

Occupational pressure and its relationship to intellectual immunity among kindergarten teachers

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ABSTRACT

The current research aims to identify the relationship between goal-directed behavior and its relationship to psychological resilience among female students of the kindergarten department.

The recent study determines the students of the kindergarten department at (Al-Mustansiriya university / College of Basic Education) for the academic year 2020-2021, morning and evening studies.

In order to achieve the objectives of the current research, the researcher adopted the scale of (Taha, 2019), as the number of its paragraphs in the final form reached (21) paragraphs, and the researcher built the measure of psychological resilience, as the number of its paragraphs in the final form reached (26) paragraphs, and their psychometric properties were confirmed. The two tools were applied to a sample of (339) female students, randomly selected from the kindergarten department in (College of Basic Education Al-Mustansiriya University), for the academic year (2020 - 2021) .

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onslaught at a high and effective level (Al-Shammari, 2019: 6).

Because it is an essential access to identify the strengths and weaknesses of individuals in a confrontation of professional pressures, because it makes the individual know the appropriate means to deal with these pressures, which he must avoid or focus on through this interaction (Armstrong, 2006: 18)..

The individual needs intellectual sobriety in order to feel reassurance and security and not to feel insecure when expressing his intellectual views without being restricted and accepting his opinion and the opinion of the other without obstinacy, that intellectual immunity needs to bring up his meeting, either religious, cultural or political. Here, the problem of the recent study in trying to identify professional pressures and their relationship with intellectual immunity as a means to develop a stronger resistance to the influences and variables intervening our social system, and the problem was settled by answering the following question::

Q / Is there a relationship between occupational pressure and intellectual immunity among kindergarten teachers?

Significance of the Study :

There are many influencing factors and circumstances that can be considered part of the

The problem of the research :

The problem of professional pressure not only affects individual female teachers only, but also affects the efficiency and that job-related pressure causes ineffectiveness in distinguishing job performance through unsatisfactory relationships with students and the unwillingness to apply a new technique of education. (Harish, 2018; 83)

When individuals are exposed to professional pressures, everyone must face these pressures, as there are no immediate solutions to solve the crises of these pressures, so the individual often tends to use more than one technique to face the pressures, as there is no single style of confrontation that fits with all stress situations, so the confrontation exists in a way. Great on the individual's appreciation of the situation, in some cases if the individual views the pressures not as threats but rather as challenges, then the individual can search for an explanation of some behaviors to alleviate the stress crisis, solve some problems and be able to get rid of some tension and stress to reach a state of equilibrium (Badran, 1997: 6).

Intellectual immunity is one of the evolving variables because individuals will be most affected by these variables as they seek to search for their minds are open to every thought that needs change, so the focus will be on them very much, so traditional and modern media will direct their efforts to try to influence this group most, so immunity should be He enjoys the intellectual immunity with which they resist this

Value of the Study

The importance of this research stems from the seriousness of the occupational pressures that are closely related to the lives of individuals and directly affect their levels at work (Al-Shamsi et al., 2013: 187)

Aims of the Study

The study aims to identify

- 1 - Professional pressure among kindergarten teachers
- 2 - Intellectual immunity towards working for kindergarten teachers
- 3 - The relationship between occupational pressure and intellectual immunity among kindergarten teachers

Khalil (2015): They are sound precautions in numbers and the intellectual structure based on controlling the heart and mind by controlling positive thinking.

Al-Faridi (2016): It is to spare individuals and groups of ideological or psychological defects that are a reason for falling into perils.

Al-Shammari (2019): It is an internal hypothesis system that determines the manner in which the individual deals with situations and drives him to use his self-resistance and independent thinking and persistence in his way of dealing and protect him from imitating the actions of others to solve the various problems faced by individuals (Al-Shammari, 2020: 11)

Chapter Two: Theoretical Framework and Previous Studies

First: Occupational Pressures

Professional pressures and their sources and the extent of their influence on educational institutions are among the modern topics that have attracted researchers' attention and interest, and that the direct or indirect effect is caused by professional pressures, whether related to the individual himself or to the job, and from here the various organizations have paid great attention to the phenomenon of professional pressure as it is a phenomenon. It cannot be avoided, and its impact that includes all organizations, whether productive or service, affects all individuals, whether they are heads or subordinates, but to varying degrees (Al-Hamdani, 2011: 20).

