The relationship of psychological burnout to personality Traits among preparatory section nannies

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Abstract: The study aims to know the nature of the relationship between psychological burnout and personality traits (extroversion, introversion, poise, and emotionality) and to reveal differences in psychological burnout among nannies due to the personality trait variable.

The descriptive approach was used to suit the nature of the study. The sample was from nannies in the preparatory department in the municipality of El-eloued. The researchers selected (35) nannies in a simple random manner.

The psychological burnout scale (Seidman and Sanger), translated by Adel Abdullah, and the Eysenck personality scale were applied.

The following results were reached:

-There is a statistically significant correlation between psychological burnout and personality traits at a significant level. The study also proved that there is a relationship between psychological burnout and the trait of emotional stability.

-There is no statistically significant correlation between degrees of psychological burnout and personality traits, as proven by the study

- There is no relationship between psychological burnout and the traits of extroversion and introversion.

Keywords: psychological burnout, personality traits

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I- Introduction :

Preparatory education is one of the professional and basic stages in the child's life, or rather is the pillar and the basis that builds the beginning of the primary stage of public education. The preparatory departments are an educational institution and an effective way that addresses a very sensitive period in the child's life as it differs from the primary stage.

(جاسم محمد، 2004 :41 بتصرف)

Working in the preparatory departments is important, very sensitive, which requires personal characteristics and a specific training if it is prepared, The preparatory department teacher in the educational process is the decisive factor in the effectiveness of the education process, which is a major element on which the success of the educational process depends in achieving its objective goals.(حطيبة،2007: 5)

The role of the nanny is not limited to being merely a means of disseminating knowledge and science, but rather she has many and varied roles that she performs within the department. She is responsible for everything the child receives, in addition to the profession of guiding the development of each of her children at a sensitive stage in their lives. This stage begins with planning and continues with implementation. It ends with evaluation and review. The nanny also has a major role in developing the educational process because she is in constant contact with the children. This topic is of great importance, so attention has been directed to what is known as the phenomenon of psychological burnout among teachers, because of its negative effects on the psychological health of the teacher, which may reflect negatively on the educational process, the level of student performance, and the outcomes of the educational process.

Psychological burnout is defined as a state A psychological disorder that affects individuals who work in professions that require providing social and humanitarian services to others.

(حرتاوي, 1991: 13)

Many researchers confirm that increasing psychological stress in the field of work and accumulating them and their inability to confront or overcome them can generate a sense of what is known as psychological burning, so many studies in this field have studied Hezz and others (1987) and its subject predicting the psychological burning of the teacher through Each of the style of personality, critical thinking and self -concept aimed at discussing the relationship between both the personality style and the concept of the self and the ability to critic thinking and psychological burning of the teacher showed the results of the study. Many teachers have experienced low degrees at a distance from the personal achievement and is considered a tender measure of the concept of the self is a predictive of psychological burning in its three dimensions The introverted personality pattern is the best predictive to feel emotional attrition.

And study Arros and Others (1990) he aimed to reveal the extent of psychological combustion, he has a sample of high school teachers in Victoria (in Australia) and teachers of public and private schools in North America, and the results indicated the high rate of psychological combustion

among Australian teachers, due to their lack of combustion, lack of their professional experiences, and slow their professional growth.

That is why we ask the following question: Is there a correlation between psychological combustion and character characteristics?

1. Psychological Burnout:

Psychological burnout is one of the phenomena that has attracted the attention of researchers over the past thirty years. Their research has dealt with psychological burnout as a result of professional pressures and some other causes. It has been described as more common among those in service professions, and their research has focused extensively on the teaching profession, where this has been described. The profession is considered one of the most stressful professions, and researchers have discussed its symptoms, causes, and impact on the teacher, on the students and colleagues surrounding him, and on their work in general. Therefore, studying such a phenomenon may benefit the teacher, the student, and the educational process, as it can avoid its negative effects on the teacher, help in enjoying relatively stable psychological health, and consequently improve the teacher's relationships with those around him, including the students, as well as improving the educational process.

