Pressures of the E-Learning Practice in Light of The Spread of Corona Virus in Iraq
A Case Study on Faculty in a Number of Iraqi Universities

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Abstrak: Penelitian ini bertujuan untuk mengeksplorasi fenomena tekanan fungsional dalam praktik pembelajaran daring (*e-learning*) serta mengidentifikasi tantangan utama yang dihadapi oleh dosen universitas selama pandemi COVID-19 di Irak. Penelitian ini menggunakan pendekatan analisis deskriptif, dengan teknik pengambilan sampel terarah untuk menjangkau sejumlah universitas di Baghdad. Sebanyak 1.499 dosen universitas menjadi responden, dan 26 butir instrumen disebarkan secara daring melalui platform media sosial. Para peserta menjawab kuesioner yang telah disiapkan. Pengumpulan data dilakukan selama masa *lockdown* di Irak, yang berlangsung antara Mei hingga September 2020. Hasil survei komprehensif menunjukkan bahwa para pengajar dari berbagai jenjang akademik, jenis kelamin, dan lama masa kerja mengalami tekanan kerja dalam pelaksanaan *e-learning*. Secara khusus, dosen dengan gelar doktor (Ph.D.) ditemukan menghadapi tingkat tekanan kerja tertinggi, terutama mereka yang memegang jabatan profesor.

Kata kunci: Pembelajaran daring; COVID-19; tantangan pengajaran daring; dampak pandemi; teknologi pendidikan

Abstract: *The study aimed to explore the phenomenon of functional pressure in e-learning and identify the primary challenges faced by university professors in e-learning during the Iraqi corona pandemic. The study adopted a descriptive analysis approach, and researchers employed targeted sampling techniques to contact a number of Iraqi universities in Baghdad. A total of 1,499 university faculties were approached, and 26 items were distributed online through social media platforms. Participants responded to the questionnaire. Data collection took place during the lockdown period in Iraq, spanning from May to September 2020. The findings from the comprehensive survey revealed that teachers across various academic degrees, genders, and years of service experience work pressure in e-learning. Notably, individuals with a PhD degree were found to face the highest levels of work pressure, particularly those holding the professor title.*

Keywords*: E-learning, COVID-19, online teaching challenges, pandemic impact; educational technology*

1. Introduction

The issue of labor pressure is of significant concern and warrants investigation and attention due to its serious implications for individuals working in institutions and businesses. It poses a threat to their ability to effectively carry out their duties and responsibilities, leading to an imbalance in their mental and physical well-being [Murali ,S B etll., 2017]. Although the term "working pressure" is commonly used in discussions on working conditions, it is conceptually and operationally flawed. To address this, a conceptual model was developed by Roe and Zijlstra [2000], drawing upon behavioral regulation theory, national regulation theory, and stress theory. This model distinguishes work pressure from similar concepts. Work pressure is defined as the subjective tension associated with the current and/or anticipated performance of work tasks. Various scales for measuring work demands, workload, and work pressure have been constructed using materials from diverse sources [Roe,R.A.,& Zijlstra, F.R.H, 2000]. The outbreak of the COVID-19 virus, which rapidly spread worldwide, resulted in a devastating collapse of the global economy [Al-Mansour and Al-Ajmi, 2020].

The government imposed a complete blockade, banned all nonessential travel with forced a closure of all noncritical businesses and organizations. Due to strict state control measures, many employees had to work in difficult situations. Traditional working styles have faced great challenges. Many companies employ flexible works practices, like working from house, to prevent spread of illness with a resulting financial loss and as a result of COV-19 crisis, the vast majority of people are already engaged in e-commerce, telecommuting, and digital business and as a result crisis, work patterns have changed and homework models have increased at an alarming rate [Zou et al., 2020] (b). Like all sectors in the country, the education sector faced challenges. The coronavirus crisis has hit the education sector around the world, forcing universities and schools to close doors to reduce the potential for epidemics. These institutions had to find the right alternative to further education. Issues related to the availability of the digital divide and internet access, and the limitations of distance learning in existing education systems, are one of the most serious challenges and challenges faced by some countries in the world, including Iraq [Yung Tai Tang, Chen Hua Chang, 2010]. However, sudden changes have posed equally significant challenges for university

professors, teachers, students and educational institutions. Key challenges and issues included issues related to the provision of digital divides and internet connectivity, and the limitations of distance learning in the current "7" education system.

The use of the Internet in the educational process dates back to 2000, when educational institutions did not result in the corona crisis of introducing so-called learning management systems, in face of the Coronavirus crisis, these institutions have moved to e-learning and the usage of online video chat applications like Zoom, Google, Meeting and others has raised significantly [Sajuyigbe et all, 2015]. Several challenges have emerged as a result, the most important of which was the readiness of faculty and students for this type of education in the world in general and in Iraq in particular, and one of the biggest problems was the lack of modern technology equipment, internet and applications in Iraq except in recent years [Roe, R.A., & Zijlstra, F.R.H., 2000]. However, there are difficulties in this type of education, namely, the poor capacity of pupils and students, whether poor on the Internet, the absence of modern technological means, accommodation in undercover areas, other objective and technical reasons, depending on the capacity of each country and the extent to which the professor and student control electronic learning technology [Yusof, et all, 2014].. There are those who felt the importance of technology, so they joined it, learned it and used it. And some of them have dispensed with it, but the spread of coronavirus has led to a gradual and significant shift towards technology, which has shocked this group, which is now using technology [Caral Lopes, Ms and Dhara Kachalia, 2016]. E-learning faculties need psychological support, especially in emergencies and crises, as the transition from human interactions to interactions via electronic platforms is a major shift. E-learning also helps teachers at all institutions and schools deal with the feelings of students under pressure and instability [Bader A Al Qaied, 2015].