Levels of occupational stress :

There are several levels of professional stress, including

- 1 - Physiological level: the pressure appears in the form of functional disorders of the organs, including: high

individual pressures that result from the profession practiced by individuals and it is very natural for working individuals to be exposed to these factors and circumstances (Harem, 2003: 382).

The rapid changes have pushed the human being to adapt to these changes, but there are many professional pressures that he encounters and stands in front of human aspirations (Zarwa et al., 2001: 11).

People who work in any profession are exposed to a number of pressures that limit their capabilities and significantly affect the performance of people and their enjoyment of mental and psychological health, as the persistence of these pressures for long periods leads to long-term effects that negatively affect the performance of people (Al-Zaidi, 2000: 3).

limitations of the study

The current research is determined by the following

kindergarten teachers

Academic year 2020-2021

General Directorates of Education in Baghdad

a measure of occupational stress and a measure of intellectual immunity

Definition of basic terms:

First: Occupational Stress: Known by

(Litt&turk, 1985): It is the experience that individuals face through unpleasant emotions and then appear to confront them with the problems that threaten their stability (Litt&turk, 1985)

- Al-Samarrai and Saleh (1998): It is the ability of people to conform in the practical environment, as the individual may realize that his capabilities are insufficient to meet the requirements of the work environment, which is a heavy burden on people (Al-Samarrai, 1998, 11)

Baron (2005): It is the adverse reactions of people to excessive pressures or demands that conflict between the employee's characteristics and work conditions as a result of the burdens placed on him (Baron, 2005, 15)

- Bin Hussein (2017): It is a psychological, mental and physical condition that occurs in people and is characterized by anxiety, tension, and physical and health fatigue that may reach combustion, as well as the inability to adapt and the accompanying dissatisfaction with the self, organization, or society in general. (Bin Hussain, 2017, 81)

Second: Intellectual immunity: Known by each of

Second: Maslow's theory :

Maslow believes that the feeling of stress is a result of a lack of satisfaction of needs, especially physiological, which leads to a feeling of pressure, and the latter is in the form of a pyramid or a hierarchy of needs.

:Second: Intellectual Immunity

Intellectual immunity has four dimensions and it does not work alone, but rather it works together as an integrated system. When we say it as a system, this means that it is a sequential process every time and it depends on fixed steps in terms of use and components where you start the confrontation and then move to the process of self-theorizing from In order to confront and seek the help of distinctive ways in dealing and the deal is done between them and the matter ends, and the intellectual immunity system begins to work on independent thinking and tries to consider the distant implications of matters and thus uses self-theorizing and then uses intellectual resistance to resist ideas and confront them, and then it moves after what is required and the dimensions of intellectual immunity is :

The first dimension / independent thinking:

It is one of the modes of thinking that allows individuals to express their opinions and ideas related to a specific topic without being restricted by specific information that depends on repeating them in memorization and memorization. This type of thinking in some educational and psychological literature is called (free thinking) and it is also similar to (free association) where it is the point of The solution or response is divergent under the conditions of lack of information in the event of a wide range of response categories and that this concept makes independent thinking close to the meaning of "fluency" that was famous in the literature of psychologists that studied innovative thinking, whereby individuals think in a number of directions, sometimes they search and sometimes they seek To the difference (the characteristic that characterizes the capabilities of changing thinking is a kind of productive response that cannot completely determine the information given (Alewh, 2002: 24.)

:The second dimension / a distant view of things

It is intended to reflect on the long-term effects, patience, and patience in passing judgment on matters and the ability of individuals to anticipate them and realize what they are optimistic for, and that a distant view ensures that individuals achieve more stable behaviors than impulsivity and urgency in behavior and may contribute to achieving important steps in the growth of personality as it has a role It is significant and important in the decision-making processes vis-à-vis ideas and positions, as decisions that are sound without looking at long-term results are sometimes very

respiratory rate, increased heartbeat so that it becomes more active

2 - The psychological level: a feeling that accompanies any action, as can be seen in the form of conflicts and frustrations. The latter arises when a person makes repeated attempts to fail to achieve a specific goal or avoid a stressful situation or situation. And when these frustrations are repeated in a person, they can create stress

3 - The social level: the individual is the outcome of a permanent and continuous interaction in the society in which he grew up. (Harem, 2003: 38)

:Stages of responding to occupational stress

The stages of responding to occupational stress include as follows :