1-1 The concept of psychological burnout:

Freudenberger was the first to mention the term psychological burnout, and bring it into use. He gave the dictionary meaning of the verb bumout, which means: that the individual becomes weak and weak, or becomes exhausted and exhausted, and becomes exhausted due to excessive use of energy and strength.(فرج وآخرون ، 2009 : 76)

The phenomenon of psychological burnout is considered one of the main problems that teachers suffer from while performing their professional duties, which may have a negative impact on their psychological, social, and academic lives. Some researchers have used the term burnout to express the phenomenon of psychological pressure, given that constant pressure and failure to address it leads to necessarily psychological.(الخطيب, 2007: 9)

Burnout is a psychological phenomenon that professionals are exposed to as a result of their inability to adapt to work pressures, which leads to them feeling unable to solve problems, and thus losing interest in work and feeling stressed.(البدوي، 2000 : 3)

Freudenberger also defined psychological burnout as a state of exhaustion that occurs as a result of the excessive and continuous burdens and requirements placed on individuals at the expense of their energy and strength.(الطحانة 1995 : 8)

Burnout is defined as: It is a depletion of the psychological energy stored in an individual, leading him to a state of psychological imbalance (disorder), which appears as a result of the intense psychological pressures caused by the workload and its demands, which have a negative impact directly on the clients and on the institution in which he works. The individual.(الرشدان، 1995 : 24)

Psychological burning is a state of disorder and tension, and job dissatisfaction, which affects workers in the social humanitarian field in general, and educational educational behavior in particular, resulting from the severe psychological pressures that the individual is exposed to due to the work burdens that leads to the depletion of his energies and efforts, which descends into a non -other level Acceptable of performance.(إبراهيم ، 2000 : 21)

Carter considers psychological burnout to be a burden on the worker's body, emotions, and attitudes, as he begins to feel uncomfortable and lost in the workplace, which gradually begins to disappear from the worker's life.(عوض، 2007 :13-14)

1-2 The relationship of psychological combustion with some relevant variables:
Psychological combustion has a set of symptoms from which it is inferred from its occurrence, which distinguishes it from other terms that will be mentioned, so that its symptoms do not mix with the symptoms of some other terms:

1-2-1 Psychological burning and psychological pressure: psychological burning and psychological pressure, both of which express a state of stress or psychological and physical

exhaust The source of pressure ends this feeling, the pressure may be internally or externally, and it may be long or short, and if it is long or short, and if this pressure is long, it consumes the performance of the individual, and leads to a completion in the performance of his functions.

(عبد الحميد وكفافي, 1995, 3749-3750)

1-2-2 Temporary fatigue or tension: Temporary fatigue or tension may be signs of the beginning of these phenomena, but that is not sufficient to indicate them, as psychological burnout is characterized by a state of relative uncertainty with regard to these variables.

1-2-3 The state of dissatisfaction: We find that the state of dissatisfaction in itself is not considered psychological burnout. However, this state should be taken into consideration and dealt with effectively because its continuation leads to psychological burnout due to the strong connection to work pressures.

1-2-4 An individual leaving his job: This may result in psychological burnout, but at the same time, the individual may be at work despite the psychological burnout he suffers from for various reasons, such as: a comfortable salary and job security.(زيدان، 1995: 28)

1-3 Symptoms of psychological combustion: The combustion has a group of symptoms that distinguish it from other phenomena N. Some researchers classified these symptoms, so they classified them Khalil (1988) It is divided into five main categories: organic symptoms, associated symptoms, and beliefs, and they are classified by each, Fimian and Santaro (1983) into three categories: transitional symptoms, behavioral symptoms, and organic symptoms, As for Danhan (1983) he ar sure that there are five symptoms that are concentrated: the feeling of stress, exhaustion, frustration, intermittent sleep, isolation from other employees, and the headache caused by stress.(البتال، 2000: 65-66)

1-4 Factors of psychological burnout: Askar and his colleagues (1986) believe that work pressures play the largest role in the occurrence of the phenomenon of psychological burnout, and this depends on a group of factors that interact with each other, which are represented in three aspects:

1-4-1 factors Subjectivity: which is represented by the extent to which the individual is realistic in his expectations and ambitions and the extent of his professional commitment, which makes him more vulnerable to psychological burnout, especially when he faces obstacles that prevent him from achieving his goals with the highest degree of success, such as the large number of students or the lack of capabilities available to him, and also the level of ambition in the person. The professional individual who brings about social changes in the work environment may make him more vulnerable to burnout due to the penalties that come in the way of achieving his goals.

