

## The Emotional Effort of the Kindergarten Teacher

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### ABSTRACT

The research aims to know the level of emotional effort of the kindergarten teacher, in order to achieve the objectives of the research it was necessary to build a research scale (emotional effort). A female teacher and the results showed that the kindergarten teachers have a clear emotional effort. Also, there is no statistically significant difference between the two arithmetic averages of the kindergarten teachers on the emotional stress scale depending on the specialization variable.

**Keywords:** Emotional effort, kindergarten teacher.

### Chapter One

#### General Framework of the Research

##### Research problem:

The teaching profession is considered one of the stressful social and psychological professions due to the large number of requirements of the profession and the increase in its burdens and levels that make female teachers dissatisfied with their profession and unsure of their lives and professional future, which has a negative impact on their giving. Among the sources of stress in the educational process (professional burden, professional development, poor salaries, lack of parents' interest in their children's educational levels and follow-up, neglect of children in performing their duties, poor relationship between colleagues at work, and inappropriate school climate) and that these various pressures that a teacher faces during her work have negative repercussions.

It affects the psychological, physical, emotional and social aspects of her and leads to an increase in distress, frustration and tension in her as well as leads to physical and nervous fatigue and exhaustion that prevents the teacher from achieving balance and then fails to carry out her professional duties to the fullest. (Al-Nawaisah, 2013: 36-42).

It raises the child in the kindergarten stage and works to achieve the educational goals required by the curriculum, taking into account the age characteristics of that stage. About everything children learn along with the task of guiding the development of each of her children. (Khalaf, 2005: 133-136) In addition, the teaching profession requires a high level of emotional effort from her, and this includes the teacher showing behaviors of emotions that she does not really feel or making a certain effort to show certain emotions (Lovelock, 2002:33).

The research problem is determined in the following question:-

What is the level of emotional effort for the kindergarten teacher?

**The Importance of the Research:-**

The teacher plays an important role in guiding children towards constructive education, due to the nature of her work with children, and representative of the values and culture of society. (Ahmed, 2003: 58).

The teacher has a strong influence on the child's emotional development, psychological health and trends in general, whether this effect is negative or positive. Almost all educators agree that the extent to which the child benefits from joining kindergarten depends on the personality and competence of the teacher. Therefore, he should work in Kindergarten teachers are educationally qualified. (Fares, 2006, 78) Emotions and feelings are essential to a person's success in his life, and teachers must focus on the emotional field, which cannot be separated from the cognitive field. (Ali, 2009: 128).

**Research Objectives:**

The research aims to identify:

The emotional level of the kindergarten teacher.

- Significance of the difference in emotional effort among the parameters according to the variable of specialization.

**The null hypothesis:-** There is no statistically significant difference between the two arithmetic averages of the kindergarten teachers on the emotional stress scale according to the specialization variable at the significance level (0.05).

**The limits of the research:** - The current research is determined by the government teachers of Riyadh affiliated with the General Directorates of Education in Baghdad with its two sides Karkh (first, second, third) and Rusafa (first, second, third) for the academic year 2020-2021 AD.

**Research terms:-**

Emotional effort known by:-

- 1- Hochschild (1983): "the management of feeling to create a generally observable display of the face and body." (Hochschild, 1983:12).
2. Ashforth and Humphrey (1993): "It is the act of displaying appropriate emotions." (Ashforth&Humphrey, 1993: 90).
- 3- Morris and Feldman (1996): "It is the effort, planning, and control necessary to express (Grandy, 2000:97) the organizationally desired emotions during interpersonal transactions."
4. Johnson (2006): "The expression of feelings desired by service agents during service encounters." (Chio,2015:286).

**Definition of theoretical and procedural researchers:**

Theoretically, the two researchers defined: "controlling the feeling to create new features of the face and body that can be observed in general synchronously with the performance of work activities and activities in the kindergarten."

The definition of the two researchers procedurally: "The sum of the items that express the emotional effort of the kindergarten teacher, which is estimated by the degree obtained on the emotional stress scale prepared in the research."

Second: Kindergarten Teacher

- Amer (2008): "She is an educational personality who is chosen very carefully through a set of criteria for the physical, mental, social, moral and emotional characteristics and characteristics that are appropriate for the child-rearing profession. ". (Amer, 2008: 63).

## Chapter Two

### Theoretical Framework and Previous Studies

#### Theoretical background:

Undoubtedly, we are distinguished by passion, which can be interpreted as a group of emotions that gather around a specific person, such as a mother, father, friend, or about a specific thing such as the homeland, school, or home, or about a specific idea such as democracy, cooperation, sacrifice, and so on. (Okasha and others, 1998: 13).