1 - The risk response: It is the individual's response to confrontation or flight that adapts the body to urgent action, and if the sources of stress persist, then the body prepares for long-term protection through the secretion of hormones that double with blood sugar levels and in order to support energy to raise blood pressure

2 - Adaptation: This stage is caused by exposure to long times of stress and is familiar and not on the condition that it is necessary or harmful, but exposure to it at times other than resting times to balance the response to stress, and the sufferers may lead from that to fatigue, fatigue, lack of focus, isolation, lethargy and laziness. To support the stimulation, it generates negative pressure under the influence of chronic stress

3 - Depletion: The mental, emotional and physical abilities are greatly affected, as the body suffers from adrenal depletion adjacent to the kidney, which leads to a decrease in blood sugar levels and this leads to depletion of the adrenals, which leads to a less possibility of stress and mental and physical exhaustion (Harem, 2003: 39)

Theories that explained occupational stress :

(1932) :First: Walter Cannon's theory Walter Canon, cannan Ford Brad Walter, was among the first to research the subject of stress. In 1932, he made a fight-or-flight response after several experiments on mice, where he found that after feeling the proximity of danger, rapid physiological changes occur inside them, after receiving them from the side of the brain. Which sends them as threatening signals to the nervous system and the endocrine system, thus a physiological response occurs that pushes the organism to face the threat and escape from it, and it has also reached a conclusion that stress can have negative effects on the organism's body, if the response to it lasts for a long time (Yusef, 2007). : 8(

structure until the external understanding and perception is achieved in the image of the thing to match what he knows, while the assimilation is achieved through the cognitive structures of the individual to change his cognitive structures to meet the demands of the external environment (internal change of the structure. Cognitive to suit the stimuli of the external environment).

Vygotsky's theory: Vygotsky believes that there is an evolution from the lower forms to the higher forms of thinking during the process of growth and development, and therefore there is a transition of control from the environment to the individual (from external organization to self-regulation). In any cognitive process such as remembering or attention, self-regulation means that students use the process to learn something, or to consciously adapt to something. Vygotsky asserts that thinking has a social origin, as it grows with psychosocial development, so the best forms of human thinking pass from generation to generation through internal interactions between more competent people such as parents and teachers, and less competent people such as children (1989: 35, Smith).

Chapter Three

: procedures of the study

The researcher followed the descriptive survey method, due to its relevance to the objectives of the study.

:First: Research Society

What is meant by society is the total group of people, events, or things that the researcher seeks to generalize to the results of the research related to the studied problem (Al-Najjar et al., 2009: 86).

The current research community included kindergarten teachers, whose total number is (415) distributed into (28) kindergartens, and Table (1) explain this..

Table (1)

Directorate	kindergarten teachers	kindergartens
AL-Rusafa first	415	28

The Riyadh sample and the teachers were chosen randomly and included (20) kindergartens from the First Rusafa Education Directorate. The sample for the statistical analysis of the occupational stress gauge included (135) teachers, and for the intellectual immunity measure (180) teachers from the AlRusafafirst Education Directorate, and Table (2) explain this

wrong if they take into account long-term results. (Ashmari, 2020: 21).

:The third dimension / Autoscropy

Self-theorizing is the existence of a subjective philosophy of individuals that they extract through their own experiences, as it includes the way they see it as individual and not influenced by others and is characterized by its relative stability in dealing with life situations and events and helps them to distinguish the very subtle differences in the situations and ideas they are exposed to, which paves the way for them to deal with them in a distinct way. It is characterized by intellectual boldness, sound scientific method, and sound dialogue. (Ashmari, 2020: 22).

The Fourth Dimension / Self Resistance :

It means the ability of individuals to distinguish between different ideas and not accept ideas that contain negative effects, and upon resistance it appears clearly when the individual exercises his own abilities as well as has a critical sense of information and ideas with which he acts as he does not accept all ideas and is not influenced by all views. He tries to resist and change them or try to amend them so that he becomes capable of integrating into his cognitive system (Al-Shammari, 2020: 22).