1-4-2 Social factors: The community expects the teacher to play a greater role in raising young people without regard to the fact that there are multiple entrances that play their role in forming the student's personality, in addition to the job reality in the shadow of bureaucratic institutions that prevent the achievement of social expectations from the side The individual, and this would generate nervous pressure on him, making him more vulnerable to psychological burning.

1-4-3 Job factors: They are the most weighted in positive or negative professional individual, given the important role in the work of the work. Estimation, independence, growth and self - esteem.(عسكري وآخرون، 1986: 13-16)

1-5 levels of psychological penetration: indicated Spomiol (1979) Until psychological burning feelings have been associated with the work protein. Three levels have been identified for him:

1-5-1 Eight Psychological Burning: It results in short bouts of fatigue, dogs and frustration

1-5-2 medium psychological combustion: It results from the same previous symptoms, but it is for at least two weeks.

1-5-3 severe psychological combustion: It results from physical symptoms such as ulcers, chronic back pain and severe headaches, and it is not soon that workers feel emotional and medium-sized psychological combustion from time to time, but when these feelings are waved appear in the form of physical and psychological diseases, then it becomes The combustion is a severe problem.

(بدران، 1997: 58)

1-6 Effects of psychological burnout: From a psychological perspective, psychological burnout is only a reflection or reaction to unbearable work conditions, and the process begins when the professional complains of pressure or stress of the kind that cannot be reduced and eliminated through the method of solving problems and changes. The trends and types of behavior that accompany psychological burnout provide a psychological escape and protect the individual from his condition becoming worse in terms of nervous pressure. In addition, the following effects of this phenomenon can be limited:

- Reducing the sense of responsibility.

- The relationship with the client is characterized by the psychological dimension.

-Abandoning ideals and increasing negativity in the person.

-Blaming others in the event of failure.

-Lack of effectiveness in performance.

-Frequent absences from work and job instability.

(الزهراني، 2008: 27)

1-7 Theories and models that explain psychological burnout: There are several theories and models that explain psychological burnout

1-7-1 Behavioral theory: This theory assumes that psychological burnout is an internal state such as distress and anxiety and is a result of environmental influences. Behavior is a result of physical conditions and the environment and can be controlled, This behavior is through action control.

(السامرائي، 2007: 256)

Skinner confirms this opinion by believing that taking care of a person's environment and behavior will lead to the individual's internal state taking care of itself automatically. This theory did not ignore the reality of the individual's feelings, perceptions, sensations, and internal mental processes. Rather, it acknowledges their existence, which regulates and controls behavior, and is affected at the same time by environmental conditions, and that they are results. There are no causes for it, and therefore we can attribute the difference in perceptions to the difference in experiences. Each of us perceives a similar event, and therefore the final outcomes are mainly caused by environmental experiences. According to behavioral theory, the process of psychological burnout results from environmental factors, and the process of psychological burnout can be controlled to the degree that one can It controls the surrounding environmental conditions.(الخرابشة وآخرون 2005: 304-305)

1-7-2 Cognitive theory: It is assumed that the individual's awareness of negative positions may lead to psychological combustion. The individual's behavior is internal, stemming from the positions in which he is present, and responding to the type of position (positive or negative) is determining contentment or combustion.(السامرائي، 2007: 256)

