

**Digital stress among faculty members in the Faculty of Education Ibn
Rushd for Human Sciences**

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Abstract

The research aimed to identify the reality of digital stress in the Faculty of Education Ibn Rushd for Humanities from the point of view of faculty members.

The descriptive analytical approach was used, and the research community identified the faculty members. The sample of the study was (100) individuals

To achieve the results of the research, a tool (questionnaire) was prepared for the variable – digital stress consisting of (12) paragraphs , and the tool was judged by a number of specialists to ensure its validity.

I used SPSS using software for iterations, averages, and standard deviations to analyze the results.

The most important findings of the research:

Objective 1:

The average score of the sample of (100) respondents on the digital stress questionnaire was (31,313) degrees with a standard deviation of (5,223) degrees, which is greater than the theoretical average of the questionnaire of (36) degrees. This finding means that faculty members are experiencing digital stress.

Keywords: (Psychological stress, digital stress).

الضغوط النفسية الرقمية لدى أعضاء هيئة التدريس في كلية التربية ابن رشد للعلوم الإنسانية

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هيئة البحث العلمي

الملخص

هدف البحث إلى التعرف على واقع الضغوط النفسية الرقمية في كلية التربية ابن رشد للعلوم الإنسانية من وجهة نظر أعضاء هيئة التدريس.

استخدم المنهج الوصفي التحليلي، وحدد مجتمع البحث أعضاء هيئة التدريس. وبلغت عينة الدراسة (١٠٠) فرد. ولتحقيق نتائج البحث، تم إعداد أداة (استبانة) لمتغير الضغوط النفسية الرقمية، مكونة من (١٢) فقرة، وتم تحكيمها من قبل عدد من المتخصصين للتأكد من صدقها. استخدمت برنامج SPSS لتحليل النتائج باستخدام التكرارات والمتوسطات والانحرافات المعيارية.

أهم نتائج البحث:

الهدف الأول:

بلغ متوسط درجات عينة البحث (١٠٠) مستجيب على استبيان الضغوط الرقمية (٣١,٣١٣) درجة بانحراف معياري (٥,٢٢٣) درجة، وهو أعلى من المتوسط النظري للاستبيان والبالغ (٣٦) درجة. وتعني هذه النتيجة أن أعضاء هيئة التدريس يعانون من ضغوط رقمية.

الكلمات المفتاحية: (الضغوط النفسية، الضغوط الرقمية).

Research problem

Stress has become a feature of contemporary life that keeps pace with all the changes and transformations of human societies in their various dimensions: economic, technological, social, professional and others. After the means of technology began to replace many of the usual means and methods of work, all institutions began to race to employ different methods of technology in their daily work and compete among themselves in providing the best services they can provide. However, this seemed to put pressure on the individual in his continuous follow-up and not to ignore or ignore any information, which means his direct connection to the means of technology and making him feel stressed.

The rapid pace of technological developments has imposed new challenges in the use of smart devices in all areas of life without exception, which has become indispensable and their use has become a necessity of life, but it has come with many negative effects that have become clear on the user in general, and on professors in particular, as professors face many types of work pressures, and it is doubtful that the digital transition at work has begun to impose itself as an important role in work, which generates a state of digital stress that leads to the weakening of mental health. (Nike et al, 2022: 12)

Since the professor is one of the pillars of the educational process, any challenge that stands in the way of performing his educational duty in the best way leads to his direct sense of his inability to carry out his duties and responsibilities towards the generations he teaches and the society in which he works, and in the face of this conflict between reality and what is expected to be done by the professor, this leads to many problems that result from the pressures to which the professor is exposed.

Research Significance

Work pressures are one of the contemporary challenges to which the human element is exposed in any institution, regardless of its activities, because of their negative effects, especially in the long term, whether for individuals or institutions. Hence, interest has increased in recent years on the part of researchers in the field of psychology and organizational behavior in this phenomenon, as digital stress represents the psychological-behavioral reaction to changes and events in the surrounding environment of the individual.(Blind, 2010)

Despite the importance of technology means and the positives they carry in facilitating and accelerating the completion of work, reducing distances and investing time, on the other hand, they need constant communication and need different skills related to how to deal with them, and therefore this seemed to put professional and psychological pressure on the individual, especially the faculty member for his direct dealing with various technology means.

Paying attention to the concept of digital stress at work is an imperative that helps to identify the general strategies available to deal with the problems and negative effects of stress, both at the organizational level and the personal level of the individual.

