

Professional Pressure Among University Professors and Its Relationship to the Educational Process -A Field Study on a Sample of Faculty Members of the College of Humanities and Social Sciences at the University of M'sila-

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Abstract:

The study aims to find out if there is a correlation between the professional pressure of the university professor and the educational process (in its educational and cognitive dimension), and the study was conducted on a sample of professors of the Faculty of Humanities and Social Sciences in Al-M'sila, and to find out this we conducted a field study on a sample consisting of 40 permanent professors, following the descriptive correlative approach, and relying on a study tool represented in the professional pressure scale of the university professor and a special questionnaire form for the educational process that contained two axes that serve the hypotheses of the study, and after statistical treatment, we concluded that there is a correlation between the professional pressure of the university professor and the educational process

Keywords: Professional pressure, university professor, educational process.

1-Introduction and Problem Statement:

The field of sociology of education has seen numerous studies that reflect the evolution of educational science. These studies have all contributed to the connection between education and society and its institutions. Furthermore, this field has recognized the importance of comfort and balance in all its aspects, away from various life problems. However, social, economic, and educational circumstances have formed one of the sources of these problems in various sectors, including the higher education sector, which represents the nerve center of an individual's social and economic life.

The university is one of the institutions established by society to perform functions assigned to it, including education, learning, and cultural and social knowledge. It provides opportunities for students to acquire concepts and knowledge, familiarize themselves with the necessary social and educational customs and values in their lives. Therefore, the university is responsible for proper education and teaching. However, the teaching profession within it is considered one of the stressful

professions for university professors from various perspectives, including the pedagogical and cognitive aspects... (Samia, 2015, p. 06)

This may negatively impact the professor and the course of the educational process, through the interplay of those factors, whether personal or internal factors of the university institution or external factors. This causes what is known as professional stress for the university professor, defined as a set of environmental factors that negatively affect individuals' performance at work, including role ambiguity, role conflict, environmental working conditions, workload, fatigue, and interpersonal relationships in the workplace. All these elements cause physical and psychological stress (Naima, 2021, p. 06).

Given that the university professor is the cornerstone, they are the primary target of all this. Facing numerous pressures that diminish their scholarly, educational, and intellectual productivity, these factors significantly hinder their performance. This can lead to teaching disruptions such as academic neglect, fatigue, inability to meet educational standards, and frequent absences. Therefore, the university professor is defined as anyone working in a university institution, teaching students in designated spaces, imparting the highest levels of knowledge and science to achieve the educational objectives of the university educational process. They are characterized by scientific and practical efficiency resulting from academic training in a specific field. They are responsible for transmitting various knowledge and experiences to students in an interactive and purposeful manner to develop their scientific and cognitive abilities through methodological, pedagogical, and social means, reflecting their style and approach in performing their assigned duties, thus ensuring the smooth flow of the educational process.

The educational process is a set of activities and procedures that occur within the classroom or academic semester, aiming to acquire practical skills, theoretical knowledge, or positive attitudes by students within a system based on inputs, processing, and outputs. It involves any influence occurring between individuals aimed at changing how others behave, with the intended influence being one that creates changes in others through reasonable imaginative means, making things and events meaningful. (Moustafa, 2018, pages 372-373)

Due to the importance of the topic, our research aimed to explore the quality of the relationship between the phenomenon of professional stress among university professors and the educational process. This variable, represented by a crucial process, forms the basis for establishing a healthy educational climate. Hence, the following question was posed:

General Research Question:

Is there a correlational relationship between the professional stress of university professors and the educational process?

Subsidiary Questions:

1. Is there a correlational relationship between the professional stress of university professors and the educational process in its pedagogical and didactic dimension?
2. Is there a correlational relationship between the professional stress of university professors and the educational process in its cognitive dimension?

2 - Study Hypotheses:

2 -1- The general hypothesis is:

There is a correlational relationship between the professional stress of university professors and the educational process.

2-2-Subsidiary Hypotheses: as follows:

- There is a correlational relationship between the professional stress of university professors and the educational process in its pedagogical and didactic dimension.
- There is a correlational relationship between the professional stress of university professors and the educational process in its cognitive dimension.