It is sometimes interpreted as a complex emotional readiness and acquired organization of some emotions towards a specific situation that motivates its owner to perform a special behavior in the sense that if several emotions gather around one topic, it produces a specific emotion that pushes its owner to perform its own behavior towards this topic.

Example, Based on that: you may sometimes feel special feelings towards a particular person, such as being happy to see him, sad for his illness, worried for his absence, angry at his insult, and you are pleased to give up some of your rights for him. 156). Emotional effort is the work or effort that teachers use to present different roles or identities during transactions, which means that during transactions teachers express, suppress, or generate their feelings based on expected needs during certain activities, where teachers are expected to show pleasant feelings, and the social researcher Hochschild showed Emotional effort is (Schutz, 2014:172) their unpleasant feelings.

Managing and suppressing feelings, creating physical displays and beautifying the face can be rationally perceived and how to control their feelings as part of the work and this varies from one job to another as well as emotional effort restricts personal expressions, for example a person may be unhappy and yet he has to show a smile and be nice (Jonson , 2004: 4), friendly with others, especially co-workers.

Emotional effort affects the efficiency and effectiveness of the educational work of teachers as well as affects the self-image of teachers, as the classroom becomes for them the main source of self-esteem and satisfaction, and more powerful than the interaction with colleagues (starting with conversation during lessons, inattention through comments, physical and verbal violence, and absence) that teachers are exposed to in the teaching profession is much higher than in the rest of the other professions.

This not only disrupts the learning process, but also appears to be one of the central factors that contribute to emotional exhaustion because it is difficult for teachers to control feelings of frustration, anger, and other negative emotional expressions when students consistently ignore their instructions or act in ways that disturb the class. Emotion is an integral part of the role requirements in a profession (Zaretsky&Katz, 2019:127-130).

#### A Theory That Explains Emotional Stress:-

(Hochschild, 1983) Hochschild's Emotional Effort Theory:

Hochschild points out two basic ways workers use to manage and control their feelings and emotions: superficial representation (mimicking emotions), which corresponds to facial expressions and can be rationally perceived and can cause emotional exhaustion for workers, and deep representations that can correspond to feelings and sensations. (Goodwin, et, al, 2011: 538).

#### Surface Acting;

Zaretsky&Katz, (2019:129) is the expression of idealized feelings that are incompatible with genuine emotion, that is to control only the visible aspects of feelings, that is, those that appear superficially and can be observed by the interaction partner, so they align their external expression with the rules of organizational presentation, but their internal feelings and superficial representation is to understand others what we really feel but we do not (Virk, 2016: 164) remain unchanged.

It is pretending to feel we do not feel by deceiving others (Hochschild, 2012:33) We deceive ourselves with the truth of what we feel but do not deceive ourselves and this mechanism is the most disturbing in the workplace as it involves masking negative emotions such as anger, sadness, annoyance, etc. with emotions Positive like happiness, care and excitement. (Hidden, 2015: 28).

It is the transformation of an idealized emotion into an authentic emotion - with the aim of walking the line - in connection with the expression of an attempt to really feel the emotions that (Zretsky & Katz, 2019:129) the feelings demanded by the organization one expects to show it has been shown to positively affect individuals by increasing their feeling by personal achievement  
Deep representation requires the individual to influence what he feels in order to express (Wharton, 2009: 160). Reaction or becoming the role it is required to present, so deep acting does not require behavior modification.

Deep representation involves only deception (Virk, 2016:164) in expression, but also requires regulating emotions (Hochschild, 2012:33) as much as deceiving others.

Hochschild 1983 and Ashforth and Humphrey 1993 also indicated the emotional dissonance of workers as a condition in which the feelings expressed are in contradiction with the feelings that the individual feels as a secondary aspect within the attention dimension. This includes the definition of emotional stress and the organizational expectations of workers in their interaction with individuals (how long, how intense, how often) as well as the internal state of tension that occurs when a person has to display feelings that are not inconsistent with the real feelings of others. Also, there is no good condition of how (Grandy, 2000:96-97) the frequency, duration, and variety that defines emotional effort.

A study of (Yilmaz, 2015) for the relationship between teachers' emotional stress and burnout level, the study aimed to determine the relationship between the emotional stress of teachers and the level of burnout. The sample consisted of (410) school teachers. Data were collected using the emotional stress scale and the level of exhaustion scale.