For these reasons, the topic of labor pressure has become one of the hottest topics for researchers as it negatively impacts workers' behavior, their performance, and the performance of their organizations. It affects working people with stress, anxiety and emotions, and adversely affects their mental and physical health. Sources of work pressure depend on the quality and specificity of each job's profession, as well as individual differences in personality, six, age, and education scale, with the different responses of workers to these sources. Therefore, in the light of the Iraqi

coronapandemic, it was necessary to investigate the lineage of e-learning functions and identify the main lineages faced by university professors of edu-learning. From point of view a university professor at some Iraqi universities, and what is the answer to this question? 1-Are there pressures to teach distance (electronic) education to university departments at various Iraqi universities in light of the Corona pandemic? Sub-question 1-Are university faculties at Iraqi Universities suffering from work pressure when using e-learning education?

Work pressure is characterized as an individual's mental energy state, which briefly gives a feeling of effort or seen tension in satisfying or foreseeing work obligations. Up until this point, it is best perceived as an emotional impression of an individual's mental/physiological state while performing proficient exercises. Clearly, this condition can change, and work tension can increment or lessening in light of different elements, like a gauge of the laborer's leftover responsibility or a gauge of the probability of effectively finishing the job. I have. In spite of the fact that work pressure is a powerful peculiarities, one would expect it to vacillate not as much as responsibility. Work environment stress gives off an impression of being a more inescapable condition that might reach out into individuals' recreation time. It is easy to see the pressure of a representative and to see a pessimistic change in his mental state or conduct, and this might be because of tensions at work that he can never again cure or arrangement with.Many workers experience the ill effects of strain and stress because of many reasons inside or outside the workplace [Muhammad Iqbal, and Muhammad Adnan Waseem, 2012], which causes them uneasiness, strain and dissatisfaction, yet they don't have the foggiest idea how to manage that, which causes them a mental emergency and mental exhaustion.Some individuals might turn to escaping these tensions or adapting to them, or pursuing negative routines. For example, smoking, eating a great deal of food and desserts, dozing to escape from the real world, which influences their lives adversely as opposed to treating this matter [Hardaker, G., & Singh, G., 2011]. It is a piece of the physical and mental workplace, and one of the sources cause mishaps and different work sicknesses, some of which are physical, and some of which are mental, with adverse consequences On the individual and the association [Aljaser, A. M., 2019].. In the least difficult case, work tension can rapidly prompt resentment.

According to research published by the London Business School last year and conducted by Michael Park, assistant professor of organizational behavior, some companies are unaware of the full extent of the loss they suffer as a result of ignoring pressures and failing to maintain calm in the work environment, as they are losing many beneficial effects as a result. As stress, irritation, and rage serve as warning bells that call attention to areas that genuinely require care, Park argued that negative sentiments and pressures may even have positive consequences [Sahu, P., 2020]. Some businesses respond positively to these pressures and set aside particular hours for their staff to practice meditation and relaxation techniques, which helps them get rid of negative sentiments and boosts their daily production rate and this is greatly beneficial to the company, as work pressure on an individual may negatively affect Around him, what makes the task of conducting business difficult [Zainuddin, P. F. A., 2021].

Workplace stress has recently grown in importance as a subject for academic and social research studies. Work pressure, then, is defined scientifically as the interaction between an individual's response to environmental stimuli and motives in ways that are determined by his or her nature and personality [World Health Organization, 2018]. This indicates that the perception of job pressure and its effects differs from person to person depending on the task's effectiveness, character, and location within the organization. Pressure factors include: Several factors, Such as keeping pace with rapid technological change, overburden, lack of feedback, role ambiguity, differing roles and responsibility towards others., are cited by many researchers as causes of work pressure. Being in an innovative position, career advancement, the environment and structure of the organization, , recent emergency events, and organizational structure environment [Wireko-Gyebi Sampson, and Oheneba Akyeampong, 2014].

As previously mentioned, there are numerous and diverse factors at work that can result in pressures at work that not all employees can agree with or handle to the same degree, and where people's reactions and agreeing to work pressures is different to varying degredepending on the nature of their personalities. The majority of researchers concur that there are two categories of origins of workplace stress. The first group includes the elements that affect how well-organized and productive the task is and the

second group, which concerns the employee's or person's private life [Affouneh S et all, 2020].

This research was based on studying the first group of work pressure sources

The nature of the profession or work: Occupations that are inherently very stressful, including other professions that pose risks as well as risk in dangerous, non-standard work environments, such as medicine, education, higher administration, firefighters, civil defense, and electricity. There are many decisions, high and continuous concentration, and suffering. Intellectuals who interact with many people [Sahu, P, 2020]..

Role Conflict: Role conflict results when the individual role expectations conflict with the expectations of a civil servant in the same job or role as the demands of that job. Conflicts can lie between the demands of an individual's role at work and his non-work demands, such as family responsibilities.

Role ambiguity: It happens when individuals do not know the truth of what is specifically required of them for their work [Basilaia, G., & Kvavadze, D., 2020].

Work burden : The purpose is to make individual workers bear work that exceeds their capacity, which is one of the causes of stress for workers. H. His ability to quantitatively increase the load and his ability to perform on time. This increase is due to the inconsistency of work quality with individual tendencies and abilities, the lack of work required by individuals, and the underestimation of skills and abilities. There is a possibility [Bader A Al Qaied, 2015]. Some researchers have sourced other sources of work pressure, such as authority and obedience issues, work relationship issues, and personal personality incompatibilities with organizational demands and resource competition. Added [Aljaser, A. M., 2019].

