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## **Job pressures affecting the quality of teachers' performance at the College of Physical Education and Sports Sciences/University of Baghdad**

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**Abstract.** The research aimed to prepare a measure of job stressors affecting the quality of teaching performance in the College of Physical Education and Sports Sciences at the University of Baghdad, to identify their levels, if any, and the most influential dimensions on the quality of teaching performance within the college's work environment, as well as the deanship's ability to help prevent and Alleviating its severity through logical administrative methods, on a scale that includes four dimensions that include (the administrative and financial environment, the organizational environment, the social and humanitarian environment, and the scientific and research environment) .The descriptive approach was adopted using the case study method for a sample of (166) teachers from the original community of (182) teachers, with a percentage of (91.209%). The research results were processed using the statistical package system (SPSS), version (V28), (statistical package for social sciences) .The results showed that teachers were exposed to pressures from the social and humanitarian environment in the first place, followed by pressures from the scientific and research environment, then the organizational environment, and pressures from the administrative and financial environment, respectively, at varying levels. Which enabled us to conclude that there is ambiguity in tasks, roles, and overlapping work, in addition to the need to assign higher administrative levels and their moral and material support, and the college deanship can help in ensuring prevention and alleviating the severity of the pressures that teachers are exposed to in the dimensions and All functional environment .The most important recommendations that came out of the study emphasize giving priority and attention to teachers as a supreme value in the College of Physical Education and Sports Sciences, in addition to consolidating human relations and social connections and solving problems between colleagues in general, and teachers and students in particular, and ensuring the requirements for the success of quality Moral and material performance for teachers, in addition to all entitlements .

**Keywords.** Job pressures, quality of teachers' performance, Iraq

### **The problem and the importance of research**

The teaching performance in the College of Physical Education and Sports Sciences/University of Baghdad is an educational value that has the most important priority as it is in a pioneering institution that competes with its counterparts within the formations of the Alma Mater University of Baghdad at the level of Iraq, as well as the Arab universities, and it is a strategic goal over the long term to remain at the forefront and at the forefront. Several levels are represented in the quality of creative and distinguished performance and service to students as outputs of this ancient institution capable of serving society and its multiple institutions, in addition to its excellence in finding research solutions to contemporary problems facing the management and leadership of the educational, sports and youth environment in all fields.

Today, the multiple job pressures in the work environment have become a major obstacle and difficulties facing individuals, groups, and institutions, and since the teacher is the basis of the success of the educational and academic institution through the roles he plays and the efforts made as part of the comprehensive team work that seeks to achieve the set goals. Therefore, it is necessary to pay attention to him and monitor his level of performance and the pressures he is exposed to at work in a way that helps raise his morale and thus the level of performance for him and his organization.

All institutions seek to enhance the positive feeling among employees about the work they perform with a personal desire that is compatible with the desires of the institution in which they work, and thus achieve their common goals. Therefore, effective administrations strive to reduce the pressures facing employees and create appropriate conditions to ensure the improvement and development of their performance, because a happy individual in his work is not limited to his feeling of satisfaction with his presence inside the organization only, but will also reflect his perceptions and impressions on it outside the organization, and this is what will earn it reputation and reputation. Pride and the best position in society (Salah, 2018, 2).

We may summarize the quality of teaching performance in his institution according to what management thinkers, theorists and researchers have argued, since performance is a fundamental and important concept for governmental organizations and business organizations alike. Wiersema & Robbins defined it as the best use of available human and material resources to achieve the organization's goals, sustain it, and maintain its competitive advantage (Al-Anazi, 1983, 39), as he linked the concept of performance here to optimal use. Some of them give great attention to the desired results as a result of performance, as Al-Khatib defined it: as the final result of an individual's activities or a reflection of the individual's ability and ability to achieve the goals of the organization (Al-Khatib, 2002, 54). As for (DAFT), it describes performance: as the individual's ability to achieve goals. The organization through the optimal use of available resources in an efficient and effective manner (Daft, 1992, 34).

Management literature indicates that performance is the result of the interaction of three factors: ability, motivation, and capabilities (environment or opportunities to perform). An individual may have the ability to perform a certain job, but he will not be able to perform it well if he does not have the motivation to perform it. On the other hand, it is possible That he has sufficient motivation to perform the work, but he will not perform it properly if he loses the ability to do so or if he does not have the opportunity to do so. Therefore, the absence of one of the variables of the performance function does not lead to high-level outputs, and thus it will be reflected in his performance and vice versa, and performance when Being negative does not necessarily mean a lack of effort or a lack of direction or ability, but there are other variables that may prevent effective performance, the most important of which is the lack of time needed

to complete a particular job, a lack of facilities necessary for work, and the organization's policy also plays a role in changing the individual. In performing the work, the steps for performing it may be put in an unhelpful way (Winker, 1992, 86).

