

Level of professional pressures during the use of e-learning teaching method among teachers of the Faculties of Physical Education and Sports Sciences in Baghdad

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ABSTRACT

The aim of this study was to identify the reality of the level of professional pressures during the use of e-learning among teachers of the Faculties of Physical Education and Sports Science in Baghdad. A cross sectional study was carried out and the descriptive approach was adopted in a survey method on a sample of 120 faculty members of the Faculties of Physical Education and Sports Sciences in the Universities of Baghdad Governorate (Baghdad Al-Jadriya, Baghdad for Girls, Al-Mustansiriya). The two researchers used the “Occupational Stress Scale” as the main instrument for measurement in the study and it was applied to the study sample for a period from 18/04/2021 until 27/05/2021. The Statistical Package for Social Sciences (SPSS, version 26) was used for data analysis. The results showed that the members of the teaching staff in the Faculties of Physical Education and Sports Sciences have a high level of occupational pressure ($p < 0.05$), with an increase of the undesirable level of pressure on relationships and communication with members of the staff teaching and students. In conclusion, faculty members in the Faculties of Physical Education and Sports Sciences have an undesirable level of occupational pressure and a high level of stress when they use e-learning method of teaching. It is necessary that universities and colleges, when organizing the schedule and duties assigned to the faculty members who teach their students online, take care to reduce the burdens that lead to an increase of occupational pressures, as this has a negative impact on them.

KEYWORDS

E-learning; Occupational Pressure; Teachers

1. INTRODUCTION

The teaching process is a cornerstone of desirable behavior of individuals and the acquisition of knowledge, values, habits and other patterns of behavior (Al-Zoghoul, 2009). The preparation process for teaching focuses on two complementary aspects: the theoretical side, and the study of theory, and the practical aspect which makes the student a teacher, in direct confrontation with reality, and his skills are put to the test of experience, as practical education is a real opportunity for educated students to experience the educational process and to practice the various teaching skills they need to improve their performance (Al-Gharibi, 2009).

Teaching is one of the most stressful professions because of the responsibilities and duties it entails. Severity and tension resulting from bad work habits are stress factors, thus a set of physiological responses triggered by members of a teaching staff in stressful situations, including bad work habits and the lack of possibilities available to him to perform his work in a satisfactory manner (Kafafi, 2012). Physical education, as we know, takes place in classrooms, halls and playgrounds, whether it is cognitive or behavioral, and in both cases the collaborative teaching process requires interaction between the learner and the teacher, and the teacher needs to be carefully and comprehensively monitored in the transmission of knowledge and this matter require an educational environment.

Despite the development of technology, e-learning does not replace the traditional methods of teaching and learning, just as the e-book did not replace the traditional methods of teaching and learning. E-learning will not be a substitute for traditional education, not even for the teacher, not even for the classroom. The teacher must realize that technology is a valid tool for him and not a substitute for studies (Mostafa & Mostafa, 2008) and that it complements what it is considered one of educational tools and educational resources to provide a productive and effective learning environment. The most important thing is the effectiveness of its use for the benefit of the learner, to achieve the objectives of the educational process and to facilitate innovative work in sports activities (Obaid, 2010). As the turbulence of the work environment remains one of the main sources of professional pressures, we would like to shift the attentions of researchers and scholars from studying psychological stress in general to studying stress from these pressures in particular. This is because the psychological well-being of individuals is based on many aspects that are influenced by different factors, including the educational or professional aspects (Al-Nawaiseh, 2012).

E-learning is defined as “one of the technological education systems that includes electronic systems that allow interaction with the teacher by voice and video through a complete presentation of

the content of the educational virtual classroom through the Internet and live, which is called learning and interaction synchronicity” (Al-Shehri, 2009). It is also known as “a system that allows live interaction between the teacher and the students through the Internet, where it combines the characteristics of traditional and electronic classrooms, and this is characterized by the flexible and simple system in terms of determining the appropriate times for the teacher and students, so that students can simultaneous communication through electronic board and written and audio dialogues to achieve the optimum level of understanding and acceptance” (Samour, 2011). The American Association for Training and Development defines e-learning as “a broad set of applications and processes comprising the Internet, education and learning based on computers, virtual classrooms, and digital collaboration, and a large part of this is delivered through the Internet, intranets and extranets, voice recordings, video tapes, satellite broadcasting, interactive television and CDs” (Al-Tahhan, 2014).