Distance Learning

Online education as we know it now dates back to the 1990s, when the net and the Www started to have an impact on people in remote locations and different time zones. This was a big departure from the correspondence courses that were first introduced in England in the middle of the nineteenth century and required students and university instructors to mail paper copies back and forth. In the last two decades, the market for education has shifted, and online learning has become more operationally, commercially, and technologically viable [Khan,M.J et all, 2013].

Education can be viewed as quite possibly of the main area most impacted by the crown pandemic in light of the fact that most countries have been compelled to close their organizations, schools, and colleges to stop the spread of the Covid universally. Since instructive foundations are the most packed and weak area on the planet, they have likewise been compelled to change many practices, strategies, and ways of behaving at the degree of people groups and nations [Zou, P., et all, 2020].

As a result, countries around the world were looking for solutions to complete courses and training for students, but found only one basic mechanism: the e-learning platform. Now I started talking about this kind. This is not new, but we decide what distance edu is, the exchange of learning and edu activities between teachers or sources, such as institutions, organizations, recipients, students, researchers, internships, etc. You need to be in the center of what you do. Content preparation course by time program [Savi, D., 2020].

This is what most people think of when thinking about distance learning and has existed in the past, but only in the traditional way that the process is done via communications: the registration process by the government or private institutions. Upon completion of the course will be mailed to the student, the student will be evaluated by attendance or correspondence, and upon completion of the duration and course, the student will be given a certificate of achievement or a certificate of level exam if successful, and many countries in this area I have passed this type and have taken over the so-called distance learning. Alternatively, communications are officially certified and this type can also be found in technical and professional education in some areas such as automated media and journalism. Training is required in some areas and no lectures are required. This training is considered a type of education that supports a good group. Opportunity to be educated and develop in society.

There are difficulties in this type of education, which is the poor capacity of pupils and students, whether poor on the Internet, lack of modern technology or residence in low-coverage areas. However, with the development of technology and science, especially with the advancement of social networks, many universities have invested in the establishment of virtual institutions. We're talking about virtual university institutions, not the university websites where virtual universities open and register educational courses for students. Distance learning is beginning to change, e-

learning or virtual, as many universities have extensive experience and international recognition in this area, such as giving students CD or email lectures or classes in a particular program or field. .

What can be defined as technology-based education and the use of informatics to achieve cognitive exchange without the need for realistic encounters or the use of real-time audiovisual presence, defines the concept of e-learning: (it integrates An interactive system based on an electronic environment. Relying on programs and applications that provide an ideal environment for integrating text with images and sounds, creating a curriculum that makes it easy to connect over electronic networks. The purpose is. Opportunity to enrich information through links to sources on various websites).

However, due to competition and the need for traditional education and attendance of people, this was less desirable. Education platforms depended on the use of these platforms, then integrating traditional learning into e-learning, uploading papers and lessons, monitoring materials, and most importantly, direct communication with some. With the development of, things have begun to develop significantly. Enables multiple communications via cameras, or so-called meetings through audiovisual presence, moves the educational process from college faculties to home, makes it available to professors, makes available to students and classes, which An application that allows you to do that in your country by investing in this area now.

Therefore, e-learning is subject to the general rules of higher education through the existence of mechanisms for assessing, approving and controlling the quality of electronic education programs in terms of the quality of the education system. This should be an integrated system that corresponds to the education system. A recognized foundation for university education, and the existence of academic and quality standards at the design stage. Systematic program management, student development, and assessment work to embrace the integrity of assessment procedures and practices and modify them as needed based on feedback.

Drun Orahan also said that e-learning systems need to be carefully designed and infrastructureized, so the goals and expected outcomes of e-learning and education are significant in the quality of the education process and the effectiveness of internet availability. It points out that it depends. When applying this method to a scientific

methodology that includes good design methods and procedures to make the educational process more effective and successful.

Due to the widespread use of e-learning today, scholars who do not have the professional qualifications to manage content development and provide online modules impede progress and require extensive skill development [Ellis, O. 'Reilly, and Debreceny, 1998]. Not only is technical skill a challenge, but materials need to be better developed for distance learning.

Main hypothesis

The amount of work depends on the personal characteristics of faculty members at many Iraqi universities (gender, age, years of service, degree, specialt):

H1: There is no significant relationship between gender and distance learning Pressure on teachers at Iraqi universities.

H2: There is no significant association between age and distance learning pressure on Iraqi university teachers

H3: There is no significant relationship between years of service and distance learning Pressure on teachers at Iraqi universities

H4: There is no signt relation amidst degree and distance learning Pressure on teachers at Iraqi universities.

H5: There is no significant relationship between discipline and distance learning with the pressure on teachers at Iraqi universities.

2. Methodology

In that procedure, the study takes a descriptive analytical approach based on collecting data from faculty research samples by use questionnaires and faculty response surveys and analyzes prepared for the purposes of the study. Depends on: Samples, procedures, and data collection. Researchers used a targeted sampling technique [Kothari, 2009] to address a large number of Iraqi universities to a large number of university faculties in Baghdad, and used social media to address undergraduate groups. I sent a questionnaire to you by e-mail. Recognized importance of survey results and filling out questionnaires. I answered and filled out the questionnaire online and included it in the survey. Data were collected during the blockade in Iraq (May-September 2020).