1-7-3 Psychoanalytic theory: This theory confirms that behavior is inevitable and does not occur by chance or randomly and is subject to natural causes and specific laws. Fored believes that specific reasons lie behind simple behavioral phenomena such as forgetting names and appointments and slips of the tongue. There must be natural explanations for these behaviors, so try to explain the behavior based on (the id, the ego, the superego), where the id's whims lead to reckless behavior, while they forget the logical behavior of the ego's operations and the moral behavior of the superego. الخرابشة) وآخرون 2005: 256)

The theory requires that the internal conflict between the amo and the highest ego raises anxiety, depression, tension, emotion and combustion, which affects the behavior of the apparent individual (such as stress and isolation).(السامرائي، 2007: 256)

1-7-4 Sheerens Model: The model indicates that burnout arises as a result of the interaction of both the characteristics of the work environment and the teacher's personal variables. What is meant by personal variables are the traits and characteristics that characterize the teacher, which are: demographic characteristics: such as age and gender, the teacher's orientations towards his profession, whether Is he satisfied with it, or does he accept it or not, in addition to the demands and reinforcements outside of work? What is meant is the extent to which the teacher receives support and assistance from others, as well as society's view of the teacher, and of teaching as a profession, and when the teacher is unable to adapt to his school environment and is burdened by its pressures, and he is unable to adapt to it. This leads to lack of self-confidence, lack of competence, and problems with colleagues, which are sources of stress. It can be said that if the teacher's compatibility with the school environment improves, it leads to positive outcomes, but if this compatibility fails, it leads to It leads to negative outcomes, which are the lack of clarity of work goals for the teacher, lack of personal responsibility, the contradiction between idealism and reality, psychological and functional alienation, and lack of self-interest, which if the teacher suffers from, indicates that he suffers from psychological burnout.(بدران، 1997: 38-42)

1-7-5 The general adaptation time form for Hatz Ciley (1959, GAS): Hans Selye (1907-1982) is considered The first to use the term pressure in the field of medicine and biology in 1926, and his concept of pressure at the time was a physiological concept, then he developed it after that and explained the psychological aspect of the concept and presented a model called the adaptation Zaman (GAS), which is a series of physical and psychological responses To face negative pressures and passes three stages:

* The alarm reaction: It is an initial response to the danger, in which the body distinguishes the positions of the danger and prepares to confront it and is accompanied by some physiological changes such as: increased heartbeat, breathing speed and muscle tissue tension.

* Resistance: It is noticed at this stage the presence of some defensive tricks to confront the pressure, and when the tricks cannot restore balance to the body as a result of the continuous pressures, signs of extreme attrition and fatigue appear.

* Exhaustion: When the methods of confrontation fail, the resistance deteriorates with the continued pressure, the exhaustion occurs, and some mental disorders may appear.

(Maslach and Michael. 1977.75-81)

1-7-6 Structural Relations Model: Struturol Relations Model This model provides a description of the mutual relationships between the dimensions of psychological burnout: personal accomplishment and feelings of stress in terms of the impact of each on the other. It indicates that the dimension of personal accomplishment affects emotional stress, meaning that it The higher the individual's achievement, the less his sense of struggle and his sense of insensitivity. On the one hand, the model explains the effect of coping strategies on psychological burnout, which were classified into effective and ineffective strategies. It clarified the link between effective coping strategies and personal achievement, while there is a type Among the mutual relationships between coping strategies of both types and psychological burnout, as well as between the dimensions of psychological burnout and their dislike of each other, which are the dimensions of dulled feelings and emotional exhaustion, and between the third dimension of psychological burnout, whose increase indicates a decrease in psychological burnout, while its decrease indicates an increase in psychological burnout. It is after personal achievement.