The importance of the research is to help the educational administration, represented by the Deanship of the College of Physical Education and Sports Sciences at the University of Baghdad, to identify the most important indicators of job pressures that teachers face and their causes, so that this administration can identify them and help overcome them if available in the institution, and try to invest them in developmental trends. And improving and developing the level of performance of teachers, which contributes to raising the efficiency of its outputs and achieving its main objectives in qualifying physical education teachers for educational and educational institutions of the community, as well as all sports and youth bodies and institutions.

Through reviewing references, sources, educational, administrative, psychological and social studies, and the results of research related to the performance of individuals in institutions, the positive and negative factors and the limits of influence on it, and the work of the researchers and their university service in the faculties of physical education and sports sciences, as well as the current situation. The exceptional situation that the country is going through. Note that there may be some job pressures that the teacher is exposed to in different dimensions and directions within the organizational climate of the college, the conditions of the administrative and financial environment, and social and human relations, as well as the conditions of the scientific and research environment, which as a whole constitute the performance environment of the university professor, which is considered one of the most important... The foundations of the educational process, and from here the researchers may be able to formulate some questions that define the problem and express some of its implications as follows:

1. Are there job pressures that a teacher is exposed to at the College of Physical Education and Sports Sciences/University of Baghdad?
2. What are the identified areas in the work environment that most influence the quality of teaching performance in the college?
3. Can the college deanship help prevent and alleviate these job stressors, if available?

#### **research aims**

1. Preparing a measure of job stressors affecting the quality of teaching performance in the college.
2. Identify the level of job pressures to which a teacher is exposed, and the dimensions that most influence the quality of performance within the college's work environment.
3. Identifying the possibility and ability of the college deanship to help prevent job stressors and try to alleviate them if they exist.

#### **Research Methodology**

The researchers adopted the descriptive approach in the case study style, and the descriptive approach is known as: "It is the approach that describes a phenomenon according to a specific research plan that includes describing the phenomena, collecting facts and information about them, and evaluating these phenomena in light of what they should be, and in light of more appropriate standards." And suggesting the steps that should be taken (Al-Mahdi, 2019, p. 208).

#### **The research community and its sample:**

The research community was represented by teachers working in the College of Physical Education and Science/University of Baghdad in its three branches (theoretical sciences branch, the individual games branch, and the team games branch), the total number of

which was (182) teaching staff, and those with scientific titles (professor, assistant professor, teacher, assistant teacher).

The total research sample was deliberately chosen from this population using a comprehensive enumeration method. The number of them (166) represents (91.209%) of this population, considering that its members represent the sample of the problem of the current research. They achieve the purposes of the adequacy of the methodological procedures necessary to achieve the objectives, and their details are shown in Table (1):

**Table(1)**  
**It shows the distribution of the research population and its sample**

| The excluded | Total sample       |                     |                    | research community |
|--------------|--------------------|---------------------|--------------------|--------------------|
|              | Sample application | Construction sample | Exploratory sample |                    |
| 16           | 75                 | 80                  | 11                 | <b>182</b>         |

**Interconnected theoretical studies:**

**1. Study by Atallah Hassouna Al-Sayyed Al-Nafri:(2021)**

The study aimed to identify the nature of the professional performance of secondary school teachers, as well as to shed light on the causes and sources of job pressures they have, as well as the impact of job pressures on their professional performance, in addition to trying to provide proposals to alleviate the severity of the job pressures they are exposed to. The study relied on the descriptive analytical approach, and the study population was determined by all female teachers of the public secondary stage at Aja Center in Dakahlia Governorate. The comprehensive inventory method was used in selecting the study sample. It also used the questionnaire tool, which was applied to a sample of (172) female secondary school teachers. Governmental Public Administration, Aja Educational Administration, Dakahlia Governorate. The study reached a set of results, the most prominent of which is that the most important causes of job stress for secondary school teachers are the work environment, lack of income, overcrowded classes, and role ambiguity and conflict. The study also revealed a negative impact of job stress on their professional performance, represented by a decline in its level, frequent absence, and lack of performance. Adherence to official working hours, fatigue, and physical pain. The study concluded with a set of recommendations to alleviate the job pressures that affect their professional performance.