The results showed that teachers use surface representation less compared to deep representation and real feelings, as well as they have a high level of Emotional exhaustion and when they suffer from emotional exhaustion, followed by a lack of personal achievement and depersonalization. The results showed that superficial representation and normal emotions are predictive of both emotional exhaustion and depersonalization. However, deep representation does not have a significant impact on teachers' lack of personal achievements (Yilmaz, 2015), but, Predicted by all aspects of emotional effort.

Al-Shujairi Study (2019):

Emotional effort and social integration and their relationship to positive thinking among first grade teachers;

The research aimed to study emotional effort and social integration and its relationship to positive thinking among a random sample of (442) teachers of first grade primary teachers in government schools in Babylon Governorate. Social integration and the adoption of a scale (Barakat, 2013) for emotional effort and a scale (Hilali, 2013) of positive thinking is formed. The three scales were applied to the research sample. The results appeared: There is a correlation between emotional effort, social integration and positive thinking among first grade teachers. There is a contribution in each Emotional effort and social integration into positive thinking for first grade teachers. (Al-Shujairi,2019).

### Chapter Three

#### Research Methodology and Procedures

**First: Research Methodology:** The method is defined as a set of organized and gradual steps and methods adopted by the researcher in trying to explain the phenomenon under study, that is, it is a set of general rules and procedures that the researcher must follow in order to complete his research (Al-Jadri et al., 2006: 137).

**Second, the Search Community:**

The research community means the total group of elements on which the researcher seeks to generalize the relevant results (Al-Nouh, 2004: 81). The research community consisted of all government kindergartens affiliated with the General Directorates of Education in Baghdad for the academic year (2020-2021) on both sides of Karkh (first, The second, third) and Al-Rusafa (the first, second, and third) and their total (181) kindergartens, and the statistics of the research community were obtained from the Statistics Department in the Ministry of Education.

**Third: The Research Sample:** It is difficult for the researcher to study all members of his research community, so it is appropriate for him to choose a representative sample whose elements are best represented so that its results can be generalized to the study community (Awda and Makawi, 1992: 16) and accordingly the research sample was chosen from the Riyadh community Children affiliated with the directorates of Karkh education (first, second, third) and Rusafa (first, second, third) according to the following steps:

- 1- The two researchers determined the number of kindergartens in each of the general directorates of education in the province of Baghdad with its two sides Karkh (first, second, third) and Rusafa (first, second, third) and there were (181) kindergartens, which represent the research community.
- 2- The two researchers determined the number of kindergarten teachers in each of the general directorates of education in the province of Baghdad with its two sides Karkh (first, second, third) and Rusafa (first, second, third) and their number reached (1973) teachers, which represent the research community.
- 3- The two researchers randomly identified 10% of the kindergarten teachers in each of the general directorates of education in the province of Baghdad on its two sides Karkh (first, second, third) and Rusafa (first, second, third) and their number was (200) teachers.
- 4- The two researchers intentionally identified the kindergartens in which the selected teachers are located in point (3), and there were (45) kindergartens for the electronic application.
- 5- The two researchers asked the teachers of the research sample, that each teacher choose a child from the children of her class at random, thus the number of children reached (200) children, by the rate of (80) children and (120) girls.

Table (1)

Distribution of the research sample members

No. of Riyadh teachers that were selected	%10 of the female teachers	total No. of female teachers	total No. of Riyadh teachers	Directorate
7	40	399	28	First Rusafa
13	50	495	51	Second Rusafa
5	19	188	20	Third Rusafa
9	36	355	32	First Karkh
8	35	345	30	Second Karkh
3	20	197	20	Third Karkh
45	200	1979	181	Total

**Fourth: Research Tool:**

In order to measure the research variable, which is the emotional effort of the kindergarten teacher, the researcher built a scale that fits the nature of the selected sample, and that has the necessary psychometric characteristics and conditions.

After the two researchers were briefed on the theoretical frameworks, literature and previous studies in the field and in order to achieve the objectives of the current research in measuring variables and for the

lack of a scale prepared for this category (to the knowledge of the researchers), so the researchers relied in building, collecting and formulating the paragraphs of the scale on the mentioned theories and previous studies in the field, and accordingly the two researchers identified (43) Paragraphs expressing the emotional effort of the kindergarten teacher, and developed five alternatives to the scale that are applicable to it (always, often, sometimes, rarely, never) with five weights as well (5,3,4,2,1).