:Theories that explained intellectual immunity

First: Piaget's theory: Piaget believes that there are two basic functions of thinking, namely, regulation and adaptation. The function of regulation is through the individual's tendency to arrange and coordinate cognitive activities in an integrated manner, while the adaptive function refers to the individual's tendency to adapt to the external environment. Adaptation is achieved through assimilation and assimilation, where the representation is achieved by integrating the individual with the information within the cognitive

Second: Research sample :

The sample refers to units of the community that the researcher chooses randomly to conduct his study on according to special rules in order to properly represent the community (Daoud and Abdel-Rahman, 1990: 67)

In order to achieve the objectives of the research in investigating occupational stress among kindergarten teachers, the researcher selected a sample for her research as follows:

A- The occupational stress gauge building sample (statistical analysis sample)

Table 2

Number of kindergartens and numbers of teachers (Occupational Barometer and Intellectual Immunology sample)

No.	kindergartens	Number of teachers for professional stress	No.	kindergartens	Number of teachers of intellectual immunity
1	Al Hadeel Kindergarten	7		Al Hadeel Kindergarten	9
2	Al Bashayer Kindergarten	7		Al Bashayer Kindergarten	9
3	AL Aquahan Kindergarten	7		Chrysanthemum Kindergarten	9
4	AL Halal Kindergarten	7		Crescent Kindergarten	9
5	Sinbad Kindergarten	7		Sinbad Kindergarten	9
6	Al Sondos Kindergarten	7		Al Sondos Kindergarten	9
7	Al Naseem Kindergarten	7		Al Naseem Kindergarten	9
8	Al Shaab Kindergarten	6		Al Shaab Kindergarten	9
9	Baghdad Kindergarten	6		Baghdad Kindergarten	9
10	Al Ward kindergarten	6		Al Ward kindergarten	9
11	Aynur Kindergarten	7		Aynur Kindergarten	9
12	Nowruz Kindergarten	7		Nowruz Kindergarten	9
13	Al Mansour Kindergarten	7		Al Mansour Kindergarten	9
14	Green Kindergarten	7		Green Kindergarten	9
15	Al Areej Kindergarten	7		Al Areej Kindergarten	9
16	AL tamim Kindergarten	7		AL tamim Kindergarten	9
17	Taiba Kindergarten	7		Taiba Kindergarten	9
18	Al Ghosoon Kindergarten	7		Al Ghosoon Kindergarten	9
19	Al Safa Kindergarten	6		Al Safa Kindergarten	9
20	AL Mahaba Kindergarten	6		AL Mahaba Kindergarten	9
Total	135		Total	180	

Table 3

The final application sample for an occupational barometer

B- The final application sample

The Riyadh sample was chosen randomly, where (20) kindergartens were randomly selected from all kindergartens of the General Directorate of Education of Rusafa (the first). Table (3) explain this :

No.	kindergartens	Teachers	No.	Kindergartens	Teachers
1	Aynur Kindergarten	7	1	Al Hadeel kindergarten	7
2	Nowruz Kindergarten	7	2	Al Bashayer Kindergarten	7
3	Al Mansour Kindergarten	6	3	AL Aquahan Kindergarten	7
4	Green Kindergarten	7	4	AL Halal Kindergarte	7
5	Al Areej Kindergarten	7	5	Sinbad Kindergarten	7
6	AL tamim Kindergarten	7	6	Al Sondos Kindergarten	7
7	Taiba Kindergarten	7	7	Al Naseem Kindergarten	7
8	Al Ghosoon Kindergarten	7	8	Al Shaab Kindergarten	6
9	Al Safa Kindergarten	7	9	Baghdad Kindergarten	6
10	AL Mahaba Kindergarten	6	10	Al Ward kindergarten	6
Total		68	Total		67

Occupational stress scale

The researcher adopted the experimental approach in constructing the current scale, and after the researcher

Third: two search tools

the occupational stress scale for kindergarten teachers

reviewed the literature and previous studies related to the concept of occupational stress, the researcher built

Table No 4

The discriminatory values for the occupational stress scale items using the two extreme groups method and the values