**2. Study by Salah Wahab Shaker:(2020)**

The study aimed to identify the level of administrative stress and job satisfaction among the administrative bodies of the clubs participating in the Premier League of Football Clubs in Iraq for the 2017/2018 season, and the relationship between them. The researchers adopted the descriptive approach and the survey method on a sample of (190) members of the administrative body. The administrative stress measurement tool included four areas: (organizational work stress, internal and external environmental stress, situational stress, and expectations stress). The results were processed with the SPSS system.

The most important conclusions were that members of the clubs' administrative bodies were exposed to organizational pressures, as well as social, economic, and political challenges. The presence of some unqualified people and the lack of a strategic vision for the work of their

sports institutions constituted a burden on achieving the desired goals and achievement of the clubs.

The researchers recommended recommendations, including conscious independence of the work of clubs in accordance with their applicable laws, and confidence of administrations in their abilities to achieve the goals of these clubs. It is necessary for the sports club to include various programs and events, including social, cultural, and recreational ones, and to adopt sports investment and marketing policies.

### **3. Study of Anwar Hussein's Magicians :(2013)**

In general, the study attempted to answer the following question: What is the level of work stress among the study sample?, and to what extent does it affect the level of job performance? The study reached a set of conclusions, the most important of which are: The specific levels of work stress experienced by members of the study sample were high in general, whether resulting from the nature of the work, role ambiguity and conflict, or workload. There is a significant effect of the sub-dimensions of work stress, represented by: (nature of work, role conflict, role ambiguity, and workload) on the response variable (job performance). Based on the conclusions, the study proposed a set of recommendations, the most important of which are: activating the concept of human relations in management. Because of its impact on enhancing employees' motivation and creating the appropriate structure for effectively dealing with pressures and turning them into work motivators.

### **4. Study by Moayed Abdul Karim Shaker:(2012)**

The study aimed to identify the level of work stress resulting from some organizational factors represented by (role conflict - role ambiguity - the physical work environment) and their relationship and impact on functional affiliation to health institutions in Anbar Governorate. The research was based on a questionnaire and a sample of (110) doctors working in these institutions with different specializations, certificates, and years of service.

The arithmetic mean and standard regression were used to measure the level of work pressure and job belonging, while the Pearson correlation coefficient, regression analysis, and analysis of variance were used to determine the relationship and effect between work pressure and job belonging.

The study reached some results, including: Doctors face a low level of work pressure, especially for those newly appointed. There is a strong negative relationship between the two variables, with significant significance. There is a clear effect of work stress indicators on job belonging.

### **5. Study by Issa Ibrahim Al-Muasher:(2009)**

The study aimed to identify the level of work pressures to which workers in the Jordanian hotel sector are exposed and the impact of these pressures on their performance, identify the sources of these pressures, and attempt to develop scientific solutions to them. The study sample included 240 individuals. The data was processed using descriptive statistics and SPSS. The study reached some results, the most important of which are: There is no significant relationship between the two independent variables, workload and organizational structure on the one hand, and employee performance on the other hand. There is a significant relationship between the independent variables, wages, rewards, and the work environment on the one hand, and the dependent variable, which is the employees' performance on the other hand.

The most important recommendations of the study: It is necessary to provide a work environment that guarantees employee satisfaction, which in turn will lead to a better environment for dealing with customers in these hotels. Commitment to integrity and objectivity in evaluating employees' performance and clarity regarding promotions, financial incentives, and rewards, which are granted to employees based on their efficiency in performance.

**Field research procedures:**

**Scale construction procedures:**

**Setting up scale statements:**

The researchers presented the scale's statements to a group of (5) experts and specialists to determine their validity (Appendix 1). The researchers relied on an agreement rate of (75%) or more from the experts as a criterion for accepting the statements, as all (38) statements were selected. phrase; Because it obtained a percentage higher than.(%75)

**How to set up the scale:**

In preparing the scale, the researchers adopted the Likert method for answer alternatives, as it presents the respondent with a position and asks him to determine his answer by choosing an alternative from among several alternatives that have different weights.

**Scale correction key:**

A graded (triple) scale was placed in front of each statement, and the grade scale was arranged from (3-1) in the positive direction and from (1-3) in the negative direction, according to a specific Likert scale, and Table (2) shows this.