1-7-7 Emotional theory: Interpretation of emotional theory of psychological combustion that when the individual concerned and the meaning of his life loses his life, he suffers from the existential void that makes him feel the importance of his life, and loses the self-esteem that motivates him to continue his life, so he cannot achieve his goals and becomes It is vulnerable to psychological combustion. Psychological combustion is an abnormal behavior and then learns it as a result of the peripheral environment and the inappropriate conditions at work. If the individual does not learn

adaptive behaviors acceptable, then he learns an inappropriate behavior that calls psychological burning.(29 ،2012 ،نجعي وأخريات)

1-8 Psychological combustion treatment: Although the conditions surrounding this phenomenon suggests depression and limited opportunities to deal with it, in reality there is something that can be done to reduce these conditions and by printing the work sites vary in the extent of their success depending on the circumstances surrounding them. The following steps can be considered As an integral efforts or from the emergence of psychological combustion among workers in the field of professional services:

1- Not to exaggerate job expectations

2- Financial support for social institutions in society

3- The presence of a detailed description of the tasks required to be performed by the professional

4- Changing roles and responsibilities

5- Using a psychological specialization to overcome the problem.

6- Increasing the responsibility and independence of the professional.

7- Knowledge of the results of the stagnation made, whether on the individual or administrative level.

8- The presence of a spirit of synergy and preparedness for the psychological support of the colleague in the face of daily work problems, which requires open dialogue and the issuance of problems in a periodic manner.

9- Attention to development programs, workers 'growth, professionally and psychologically growing

10- Positive dealing with pressure or controlling pressure.

(28 :2008 ،الزهراني)

2. Personal traits:

The subject of the personality is one of the topics that has received controversy among the various researchers in Psychology, each of them tried to establish a theory that explains human behavior in an organized framework, because each individual has certain characteristics and characteristics, so several theories of the personality have emerged and among the most important of these theories is the theory of features, Before addressing the most important trends of this theory, it is necessary to refer to the concept of personality and characteristics.

2-1 Personality concept:

The personality is the personal organization of the individual, in which his mind, body, mood, skills, creation and trends collect, and which will determine his consensus with the environment and characterize it without other people.(178 : 2005 ، الحنفي)

2-2 Personality integration: It is necessary to pay attention to highlighting the elements of the personality from the mixing and overlapping of continuous interaction, as each aspect of its aspects affects the rest of the other aspects as it is affected by it, and people have realized from ancient times between the physical side of the person from a close relationship and a great connection On the mental aspect, where they said (the healthy mind in a healthy body) and the fact that the effect of the physical aspect on the personality is not limited to the mental aspect but rather extends to all

its elements, And on the emotional balance and physical maturity, and all of this affects the personality in terms of its balance and imbalance.(الساعاتي، 1983: 130)

The mental aspects and related cognitive aspects affect the other aspects of the personality. The weak-minded personality is evident in emotional and physical abnormalities that increase with a decrease in his IQ. Students with low mental abilities face the problem of fear of failure, so they tend to cheat on tests. What is worth noting is that Since intelligence does not mean morality, an intelligent student may also cheat, but he follows cheating methods better than those of low intelligence. (النشواتي, 1998: 486)

3-2 Personal theories:

3-2-1 The theory of psychoanalysis: Freud is considered one of the giants of personal psychology, and despite the passage of about a century on a theory, it is still a controversial theory, as he sees that the human personality is subject to its growth and development to emotional experiences in early childhood that leaves a remaining impact personality bulding.(المليجي ، 2000: 45)

Freud believes that a person has three levels of thoughts, memories, and projects:

- Feeling: which is the complete awareness connected to the outside world and consists of the perceptions and feelings that a person is aware of, including memories and what is around him. (سفيان، 2004: 73)

- Before feeling: it consists of memories that can be called, but with some difficulty, and the materials in both feeling and before the feeling are consistent and cause sites.(المليجي ، 2000: 46)

- The subconscious: It occupies a large distance in the psychological system and contains all the components of complex experiences, and recalling and remembering what it contains of these experiences, except through dreams, is a symptom of some psychological diseases, and the subconscious affects the individual.(سفيان، 2004: 73)

3-2-2 Hansgorine Eisenk theory: He has reached by applying the personality choices, on a large number of people and analyzing their results to the presence of three main features (as he called it the dimensions of the personality) in the character description and it is as follows:

- Emotional introverted:

The introverted person is a quiet, non -social, negative and cautious person, while the diastolic person is an active, social and liberated person.