**Fifth: Validity of paragraphs (apparent honesty):**

To identify the apparent honesty, the two researchers presented the paragraphs of the two scales in their initial form to a group of arbitrators in the field of education, psychology and kindergarten to examine them and assess their validity in measuring what they were developed for, because this examination verifies the link between the paragraph as it appears apparently with the measured characteristics, as the researcher takes the provisions that are agreed upon. (80%) of their opinions or more, and I asked the arbitrators to judge the validity of the paragraphs, and in light of the opinions of the arbitrators, the paragraphs of any paragraph were not excluded or modified because it obtained a percentage of agreement (100%) of the opinions, and Table (2) shows this.

**Table (2)**

Al-Zahiri's sincerity (the opinions of the arbitrators in the paragraphs of the emotional stress scale for the kindergarten teacher)

Perc. of agreeing opinions	disagreeing	agreeing	No. of experts	No. of items	Scale
%100	0	15	15	11, 10, 9, 8, 7, 6, 5, 4, 3, 1, 2, 19, 18, 17, 16, 15, 14, 13, 12, 28, 22, 23, 24, 25, 26, 27, 21, 20, 36, 35, 34, 33, 32, 31, 30, 29, 43, 42, 41, 40, 39, 38, 37	Emotional effort

**Sixth: The Exploratory Experience:**

To verify the clarity of the paragraphs of the scale for a sample of Riyadh teachers, in terms of wording and meaning, as well as the clarity of the instructions to them and the way to answer the alternatives, an exploratory study was conducted by the two researchers, where the scale was applied to a random sample of (30) kindergarten teachers, which are the teachers of Al-Rayaheen Kindergarten ( Al-Rusafa First) and Al-Hikma (Al-Rusafa the Second) Al-Ghufran (Al-Karkh Second) and it was found that the instructions and paragraphs of the scale are all clear and understandable to the teachers.

Seventh: The statistical analysis of the items of the scale: The process of statistical analysis of the items is one of the steps as shown in Table (3): (Chiselli, 1981: 428) which is important for building the scale as it makes it more honest and stable.

**Table (3)**

Sample size Statistical analysis of items distributed according to the Riyadh from which they were selected

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Name of the chosen Kindergarten	No. of Kindergarten teachers that were selected	%10 of Kindergarten teachers	Total No. of teachers	Total No. of Kindergarten	Directorate
Al-Rayaheen, Al-Alhaan, Al-Bashaer, Al-Bayet Al-Arabi, Al-wahda, Al-Jumhoriyah, Al-Areej	7	40	399	28	First Rusafa
Al-Hadeel, Al-Bahja, Al-faris, Al-Rabea, Al-Ikhwaan, AL-Hikma, Shoumoos, Al-Janaen Al-Mualaqah, Al-Zanbaq, Al-Nasaem, Al-Nashaa Al-Jadeed, Al-Ghusoos.	13	50	495	51	Second Rusafa
Al-Firdaws, Al-Susan, Al-Nasr, Albulbul, Uter Al-Ward	5	19	188	20	Rusafa Third
Al-Angam, Al-Worood, Al-Iqhwana, Dijla, Al-Mansoor Al-Tasisyah, Al-Nisreen, Al-Dawdy, Al-Amiriyah, Al-Karama.	9	36	355	32	First Karkh
Al-Nesoor, Al-Narjes, Qater Al-Nada, Al-Braem, Al-Gufran, Al-Mustafa, Al-Alyaa, Al-Warkaa	8	35	345	30	Second Karkh
Al-shaqaiq, Al-Rayah, Al-Muheet	3	20	197	20	Third Karkh
45	45	200	1979	181	Total

Below is a detail of that

**A- Extracting the discriminatory power of paragraphs:**

By discriminating we mean the extent to which it is possible to measure individual differences between individuals (Allam, 2000: 277). To find the discriminatory power of the scale, the two researchers used the discriminatory power equation, the T-test for two independent samples. The two researchers applied the scale to a sample of (200) kindergarten teachers in the city of Baghdad, this number It gives the best variance between individuals in the characteristic and thus shows us the best discrimination of the paragraphs. Then the researchers arranged the total scores of the sample in descending order, and then chose the highest (27%) of the total scores to be the upper group, and less (27%) of the total scores to be the lower group (Al-Zobaie et al. , 1981: 74).