**Table(2)**  
**Shows the scale alternatives and their weights**

|      |           |     |                     |
|------|-----------|-----|---------------------|
| Both | Sometimes | Yes | Answer alternatives |
| 1    | 2         | 3   | Positive phrases    |
| 3    | 2         | 1   | Negative phrases    |

**Exploratory experience:**

The researchers conducted a reconnaissance experiment on a number of members of the research sample, which numbered (11) teachers, on the day (3/1/2023) until the day (8/1/2023) to find out any difficulties or problems to avoid. It was shown that the instructions and phrases of the scale were clear and not There are no obstacles, and thus the scale is ready to be applied to the building sample.

**Applying the scale to a building sample:**

The researchers applied the scale to members of the construction sample, which numbered (80) teachers, in the colleges of the University of Baghdad, on (1/15/2023) until.(2023/28/1)

**Scientific foundations of the scale:**

To complete the steps of preparing the scale for this study, the two researchers carried out a statistical analysis of the scale's terms. Through the statistical process, the scientific conditions for the scale are confirmed, which are honesty, reliability, and objectivity.

**Validity of the scale:**

This type of honesty is achieved by conducting statistical analysis of the statements, and the researchers verified it by extracting the following indicators:

**1- The discriminating power of expressions:**

To verify this, the researchers adopted the two-group method in calculating the discriminatory ability of the phrases using the T-Test for independent samples. The goal of analyzing the phrases is to retain the phrases with high discrimination, which are good on the scale. Experts indicate that a percentage of (27%) of The lower group and (27%) of the upper group are the best percentages through which we obtain the highest discrimination coefficients, so we use the T-Test to indicate the differences in the arithmetic means between the lower and upper groups, and it turns out that all expressions are statistically significant at the level of significance (0.05) and degree Freedom (44), and Table (3) shows this.

**Table(3)**

**It shows the discriminating ability of the scale statements between the upper and lower groups**

| The result         | Sig  | Test value | Up group           |        | Down group         |        | Phrases |
|--------------------|------|------------|--------------------|--------|--------------------|--------|---------|
|                    |      |            | standard deviation | Mean   | standard deviation | Mean   |         |
| The result is good | .000 | 35.492     | .00000             | 5.0000 | 0.652              | 1.6939 | 1       |
| The result is good | .000 | 27.679     | .00000             | 5.0000 | 0.799              | 1.836  | 2       |
| The result is good | .000 | 20.199     | .00000             | 5.0000 | 0.841              | 2.571  | 3       |
| The result is good | .000 | 25.023     | .00000             | 5.0000 | 0.730              | 2.387  | 4       |
| The result is good | .000 | 27.056     | .00000             | 5.0000 | 0.649              | 2.489  | 5       |
| The result is good | .000 | 23.266     | .00000             | 5.0000 | 0.871              | 2.102  | 6       |
| The result is good | .000 | 26.186     | .00000             | 5.0000 | 0.763              | 2.142  | 7       |
| The result is good | .000 | 28.623     | .00000             | 5.0000 | 0.705              | 2.040  | 8       |
| The result is good | .000 | 23.330     | .00000             | 5.0000 | 0.765              | 2.449  | 9       |



|                    |      |        |        |        |       |       |    |
|--------------------|------|--------|--------|--------|-------|-------|----|
| The result is good | .000 | 32.564 | .00000 | 5.0000 | 0.543 | 2.469 | 10 |
| The result is good | .000 | 26.075 | .00000 | 5.0000 | 0.635 | 2.632 | 11 |
| The result is good | .000 | 26.222 | .00000 | 5.0000 | 0.642 | 2.591 | 12 |
| The result is good | .000 | 27.056 | .00000 | 5.0000 | 0.649 | 2.489 | 13 |
| The result is good | .000 | 22.789 | .00000 | 5.0000 | 0.808 | 2.367 | 14 |
| The result is good | .000 | 33.792 | .00000 | 5.0000 | 0.536 | 2.408 | 15 |
| The result is good | .000 | 26.567 | .00000 | 5.0000 | 0.736 | 2.000 | 16 |
| The result is good | .000 | 27.189 | .00000 | 5.0000 | 0.688 | 2.326 | 17 |
| The result is good | .000 | 30.791 | .00000 | 5.0000 | 0.633 | 1.877 | 18 |
| The result is good | .000 | 24.398 | .00000 | 5.0000 | 0.784 | 2.265 | 19 |
| The result is good | .000 | 22.576 | .00000 | 5.0000 | 0.811 | 2.387 | 20 |
| The result is good | .000 | 24.045 | .00000 | 5.0000 | 0.645 | 2.571 | 21 |
| The result is good | .000 | 23.557 | .00000 | 5.0000 | 0.782 | 2.367 | 22 |
| The result is good | .000 | 31.657 | .00000 | 5.0000 | 0.591 | 2.326 | 23 |