- Stable Instable:

It is also known as the gang, as the balanced person is the person who is reassuring and calmly, capable of driving, free of concern, but the unbalanced person is the person who is moody and anxiety that does not calm down and fast anger.

- psychotsion:

This dimension reflects the degree of individual communication with the intermediate sites of the instinctive driving, and his interest in others and describes the personality of individuals, psychological disturbances, such as personal division, criminality, and lack of respect for social standards.

This is the 'Eisenk' that the union of the different dimensions of the personality leads to certain personal traits. The person who is diastole and unbalanced is expected to be impulsive.

(الوقفي، 2003: 592)

As for the personality system, it believes that the minimum class of behavior consists of repeated regular responses in the life of the personality, and these repeated regular responses in the life of the personality, and these responses gather to be an independent group within the personality, and this group is called the characteristic, and it represents a form And the tendencies in the individual, and these features collect in the form of anomalies of guerrilla responses and the pattern consisting of a group of features of the features.(عباس ، 1997 : 39)

3-2-3 Esenk theory: Eisenk sees that the scientific development in psychological research is dependent on far by adopting a basic unit from which psychological studies are launched and centered around. Eisenk has tried in his many study to show the possibility of building an integrated series of human behavior and physiological coffee and ends with individual differences In terms of learning, remembrance of social awareness and behavior, and it is clear that the term personality is smiling in general so that it seems not subject to scientific treatment, so Izenk is about (Allport and Cattell) And the use of global analysis procedures in many studies, trying to organize a guide that fulfills the ability to analyze personality into two basic dimensions, namely (introversion - extroversion) and the dimension (balance - emotionality), and the possibility of identifying the four personality types through the intersection of these two vertically connected dimensions. This structure does not mean that every person must To be either extroverted or introverted. Rather, it only means that each individual can find a position for himself on the two dimensions of introversion and extroversion and another position on the two dimensions of balance and emotion. As a result of the intersection of his positions on these two continuums, the personality type is determined and it is either:

1-Passive expansion.   2-Metzen expansion.

3-Passive induction.   4-Metzen expansion.

(عبيدات ، 2002، 78)

2-4 Personal measurement methods:

2-4-1 History of Life: This method is based on the assumption that the current personality is the product of a continuous growth process related to the events of the past in connection with and our

hosts, and we provide the events of the past with information about the effects and demands that the person is exposed to and the way it was addressed constantly. And the present.

The process of obtaining the history of life, whether it is from the person in itself or from another person from the family, or from objective or direct reports from the same person, indicates the main topic of the accuracy of the information we get, and we resort to knowing the history of the individual's life through personal documents.(القذافي ، 2001 : 50)

2-4-2 Questionnaire: It is used to highlight some information about the individual's previous life. The questionnaire includes a set of examples about date of birth, identities, skills, and traits. The questionnaire seeks to obtain the opinion of the subject in a specific situation, such as first asking whether he feels the presence of someone trying to harm him. Or if he fears contracting a mental illness or if he feels distressed while in a confined or closed place, or he chooses one of the suggested answers that most agrees with her feelings, and according to the content and purpose of the questionnaire, the questionnaire is divided into:

 - single-trait questionnaires: that is, questionnaires that measure a trait One such as Gogh's questionnaire to measure social responsibility.

- Multi-trait questionnaires: These are questionnaires that measure several traits at the same time. Multi-faceted personality

- Compound questionnaires: A single item measures more than one trait, which is designed to measure six traits, which are neurotic tendencies, introversion, Bossiness, self-confidence, self-reliance.

(عمود، 2001: 445-446)

2-4-3 Observation: Observation is considered one of the most important means of collecting information to study human behavior, especially in situations where it is not possible to use scientific tools or when you want to record the behavior of an individual in his spontaneous, improvised state with the aim of knowing the true side of the individual's personality.