Thus the number of members of each group reached (54) female teachers, and the t-test was used for two independent samples to test the significance of the difference between the mean scores of each of the upper and lower groups and for each of the scale's items, 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 turns out that the paragraphs of the two scales are distinct and statistically significant, and Table (4) illustrates this.

**Table(4)**

Paragraph discrimination coefficients for emotional stress scale

sig. at level (0,05)	value -t	lower group		upper group		Paragraphs
	computed	deviation	Med.	deviation	Med.	
sig.	4,823	1,08	3,74	0,60	4,56	-1
sig.	3,999	0,95	4,17	0,60	4,78	-2
sig.	2,679	0,97	4,19	0,73	4,63	-3
sig.	4,245	1,05	3,94	0,67	4,67	-4
sig.	5,740	1,01	3,93	0,42	4,78	-5
sig.	4,439	0,77	4,17	0,56	4,74	-6
sig.	2,138	1,11	2,94	1,05	3,39	-7
sig.	4,806	0,99	3,93	0,66	4,70	-8
sig.	3,137	0,91	3,87	0,73	4,37	-9
sig.	5,187	0,87	4	0,59	4,74	-10
sig.	4,495	0,90	4,22	0,49	4,85	-11
sig.	5,929	0,79	3,61	0,77	4,50	-12
sig.	4,005	1,09	3,98	0,55	4,65	-13
sig.	4,567	0,91	4,31	0,29	4,91	-14
sig.	4,118	1,22	2,74	1,31	3,74	-15
sig.	4,835	1,28	2,59	1,18	3,74	-16
sig.	4,351	1,23	3,28	0,96	4,20	-17
sig.	2,729	1,19	2,50	1,47	3,20	-18



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sig.	7,140	1,07	3,65	0,46	4,78	-19
sig.	9,703	1,23	2,87	0,58	4,67	-20
sig.	5,236	1,21	3,57	0,72	4,57	-21
sig.	9,658	1,01	2,91	0,64	4,48	-22
sig.	7,287	0,89	3,13	0,82	4,33	-23
sig.	8,248	1,21	2,83	0,74	4,43	-24
sig.	9,198	0,98	2,85	0,77	4,41	-25
sig.	5,220	0,95	3,54	0,65	4,35	-26
sig.	7,107	1,06	3,52	0,58	4,69	-27
sig.	4,678	1,17	2,61	1,25	3,70	-28
sig.	3,859	0,96	3,30	0,98	4,02	-29
sig.	4,513	1,02	3,20	0,99	4,07	-30
sig.	6,273	1,06	3	0,89	4,19	-31
sig.	6,997	0,96	3,85	0,38	4,83	-32
sig.	5,462	0,97	3,52	0,86	4,48	-33
sig.	10,256	0,89	3,07	0,63	4,59	-34
sig.	5,845	0,98	3,78	0,58	4,69	-35
sig.	6,425	0,79	4,22	0,23	4,94	-36
sig.	10,365	1,09	2,52	0,82	4,44	-37
sig.	9,412	1,23	2,31	0,99	4,33	-38
sig.	7,220	1,16	2,44	1,13	4,04	-39
sig.	7,053	1,13	2,89	0,97	4,31	-40
sig.	4,361	1,16	3,96	0,53	4,72	-41

sig.	4,743	1,10	4,09	0,41	4,85	-42
sig.	5,370	0,95	4,07	0,42	4,83	-43

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

The two researchers used the Pearson correlation coefficient to find the correlation between the scores of each item and the total score of the scale, and the same analysis sample of (200) kindergarten's teachers were used.

Table (5)

The relationship of the paragraph score with the total score of the research scale

Pearson Correlation of Emotional Effort	Para. No.
0,357	-1
0,386	-2
0,320	-3
0,437	-4
0,488	-5
0,296	-6
0,168	-7
0,391	-8
0,332	-9
0,468	-10
0,442	-11
0,427	-12
0,356	-13
0,375	-14
0,339	-15
0,392	-16
0,346	-17
0,220	-18
0,516	-19
0,520	-20
0,452	-21
0,537	-22
0,503	-23

0,471	-24
0,504	-25
0,428	-26
0,528	-27
0,309	-28
0,280	-29
0,310	-30
0,342	-31
0,500	-32
0,376	-33
0,568	-34
0,509	-35
0,494	-36
0,534	-37
0,518	-38
0,491	-39
0,435	-40
0,354	-41
0,402	-42
0,471	-43

**Eighth: Stability**

- Cronbach's alpha coefficient: This method leads to an internal consistency coefficient of the scale structure, and it is also called the coefficient of homogeneity. Stability of test scores (Allam, 2000: 165-166) and to extract the stability of a scale in this way, the alpha-Cronbach equation was applied and it was found that the stability coefficient is equal to (0.88) for the emotional stress scale, and this indicates the homogeneity of the scales.