|                    |      |        |        |        |       |       |    |
|--------------------|------|--------|--------|--------|-------|-------|----|
| The result is good | .000 | 26.876 | .00000 | 5.0000 | 0.808 | 1.978 | 24 |
| The result is good | .000 | 30.547 | .00000 | 5.0000 | 0.675 | 2.040 | 25 |
| The result is good | .000 | 18.330 | .00000 | 5.0000 | 0.768 | 3.000 | 26 |
| The result is good | .000 | 28.765 | .00000 | 5.0000 | 0.615 | 2.465 | 27 |
| The result is good | .000 | 23.768 | .00000 | 5.0000 | 0.677 | 2.714 | 28 |
| The result is good | .000 | 17.986 | .00000 | 5.0000 | 0.777 | 3.020 | 29 |
| The result is good | .000 | 22.246 | .26066 | 5.0000 | 0.610 | 2.513 | 30 |
| The result is good | .000 | 24.767 | .00000 | 5.0000 | 0.598 | 2.510 | 31 |
| The result is good | .000 | 20.876 | .00000 | 5.0000 | 0.895 | 3.244 | 32 |
| The result is good | .000 | 17.436 | .00000 | 5.0000 | 0.841 | 2.777 | 33 |
| The result is good | .000 | 17.827 | .00000 | 5.0000 | 0.516 | 2.879 | 34 |
| The result is good | .000 | 30.467 | .00000 | 5.0000 | 0.782 | 2.775 | 35 |
| The result is good | .000 | 23.552 | .00000 | 5.0000 | 0.614 | 2.367 | 36 |
| The result is good | .000 | 27.873 | .00000 | 5.0000 | 0.891 | 2.550 | 37 |

|                    |      |        |        |        |        |       |    |
|--------------------|------|--------|--------|--------|--------|-------|----|
| The result is good | .000 | 19.278 | .00000 | 5.0000 | 0.6355 | 2.510 | 38 |
|--------------------|------|--------|--------|--------|--------|-------|----|

Significant < (0.05) at the degree of freedom (44) and below the significance level (0.05).

**2- Internal consistency:**

Internal consistency aims to verify the extent of homogeneity and harmony of the statements in studying the studied phenomenon. To verify the validity of the scale using the internal consistency coefficient, the two researchers determined the extent of the correlation between the score of each phrase of the scale and the total score of the scale using the simple Pearson correlation coefficient. It turns out that all expressions are statistically significant, as in Table .(4)

**Table(4)**

**It shows the correlation coefficients between the scale phrases and the total score of the scale using the internal consistency method**

| The result         | Sig   | Correlation coefficient | Phrases number | The result         | Sig   | Correlation coefficient | Phrases number |
|--------------------|-------|-------------------------|----------------|--------------------|-------|-------------------------|----------------|
| The result is good | 0.010 | 0.207                   | 20             | The result is good | 0.000 | 0.436                   | 1              |
| The result is good | 0.001 | 0.274                   | 21             | The result is good | 0.000 | 0.440                   | 2              |
| The result is good | 0.000 | 0.317                   | 22             | The result is good | 0.000 | 0.470                   | 3              |
| The result is good | 0.000 | 0.466                   | 23             | The result is good | 0.001 | 0.262                   | 4              |
| The result is good | 0.000 | 0.432                   | 24             | The result is good | 0.000 | 0.302                   | 5              |
| The result is good | 0.000 | 0.308                   | 25             | The result is good | 0.000 | 0.344                   | 6              |
| The result         | 0.002 | 0.249                   | 26             | The result         | 0.012 | 0.201                   | 7              |

|                    |       |       |    |                    |       |       |    |
|--------------------|-------|-------|----|--------------------|-------|-------|----|
| is good            |       |       |    | is good            |       |       |    |
| The result is good | 0.000 | 0.364 | 27 | The result is good | 0.000 | 0.399 | 8  |
| The result is good | 0.000 | 0.440 | 28 | The result is good | 0.000 | 0.404 | 9  |
| The result is good | 0.000 | 0.470 | 29 | The result is good | 0.000 | 0.399 | 10 |
| The result is good | 0.001 | 0.262 | 30 | The result is good | 0.000 | 0.376 | 11 |
| The result is good | 0.008 | 0.211 | 31 | The result is good | 0.028 | 0.176 | 12 |
| The result is good | 0.000 | 0.397 | 32 | The result is good | 0.028 | 0.176 | 13 |
| The result is good | 0.002 | 0.244 | 33 | The result is good | 0.002 | 0.249 | 14 |
| The result is good | 0.000 | 0.333 | 34 | The result is good | 0.002 | 0.246 | 15 |
| The result is good | 0.000 | 0.324 | 35 | The result is good | 0.000 | 0.324 | 16 |
| The result is good | 0.012 | 0.201 | 36 | The result is good | 0.004 | 0.229 | 17 |