3- Study Objectives:

The study objectives align with the formulated hypotheses and are as follows:

- To determine whether there is a correlational relationship between the professional stress of university professors and the educational process.
- To ascertain whether there is a correlational relationship between the professional stress of university professors and the educational process in its pedagogical and didactic dimension.
- To investigate whether there is a correlational relationship between the professional stress of university professors and the educational process in its cognitive dimension.

4- Concepts and Terminology:

Professional Stress:

- Definition: It is a state that causes an individual to exert force, leading to internal body resistance resulting in a mentally, emotionally, and physically distressing state, occurring as a response to external stimuli (Sahraoui, 2011, p. 130), such as the individual's working environment and emotions (Zebdi, 2010, p. 266).
- It results from the individual's interaction with their work conditions, leading to professional instability (Al-Madjid, 2007, p. 33).

University Professor:

- Linguistically: A teacher; an academic title; a title of respect usually given to intellectuals such as writers, poets, and lawyers (<http://www.kasmazan.com>, 2009).

- **Definition:**

- The university professor is responsible for organizing individual learning activities for students, tasked with directing and developing learning and achieving its results (Ridi, 2007, p. 44).

- They are trainers for their students, participating with them in achieving self-growth, reaching deep into their personalities, extending to their lifestyles. They serve as psychological, social, and moral guides for students, directing their attitudes.

University Student:

- They are the primary second pole of the educational process, subject to the learning process by acquiring behaviors and various knowledge in various fields (and others, 2001, p. 91).

- **Cognitive Dimension:**

- It pertains to the specialization subject in terms of its fundamental concepts and structural characteristics, as well as the lesson and its components, and the elements of its concepts. The cognitive dimension is concerned with the construction of knowledge and the difficulties in activating it.

- **Pedagogical and Didactic Dimension:**

- It concerns the teacher - the university professor - and their mission, as well as the means they possess to present their material and their role in imparting knowledge to their students, based on their experience, expertise, and effectiveness in improving students' levels. (Wissam, 2021, p. 03)

- **The Educational Process:**

- It refers to the procedures and activities that occur within the classroom, aimed at imparting theoretical knowledge, practical skills, or positive attitudes to learners. It is a cognitive system consisting of inputs, processing, and outputs. Inputs are the learners - the students - and processing involves the coordinated process of organizing, understanding, and interpreting information, as well as establishing relationships and linking it to previous knowledge. Outputs manifest in the graduation of competent learners. (Habar, 2020, p. 03)

5- Previous Studies:

- **Study No. (01):** Conducted by Wafya Sahraoui in 2011, titled "Professional Stress and its Relationship with Organizational Loyalty among Higher Education Teachers at the University of Algiers."

- This study aimed to uncover the levels of professional stress. To achieve this objective, a study was conducted on a sample of university professors, totaling one hundred (100) professors, selected randomly. They were administered the Professional Stress and Organizational Loyalty Scale.

- **Methodology:** The study adopted a descriptive approach aiming to describe the levels of professional stress and organizational loyalty among higher education teachers. This was based on both quantitative and qualitative data analysis, using a questionnaire with closed and open-ended questions, applied to a sample representing university professors at the University of Algiers.

- Statistical methods were utilized to study the differences between variables and express them quantitatively. Pearson correlation coefficient was used to study the relationship between professional stress and organizational loyalty among the sample individuals.

- The study results concluded that university professors at the University of Algiers suffer from work pressure. Additionally, the results showed that these professors have low organizational loyalty. Furthermore, the results indicated a weak, statistically non-significant inverse relationship between professional stress and organizational loyalty among university professors at the University of Algiers.

- **Study No. (02):** Conducted by Soufie Naima in 2021, titled "Professional Pressures of Teachers and the Teaching Process."

Study Hypotheses:

- Pedagogical difficulties within the institution lead to professional stress among mathematics teachers.

- Lack of resources within the institution leads to professional stress among mathematics teachers.

- Relational difficulties within the institution lead to professional stress among mathematics teachers.

- There is no statistically significant difference in the academic performance of students taught by teachers experiencing professional stress compared to students taught by teachers not experiencing professional stress.