**Ninth: The final image of the search criteria:**

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The scale in its final form consists of (43) items and five alternatives that apply to it (always, often, sometimes, rarely, never) and with weights (1,2,3,4,5). (129).

**Tenth: Application of search metrics:**

After agreement with the kindergarten supervisors, kindergarten directors, and children's teachers, the two researchers distributed the two scales electronically to the teachers of the research sample, with the help of the supervisors and directors, to put their visas on the scale. There are some difficulties that the researchers faced when applying, including:

- Corona disease that swept the world,
- Difficulty in obtaining the numbers of supervisors, directors and teachers, and
- The teacher's lack of knowledge by opening the electronic scale form and answering it.

**Statistical means:**

SPSS The researcher used statistical methods using the statistical package,

- 1- T-test for one sample to calculate the results of the research.
- 2- The t-test for two independent samples of unequal size to calculate the discriminatory power (statistical analysis) for the items of the scale and to reach the results.

3- Pearson correlation coefficient to calculate the relationship of the paragraph degree with the total degree (statistical analysis of the paragraphs of the scale).

### Chapter Four

#### View and Discuss Results

**The first objective:** to identify the emotional effort of the sample parameters.

**The null hypothesis:-** There is no statistically significant difference between the arithmetic mean of the kindergarten teachers on the emotional stress scale and the hypothetical mean of the scale at the level of significance (0.05).

To verify the validity of the null hypothesis, the two researchers used the t-test for one sample, which means that there are statistically significant differences in favor of the arithmetic mean of the sample, thus rejecting the null hypothesis and accepting the alternative hypothesis which states that there is a statistically significant difference between the arithmetic mean of the scores of the sample search on the emotional stress scale and the hypothetical average of the scale at the level of significance (0.05) and this indicates The research sample enjoyed emotional effort, and Table (6) illustrates this.

**Table (6)**

The arithmetic mean, standard deviation, and the value of the t-test on the emotional stress scale

Sig. level	Tabular –T- value	Calculated-T- value	Hypothetical mean	Standard deviation	Arithmetic mean	No. of sample members
0,05	1,96	32,727	129	17,73	170,04	200

**The second objective:** - to identify the significance of the difference in emotional effort among the parameters, according to the variable of specialization.

**The null hypothesis:** - There is no statistically significant difference between the two arithmetic averages of the kindergarten teachers on the emotional stress scale according to the specialization variable at the level of significance (0.05)

To verify the null hypothesis, the researchers used the t-test for two unequal independent samples. It was found that the calculated t-value was (1,125), which is smaller than the tabular value (T-test) by size

At the level of significance (0.05) and degree of freedom (198), which is (1.96), which means that there is no statistically significant difference between the two arithmetic means, and thus accept the null hypothesis and reject the alternative hypothesis which states that there is a statistically significant difference between the two arithmetic means for kindergarten teachers on the emotional stress scale according to the specialization variable at the significance level (0.05), as shown in Table (7)

**Table (7)**

Arithmetic mean, standard deviation, and the value of the t-test on the emotional stress scale according to the specialization variable

Sig. Level	Tabular T- value	Calculated T- value	Hypothetical mean	Standard deviation	Arithmetic mean	Number of sample	Specialization
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						members	
0,05	1,96	1,125	129	18,08	171,25	115	Kindergarten
				17,23	168,40	85	Other Specification

### Conclusions:-

- 1) Riyadh female teachers have a clear emotional stress that is statistically significant.
- 2) There is no statistically significant difference between the two arithmetic averages of kindergarten teachers on the emotional stress scale according to the specialization variable.

**Recommendations:** In the light of the research results, the researcher puts some recommendations:

- 1) The necessity of holding some workshops and seminars, even if they are electronic, in the six directorates of education, with the aim of increasing the teachers' knowledge of the most important findings of the researcher on the subject of the emotional effort of kindergarten teachers
- 2) The necessity of preparing development guiding programs to develop the concept of emotional effort among kindergarten teachers.

### Suggestions:-

- 1) Conducting a study dealing with the variable in primary and middle schools.
- 2) Conducting a study linking the variable with other variables.
- 3) Conducting a study dealing with the effect of counseling programs on developing the emotional effort of Riyadh teachers.

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