This research came in response to the many challenges faced by the university professor, especially the large number of technology means and his direct link to them in the completion of his work, which seemed to negatively affect his workflow and make him feel digital stress.

Research objectives:

The research aims to identify :

- Digital stress among faculty members in the Faculty of Education Ibn Rushd for Human Sciences

Research Boundaries

The search is determined by:

1. Human Limits: Faculty members of both sexes(male and female).
2. Spatial boundaries: Ibn Rushd College of Education for Humanities of the University of Baghdad
3. Time Limits : Academic Year(2024-2025)

Identifying terms

1. defined by (Vorderer, 2016) that digital stress is "the stress resulting from the strong and perhaps semi-permanent use of information and communication technology, which results from permanent access to a diverse and unimaginable amount of social content
2. Defined by (Steele et al, 2020), digital stress is a variable that explains the relationship between the qualitative or quantitative aspects of digital media use, and behavioral or emotional responses. According to their perception, digital stress is the tension and anxiety that accompanies notifications received from social media, and the use of information and communication technologies

Causes of Digital Stress

Stress and fatigue, which may result from constantly dealing with technology, have been a serious health problem, as the barrage of endless notifications, the feeling of having to respond immediately to messages, and the huge information falls on social media, constitute a great burden on mental and mental health. Among the causes of stress are the following:

1. Technological invasion, i.e. permanent communication and blurring of the boundaries between private life and work.
2. Technological complexity means that devices have many features and their use may be difficult for some learners, especially the elderly.
3. Technological uncertainty i.e. constant changes in software and hardware (Riedl, 2013)

There are a range of reasons that cause digital stress:

1. Excess pressure from the organization on employees to develop skills.: Engaging in many learning programs at the same time, which leads them to enter a continuous cycle of psychological pressure to meet the demands of learning, there is no doubt that the development of skills is required, but excessive advocacy to do so is more harmful than beneficial.
2. Focus on employees attending learning programs more than value.: The organization may impose mandatory attendance of its employees - exhausted after a hard day's work - in training programs; only in order to stack a number in annual performance reports, not for real value.
3. Extending the training time beyond the official working time: One of the biggest common mistakes, very simply, the employee needs to be dismissed (as we say) from work to regain his activity and practice any activities other than work. Establish a long mandatory training program after official working time, which places a burden on the employee who most of the time will have lost most of his focus and does not have the ability or desire to receive new information.

How to deal with digital stress:

1. Setting time limits: Set specific times to use devices and avoid them before bed.
2. The practice of “digital fasting”: taking breaks from technology (e.g. weekends).
3. Improved quality of use: Focus on useful content rather than random browsing.
4. Promoting Awareness: Educating individuals about the importance of digital balance.
5. Utilize utilities: such as apps to reduce time on screens or enable Do Not Disturb mode.

Chapter Three Methodology

This chapter of the research methodology statement includes a description of the community, identifying the eye , the tool used in the research, verifying its validity and stability, and the statistical methods used in processing the data. The following is a breakdown of these procedures.

Research community:

The research community consists of faculty members of both sexes at the Ibn Rushd College of Education for Humanities of the University of Baghdad for the academic year

(2024- 2025), with a total of (322) individuals.

As (30%) of the indigenous community was randomly withdrawn, their number reached (100), and this sample is considered representative of the indigenous community.

1. Search Equipment

In order to achieve the goal of research that seeks to identify digital stress among faculty members in the Faculty of Education Ibn Rushd for Human Sciences, the questionnaire has been used as a tool to collect the necessary information for this research " as one of the most appropriate and appropriate scientific research tools to obtain information and data related to a specific reality. The questionnaire was prepared based on the following steps:

- Extensive study of the literature relevant to the research topic.
- Access to studies and research related to the research topic.
- The main areas and paragraphs included in each area of the questionnaire were identified.
- The questionnaire consisted of (3) fields , and(12) paragraphs, with (4) paragraphs for each field.
- A group of experts and specialists in the field of educational administration were discussed as the questionnaire was presented in its initial form in order to verify the apparent validity. They agreed on the appropriateness of the requirements in the questionnaire, and most of them agreed on the need to delete some similar items in anticipation of prolonging the questionnaire and to prevent repetition, and some of them proposed amendments in the wording.
- The questionnaire was adopted in its final form from (32) paragraphs (e) by (8) paragraphs for each field.
- The five-graded scale was adopted, as it gives greater freedom to the respondent to choose the appropriate alternative from his point of view and more accurately. The alternatives are : **(I agree very much_to a large degree_to a medium degree_to a small**

degree_to a very small degree) and the weights were given respectively(5, 4, 3, 2, 1)