3. Result and Disscusion

Result

To achieve their research goals, researchers have created a 16-item questionnaire that is sent to various Iraqi university faculties by using e-learning through the outbreak of the corona virus. The questionnaire was created after reviewing previous research on work pressures and e-learning subjects. The final form of the questionnaire corresponds to a 5-point Likert scale (26) items (very aprove = 5, aprove = 4, neutral = 3, not aprove = 2, very not aprove = 1), with the items in the questionnaire. Div into 4 areas: Scale validity: The apparent validity of the scale was confirmed by submitting it to a jury specializing in curriculum, teaching methods, and psychology. The referee's approval rate (80%) was adopted as the minimum to comply with the ite m, and the validity of the design was determined by calculating each of the following indicators. Scale stability: Stability is an important quality or characteristic that must be present for a scale to be genuine. Researchers used the (alpha-cronback) equation to determine the stability of the scale. This is (0.842), which is a very good and reliable result. Researchers used half-splits to check the stability of the scale, and the result was (0.76), corrected by the Guttman half-split factor. This gives (0.85), which is an indicator of internal integrity of scale.

Description of sample members

1. According to the certificate:

Table 1. the distributison of sample personnel by certificate

Certificate	**Frequency**	Rate
Master	199	%13.3
Ph.D	1300	%86.7
Total	1499	%100.0

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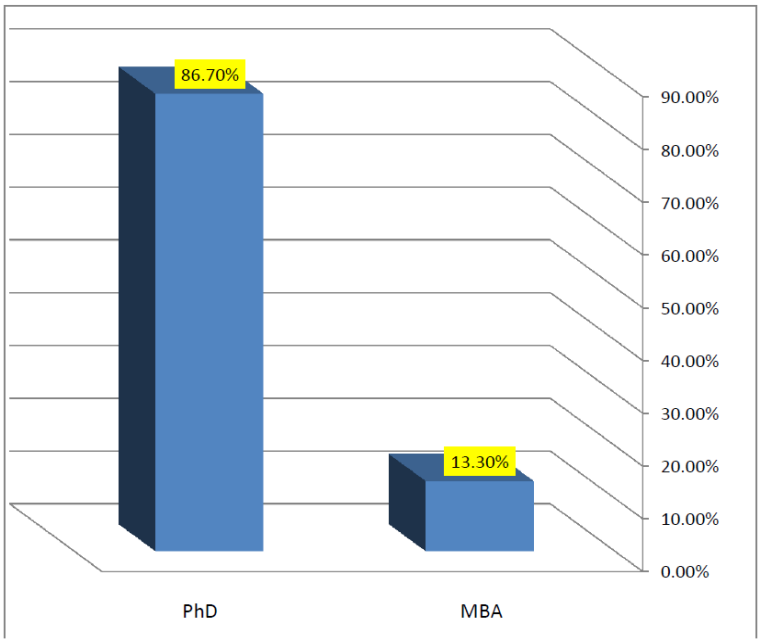

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Figure 1. shows the distribution of the sample members according to the certificate.

2. By specialization:

Table 2. Shows the distribution of the sample members by specialization

Specialization	Frequency	Ratio
Business Management	26	1.7
Chemistry	124	8.3
Physics	90	6.0
statistics	15	1.0
Life Sciences	31	2.1
Computer Science	102	6.8
media	108	7.2
Political Science	45	3.0
Psychology	302	20.1
Dental	12	0.8
Medicine	20	1.3
Pharmacy	15	1.0
Medical devices	16	1.1
Mathematics	54	3.6
Sports education	86	5.7
Law	58	3.9
Teaching methods	24	1.6
history	11	0.7
Geography	6	0.4
Arabic	40	2.7
Jurisprudence	9	0.6
Space	47	3.1
English	44	2.9
Educational department	8	0.5
Civil Engineering	40	2.7
Geology	41	2.7
Accounting	10	0.7

Specialization	Frequency	Ratio
Socialogy	15	1.0
Genetic engineering	6	0.4
Art and Theatre	12	0.8
Communications Engineering	8	0.5
Nursing	3	0.2
Chemical Engineering	2	0.1
Russian	6	0.4
French	3	0.2
Astronomy	8	0.5
Electrical engineering	16	1.1
Satisfactory analyses	5	0.3
Décor	6	0.4
Electron Engineering	3	0.2
Laser	2	0.1
Anthropology	5	0.3
Electronic optics	5	0.3
Philosophy	2	0.1
Software engineering and information systems	5	0.3
Libraries	3	0.2
Total	1499	%100.0

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3. According to the scientific title:

Table 3. Shows the distribution of the sample members according to the scientific

Scientific title	Frequency	Ratio
Assistant Teacher	220	%14.7
Teacher	501	%33.4
Assistant Professor	719	%48.0
Professor	59	%3.9
Total	1499	%100.0

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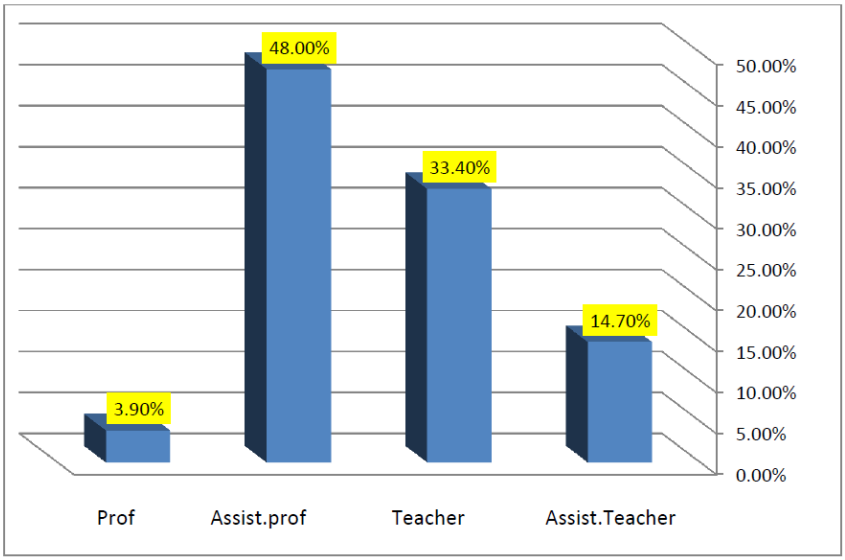

