

Work Pressure among Academic Leadership in Public Universities in Jordan from their Perspective and their Role in Education Quality

Dr. Hiba H. Almomani¹, Dr. Dina S. Bazadough²

¹ *Isra University, Faculty of Educational Sciences, Amman, Jordan, 00962772801571, hiba.almomani@iu.edu.jo* <http://orcid.org/0000-0002-4503-8366>

² *Amman Arab University, Faculty of Education and Psychology, Amman, Jordan, 00962770121209, dina.bazadough@aau.edu.jo*, <http://orcid.org/0000-0002-4285-9548>

Abstract: This study aimed to investigate the work pressure among the academic leaders in public universities in Jordan from their perspective and their role in the quality of education. In order to determine the relationship between the work pressure and the quality level of work in the academic leadership in Jordanian public universities. The researchers utilized a questionnaire as the tool to conduct this study. Targeting (28) fields in this sample, including eighty academic leaders, whom selected from four different public universities. The results of the study showed that, the level of work pressure among academic leadership in public universities in Jordan and their role in the quality of education was significant. The study concluded that there were statistically significant differences at the level (≤ 0.05) in the level of work pressure among academic leadership in public universities and their role in the quality of education, Attributable to variable experience and job title. The study recommended to reduce the work pressure through implementing a number of points as follows; developing performance, by clarifying the job roles, developing an appraisal system to increase the productivity level. Specifically, among the new academic leaders. Not only that but also focusing on developing clear work methods to channel the efforts, and finally raising the level of awareness among the existing academic leadership team about the significance of goals and objectives.

Keywords: work pressure, quality of education, public universities, and Academic leaders.

Introduction

The growing interest in studying and evaluating the work pressure during the recent decades was due to the growing conviction that the pressures affect the performance and productivity of academic leadership. Not only that but also the integrity of organizational behavior, in all the related aspects. Significantly, this is also a justified concern for the ministry of higher education as they represent a highly involved party who has the authority to control and interfere. On the other hand, the external pressures are not remotely controlled. Such as

economic, political, social and other pressures, that higher education often does not have control over. Just it can offer its employees are palliative solutions to address its effects. (Massouda, 2020, AP).

Work in the educational sectors queries a special importance because of the result of this work which has a directly affects for individual's life, the culture and education of society. Accordingly, studying and evaluating the factors that may affect the performance of academic leadership in these sectors is a must. Keeping in mind the nature of leadership can be compromised under

circumstances which could impact the pressure. (Sayhi and his colleagues, 2020:110).

Since public universities are responsible for providing the learning and teaching processes, consequently, the number of students enrolled increased. Therefore, this will introduce an unprecedented pressure on all educational institutions. (Jalab, 2021:2). This encouraged the leaders to invest more in advancing the educational system. Nevertheless, many of the pioneers in the field of leadership have interest in the effectiveness in public universities. In order to evaluate the effectiveness, a number of performance indicators must be taken into consideration.

Starting with precise supervision, reasonable evaluation. Improvement in the short and long terms. The researchers also pin pointed the significance of effectiveness of the performance of academic leadership, such as the level of education level, the professional development the educators enroll in, and students' academic level. However, the public universities must identify and evaluate performance indicators in advance to reasonably evaluate the actual performance. This also will allow the leaders to take fair decisions and necessary changes.

The indicators of effectiveness could lead to the success or failure of any educational institute. This aspect can be supported modern scientific methods to determine such as statistical methods. Previous researches also showed that there is a correlation between the effectiveness and the impacts on it. (Jalab, 2021: 2).

The performance quality of the academic leaders in any organization is a fundamental requirement, this encourages the entire team to upgrade the performance. The employee's performance depends on several factors; such as the organizational and environmental factors.

In this study, the researchers focused on finding out the relationship of work pressure among academic leaders in public universities and their role in the quality of education in order to develop the education environment and increase the efficiency of work.

The problem of study:

Jordan is renowned for the high percentage of learners and high degree holders of various fields, which point to the quality of educational outcomes provided. This stresses on the role of the academic leaders to maintain such achievements, and encourage the learners to be creative in order to be effective enough in the workplace. The problem with the study is to answer the main question:

- What is the main effects of work pressure on the academic leaders in the public universities and their roles in the quality of the educational?

