Aryal defines construct validity as the analysis of scale scores based on the psychological construct of the trait to be measured, that is, the extent to which the test measures a certain behavioral phenomenon (Aryal, 1996: 270).

The relationship of the paragraph's degree to the total degree:

The researcher used the Pearson correlation coefficient equation (Pearson correlation), in order to calculate the correlation between the paragraph score and the total score (Thorndike 68: 1986), and to find the correlation between the paragraph score and the total score of the scale. Kindergarten (government). As shown in Table No. (3).

Table (3)

*Correlation coefficients of the paragraphs of the role burden scale with the total score
 Statistical analysis of the paragraphs of the role burden scale using the method of paragraph degree relationship to the total degree

Sig.	Corr. Coeff.	Parag.	Sig.	Corr. Coeff.	Parag.	Sig.	Corr. Coeff.	Parag.	Sig.	Corr. Coeff.	Parag.
Sig.	0.43	34	Sig.	0.64	23	Sig.	0.63	12	Sig.	0.37	1
Sig.	0.60	35	Sig.	0.19	24	fell into discrimination		13	Sig.	0.32	2
Sig.	0.31	36	fell into discrimination		25	fell into discrimination		14	Sig.	0.47	3
Sig.	Sigz	Sig.	Sig.	0.18	26	Sig.	0.45	15	Sig.	0.50	4
Sig.	Sig.	Sig.	Sig.	0.62	27	Sig.	0.54	16	Sig.	0.51	5
Sig.	Sig.	Sig.	Sig.	0.60	28	Sig.	0.58	17	Sig.	0.52	6
Sig.	Sig.	40	Sig.	0.55	29	Sig.	0.51	18	Sig.	0.32	7
Sig.	Sig.	41	Sig.	0.57	30	Sig.	0.62	19	Sig.	0.63	8
Sig.	0.39	Sig.	Sig.	0.21	Sig.	Sig.	0.52	20	fell into discrimination		9
			Sig.	0.45	32	Sig.	0.44	21	Sig.	0.56	10
			fell into discrimination		33	Sig.	0.59	22	Sig.	0.55	11

The above table shows that all the values in the table are related to the total score, being statistically significant, being higher than the tabular correlation degree of (0.11) at the level of significance (0.05) and the degree of freedom (298).

Reliability:

In order to find the stability of the role burden scale, the researcher used the Cronbach coefficient:

This method depends on the consistency of the individual's performance from one paragraph to another, and it indicates the strength of the correlations between the items in the test, and the Facronbach coefficient provides us with a good estimate of stability in most situations (Naunnelly, 1978:320), and it is preferable to use this coefficient when the goal is to estimate the stability coefficient of the scales affective and personal aspects, since they include graduated scales in which there is no right or wrong answer (Al-Chalabi, 2005: 142).

To extract the stability of the role burden scale in this way, the Facronbach equation was applied and found that the stability coefficient is equal to (0.91) which is a high constant coefficient, which It indicates the homogeneity of the scale

Descriptive statistical characteristics of the role burden scale:

By extracting the descriptive statistical characteristics of the research sample response scores in Table (4), it was found that the individual sample scores on the role burden scale were closer to the average distribution,(Normal Distribution)) as shown in Table (4).

Table (4)

Descriptive statistical characteristics of the research sample response scores on the role burden scale

The scale in its final form consists of (37) items and four alternatives: (highly applicable, moderately applicable, slightly applicable, not applicable), and with weights (1,2,3,4), the highest score for the scale is (148) and less A degree of (37) and a hypothetical mean of (92,5), and the scale has good validity and stability.

Chapter Four

The first objective: to know the measurement of the role burden of kindergarten teachers.

To achieve this goal, the researcher applied the role burden scale to the members of the research sample of (300) female teachers. For the scale of (92.5) degrees, and using the t-test for one sample, it was found that the difference was not statistically significant, as the calculated t-value was less than the tabular t-value of (1.96) with a degree of freedom (299) and the level of significance (0.05) and the table (5) explains it.

value	indicator	Seq	value	indicator	Seq.
0.22	Skewness	5	93.62	Mean	1
0.01	Kurtosis	6	94	Median	2
51	Minimum	7	88	Mode	3
147	Maximum	8	18.09	Std.Dev.	4

Table (5)

T-test for the difference between the sample mean and the hypothetical average of the role burden scale

Significance level	Degree of freedom	Tabulated t-value	Calculated t-value	Hypothesis mean	Standard deviation	Arithmetic mean	Sample size
غير دال	299	1.96	1.07	92.5	18.09	93.62	300

The result of the above table indicates that the research sample have an average level of role burden.