- **Study Sample:** The study included 50 mathematics teachers in the middle school level.

- **Research Methodology:** The descriptive approach was adopted as it is suitable for the study.

- **Research Tool:** The researcher utilized a questionnaire form in her research.

- **Study Findings:**

- Students taught by teachers not experiencing professional stress in teaching mathematics within the institution show better performance compared to their peers whose teachers experience professional stress while teaching mathematics.

- There is no statistically significant difference in the academic performance of students taught by teachers experiencing professional stress compared to students taught by teachers not experiencing professional stress.

- **Study Methodology:** The methodology is the approach used to uncover the truth in sciences. As with any field study, it must adopt a scientific method inspired by the nature, problem, and questions of the subject. Hence, based on the study title, the appropriate methodology is the descriptive approach with a correlational method.

- **Study Population:** This refers to the original group from which the sample is drawn and can include schools, groups, residents, or any other units. The research population consists of some professors from the Faculty of Humanities and Social Sciences at Mohamed Boudiaf University in M'sila.

- **Study Sample:** The sample is the basis of work in descriptive research, comprising individuals or things upon which the researcher builds their work. In this study, a random sample of 40 professors from the Faculty of Humanities and Social Sciences at Mohamed Boudiaf University in M'sila was utilized.

- **Study Boundaries:** The study was conducted within the following boundaries:

- **Temporal Boundaries:** The study was conducted in March 2022.

- **Spatial Boundaries:** According to the study title, it was conducted at the Faculty of Humanities and Social Sciences at Mohamed Boudiaf University in M'sila.

- **Human Boundaries:** It included some professors from the Faculty of Humanities and Social Sciences at Mohamed **Boudiaf University in M'sila.**

- Study Tools: Every scientific research requires specific data collection tools that align with the subject and its objectives, which are inherently linked to the methodology. Therefore, our study relied on the Occupational Stress Scale containing 26 statements distributed across 3 axes and a questionnaire form specific to the educational process, containing 18 statements serving the study hypotheses distributed across 2 axes.

6- Psychometric Properties of the Tool:

The Occupational Stress Scale:

The researcher relied on the Occupational Stress Scale for university professors, which consists of (26) statements distributed across (03) axes or dimensions, namely:

- Administration and Bureaucracy.
- Teaching Methods.
- External Factors.

Table (01) represents the reliability coefficient using Cronbach's alpha and the internal consistency validity of the Occupational Stress Scale.

Field of Study	Number of Statements	Cronbach's Alpha Coefficient	Internal Consistency validity
Dimension 01: Administration and Bureaucracy.	08	0.722	0.756
Dimension 02: Teaching Methods	08	0.743	0.798
Dimension 03: External Factors	08	0.631	0.687
Total Scale Score	26	0.867	0.889

Source: Prepared by the researcher using SPSS software.

- Educational Process Questionnaire: The researcher relied on a questionnaire consisting of (18) statements distributed across two dimensions (02):

- Pedagogical-Educational Dimension.
- Cognitive Dimension.

To ensure the study's validity and scientific integrity, the questionnaire was presented, and its validity was tested using the reliability coefficient and Cronbach's Alpha through SPSS V22 software. The results showed the validity and strong internal consistency of the study at a rate of 89%.

Table (02) represents the reliability coefficient using Cronbach's Alpha and the internal consistency reliability of the Educational Process Questionnaire.

Field of Study	Number of Items	Cronbach's Alpha Coefficient	Reliability of Consistency
Dimension 01: Pedagogical-Educational Dimension	09	0.678	0.688
Dimension 02: Cognitive Dimension	09	0.711	0.722
Total Score for the Questionnaire	18	0.831	0.864

Source: Prepared by the researcher using (SPSS) software.

7- Presentation and Analysis of Study Results:

7-1- Presentation and Analysis of Hypothesis One

Hypothesis one in the study examines the relationship between the professional stress of university professors and the educational process in its pedagogical dimension. Here is the presentation and analysis of the results of this hypothesis:

Table 03 was used to illustrate the relationship between professional stress and the educational process in its pedagogical dimension among university professors.