The main following sub questions:

- 1- What are the work pressure levels?
- 2- What are the statistically significant differences of work pressure among the academic leadership according to the variables of study (gender, age, job title, and years of experience)

Objectives of the study:

This study aims to identify the relationship between the levels of work pressures studied and the quality of work of academic leaders at public universities in Jordan. To identify the differences between the responses of the respondents within the sample about the role of work pressure among academic leaders in public universities in Jordan and the quality of education according to the variables of study (sex, age, job title, years of experience).

The importance of this study:

The Public Jordanian Universities have an extremely significant role in educational and administrative levels in the country. The researchers in this study are pursuing a fair examination of the performance of the academic leaders and investigating how helpful they are to the educators and the students. The researchers are also seeking solutions in order to help maintain a low-pressure and high-performance work environment. As this will provide motivation for employees to work creatively. Suggestions will be recommended depending on the results of the Statistical analysis aiming to control the sources of pressure and address the impacts of pressure, in order to advance the level of performance of academic leaders in public universities in Jordan.

Study hypotheses:

1. There are no statistically significant differences at the level of significance (≤ 0.05) in the response of sample about the quality of education provided and their relationship of attributable to sex change.
2. There are no statistically significant differences at the level of significance (≤ 0.05) in the response of sample about the quality of education provided and their relationship of attributable to age change.
3. There are no statistically significant differences at the level of significance (≤ 0.05) in the response of sample about the quality of education provided and their relationship of attributable to job tittle change.
4. There are no statistically significant differences at the level of significance (≤ 0.05) in the response of sample about the quality of education provided and their

relationship of attributable to experience change.

Study limits:

This study is limited to the following areas:

Time limits:

Second semester of the 2021-2022 academic year. Human Boundaries: The study community includes academic leaders in public universities. Spatial boundaries: public universities in Jordan. Professor Simon Volkard, president of the International Commission on Culture and Vocational Education, says “work pressure leads to stress, anxiety, depression, culture deviation and education, as well as heart disease and weakening of the body's immune system”. We would find scientific journals such as Culture, Education and Medicine surveyed a number of doctors and specialists on the disadvantages of work pressure on workers and the impact on various functions of the body, especially the heart, digestive system and vision, as well as psychological state (Attia, 2021: 25).

Kenny (2.15) also stated that “31% of work-related diseases identified by the British Academic Leadership Force Survey in 2013 and 2014. Were classified as work-related stresses, frustrations and anxieties. So that 3.11million working days were lost because of these diseases through that period, the educational professions, social work, and the public administrative were the most exposed and affected by that” (Ben Moussa and Hajjaj, 2020: 25).

From the above, we can conclude that the appropriate working conditions, if achieved by academic leaders in the university education sector, will inevitably have a positive impact on the behavior and work of the individual. In return, the pressures of work will have a negative impact on the individual and organization, therefore, this study came to reveal the working conditions

within institutions and the impact on management as well as the quality of education provided.

Academic Leadership system at Jordanian universities:

The Ministry of Higher Education issues an annual report, exhibiting the general educational situation in Jordan for each year, this communicates the amount of work the higher education is and still providing to secure education, educational services and many achievements despite all the difficult circumstances and challenges. Leadership trends are very important in observing and evaluating the advances in the educational field. However, this supports the process of specifying obstacles, which enforce the administrative creativity and educational efficiency. The higher educational depends on statistics and data in their reports to monitor effectively.

The concept of work pressure:

Mohammed (2021) considered the concept of work pressure across three aspects, as follows; Firstly, self- pressure as a concept is the body response to variety of situations and environment changes, resulting in many deviations and behavioral, physiological and psychological effects on workers in higher education. Secondly, the environmental pressure as a concept could be summarized in a set of elements, stunts and forces. This concept is explained as a set of negative environmental factors such as; role ambiguity, conflicts, working conditions and overwork that have to do with a particular work performance.

Thirdly, integrated pressure: This pressure is the result of interaction of properties of the academic leadership studies against the current circumstances. (Al Ajaileh, 2020:30)

All the above would result in a shortcoming and psychological and behavior imbalance.