It is necessary for those in charge to pay attention to the problems it faces faculty members who accompany its application in the faculties of physical education and sports sciences for the specificity of gender the study subjects in these faculties, as the question of its duties in these colleges does not end with the students’ acquisition of knowledge, as in the rest of some specializations in other colleges, but the matter extends to make this knowledge applications useful for students to enable them to perform his skills. The students of these faculties have special characteristics, for they learn in order to be taught, and in order to achieve this, the faculty members are obligated to achieve the aims and mission of the university in terms of their results towards its outputs, and here lies the research problem. Specifically, in the field of physical education and sports sciences, it is important to engage in an analysis of the actual reality in order to achieve the required goals and to know the reality of the professional pressures experienced by members of the faculties of physical education and sports sciences. Thus, the aim of this study is to identify the level of professional pressures during the use of e-learning among teachers of the Faculties of Physical Education and Sports Sciences in Baghdad.

2. METHODS

2.1. Design and participants

A cross-sectional study was carried out. The requirements of addressing the problem of the current study imposed the adoption of the descriptive research method (Ghabbari, 2015). The limits of the research community included faculty members who use e-learning in the Faculties of Physical

Education and Sports Sciences in the Universities of Baghdad governorate (Baghdad Al-Jadriya, Baghdad for Girls, Al-Mustansiriya) for the academic year 2020/2021. The research community consisted of 306 teachers who are continuing the school year, of which 20 individuals were randomly assigned to the pilot procedures and 120 individuals for the main sample of the application, representing the statistical sample.

2.2. Instrument and procedures

The two researchers adopted the Occupational Stress Scale as the main instrument for measurement. The scale consisted of six distributed domains (38 paragraphs) with a total score ranging from 190-38. The scale was ranging from 1-5 points: (1) Always applied on me; (2) Mostly applied on me; (3) Sometimes applied on me; (4) Rarely applied on me; (5) Never applied on me. This measure is specific to the target sample for the measurement itself for which transactions were conducted. After several statistics, and not long after its construction, the two researchers surveyed opinions, tendencies and trends through them for faculty members who use e-learning in each of the Faculties of Physical Education and Sports Sciences in the Universities of Baghdad governorate (Baghdad Al-Jadriya, Baghdad for girls, Al-Mustansiriya) representatives for a pre-determined application sample consisting of 120 individuals, by conducting the main survey using paper form and measurement tools and by direct measurement of them in an aggregate and individual manner. This survey continued in the capital Baghdad for a period from 18/4/2021 until 27/5/2021, which was in the headquarters of these three universities. After each respondent had completed their answer; the two paper scale forms were pulled out of the questionnaire and the data were tabulated to be processed statistically.

2.3. Statistical analyses

The Statistical Package for Social Sciences (SPSS, version 26) was used for data analysis. To process data for each domain, the percentages, arithmetic mean, standard deviation, the mean difference between the arithmetic mean and the hypothetical mean, and the t - test were used. The level of significance for all data was considered as $p < 0.05$.

3. RESULTS

The statistical parameters of teachers' occupational stress scale compared to the hypothetical Wasi scale are presented in Table 1.

Table 1. The statistical parameters of the participants' occupational stress scale compared to the hypothetical Wasi scale.

Scale name	Paragraphs Number	Complete Degree	Hypothetical mean	Arithmetic mean	Skewness score	Difference between the two means	t	p
Teachers' occupational pressure during the use of e-learning.	38	190.0	114.0	131.63	19.029	17.63	10.146	0.000

NOTE: $df = 118$; significance level = $p < 0.05$

The results of Table 1 show that the arithmetic mean is higher (131.63) than the hypothetical mean (114.0) of the occupational stress scale in the use of e-learning according to the opinions of faculty members which participated in this study. This shows the statistically significant difference ($p = 0.000$) between these two means based on the values of t-test.