Figure 2. Shows the distribution of the sample members according to the scientific

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4. By gender

Table 3. Shows the distribution of the sample members according to gender

Gender	Frequency	Ratio
Male	665	%44.4
Female	834	%55.6
Total	1499	%100.0

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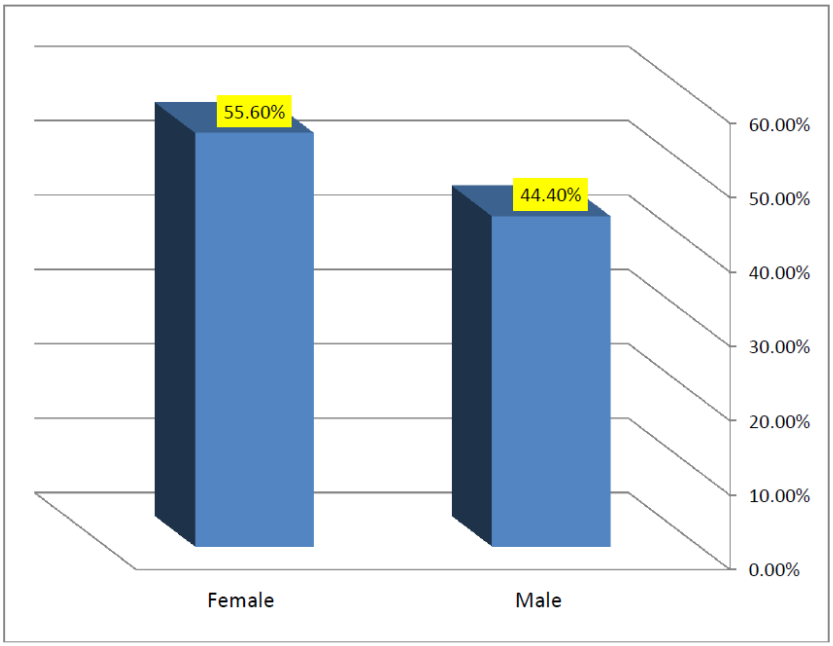

Figure 3. Shows the distribution of the sample members according to gender

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Gender: There was a slight difference between the percentage of males and females. The total number of males reached (665) faculty, and they represent (55.604%) of the total sample members, and the number of females is (834) and they represent (42%) of the total number of individuals. the sample

5. According to age

Table 4. Shows the distribution of the sample according to age

Age	Frequency	Ratio
3-26year	90	%6.0
45-36year	714	%47.6
55-46year	517	%34.5
65-56year	178	%11.9
Total	1499	%100.0

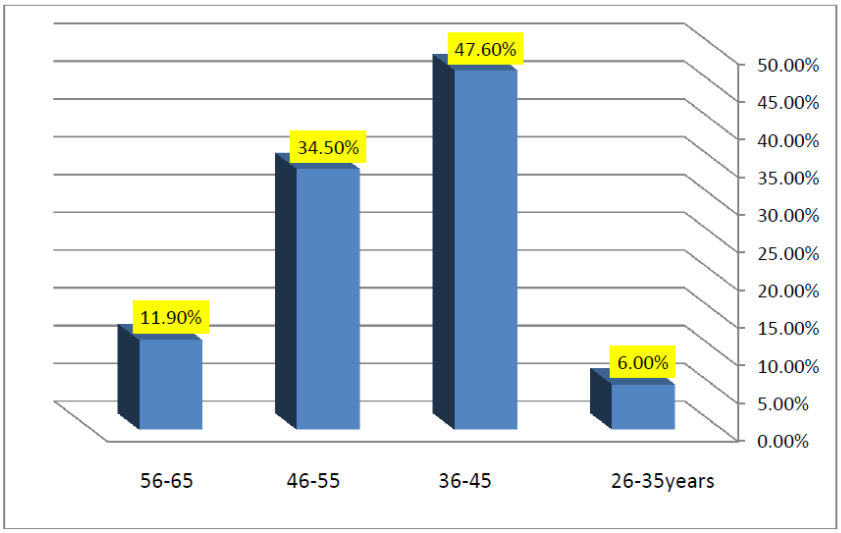

Figure 4. Shows the distribution of the sample members according to age

Souce: Research Results (2025)

6. According to years of service

Table 5. shows the distribution of the sample members according to years of service

Years of service	Frequency	Ratio
Less than 5 years	31	%2.1
More than 5 years	28	%1.9
More than 10 years	1440	%96.1
Total	1499	%100.0

