WORK STRESS AND ITS RELATION TO COGNITIVE FAILURES AMONG ADMINISTRATORS OF UNIVERSITY LECTURERS

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ABSTRACT: *This paper aimed to investigate the relationship between work stress and cognitive failures among administrators of university professors and included a sample by searching from (474) teachers' administrators and those who obtaining master degree or doctorate. Work stress scale was used, which is prepared by Amina Boashiri supporting by that, a measure of cognitive failures has also been used which is prepared by Khamis Shaeal Al Badri. In order to obtain the results statistical methods were used including (one-sample t-test, Pearson correlation coefficient) results indicated a high level of stress Work stress and high level of cognitive failures among professors as administrators, and also there is a positive correlation, as well as statistically significant relationship between work stress and cognitive failures among the sample. Regarding these information,*
There is a set of recommendations and proposals.

RESEARCH PROBLEM AND ITS IMPORTANCE

University teachers administrators are considered as the leaders working in administrative positions at universities and other higher education institutions, so we must take care of them and provide their facilities in their work and consider the problems they are experiencing or try to solve them and treat them with the best Available solutions , as interest in leadership represents important breakthrough for the practical and technological progress, and conquer all obstacles that would disable administrative workflows [1].

Multiple studies have confirmed that the administrators are under stress these stresss must be considered like studying [2]. some research focused on examining a sample task in terms of individuals responsibility in managing certain administrative tasks in higher education institutions in order to investigate factors And variables that constitute stress on this category of lecturers such as making the decision and its consequences and the amount of time available to them in accomplishing tasks and frequent work and other matters which are related to the nature of their work rules. Puttingsome lecturers onmanagerial functions in addition to their official work which is assigned to them may e them to additional stresses which may have an effectand negative outcomeson good performance. All these stresses may puta burden on administrative staff and the occurrence of cognitive failures is to forget names and ramblings and not paying to attentionto road signs and marking things unintentionally. From here, the current search problem starts and highlights its importance and which has been observed by the researchers through administrative work and their interaction with the teachers and, what they found clear chance of cognitive failures has attributed mostly to the stresss of work, so this research aims to investigate this problem and find out whether there is a significant relationship between the stresss of work and the cognitive failures among administrators of university professors in order to obtain accurate statistical results and indicators and try to focus on the subject which is needed to be searched.

Objectives of the research

The research aims are as follows:

A- The level of stresswork stress in administrators of university professors.

B- The level of cognitive failures in administrators of university professors.

C- The relationship between work stress and cognitive failures among administrators of university professors.

Limits of research: research is conducted on university professors who handle administrative tasks in the Baghdad University and over the semester which was included the administrative tasks which are assigned to administrators.

Research terms

Here, we selected the terms that form the core research themes, they are as follows:

Work stress:

According to –Gabelns̀ study, ' any property or appearance in the work environment is regarded as working on an individual threat which some staffs cannot respond to these burdens ' [3].

B: -as it was mentioned in the Nantines̀ study ': ' a series of processes that have an effect environmentally and psychologically and physically, which hit individual entity and provokes anxiety and stress, and continues to put stress on the individuals psychologically and physically [4].

C- Amina Boashiri Saeedỳs study: what human faces with out of its normal which is not a previously familiar pattern as he featured in his character, and it is not the thing that he used to be prepared in front of others, so he must compromise it psychologically or physically or legally which keeps him from coming back to its true emotional merely demising those stress [2].

The theoretical definition: We adopted this definition as research definition

Operational definition: is a college degree which is obtained from respondent̀s answer from paragraphs, in which the work stress scale has been used in them [5].

2. Cognitive failures: known [6] as ' individual failures in handling the information whether it's in the process of realizing that information, or remembering the associated experience, or related to perform a task [7].

The theoretical definition: We adopted this definition as a theoretical definition of research.

Operational definition: is a college degree which is obtained from respondent̀s answer from paragraphs in which the work stress scale has been used in them.

Theoretical background:

1. Work stress: Having emotional stress which happens to any individuals, and this stress leads to psychosomatic disorders, which are persisted on the individual and also leads to a feeling of aversion and intolerance [8] sources of work stress: there are two sources of work stress:

1. Internal sources: internal ambitions and Foundation and physical drives that pushes the individual to work and insist on it continuously.)
2. External sources such as family or friends or working conditions, physical environment, everything , which is related to an individual's social environment and workplace [9]. If we want to identify sources of work stress at the level of the Organization, it can be identified as follows:
1. The lack of consensus between the individual personality and regulatory requirements particularly in bureaucratic organizations.
2. Problems which are occurred in submitting tasks to authority.
3. work-related difficulties, nature and administrative incompetence or a business person which he entrusted to him.
4. Competing on resource as well as bargaining and maneuvering in order to get them.
5. Neglecting work and roles.
6. The physical conditions of work and lack of suitable conditions for work.
7. Conflicting among roles that the individual must play with other people [10].