|                    |       |       |    |                    |       |       |    |
|--------------------|-------|-------|----|--------------------|-------|-------|----|
| The result is good | 0.000 | 0.280 | 37 | The result is good | 0.014 | 0.195 | 18 |
| The result is good | 0.015 | 0.301 | 38 | The result is good | 0.014 | 0.231 | 19 |

Significant < (0.05) at the degree of freedom (79) and below the significance level (0.05).

**Scale stability:**

A good measure is one that is characterized by stability, so the researchers made sure that the statements were interconnected by extracting the Cronbach coefficient using the Statistical Package for the Social Sciences (SPSS). When applying this factor to a sample of (80) teachers, it was found that the reliability factor is (0.844), which is a high value of reliability at a significance level of (0.05) and a degree of freedom.(78)

**Apply the scale to the sample:**

After completing the procedures for building the scale, the researchers conducted the main study by applying the final form of the scale to the application sample of (75) teachers, on (1/29/2023) until.(2023/15/2)

To calculate the significance of the questionnaire, find the hypothetical arithmetic mean of the questionnaire by applying the following law (Jawdeh, 2008, p. 178).

Hypothetical mean = (sum of alternatives ÷ highest score for the alternative) x number of scale statements

Therefore, the hypothetical mean for the questionnaire as a whole = (1+2+3) ÷ 3(

The researchers verified the processing of the research results using the statistical package system (SPSS), version (V28), (statistical package for social sciences) to process the data for each of the percentage values, the arithmetic mean, the standard deviation, the simple correlation coefficient (person), and the (Alpha Cronbach) equation. ), the skewness coefficient (person), the t-test for uncorrelated samples, and the one-sample t-test.

The total score for the scale = the number of statements in the scale x the highest weight in the statement alternatives

The total score for the domain = the number of statements in the specified domain x the highest weight in the alternatives to the statements

The sum of the weights of the alternatives

**Results:**

**Table(5)**

**It shows the statistical features of the job stress scale affecting the quality of teaching performance in comparison with the hypothesized mean of the scale**

| The result | (Sig) | Test value | the average difference between the two means | standard deviation | Mean  | Hypothetical mean | Total marks | Phrases number | Scale name  |
|------------|-------|------------|--|--------------------|-------|-------------------|-------------|----------------|---|
| good       | 0.000 | 19.759     | 13.987                                       | 6.13               | 89.99 | 76                | 114         | 38             | Job pressures affecting the quality of teaching performance |

**Unit of measurement (degree) n = 75 degrees of freedom (74) Significance level (0.05) is significant if (Sig) > (0.05)**

The results of Table (5) show that the arithmetic mean is greater than the hypothesized mean for the measure of job pressures affecting the quality of teaching performance, according to the opinions of the application sample, and that this statistical difference between these two means is significant according to the significance of the (t-test) value for one sample, to know the emergence of the results of the total score. For this scale at this level and to attribute the reasons for the emergence of its overall result, the researchers present the level of application sample responses in detail for each area of the scale compared to the hypothetical mean for each of them, as shown in Table:(6)

**Table(6)**

**It shows the results of the areas of the job stress scale affecting the quality of teaching performance in comparison with the hypothesized mean for each area**

| Ranking    | The result | (Sig) | the test | Average difference between the two means | standard deviation | Mean  | Hypothetical mean | Overall score for the field | Number of phrases | Domain names                             |
|------------|------------|-------|----------|--|--------------------|-------|-------------------|-----------------------------|-------------------|--|
| the fourth | good       | 0.000 | 4.607    | 1.04                                     | 1.955              | 21.04 | 20                | 30                          | 10                | Administrative and financial environment |
| the first  | good       | 0.000 | 15.685   | 5.2                                      | 2.871              | 23.2  | 18                | 27                          | 9                 | Social and human environment             |

|               |      |       |        |       |       |       |    |    |    |  |
|---------------|------|-------|--------|-------|-------|-------|----|----|----|--|
| the<br>third  | good | 0.000 | 14.302 | 2.893 | 1.752 | 22.89 | 20 | 30 | 10 | <b>Regulatory<br/>environment</b>                  |
| the<br>second | good | 0.000 | 17.288 | 4.853 | 2.431 | 22.85 | 18 | 27 | 9  | <b>Scientific and<br/>research<br/>environment</b> |