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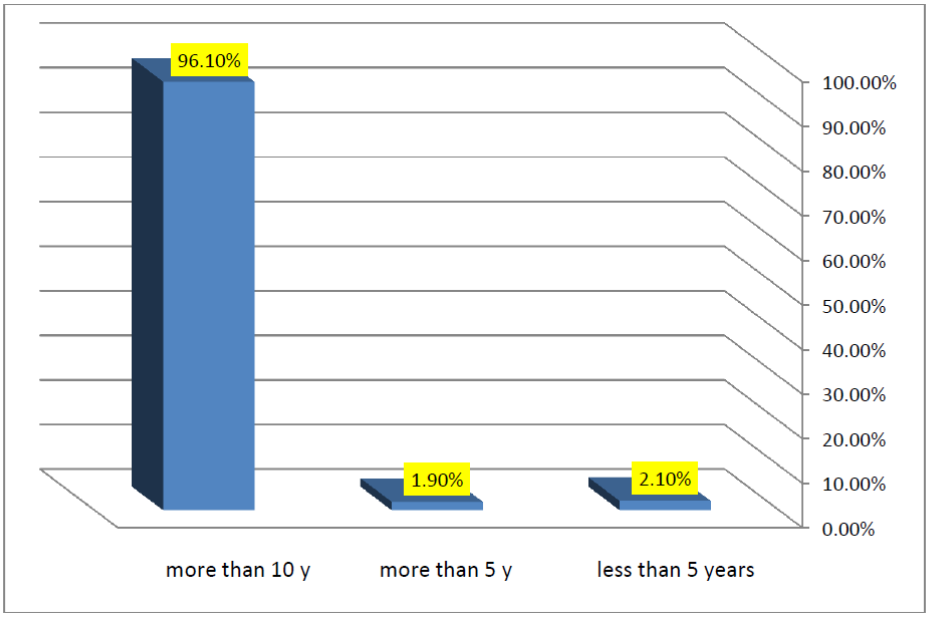

Figure 5. shows the distribution of the sample members according to years of service

Souce: Research Results (2025)

A general description of work pressures: This is how the percentage and frequency of each section of the scale is calculated. The weighted average of each item is also extracted and compared with the virtual average to find the direction of the item. If the weighted average is greater than the hypothetical average, it means that the respondents in the sample were oriented towards a match, and if the weighted average value is less than the hypothetical average, the sample members turn to rejection. And the virtual mean is calculated as follows :

Hypothesis mean = total scale substitutions / number of choices

Hypothesis = (5 + 4 + 3 + 2 + 1) / 5 = 3

1. Workload:

Table 6. Indicator Workload

Items	Strongly Aproved	Aproved	Neutral	not Aproved	Strongly Not Aproved	mean
You feel tired because of the large number and variety of work that you must do (research, reports, lectures)	202 (13.5)	605 (40.4)	431 (28.8)	199 (13.3)	(4.1) 62	3.46
The time available to you is not sufficient to finish the preparations assigned to you	172 (11.5)	561 (37.4)	357 (23.8)	375 (25.0)	(2.3) 34	3.31
There is no time to rest while working	213 (14.2)	378 (25.2)	554 (37.0)	334 (22.3)	(1.3) 20	3.29
Courier size does not match your business	191 (12.7)	489 (32.6)	444 (29.6)	371 (24.7)	(0.3) 4	3.33
The lack of teaching tools and equipment causes frustration and lowers your morale	284 (18.9)	482 (32.2)	368 (24.5)	309 (20.6)	(3.7) 56	3.42
The decisions taken by the officials affect your educational performance	356 (23.7)	544 (36.3)	428 (28.6)	148 (9.9)	(1.5) 23	3.71
She suffers from nervous tension due to the work she is doing	191 (12.7)	370 (24.7)	565 (37.7)	302 (20.1)	(4.7) 71	3.21
The use of modern technology reduced the workload	145 (9.7)	572 (38.2)	573 (38.2)	205 (13.7)	(0.3) 4	3.43

Souce: Research Results (2025).

Notes:

1. The average value of the sections (feeling tired due to the amount and variety of work (surveys, reports, lectures, etc.) that need to be done) reaches (3.46) and is greater than the value of. The hypothesis, that is, the direction of the sample response, was a certain percentage (40.4%) of agreement and a strong agreement (13.5%).

2. The mean of the items (the time allotted is not enough to complete the allotted preparation) is (3.31), which is greater than the mean of the hypothesis. This means the

orientation of the sample. Consistent responses agree at a rate of (37.4%) and fully agree with (11.5%).

3. The mean of the sections (no time to rest while working) is (3.29), which is greater than the hypothetical mean, which means that the sample response tends towards a concordance rate (25.2%) and (25.2%). 14.2%) I strongly agree with the ratio.

4. The average value of the items (time size does not fit the task) (3.33) is larger than the hypothetical value, which means that the sample response was oriented towards. The ratio is (32.6%), which is strongly in line with the ratio of (12.7%).

5. The section mean (lack of resources and materials causes frustration and demoralization) is (3.42), which is greater than the hypothetical mean, and the direction of the example answer is as follows: was. Percentage to correspondents (32.2%) and percentage to correspondents (18.9%).

6. The average sales value (decision on staff's academic performance) (3.71) has been reached. This is greater than the average hypothesis and means that the sample responses tended towards support. (36.3%) and rather support (23.7%).

7. The item mean (she suffers from nervous tension due to work) reached (3.21). This means that it was larger than the hypothetical mean and the direction of the sample response was towards the corresponding one. It is a percentage of (24.7%), and a corresponding percentage of (12.7%) is heading in a strong direction.

8. The average section (reduced workload by using the latest technology) was (3.43), which was larger than the hypothetical value, and the tendency of the sample response was toward the corresponding direction (38.2 ratio). It means. %) And correspondingly (9.7%) is heading in a strong direction.

2. Business content and relations:

Table 7. Indicator Business content and relations

Items	Strongly Aproved	Aproved	Neutral	not Aproved	Strongly Not Aproved	mean
The work you do is routine	(5.2) 78	304 (20.3)	495 (33.0)	(38.0) 569	(3.5) 53	2.86
The administration does not involve the university professor in the decision-making process	220 (14.7)	435 (29.0)	495 (33.0)	(18.8) 282	(4.5) 67	3.31
The university student does not abide by the academic advice provided to him by the professors	256 (17.1)	676 (45.1)	404 (27.0)	(9.3) 140	(1.5) 23	3.67
There is coordination between the lecturer and the application	(1.1) 17	550 (36.7)	782 (52.2)	(10.0) 150	--	3.29

professor in the same scale						
The relations in your university are good	(7.0) 105	547 (36.5)	741 (49.4)	(6.1) 92	(0.9) 14	3.42

Souce: Research Results (2025)

Notes:

1. The mean value for the section (Work You Do Routine) was (2.86), which was smaller than the hypothetical value, meaning that the response direction of the sample was toward rejection at a rate of (38%). I completely disagree with the (3.5%) percentage.