Symptoms of work stress: the following symptoms can appear and be created by work stress:
1. Physical symptoms such as fatigue sleep disorder.
2. Mental symptoms such as having difficulty in concentrating and ramblings and inability in making decisions in turmoil conditions.
3. Behavioral symptoms: showing routine behavior and having a different behavior compared to other individuals who are not exposed to stress at work.
4. Emotional symptoms such as anxiety, tension, irritability, anger, feelings of discomfort, rapid consultation, continuing emotion [11].

Stages of work stress

There are four stages regarding the individual undergoing work stress:
1. Alarming phase: symptoms include autosomal as increased adrenaline, or further acidity in the stomach.
2. Assessment stage: here the person starts thinking about the position and giving incorrigible meaning.
3. Research on coping strategies: try to include individual Adaptive responses or reactions configuration as rage or ignorance.
4. The implementation phase of coping responses: here the individual uses personal experiences and tries to respond towards such stress to form a defensive response against it as a distortion, or deny [12][13].

Models of work stress

1. McClane model (Megline) this model is a matter of stress and deal with it on the basis of an equivalent type, meaning that the compression level will improve performance, whenever the stress is low, the individual doesn't face for improving individual performance, to a moderately type of stress triggers the individual challenge and leads him to enhance performance – in the case of high stress it needs a big challenge in order to accomplish this challenge and response and since achievement is not at that level, leading to listlessness.
2. Yerkes scholars model (Yerks Dadson): on this form, the more stress the more individual production, that the higher the level of stress is needed to improve its performance to meet them, but if the stress is too big, the great efforts must be made to reduce the level of performance but increase adaptation. And it shown by the models we find that they close in terms of explanations.

The cognitive failures

Causes of cognitive failures: there are several causes of cognitive failures which can be summed up with:
1. Failures in coding: we have the individual's inability or failure to retrieve information from memory either through negligence or when it is not properly encoded into memory.
2. Interference: interference is the process of disability to retrieve information entirely or partially to another, overlapping information. The two previous information either interfere with subsequent impede remembering or recalling or vice versa which influences subsequent information.
3. Decay: we have weak and analyze information over time.
4. Disability: a process that occurs when multiple links between mental representations and related code and one of them may be stronger than the other, it leads to failure [14].
5. Failing to pick: intended as a large amount of information simultaneously, so that the individual cannot observe all rather than an individual loses some perceptual information in selecting some of them [15].

Brodint paradigm for explaining cognitive failures

It called model (refinery) (Filter) and tries to explain cognitive failures based on entry information flow that begins with sensory and exciting sensory registration then turns to filter or skimmer and then turn's information into short term memory and [16]. The information is all there, but the refinery works on liquidation and pays attention to human information in the external world (audio, Visual, tactile and olfactory) and keeps these initial stimuli in short term memory and then filters and enters important and neglecting rest and does not enter more than one piece of information and moves on to the system which there are interpreted and construed and encrypting information and failure occurs when processors do no function properly and previous phases face with problems [6].

Research procedures

1. Research population: It was conducted among Baghdad University professors research population included the group in colleges and administrative positions, and in the absence of precise statistics for this segment of the professors, as I have explained to us that some colleges, in the research sample was selected randomly and that we Distributed search tools to UNU lecturers in their faculties and table 1 illustrates a sample search.

Table (1) research sample

number	gender
266	male
208	Female
474	Total

Research tools

To achieve search requirements two tools were used:

A- Work stress scale: Amina Boashiri scale was used which was prepared [2] described the scale: work stress scale consists of academicians in universities of higher

education (98) paragraphs which are spread over nine areas are:

1. Working conditions.
2. Performance evaluation.
3. Mystery role.
4. A conflict role.
5. The workload.
6. The relationship with the President.
7. Relationship with the Supreme Leader.
8. Relationship with students.
9. The relationship with colleagues.

And before each paragraph there are five alternatives (fully agree, somewhat agree, agree disagree, fully disagree).