**Unit of measurement (degree) n = 75 degrees of freedom (74) Significance level (0.05) is significant if (Sig) > (0.05)**

The results of Table (6) show that by comparing the arithmetic mean with the hypothesized mean for each field, it becomes clear that the faculty members exceeded the degrees in their point of view of the hypothesized mean for the fields related to the measure of job pressures affecting the quality of teaching performance. These results are confirmed by the availability of the phenomenon to them and at varying levels between its fields, as it was The statistical differences are all significant, according to the significance of the t-test values for one sample between the arithmetic and hypothetical means for each field. The results of the sample's answers to the field of social and human environment came in first place over the rest of the four fields, and the results of the sample's answers to the field of administrative and financial environment came in last place. Of which.

**Discussion:**

Explanations of the results of this research in answering the questions raised in the problem include:

**First: Are there job pressures that a teacher is exposed to at the College of Physical Education and Sports Sciences/University of Baghdad?**

It turns out that faculty members at the College of Physical Education and Sports Sciences/University of Baghdad have a high level of job stress, topped by an increase in the inappropriate level of social and human environment pressures required by the demands of relationships and communication with faculty members and students, and among all administrative levels in the college. In addition to the pressures of the scientific and research environment, and the regulatory, administrative, and financial environment.

Management literature indicates that performance and its quality are the result of the interaction of three factors: ability, motivation, and potential (environment or opportunities to perform). An individual may have the ability to perform a certain job, but he will not be able to perform it well if he does not have the motivation to perform it. On the other hand, He may have sufficient motivation to perform the work, but he will not perform it properly if he loses the ability to do so or if he does not have the opportunity to do so. Therefore, the absence of one of the variables of the performance function does not lead to high-level outputs, and this will be reflected in his performance and vice versa ( Al-Anzi, 1983, 39).

When performance is negative, it does not necessarily mean a lack of effort or a lack of direction or ability, but other variables may prevent the determination of effective performance, the most important of which is the lack of time required to complete a particular job, a lack of facilities necessary for work, and the institution's policy also plays a role in changing the individual's behavior. Performing the work and you may put the steps to perform it in an unhelpful way.

“Job stress is usually due to many psychological and physical problems that make the individual unable to give and be productive, especially in the field of work” (Ayad, 2008, 18).

“ Work relationships also create professional pressure on employees, and what is meant by work relationships are those relationships that include the relationship between the individual and his colleagues, superiors, and subordinates. Relationships may be weak and are due to the ambiguity of the role and the cooperation or non-cooperation that prevails in the work atmosphere, which may be considered a potential source of emotional disturbances” (Abdul Qader, 2001, 98).

**Second: What are the dimensions that have been identified in the work environment that most influence the quality of teaching performance in the college?**

The results also showed that the administrative and financial environment and what it poses to some of them as a fundamental obstacle to achieving the objectives of the lessons as a whole, which constituted functional pressures on faculty members, appeared clearly in the varying level of fields, as their attraction to the expressions was towards their feeling that the burdens of the administrative and financial environment negatively affect their social communication with Their teaching colleagues, which have become the weakest link and the greatest pressure in the dimension of social and human relations between colleagues and the necessity of living like one family due to their separation and psychological distances that prevent enhancing performance in accordance with the spirit of one team work, in addition to the laxity in taking the hand of the children (students). Achieving their pedagogical and educational goals as efficient and qualified outcomes to serve community institutions requires strong communication and an effective parental relationship between the official, subordinates, and teaching colleagues among themselves, and teachers and students in particular, which requires securing this supportive social and humanitarian environment. For the stability of the balanced and peaceful coexistence of the teacher and what he hopes for from his college and university, in addition to the dimension of the scientific and research environment, which came in second place and its positive roles in raising the level of performance and a sure guarantee in alleviating job pressures.

“The pressures surrounding the university teacher prevent him from performing his required role and he feels that he is unable to perform his work at the expected level. He faces long working hours without enough time for rest or the additional tasks that university teachers undertake, in addition to all of this, the lack of opportunities for promotion and the lack of sufficient time for professional development.” And professional problems and the large number of students in one class and in the college, which would lead to a high degree of mental fatigue, which has important effects on his profession and level of performance, in addition to that, it negatively affects his psychosocial adjustment and his family and professional relationships” (Sanabel, 2011, p. 28). -29).