2. The average item (administration is trying not to include university professors in the decision-making process) reached (3.31), which is the average hypothesis, that is, the sample response is the percentage of approvers (29%). The percentage of strong approvers (14.7%).

3. The item mean (university students do not follow the academic advice given by the professor) is (3.67), which is greater than the hypothetical mean and if the sample response directions correspond (45.1%), for strong support, at a rate of (17.1%).

4. The mean of the items (instructor and application professor match on the same scale) is (3.29), which is larger than the mean of the hypothesis, meaning that the sample response tendencies match as follows: To do. Approvers (36.7%) and strong correspondents (1.1%).

5. The mean value for the item (university condition is good) is (3.42), which is larger than the hypothetical value, meaning that the sample response tends in the corresponding direction (at a rate of 36.5). %) And in the direction of strong response (7.0%).

3. Working methods:

Table 8. Indicators Working methods

Items	Strongly Aproved	Aproved	Neutral	not Aproved	Strongly Not Aproved	mean
Assign work that does not suit your specialty	(5.1) 76	263 (17.5)	618 (41.2)	(33.4) 501	(2.7) 41	2.89
Suffer from noise and crowding at your workplace	232 (15.5)	374 (24.9)	338 (22.5)	(30.2) 453	(6.8) 102	3.12
I find it difficult to communicate with my superiors	161 (10.7)	603 (40.2)	279 (18.6)	(23.7) 355	(6.7) 101	3.25

Souce: Research Results (2025)

Notes:

1. The average value of the item (assigned to a job that does not match the discipline) is (2.89), which is smaller than the hypothetical value, meaning that the direction of the example answers as a percentage of rejection. I completely disagree with the indicated (33.4%) and (2.7%) percentages .

2 . The item mean (suffering from noise and working crowds) was (3.12), which was greater than the hypothetical value, meaning that the direction of the sample response was towards the corresponding um (24.9%). To do. Correspondingly (15.5%) strong

3. The average value of the item (I think it is difficult to communicate with the boss) is (3.25), which is larger than the average value of the hypothesis and means that the direction of the response example points to the corresponding direction. One is (40.2%), and the strong response is (10.7%).

2. Compatibility tables between demographic information and work pressures:

Find out the rates and frequencies of works stress and according to the trend of demographic information, we will use the compatibility tables as follows**:**

1. **According to the certificate:**

Table (9) shows the table of compatibility between certification and work pressures

Items		disagree	Nuteral	agree	Strongly disagree	total
Master	--- ---	4 0.3%	128 8.5%	64 4.3%	3 0.2%	199 13.3%
PhD	--- ---	23 1.5%	812 54.2%	440 29.4%	25 1.7%	1300 86.7%
Total	--- ---	27 1.8%	940 62.7%	504 33.6%	28 1.9%	1499 100.0%
Calculated chi-square value = 0.46 Degree of freedom = 3, significance level (0.05(Chi-square tabular value = 7.82, non-significant						

Souce: Research Results (2025).

2. **According to the scientific title**

Table 10. Shows the table of compatibility between academic title and work pressures

	Strongly Not aproved	Not aproved	neutral	Aproved	Strongly aproved	total
Assistant teacher	--- ---	8 0.5%	127 8.5%	77 5.1%	8 0.5%	220 14.7%
Teacher	--- ---	4 0.3%	319 21.3%	174 11.6%	4 0.3%	501 33.4%
Assistant Professor	--- ---	12 0.8%	462 30.8%	232 15.5%	13 0.9%	719 48.0%
Professor	--- ---	3 0.2%	32 2.1%	21 1.4%	3 0.2%	59 3.9%
Total	--- ---	27 1.8%	940 62.7%	504 33.6%	28 1.9%	1499 100.0%

Calculated chi-square value = 23.21

Degree of freedom = 9, significance level (0.05(

Chi-square tabular value = 16.92, significant.

Souce: Research Results (2025)

3. By gender:

Table (11) shows a table of compatibility between gender and work pressures

	Strongly Not aproved	Not aproved	Neutral	Aproved	Strongly aproved	total
female	--- ---	15 1.0%	542 36.2%	263 17.5%	14 0.9%	834 55.6%
male	--- ---	12 0.8%	398 26.6%	241 16.1%	14 0.9%	665 44.4%
Total	--- ---	27 1.8%	940 62.7%	504 33.6%	28 1.9%	1499 100.0%

Calculated chi-square value = 4.36

Degree of freedom = 3, significance level (0.05(

Chi-square tabular value = 7.82, non-significant

Souce: Research Results (2025)

4. According to age

Table 12. Shows a table of compatibility between age and work stress

	Strongly Not aproved	Not aproved	Neutral	Aproved	Strongly aproved	total
35-26year	--- ---	2 0.1%	55 3.7%	32 2.1%	1 0.1%	90 6.0%
45-36year	--- ---	10 0.7%	445 29.7%	247 16.5%	12 0.8%	714 47.6%
55-46year	--- ---	11 0.7%	324 21.6%	171 11.4%	11 0.7%	517 34.5%
65-56year	---	4	116	54	4	178