(البيلاوي 2002، 74)

2-4-4 The interview: It is a serious conversation between the subject of the examiners and the competence in the interview, and he is a trainer who tries to understand the examiners, and gets certain information from his past or present behavior or his personality, and the interview takes place in a confrontation position and depends on verbal communication.(عبد الخالق، 2005، 93)

2-4-5 Discipline tests: They are indirect means to measure personality in its normal aspects, as they are effective means in studying personality and the attitudes of individuals as they reveal the deep basic factors that revolve within the individual, the most important of which is the test understanding test, the test of the missing sentence.(المغريب، 2002: 273)

2-5 The concept of a trait as a unit of personality: A trait is a relatively stable and permanent characteristic by which we tend to perform certain behaviors in multiple situations, or it is specific dimensions along which the positions of individuals' personalities vary in a consistent and constant manner.(الريماوي، 208: 551)

Eysenck believes that the trait is the sum of the responses that were made Getting used to it, by which he means certain responses that occur in the same or similar circumstances.

(القذافي، 1993: 224)

II– Methods and Materials:

The author of the article in this section explains clearly how to select the sample, determine the variables and how to measure them, how to collect the data and describe how the data are summarized (average, percentage, …), Statistical and standard tools used in data analysis, hypothesis testing and statistical significance. Sometimes it may be necessary to mention the programs used in the calculation. When using a method previously used and published by another researcher, must be referred to as marginalization without being re-described, Though There are changes in the method, which must be explained and explained.

These methods and tools must be presented precisely and clearly without exaggeration so that other researchers can re-examine or verify them. The author can describe the tools and methods used in the form of a scheme, table or diagram to explain methods used, This section is divided into sub-sections, where its contents vary according to the subject matter of the article.

III- Results and discussion :

1- **The basic study curriculum:** The aim of the study is to identify psychological combustion of nannies and its relationship with character characteristics. We used the descriptive approach.

2- **basic study sample:** The study sample was chosen in a random class, which number (35) nanny from the preparatory department was chosen from the number of preparatory departments of a number of public schools in the Al-Wadi municipality

3- **Study tools in the basic study:** The researchers in this study used two measures to achieve the goals of the study, It is the scale of psychological combustion and the Eisenk scale for the personality.

3-1 The scale described the psychological combustion: The psychological burning measure was used by Sidman and Zeger (1986), which was translated by Adel Abdullah (1994), to measure the psychological combustion of teachers, and the scale was translated into the Arabic language to fit the nature of the study and adapt its paragraphs according to The type of professional field chosen in this study enables us to identify levels of psychological combustion in the study sample and is one of the most used scales on a global scale in measuring psychological combustion.

The scale consists of twenty -one phrases distributed over 3 levels, and the terms of the scale are distributed over four sub -dimensions that measure job dissatisfaction, low administrative support as the teacher realizes, professional pressures, and the negative trend towards students and responds to the extent of repeating the feeling of psychological combustion through the use of a gradient that represents the following categories Accordingly (does not apply '0', it applies to some extent '1', applies significantly '2').

Table (1): Distributing the vertebrae of the scale according to the dimensions

Dimensions,	Dimensions,	Dimensions,
Job dissatisfaction	1, 5, 10, 12, 19	5
Low level of	3, 8, 11, 15,	6
Professional	2, 4, 7, 9, 13,	6
Negative attitude	6, 16, 17, 21	4
Grand total		**21 item**

3-2 Description of the Eysenck Personality Scale:

- First The original scale and its modifications: In (1964) Eysenck published a modified and improved list of the Maudsley Personality Inventory and a more reliable one, which he called "Eysenck Personality Inventory." Developed by Eysenck and Eysenck, it measures extroversion, introversion, poise, emotionality, and lying (social attractiveness), the items of which (i.e., the lying scale) were derived from the lying scale of the Minnesota Multifaceted Personality Inventory.

(ميخائيل، 1999 :171)

It included two formulas, and it contained (114) items. It appeared to have various Arabic translations. In (1975) an amendment was issued to the list called the 'EYSENK PESENALILITY QUESTIORNAIRIRE', where some adjustments were made to the three -dimensional items related to the fourth dimensions of Eyzink called 'Psychotism'.(عبد الخالق، 1997: 305)

The English version of the questionnaire includes (57) items, twenty-three items to measure Neuroticism, twenty-four items to measure emotional balance, and eight items to measure lying.