Variables	Mean	Standard Deviation	Calculated p-value	Level of Significance	Estimate
Professional Stress	65.67	8.89	0,681	0,001	Statistically significant at 0.010,01

Analysis:

Based on the results shown in Table (03), which illustrates the relationship between professional stress among university professors and the educational process in its pedagogical dimension, it is evident that the mean value of professional stress reached (65.67) with a standard deviation of (8.89). As for the educational process in its pedagogical dimension, the mean was (13.34) with a standard deviation of (2.13). Therefore, we conclude that there is a statistically significant relationship between professional stress and the educational process in its pedagogical dimension, as the calculated p-value was (0.681) at a significance level of (0.001), indicating a moderate negative correlation.

7-2- Discussion of Partial Hypothesis Results:

This hypothesis stated the existence of a correlation between professional stress among university professors and the educational process in its pedagogical dimension. To confirm the validity of this hypothesis, the arithmetic means and standard deviations were calculated, as shown in Table (03). The results indicated that the levels of both professional stress and the educational process in its pedagogical dimension were average, with a calculated p-value of (0.68), confirming the validity of the hypothesis.

Furthermore, the results of this study are consistent with a previous study conducted by researcher (Rachida, 2017), which found that professional stress experienced by university professors, such as relational difficulties within the university institution between professors and administration, and between professors and students, led to negative impacts on their professional performance. This included additional research activities, as well as administrative pressure through organizational policies and practices that favored certain professors over others. Administrative obstacles, such as the weekly distribution of teaching hours, which did not align with their social and financial circumstances, hindered their motivation to prepare lessons and improve their professional performance. Additionally, the failure to utilize their free time for scientific research and staying updated on relevant topics related to their field negatively affected their teaching methods, resulting in a decline in student performance and the effectiveness of the educational process. On the other hand, these challenges may prompt professors to confront and overcome difficulties in an attempt to improve their performance.

7-3- Presentation and Analysis of Results for Hypothesis 2:

There is a correlation between professional stress among university professors and the educational process in its cognitive dimension.

Table (04): Illustrates the relationship between professional stress and the educational process in its cognitive dimension among university professors.

Variables	Mean	Standard Deviation	Calculated p-value	Level of Significance	Estimate
Professional Stress	67.21	9.24	0,645	0,001	Statistically significant at 0,01
Cognitive	12.32	1.65			

Analysis:

Based on the information provided in Table (04), which illustrates the relationship between professional stress among university professors and the educational process

in its cognitive dimension, we observe that the mean value of professional stress is (67.21) with a standard deviation of (9.24). As for the educational process in its cognitive dimension, the mean value is (13.34) with a standard deviation of (1.65). From this, we conclude that there is a statistically significant relationship between professional stress and the educational process in its cognitive dimension. The calculated value is (0.645) with a significance level of (0.001), indicating a moderate negative correlation.

Discussion of the Results of Sub-Hypothesis Two:

This sub-hypothesis posited a correlation between the professional stress experienced by university professors and the educational process in its cognitive dimension. To confirm the validity of this sub-hypothesis, the mean values and standard deviations were calculated, as shown in Table (04). The results indicate that the levels of professional stress and the educational process in its cognitive dimension are moderate, with the calculated value being (0.64). This confirms the validity of the sub-hypothesis

These findings are consistent with those of Soufi Naima (2021), who asserted that the professional stress faced by teachers acts as a barrier and obstacle to delivering their message effectively. The struggles of teachers serve as an indicator of the discrepancies within the educational system, as it impedes the implementation of their programs in practice.

Conclusion:

Through both the theoretical and empirical aspects of this study, we have concluded that:

- There is a correlation between the professional stress experienced by university professors and the educational process in its pedagogical dimension.
- There is a correlation between the professional stress experienced by university professors and the educational process in its cognitive dimension.

These findings highlight the importance of addressing and managing professional stress among university professors to enhance the quality of the educational process, both pedagogically and cognitively. By acknowledging and mitigating the impact of stressors, educational institutions can foster a more conducive environment for effective teaching and learning. This underscores the significance of ongoing support and resources for educators to navigate the challenges they face and fulfill their roles more effectively.

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