	Strongly Not aproved	Not aproved	Neutral	Aproved	Strongly aproved	total
	---	0.3%	7.7%	3.6%	0.3%	11.9%
Total	--- ---	27 1.8%	940 62.7%	504 33.6%	28 1.9%	1499 100.0%

The calculated chi-square value = 3.10

Degree of freedom = 9, significance level (0.05(

Chi-square tabular value = 16.92, non-significant

Souce: Research Results (2025)

5. According to years of service:

Table 13. Shows a table of compatibility between years of service & work stress

	Strongly Not aproved	Not aproved	neutral	Aproved	Strongly aproved	total
Less than 5 years	--- ---	1 0.1%	19 1.3%	11 0.7%	0 0.0%	31 2.1%
More than 5 years	--- ---	0 0.0%	19 1.3%	8 0.5%	1 0.1%	28 1.9%
More than 10 years	--- ---	26 1.7%	902 60.2%	485 32.4%	27 1.8%	1440 96.1%
total	--- ---	27 1.8%	940 62.7%	504 33.6%	28 1.9%	1499 100.0%

The calculated chi-square value = 2.24

Degree of freedom = 6, significance level (0.05(

Chi-square tabular value = 12.59, non-significant

Souce: Research Results (2025)

3. Arithmetic weighted working stress circles according to demographic information:

Table 14. Shows the mean of work stress, according to the certificate

	Sample Size	Mean	Arrangement Of Work Stresses
M.A.	199	3.29	2
PhD	1300	3.31	1
Total	1499		

Souce: Research Results (2025)

Table 15. Shows the mean of work stress according to scientific title

	Sample Size	Mean	Arrangement Of Work Stresses
Assistant Teacher	220	3.32	2
Teacher	501	3.31	3
Assistant Professor	719	3.30	4

	Sample Size	Mean	Arrangement Of Work Stresses
Professor	59	3.33	1
Total	1499		

Souce: Research Results (2025)

Table 16. Shows the mean of work stress by gender

	Sample Size	Mean	Arrangement Of Work Stresses
Male	665	3.34	1
Female	834	3.29	2
Total	1499		

Souce: Research Results (2025)

Table 17. Shows the mean of work stress according to age

	Sample Size	Mean	Arrangement Of Work Stresses
35-26year	90	3.30	2
45-36year	714	3.33	1
55-46year	517	3.30	2repeated
65-56year	178	3.26	3
total	1499		

Souce: Research Results (2025)

Table 18. Shows the mean of work stress according to years of service

Years of Service	Frequency	Mean	Arrangement Of Work Stress
Less than 5 years	31	3.26	3
More than 5 years	28	3.37	1
More than 10 years	1440	3.31	2
total	1449		

Souce: Research Results (2025)

Discussion

After the sample members were described according to (certificate, specialization, scientific title, gender, age, and years of service), the work pressures were described for each of the axes of the work stress scale as follows:

First: the workload

The arithmetic mean was extracted for each item of the scale as in Table (7) and compared with the hypothetical average of the alternatives. It showed that the arithmetic mean of all items is higher than the hypothetical average, and this indicates that the sample members tend to agree on the items presented.

Second: the content and working relationships

By extracting the arithmetic mean of all the items of the axis and comparing it with the hypothetical average of the alternatives, it is clear that the sample members tend to agree on all the items except for the first item (the work that is routinely practiced), the

arithmetic mean of which was less than the hypothesis, and this means that the sample members do not agree on it.

Third: working methods

In Table (9) that the elements of sample tend to share the items presented, because the arithmetic mean is higher than the hypothetical average, except for the first item (assigning tasks that do not fit your specialization), as the hypothetical average in it was higher than the arithmetic average and this means that the sample members disagree and this is considered It is natural that the tasks assigned to professors are within their specializations, except for administrative work, which some professors consider additional tiring work added to the teaching staff.

2-To find out the compatibility between demographic information and work stress, a chi-square was used to find out if there were sign difference between the sets in relationship to work stress, and by looking at the tables (10, 11, 12, 13, 14, 15), we note that the calculated chi-square value was less From the scheduling for the certificate, gender, age and years of service, and this indicates that teachers of different degrees, gender and years of service suffer from work pressures in e-learning, and this is considered normal because they all suffer under the Corona pandemic and what the situation requires, except for table (11) The value of the square the calculated chi-square is higher than the tabular, and this indicates that the work pressures are great for scientific titles.

3-The arithmetic means of work pressures were extracted according to demographic information, and it showed that holders of a doctorate degree suffer primarily from work pressures, and the pressures on professors who hold the title of professor are the highest, The reason may be advanced age and fatigue, in addition to the smallness of this sample compared to the number of other titles. It also showed that the assistant teacher category comes second after the professor suffering from work pressures, which may be caused by the lack of experience in dealing with the situations they face. It appeared that males suffer more from work pressures, and the reason may be due to them doing more administrative work than females in addition to their other tasks and it appeared that the age group between (36-45) is more vulnerable to work pressures, and this is considered natural, as they are the young age group that falls on their shoulders the additional work that requires experience, wisdom and strength at work, since the other groups are either

young and have limited experience, and older ages are closer to retirement. This applies to year of experience also.

4. Kesimpulan

Based on the research results, the paper concluded that :Provide e-learning training for students and faculty members. One of the biggest problems in this category is the active use of the latest technology in the learning process. This is considered a reality imposed by the COVID-19 pandemic. The need for universities to pay close attention to the implementation of e-learning technology in undergraduate edu and the dissemination of electronic culture among faculty and students to achieve the best possible involvement in this style of education. Emphasize. All human, material and technical barriers to create an acceptable educational structure for the use of e-learning in higher education and to apply it widely to educational systems at all levels and disciplines.

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