(الأنصاري، 1999: 5 بتصرف)

- Second The Arabization of the scale: Izenic's intelligence of the character was Arabized more than once, including the Arabization of Mustafa Suef and the Arabization of Abdel-Khaleq, who conducted cultural studies in cooperation with Eisenk, and the Arabization carried out by Abdel-Khaleq was used in many studies. It has been proven good and reliable for the scale. This list included in its original Arabization form on (101 (Banda, which is the formula that was used in this study. This questionnaire was applied to relatively large Egyptian samples and somewhat varied (n = 1330). The items were subjected to the general analysis that resulted in (91). Banda. Abdel -Khaleq published a guide to the Arabic formula instructions (for children and adults) in (1991).

4- View results and discuss them:

The Pearson correlation coefficient was used to determine the nature of the correlation between the scores obtained by the preparatory section teachers from the sample members on the psychological burnout scale and the scores they obtain on the personality traits scale. The following table shows these results.

Table (2): The values of correlation between psychological combustion and personality features

Personality/Burnout	Correlation	Coefficient
extroversion	0.24	0.57*
Introvert	0.25	0.54*
Balance	0.59	0.57**
Emotion	0.49	0.22**

* At a significance level of 0.05 ** A significance level of 0.01

It is clear from Table (2) that:

1- There is no correlation between the trait of extroversion and psychological burnout, because the value of the correlation coefficient (0.24) is less than the "R" tabulated at the significance level (0.05) and its degree of freedom (n-2) is (10).

2- There is no correlation between the trait of introversion and psychological burnout, because the value of the correlation coefficient (0.25) is less than the "R" tabulated at the significance level of (0.05) and its degree of freedom (n-2) is (20).

3- There is a correlation between the trait of composure and psychological burnout, because the value of the correlation coefficient (0.59) is greater than "R" tabulated at a significance level of (0.01) and its degree of freedom (n-2) is (17).

4. There is no correlation between the trait of emotion and psychological burnout, because the value of the coefficient The correlation (0.49) is less than the "t" tabulated at the significance level of (0.01) and its degree of freedom (n-2) is (14).

Therefore, there is no relationship between psychological burnout and the nanny's personality traits, except for the stability dimension, there is a relationship.

The lack of a relationship between psychological combustion and character characteristics means that there is a tangible impact or a strong association between the level of psychological combustion and the personal features of individuals. In other words, if the relationship between psychological combustion (which can be the result of continuous psychological stress or psychological fatigue) and character characteristics (such as the shy personality, openness to new experiences, psychological stability, emotionalism, openness to change, etc.), then, then The results indicate that there is no noticeable effect of these features on self -combustion.

This type of results indicates that people who have a certain set of personal features may not be more likely to develop psychological combustion than people with different personal characteristics. But it is worth noting that these results may differ from study to study, and that they do not necessarily mean that there are no other factors that play a role in psychological combustion, such as the practical environment, life tensions, social support, and management

IV- Conclusion:

1. Paying attention to the nanny from all aspects around her because her sense of care and support reduces her psychological burnout.
2. Trying to understand the professional pressures that the educator suffers from in preparatory education and help her overcome them in order to perform her job with the required problem.
 3. Work by all relevant institutions to change the educator's attitude towards her work and make her more receptive to it, which leads to doubling her effort or creativity in her job.
4. Conducting educational courses on an ongoing basis for nannies for the purpose of identifying the latest developments in the educational process, which encourages and helps the educator in performing her work in a more positive manner.
5. Encouraging nannies to perform their work by providing them with all kinds of reinforcement, which helps reduce the feeling of psychological burnout and enhances academic competition between them.
7- Preparing rehabilitation programs by the Ministry of Education to support nannies morally, to develop positive personal traits, in particular the trait of emotional balance, to overcome the pressures to which the nanny is exposed.

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