“The job difference of an individual includes a great deal of pressure on the individual, and studies indicate that some jobs suffer from more pressure at work than others, and a job that requires its occupant to make important decisions under working conditions exposes him to a high level of pressure, as well as Individuals who are exposed to time pressure and intense concentration of mental and physical energies” (Sami, 2001, p. 109).

**Third: Can the college deanship help prevent and alleviate these job pressures, if available?**

The results showed that the application sample was attracted towards departments in the college characterized by administrative leadership, which provides inspiration, confidence and motivation for better performance, and ensuring effective communication with all



management levels in the college is a guarantee to alleviate the difficulties they face in their daily work, and that they receive instructions from more than one source and an administrative official that confuses them. their work and impair their performance.

“There is no doubt that life is full of pressures imposed on societies, each according to their status and importance, and it has begun to afflict this person. Pressure is an inevitable condition that a person faces and is exposed to in his life’s journey, regardless of his way of living, lifestyle, and behaviors in light of which he acts and determines the goals of his life, both near and far.” ( Jassim, 2005, 41).

After completing a review of the job stresses affecting the quality of performance, the question that arises is (Is it required to completely eliminate the causes of work stress?) and the answer to that is in the negative. This is what has been confirmed by many studies in this field, because completely eliminating the causes of pressure (although this is practically impossible) is not in the interest of the organization. The necessity for the individual to work under a moderate level of pressure is practically required because this would inspire challenge and stimulate vitality and activity in him. Which leads to improving his performance level (Al-Amyan, 2010, 117).

Also, “pressure cannot always be considered negative, but rather its effects can be positive. Simple pressures may help the individual increase his efficiency (because they serve as an incentive for activity)” (Muhammad, 2004, 155).

Here, we may be able to answer the third question of the research. Yes, the college can help in preventing and alleviating the severity of job pressures, as it is the leading educational institution and is considered the “mother” and role model for all its counterparts, in addition to the consideration and emphasis in following the following administrative methods and policies:

1. Setting goals and priorities: Basic goals and priorities must be determined and implemented in a systematic and organized manner.

2. Planning and organizing: It is important to plan work and organize time in a way that allows tasks to be completed efficiently and without adding additional pressure.

3. Improve the necessary skills: The skills necessary for daily work must be improved, including communication, communication, planning, organization, and problem solving.

4. Promoting positive relationships at work: Promoting positive relationships with teachers at work can relieve pressure and improve individual and group performance.

5. Obtaining appropriate support: It is important for teachers to obtain appropriate support from colleagues and officials when needed, in order to deal with work-related pressures and problems.

6. Work on relaxation and release: Exercise, holding matches between colleagues, meditation, deep breathing, and personal hobbies can help relax and release psychological and practical pressures.

7. Evaluation of workload: The administrator must evaluate the workload of teaching staff and provide timely assistance and support. Tools such as time planning and organization can be used to facilitate workload management.

8. Reducing multiple tasks: The administrator must reduce the number of multiple tasks that teachers are assigned to at one time. Clear and specific directions must be given about the tasks to be worked on.

9. Encouraging work-life balance: The official must encourage work-life balance for teachers and provide support to them in emergency cases or personal problems they face.

Therefore, we must realize that managing work pressure is a vital task for both the institution and the teachers, as it allows the college to maintain a high level of productivity,

quality, and creativity while allowing the teachers to work effectively and sustainably without exposure to excessive stress and stress.

**Conclusions and recommendations:**

From the results they reached, the researchers were able to conclude the following:

1. The pressures that teachers are exposed to at the College of Physical Education and Sports Sciences/University of Baghdad are a general situation, as they are in other colleges, and are considered normal.

2. The priorities of pressures are determined by the social environment and human relations, and the need to consolidate their bonds and enhance their strength, in addition to the scientific and research field and its challenges, which are the main concern of teachers.

3. There is ambiguity in tasks, roles, and overlapping work, in addition to the need to assign higher administrative levels and provide them with moral and material support.

4. The Deanship of the College can help in ensuring prevention and alleviating the pressures that teachers are exposed to in all dimensions and the job environment.

**Based on the above conclusions, we can recommend the following:**

1. Giving priority and attention to teachers as a supreme value in the College of Physical Education and Sports Sciences.

2. Consolidating human relations, social connections, and solving problems among colleagues in general, and teachers and students in particular.

3. Providing the moral and material requirements for the success of the quality performance of teachers, in addition to all entitlements.

4. Determine a free day in the college every month (open day), in which various literary, cultural, and sporting activities are practiced by faculty and students to reduce pressures and unleash creative personal talents.

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