B- Cognitive failures scale

Using cognitive failures which is prepared by coldly bent et al (1982) and was translated by scholar Thu Bagger yabar (2015) and the scale is appropriate for age groups of college students and above. Scale consists of (24) and five alternatives are (always happens, and it happens often, it happens sometimes, little happens, nothing happens at all) and respondents should score alternatives (5, 4, 3, 2, 1) respectively. Top notch can respond (120) and inferior (24) and the average amount of imposition (72 the validity and reliability of research tools were assessed: for the purpose of verifying standard search tools features obtained validity and consistency are as follows:

1**. the virtual validation**: to achieve this kind of validity tools are displayed to the Group of experts and specialists in educational and psychological measurement, education extension (1) and their opinions on the validity of paragraphs measurements of work stress and cognitive failures and alternatives to answer and correct scale were taken and experts agreed to all paragraphs of the scales and the tools are valid for measuring variables Depending on the percentage, the adoption consent (80) paragraph experts criterion for acceptance Researchers have found as it is similar to most supported research that is based on a percentage as a criterion for the validity of paragraphs invalidity. Most experts have confirmed that these are correct paragraphs for gauging stress of work and it is accordance with the weights which have represented in Table 2:

Table 2: weights of paragraphs

Strongly Not agree	Not agree	Agree somewhat	Agree	Strongly agree
0	1	2	3	4

It has been introduced and adopted these weights.

2. Persistence

In extracting, sticky hash method was adopted two busts, dividing each into two paragraphs, the first part represents the individual paragraphs, representing the second part marital paragraphs and then find the value of the correlation coefficient using plants Correlation between the two grades to measure each separately and then modify the value derived using equation Spearman – Brown corrective to that extracted class is half cubits, and after using this equation factor amounted to measure work stress (0, 86) has the value of the correlation coefficient (0.76) and cognitive failures scale factor value (0, 88) has the value of the correlation coefficient (0, 79). Thus the scales is elevated because most previous studies in cognitive and personal standards are consistent with this yardstick if reliability coefficient (0.70) was more in this last action instruments of measurement became primed after confirming their validity and their duration.

Final application

The final application tools had been applied by the researchers themselves and search tools were recovered and answers blogged in a period of approximately (52 days), because most of its sample apologized for answering scales on the same day and having to review each school more than once.

Statistical methods: statistical methods were used and obtained results using the statistical case for Social Sciences (SPSS) and rely on the following statistical means:

1. Pearson correlation coefficient to extract research constancy and to extract the value of the correlation coefficient between the stress Action and cognitive failures.
2. Equation of Spearman – Brown corrective: to correct the correlation coefficient for extracting consistency was done by one way hash halftones.
3. One sample t-test: to extract the traumatic stress level, as well as the level of cognitive failures among the sample.

Research results

The following results were obtained according to the following research objectives

1. Identify the level of work stress among the administrators of university professors. The arithmetic mean of the selected sample research degrees on the scale stress of work and had attained (228) as standard deviation of extraction (8, 52) average this speculation to scale (196), and extract the differences between the arithmetic and the possibility of an intermediate level work stress of this sample One sample t-test has been used, Table 2 shows the details

Table 3: denotes the difference between the arithmetic and the possibility of an intermediate University professor's clear chance to gauge stress.

	Significant	Significant level	T value		Supposed mean	Standard deviation	Arithmetic mean	Sample size
			tabular	Calculated				
Significant	0,05	1,96	9,597	196	852	228	474	

Table 3 shows that the calculated value of t (9,597) is higher than the value of table t (1-96) when the level of significance is equal to (0.05) and the degree of freedom is equal to (473), the work stress level among administrators of university professors is high and it is statistically significant different in work stress and for sample This can be interpreted as sample frequently assigned a teaching post, as well as the lack of performing work from administrative staff with making task management as well as a mission employee who works for him, find him answering mail and managing task files and searching for Information ending with the print job as well as suffering from the burdens of daily occurrence and late hours of being at work and coming home early and anxiety which the suffer from by the responsibilities which are entrusted

to him and fear of making mistakes and lack of available organs and he needs in his daily life, and The responsibility of teaching and exams and preparing questions and lecturing are all things that increase his burdens and thus work stress.

2. Identify the level of cognitive failures among administrators of university professors

To identify the level of cognitive failures among sample arithmetic mean of grades on a scale of cognitive failures has reached to about (94) as extracted deviation has reached to about (6, 13), while the average loyalty scale was about (72). To obtain the difference between medium and arithmetic sign loyalty one sample t-test is used and the table (4) explains the details.