T	Lower group		The top group		
	Std.Deviation	Mean	Std.Deviation	Mean	
19, 950	0, 962	1, 356	0, 550	3, 945	1
2, 429	0, 996	4, 397	0, 485	4, 712	2
2, 739	0, 883	4, 493	0, 430	4, 808	3
8, 519	1, 414	2, 328	0, 569	3, 849	4
7, 043	1, 656	2, 602	0, 773	4, 109	5
10, 788	1, 399	1, 986	0, 618	3, 917	6
6, 186	1, 290	2, 972	0, 715	4, 041	7
11, 630	1, 363	1, 945	0, 600	3, 972	8
16, 586	1, 106	1, 082	0, 608	3, 931	9
17, 967	0, 399	1, 082	1, 039	3, 424	10
21, 925	0, 795	1, 246	0, 969	3, 958	11
17, 244	1, 041	1, 452	0, 664	3, 945	12
9, 911	1, 563	2, 123	0, 670	4, 095	13
11, 613	1, 347	2, 068	0, 686	4, 123	14
14, 913	1, 141	1, 575	0, 690	3, 904	15
6, 401	1, 632	3, 123	0, 645	4, 438	16
11, 672	1, 336	1, 931	0, 621	3, 945	17
9, 754	1, 445	2, 219	0, 675	4, 041	18
8, 112	1, 618	2, 274	0, 763	3, 972	19
6, 929	1, 453	2, 547	0, 680	3, 849	20
2, 643	0, 898	4, 465	0, 434	4, 753	21
2, 818	1, 171	4, 356	0, 425	4, 767	22
4, 395	1, 376	3, 342	0, 757	4, 150	23
13, 958	1, 255	1, 753	0, 600	4, 027	24
23, 921	0, 749	1, 219	0, 666	4, 027	25
8, 476	1, 530	2, 643	0, 634	4, 287	26
11, 022	1, 424	2, 164	0, 759	4, 246	27

The correlation coefficient evaluated the paragraph score

The relationship of the paragraph score to the overall score

Table 5

by the overall score of the (Occupational Stress) scale

Correlation comeffcient	Paragraph number	Correlation comeffcient	Paragraph number
0, 621	17	0, 711	1
0, 568	18	0, 333	2
0, 541	19	0, 221	3
0, 431	20	0, 527	4
0, 355	21	0, 516	5
0, 393	22	0, 614	6
0, 267	23	0, 437	7
0, 712	24	0, 601	8
0, 715	25	0, 693	9
0, 555	26	0, 769	10
0, 605	27	0, 740	11

to be influenced by the status or situation. The idea sender, and this dimension includes (11) paragraphs

Statistical analysis of scale paragraphs:

The aim of the paragraph analysis is to obtain data through which the discriminatory strength of the scale paragraphs is calculated and the discriminatory strength of the paragraphs shows the extent of their ability to distinguish between individuals who are distinguished in the characteristic that the scale measures, and between individuals who are weak in that characteristic, and then it works to keep good paragraphs in Scale (Ebel, 1972: 392).

The paragraphs analysis process requires a sample of a size commensurate with the number of paragraphs to be analyzed. Nunnally (1970) indicates that the minimum permissible is five individuals per paragraph. (Nunnally, 1970: 215)

According to the measure of intellectual immunity of kindergarten teachers consisting of (36) items, a sample consisting of (180) teachers was chosen, so that the ratio of the number of members of the analysis sample to the paragraphs is (1: 5). For the purpose of finding the discriminatory power, the following steps have been taken:

- The scale was applied to a sample of (180) teachers (the scale building sample).

The scores obtained by the sample members are arranged in descending order from highest to lowest.

- The (27%) of the forms obtaining the highest scores (the highest group) and the (27%) of the forms obtaining the lowest score (the lowest group) were assigned.

- According to the research sample, the number of the sample is (270) teachers, so the percentage of (27%) in each group reached (73) teachers for the upper and lower groups, and therefore we have two groups with the largest possible size and maximum variation (Mehrens& Lehman, 1973)

- That taking such a measure is one of the most distinct divisions of levels of weakness and privilege, and it depends on dividing the grades on two sides, upper and lower, so that the upper part consists of ranks that are (27%) from the excellent side and corresponding to the same percentage from the weak party (Al-Sayed 1971: 538)

The arithmetic mean and variance were calculated for each group separately and for each paragraph of the scale, and the t-test was used for two independent samples (t-Test) with a degree of freedom (96) degrees, and a significance level (0.05), so it was found that all

It is clear from the table that all the values of the correlation coefficient, the paragraph score, and the total score of the scale are statistically significant when compared to the critical value of the correlation coefficient, which means that all the paragraphs are joined together to measure the same characteristic or characteristic.

:Second: the measure of intellectual immunity

After reviewing the previous literature and studies dealing with immunity, it is appropriate to adopt the intellectual immunology measure that he prepared (Al-Shammari, 2020).