Validity of the questionnaire

The validity of the questionnaire means making sure that it will measure what it is prepared to measure. Honesty means that the questionnaire includes all the elements that must be included on the one hand, and the clarity of its paragraphs and vocabulary on the other hand so that it is understandable to everyone who uses it. The apparent validity was verified by presenting the questionnaire to a group of specialists in educational administration, measurement and evaluation . (80%) or more of the experts' opinions were adopted. Experts and specialists agree that the percentage of agreement between arbitrators or experts, if it is (75%) or more, can be satisfied in terms of the validity of the questionnaire.

Tool stability

The stability indicators were verified by selecting a sample of (11) individuals from outside the core research sample. The researcher used the reapplication of the test to the stability sample. The period between the first application and the second application was (20) days. After the completion of the two applications, the answers were analyzed and the questionnaire scores were calculated as a whole. Using the Pearson correlation coefficient, the values of the correlation coefficients between the scores of the first and second applications were extracted, as the values of the stability coefficient according to this method reached (0.84).

Tool application:

After the researcher verified the validity and stability of the tool, he proceeded to distribute the questionnaire to individual members of the basic in the period (23/12/ 2024) until (6/ 3/2025).

Chapter Four

This chapter includes presenting the findings according to statistical data and treatments, and then interpreting and discussing them in light of the research objectives.

Objective 1:

- To achieve the goal of the research, which is to identify (digital stress among faculty members in the Faculty of Education Ibn Rushd for Human Sciences) through the tool for measuring digital stress and the paragraphs it contains. After applying them to the research sample and calculating the frequencies of the sample answers for the questionnaire as a whole. The theoretical mean of the tool to judge was based on the arithmetic mean of the sample.

The average score of the sample of (100) respondents on the digital stress questionnaire was (31,313) degrees with a standard deviation of (5,223) degrees, which is smaller than the theoretical average of the questionnaire of (36) degrees. To find out the significance of the difference between the two averages, the T-test was used for one sample. The calculated T-value was (3,213), which is greater than the tabular T-value of (2) at a significance level of (0.05) with a degree of freedom of (99) and as shown in Table(1). Therefore, the difference between the two averages is statistically significant in favor of the average sample. This result indicates that the faculty members in the Faculty of Education Ibn Rushd suffer from digital stress to a medium degree.

Table (1)

Results of the one-sample t-test of the sample members' scores on digital stress

Digital Stress	Number of sample members	Arithmetic mean (Maths.)	Standard deviation (Maths.)	Hypothetical mean	T value		(Significance level)
					Calculated	tabular	
	100	313	223	36	213	2	Function

It is clear from the above table that faculty members suffer from digital stress to an average degree, and despite the positives of technology in the speed of completion of work and the speed of access to information, but in return they need continuous and continuous follow-up at all times, this constitutes pressure and fatigue that reflects on the health and psychology of the individual, which causes a type of stress called digital stress

FINDINGS:

The results of the research showed through the opinions of the sample that the digital stress within the Faculty of Education Ibn Rushd for Human Sciences was average and through this result we can conclude a set of points:

1. Digital stress caused by the president, the large number of communication sites and the demand of the faculty member to follow up and answer what is asked of him in them..
2. Adopting the means of technology in sending notifications at late times and the need to answer them.

Recommendations

In order to improve what organizations provide and to improve their outputs quantitatively and qualitatively according to clear criteria commensurate with the capabilities and capabilities of the organization and employees alike. In light of the aforementioned objectives of this research and a theoretical analysis of the concept of digital stress, the most important recommendations are the following:

1. The role of leadership and its impact on the continuous improvement and development of all that serves the administrative process by keeping abreast of recent developments in identifying the pressures experienced by faculty members and working to address them
2. The need to work on developing guidance and awareness programs that identify the dangers of excessive use of digital devices and increase their negative impact on the individual
3. The need to adopt a single site in issuing orders and notifications.
4. Failure to send notifications and requests at late times or holidays and rest times
5. The need to create the appropriate environment that suits the needs of faculty members and the nature of the work they do.
6. Focus on the concept of digital stress and its impact on achievement motivation.

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