Table 2 shows the results of the domains of the teachers' occupational stress scale compared to the hypothetical Wasi for each field unit of measurement.

Table 2. The results of the domains of the teachers' occupational stress scale compared with the hypothetical Wasi for each field unit of measurement.

Scale domain names	Arrangement	Paragraphs number	Completed degree	Hypothetical mean	Arithmetic mean	Skewness score	Differences between the two means	t	p
Work demands cause pressure	The third	6	30	18.0	20.78	3.002	2.783	10.157	0.000
The pressures of the demands of the teaching profession	The sixth	7	35	21.0	20.78	3.002	2.783	10.157	0.000
The pressures of College demands and the University pressure demands	The fifth	7	35	21.0	23.11	3.477	2.11	6.701	0.000
The impact of pressure	The first	6	30	18.0	22.07	2.559	4.07	17.406	0.000

on relationships with members of Faculty and students									
The impact of pressure on the teachers' professional aspect.	The fourth	7	35	21.0	23.97	4.008	2.97	8.108	0.000
The mental stress impact on cognitive load.	The second	5	25	15.0	18.3	2.839	3.3	12.733	0.000

NOTE: $df = 118$; significance level = $p < 0.05$

The results of Table 2 show that we have a statistical significant difference between the arithmetic and hypothetical mean for each domain ($p = 0.000$). So, by comparing the arithmetic mean with the hypothetical mean for each domain, it becomes clear that the members of the teaching staff exceeded the hypothetical mean of the domains of the occupational stress scale during the use of e-learning, confirming the availability of the phenomenon and the different levels between the domains.

4. DISCUSSION

By reviewing the results of Table 1 and the results of the details of the areas mentioned in Table 2, it is clear that members of the teaching staff in the Faculties of Physical Education and Sports Sciences have a high level of occupational pressure, especially an increase of the undesirable level of pressure on relationships and communication with members of the staff teaching and students. The researcher attributes these results to the fact that teaching remains in constant contact with faculty members in groups formed by the faculties through electronic methods of communication, and to the impetus it gives to the duties and workshops of e-learning and its targeted and continuous updating requiring communication and responses, and entering electronic classes from within the university and ministry's monitoring committees without the desire of the teacher to be granted the freedom to ask for permission, and students' inquiries in a group or individual form, as is known in the teaching methods with the content of its scientific subject, however, in e-learning,

the demands for knowledge increased to extend must be knowledgeable to develop its expertise in the applications of electronic classes and the branches they contain, in which he manages the lessons, and what they constitute some of them, as an obstacle to achieving the objectives of the practical lessons as a whole, put pressure on the members of the commission.

The teachers of physical education are usually dissatisfied with the consolidation of their relationship with students through online classes, and are embarrassed about the inadequacy time to respond to student consultations directly via online platforms. “Professional pressure usually leads to many psychological and physical problems that make the individual unable to give and be productive” (Hazar & Al-Lahibi, 2008). This prevents the teacher from performing his/her required role, so he/she faces long working hours, without enough time for rest or additional tasks performed by university teachers as well as all this is due to the lack of opportunities for promotion, the lack of time for professional development, professional problems, and the large number of students in the same online class and in the college, which would lead to a high degree of mental fatigue and negatively affect his/her psychosocial adjustment and his/her family and professional relationships (Jarrar, 2011). No doubt, life is full with the pressures imposed on societies, each according to his status and importance. The pressure is an inevitable situation that a person faces in his life path, regardless of his way of living and developing his life and his behaviors in the light of which he acts and determines the goals of his life, near and far (Al-Shammari, 2005).

In conclusion, faculty members in the Faculties of Physical Education and Sports Sciences have an undesirable level of occupational pressure and a high level of stress professionalism when they use e-learning method of teaching. It is necessary that universities and colleges, when organizing the schedule and duties assigned to the work with faculty members who teach their students online, take care to reduce the burdens that lead to an increase of occupational pressure, as this has a negative impact on them. Also, the Ministry of Higher Education and Scientific Research and the presidencies of universities must pay attention to reduce the burden of courses and additional continuing education activities that force faculty members to teach their student selectively. Their presence increases their professional pressure.

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CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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