The adoption of the intellectual immunity measure prepared by (Al-Shammari 2020), because the researcher relied on the same theory that the researcher adopted in preparing the intellectual immunity measure.

-2 The scale of (Al-Shammari, 2020) is a modern scale that has not passed for a long time, as well as its ease of application and correction and clarity of its paragraphs that the sample of the scale is students, and after trading with experts, they agreed on its suitability for use by kindergarten teachers, urging) 2.(

Description of an intellectual immunity

The scale consists, in its initial form, of (42) items to measure intellectual immunity, divided into four domains, as follows:

1 - Independent thinking - which is thinking independently of others and in a way that deviates from the way other individuals think about the problem at hand or the situations that lead to it, and tries to do things in an unconventional way, or an act that others cannot or argue with, and this dimension includes (13) paragraphs.

2 - A distant view of matters - which is looking into the long-term and post-events effects, being patient in judging matters, and being able to anticipate them, or realize what they will lead to. This dimension includes (10) paragraphs.

3 - Self-theorizing - it is a subjective philosophy of the individual that he extracted from personal experiences that includes his method which he sees as individual, unaffected by others, and is characterized by being relatively constant, in dealing with life events and situations, and this dimension includes (8) paragraphs.

4 - Resistance - is the ability of individuals to distinguish between different ideas, not to accept ideas that include negative influences or new ideas that have not yet been subjected to scrutiny or test, and to be unaffected by what harms the individual's established convictions with concepts, values, habits, etc., and not

according to the hierarchy of objectives, and then recommendations and suggestions.

The first goal: To identify the professional pressures of kindergarten teachers

the scale paragraphs are distinct because the calculated values were higher than the values Tabular T 20000

:Chapter Four / Presentation of Results

This chapter includes presenting the results that have been reached and discussing them based on the data and

Table 6

The results of the T-test to find out the significance of the difference between the mean of the sample scores and the hypothetical mean of the scale

Indication Level 0.05	T - Value		Degree of Freedom	Hypothesized Mean	Std. Deviation	Mean	Sample volum	Variable
	Tabular	calculated						
Value	1,96	8,301	269	81	18,871	90,533	250	Occupational Pressure

The results of the T-test to find out the significance of the difference between the mean of the sample scores and the hypothetical mean of the scale

The second goal: To identify the intellectual immunity of kindergarten teachers

Table 8

Indication Level 0.05	T - Value		Degree of Freedom	Hypothesized Mean	Std Deviation.	Mean	Sample volum	Variable
	Tabular	calculated						
Value	1,96	20,790	269	108	18,669	131,622	250	Intellectual immunity

The third objective: To identify the relationship, occupational stress, and intellectual immunity among kindergarten teachers

Table 9

Pearson correlation coefficient results to know the relationship between occupational stress and intellectual immunity and the results of the T-test

مستوى الدلالة	T - Value		The value of the correlation coefficient between Occupational Pressure and Intellectual immunity	Degree of Freedom	Sample volum	Variable
	Tabular	calculated				

Value	1,96	0,688	0,042	248	250	Occupational Pressure and Intellectual immunity
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3 - Holding scientific seminars that focus on the need for teachers to develop intellectual immunity against the incoming intellectual currents.

:The proposals

In light of the research results, the researcher suggests the following:

1 - Conducting a correlational study of occupational pressures and their relationship to professional performance among kindergarten teachers in government and private kindergartens (a comparative study).

2 - Conducting a study of the professional pressures of male and female teachers and their impact on pupils' achievement.

3 - Conducting other studies to study the relationship between intellectual immunity and other variables not covered by the research, such as emotional intelligence or psychological cohesion.

4 - Conducting a correlational study similar to the current study on other samples from segments of society (primary and middle school teachers

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Conclusions:

1 - Kindergarten teachers suffer from professional pressures.

2 - Kindergarten teachers enjoy children with intellectual immunity.

3 - There is a weak relationship between occupational pressure and intellectual immunity

Recommendations

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

1 - Supporting the work environment to suit the teacher's desires and satisfaction, and to support her psychological stability, and thus her ability to face the professional and material pressures that may lead to her deviation.

2 - Paying attention to the economic situation experienced by male and female teachers in general, and kindergarten teachers in particular, in order to settle into the teaching profession and thus improve their performance.

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