This means that kindergarten teachers have an average level of role burden, and the researcher explains the result she reached that a large part of the sample sees that the tasks entrusted to her are part of her duty towards the kindergarten and the child, in addition to that a large part of the sample are mothers.

They are accustomed to bearing many responsibilities, as well as the general awareness of the kindergarten teacher of the role she plays in the kindergarten and her realistic awareness of these burdens, a clear and undistorted awareness, which makes her coexist with them positively. And the parameters, while they were contrary to the study of Bakhit (2010) in terms of the role burden being high for kindergarten teachers, and this was explained by the theorist Lazarus in the theory of cognitive appreciation, which shows that the individual's assessment of the threat is not just a simplified perception of the components of the situation, but a link between the environment surrounding the individual and his personal experiences with pressures, so that the individual can explain the situation and depends on the following factors (the individual's personality traits, subjective experiences, his skill in bearing pressure, health status). (Othman, 2001: 101).

The second objective: to know the significance of the difference in the burden of the role according to the variable of social status (married, unmarried).

To achieve this goal, the t-test was used for two independent samples to know the differences in the role burden according to the marital status variable (married, unmarried) and Table (6) shows this:

Table (6)

T-test for two independent samples to know the differences in the burden of the role according to the variable of marital status (married, unmarried)

Sig.	Tabular T	Calculated T	Standard Deviation	Mean	No.	Marital status
Non-sig.	1.96	0.06	18.51	93.65	249	married
			16.05	93.49	51	Unmarried

It is clear from the above table that there is no difference in the role burden depending on the marital status variable (married, unmarried), because the calculated t-value is less than the tabular t-value of (1.96) at the level (0.05) and the degree of freedom (298), and this is due to That there are constants in the performance of the teacher's work (including her love and devotion to work) in addition to the social support of the family for the teacher, which helps her reduce her burden level.

The third objective: to know the significance of the difference in the burden of the role according to the variable period of service.

To achieve this goal, a one-way analysis of variance was used to identify the differences in the role burden according to the variable of service period, and table (7) illustrates this:

Table (7)

Arithmetic averages and standard deviations of the role burden scale according to the variable (term of service)

standard deviation	Arithmetic الحسابي mean	No.	مدة الخدمة
15.88	89.52	50	Less than 5
16.08	95.83	53	5 – 9
19.40	92.74	53	10 – 14
21.78	97.83	53	15 – 19
17.08	94.27	41	20 – 24
16.79	91.32	50	Over than 25
18.09	93.62	300	Total

Table (8)

One-way analysis of variance to reveal the significance of differences in the burden of the role according to the variable (term of service).

Sig.	Quotient value F	Mean of squares M.S	Degree of freedom D.F	Sum of squares of s	s.oSource of variance
Non-sig.	1.45	472.405	5	2362.026	Among the groups
		324.934	294	95530.654	Inside the groups
		---	299	97892.680	total

The above result indicates that there is no statistically significant difference in the burden of the role according to the variable (duration of service), as the calculated maximal value reached (1.45) which is less than the tabular maximal value of (2.21) at the level (0.05) and the degree of freedom (294).

From Table (8), it is clear that the calculated maxima is equal to (0.693), which is smaller than the tabular maximal value of (1.96) at the degree of freedom (7-292) and the level of significance (0.05), which indicates that there are no differences in the role burden for Riyadh teachers on the According to the years of service, as a result of the support of the teachers among themselves in overcoming the obstacles that may face them, in addition to urging the educational institution to the Riyadh administration to establish various activities between kindergarten and within the kindergarten itself, which encourages social relations and spreads the spirit of cooperation among the teachers, which is in the interest of the teacher Kindergarten and therefore the educational institution, this increases the teacher's response at work because it achieves important needs such as security, acceptance and belonging, in addition to alleviating pressures, as this is done through empathy and assistance.

Conclusions:

Based on the research results, the following conclusions can be drawn:

- 1-The teachers of Riyadh enjoy an average level of role burden
- 2-There are no differences in the role burden for married and unmarried female teachers in kindergarten

3-The role burden for teachers has nothing to do with the years of service for a kindergarten teacher.

Recommendations:

From the above procedures and research results, the following recommendations can be made:

1-The Ministry of Education continues to develop programs to prepare teachers professionally so that they are able to bear the workload.

2-Strengthening the relationship between the educational supervisor and the kindergarten teacher to create more understanding and cooperation to identify the teachers' problems and develop appropriate solutions, which will reduce the burden.

Suggestions:-

Based on the results of the current research, the researcher suggested some future research issues to continue the scientific research process in this field, which are as follows:

1-Conducting a study of the role burden and its relationship to the emotional balance of the teacher.

2-Conducting a study on positive thinking and its relationship to the role burden of the teacher.

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