Table 4 denotes the arithmetic difference between the intermediate and loyalty on a scale cognitive failures

Significant	Significant level	T value		Supposed mean	Standard deviation	Arithmetic mean	Sample size
		tabular	Calculated				
Significant	0,05	1,96	12,746	72	6,13	94	474

Table 5 shows the names of experts who offered research tools.

NO.	Experts name	Affiliation	Specialization	Scientific degree
1	Dr. Ihsan elaiwi Nassi	University of Baghdad/Faculty of Education – Ibn Alhaitham for pure Sciences	measuring and evaluating	Professor
2	Dr.Fadhel Jabar Wadi	University of Baghdad/Faculty of Education – Ibn Alhaitham for pure Sciences	educational Psychology	Professor
3	Dr.Thamer Kamel AlKubaisy	Ministry of education	measuring and evaluating	Professor
4	Dr. Ibtesam Mahmood Mohamed	Art Institute/Tikrit/ ministry of education	educational Psychology	Assistant Professor
5	Dr. Zahraa AbdulMahdi	University of Almustanseryia /Faculty of Arts	Psychology	Assistant Professor
6	Dr. Afaf Zead Wadi	University of Baghdad/Faculty of Education – Ibn Alhaitham for pure Sciences	measuring and evaluating	Assistant Professor
7	Dr. May Faisal Ahmed	University of Baghdad/Faculty of Education – Ibn Alhaitham for pure Sciences	Educational administration	Assistant Professor
8	Dr. Nabel AbdulGhafour	University of Almustanseryia /Faculty of Education	measuring and evaluating	Assistant Professor

Table 4 shows that the calculated t value (12,746) is greater than the value of table (1-96) when the level indication is equal to (0.05) and the degree of freedom is equal to (473), which indicates a statistically significant difference for the benefit of a sample search, for a sample of cognitive failures, this can be interpreted that it may be due to the situation of the country and the conditions of displacement and threat and lack of services that turn it into the tensions and turmoil that would distract the teaching and reduce cognitive failures therefore lessens the focus which is necessary for administrators who accumulate their works . The way that leads to oblivion as the speed in delivery leads to lack of focus and dropping things or not knowing each other.

3. The relationship between work stress and cognitive failures among administrators of university professors).

To achieve this goal, Pearson correlation coefficient was used to find the relationship between levels of work stress and cognitive failures among sample and correlation coefficient value was equal to (0, 84), a high correlation coefficient value, the value of the correlation coefficient must be higher rather than the closer degree of (1). This result can be explained by the stress of any kind and in particular work stress which lead to cognitive aspects of emotion and tension in the individual which may the individual cognitive path deviates and leads him to a lack of attention to things that may be important and knows his attention, since cognitive failure occurs in the information when the individual does not receive the cognitive and analytical treatments, since he has not received it resulted in distracting and tension and stress.

CONCLUSIONS

From the results which were obtained, we can conclude the following:

1. Work stress is associated with job burden or large business, the more the actions and commitments of the teaching staff, the more work stress and overdue.
2. Cognitive failure may occur due to the failure of the individual to determine important information about an assignment Because of too much information, or because of the limited flow of important information when contained and frequent information are displayed.
3. That the stimuli of the environment which is surrounded the individual and internal factors such as psychological stress, tension and stress and psychiatric disorders are the factors leading to cognitive failures, it serves as a mode errors but may not be the direct cause but is determined by its role in mediating The cognitive failures occurrence as factors leading to it how it happened are factors relating to the reception, processing and information retrieval.

Recommendations

Given the results we recommend the following:

1. The top authorities in colleges and universities must try to reduce workload and provide moral and material and human needs of administrators in order to facilitate their work.
2. Upper departments at universities must provide opportunities for giving grant to administrators of university professors in order to take advantage of courses and workshops abroad. Thus, the first advantage is the development of teaching management and the second is

for the purpose of alleviating boredom and benefiting from tourism in this area.

3. The senior management in colleges must try to conduct ongoing surveys in order to find out the problems and stress and constraints which are experienced by managers in their work.

4. Holding counseling workshops and mentoring programs to alleviate the stress of work.

5. Teaching courses in colleges and University for selective attention training and addressing cognitive failures.

Future work

1. Researches which are similar to the current research to find work stress among university professors in General.

2. Researches involving therapeutic mentoring programs in order to deal with the stress of work.

3. Researches including training programs for treating cognitive failures.

4. Researches which are similar to current research and in order to study the same variables investigating on other samples. Samples could include ex-officio Deans of universities and the directors in the Ministry of higher education and scientific research.

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