Generally, the work pressure in this study can be defined as a situation that affects the emotional aspects and the thinking process of academic leadership as well as their management skills

Factors of work pressure:

Work pressure is considered a phenomenon, developed across time, taking into consideration that it is the result of changes and psychological imbalances due to environmental and different circumstances. The factors of work pressure have direct relevance to the academic leaders' and the workplace, nevertheless personal reasons. Consequently, the factors revolve around enticement, interaction and responses.

Enticement: this factor is directly related to the pressure force and what could cause it. It is either relevant to the environment or the employee.

Interaction: it is the relationship between what occurs in the workplace and the employee as a result of work pressure.

Response: it is the psychological, physical or behavioral reactions to stress and pressure.

There are two responses that are highly observed:

Frustration which occurs due to a number of obstacle between behavior and its target.

Concern: is an unsettling emotion, showing reluctance to respond in some situations. (Al-Atti, 2017: 28).

Work pressure stages:

Hans Selye is one of the prominent pioneers whom discussed the subject of pressure with high interest. Delving into the disadvantages and pathological outcomes. Hans Selye presented three-stages of psychological stress response, called "general adjustment syndrome". (Maziani, 2017: 36). Therefore, the reactions of individuals at each stage vary, depending on the causes of

pressure in addition to his or her personality, the three stages are:

Pressure exposure (early warning) phase:

Some address it as the risk sensation phase, which begins in paying attention to the unusual, turning to a number of immediate physiological reactions. Meaning that, the academic leaders would initiate defenses as a reaction because a person at this phase is currently under continuous pressure. Effected and introduced by external stimulus which activated the internal pressure system. This phase has a number of indications such as; high heart rate, non-deep breathing, sweat and facial redness, intestinal contractions, muscle tension, nerve tension (Muwaffaq, 2020:33).

Resistance phase: It is also called the adaptation or balance phase, which is considered a fundamental stage of pressure mechanisms; as the physiological activity becomes more rapid and gradually increases. This makes the individual go through daily pressure and constant internal stress. Nevertheless, the individual could quickly adapt to this phase.

However, the continuous pressure factor and the lack of defense mechanism in return leads the individual to utter exhaustion (Maziani, 2017:37).

Exhaustion phase: when the pressure continues, the psychological physiological processes begin to collapse, and the individual becomes unable to adapt, resulting in certain stress-related diseases, such as persistent headaches and other risks that pose a direct threat to both the individual and higher education (Ibrahim, 2017:39).

Reasons behind work pressure:

The main purpose behind looking into work pressure could lead the leaders to new perspectives regarding the work environment as

well as the significance of maintaining healthy workplace in order to reinforce productivity.

Economic reasons:

- The high competition across the educational institutes alongside the absolute need to cope up with technological and social development, this pushes the public universities to utilize their resources and equipment intensively.
- The need to use the machinery and equipment across the academic year in order to comprehend the consumption and estimate the economic rates and levels.
- Due to the deterioration of the economic and political domains in the Arab region, the need for contingency planning becomes highly necessary. The academic leadership team is expected to develop and innovate teaching methods. Especially, that the number of students is continually increasing. Consequently, this will add more work pressure on the academic leadership in public universities. (Habaz,25:2017).

Social reasons:

Public universities always open the door for more students to enroll. However, the need to meet the educational needs will increase. The academic team has to maintain the quality of education and fulfill their role. Accordingly, both the students and the educators will need professional development in order to obtain the quality of education. (Moses, 2020: 32).

First Level: The impact of work pressure on academic leadership

The psychological status of academic leaders gets highly affected by the following:

Physiological rhythm: The physiological rhythm is directly connected to the academic

leadership performance in the work place. (Moses, 2020: 32-35).

The Influence of social rhythm:

When comparing Private family issues and conflicts against attaining professional satisfaction, we can conclude that the time frame given and the amount of work required both create a conflict for the female leaders as they will bring the work home. Thus, this will deprive them from spending time with their families. (Yasin, 2013:9).

Behavioral influence:

The work pressure does not only impact the health condition but also affects the behavior negatively. In addition to this it also could result in eating disorders.

Nevertheless, it could result in gaining new habits such as smoking. On the other hand, anxiety, indifference, boredom, depression, fatigue, alienating behavior and nervous tension are also expected to encounter the leaders, which leads to low productivity, not only that but also an increasing number of tasks. Mistakes, delays, absenteeism (Al-Ajaileh, 87:2020).

Second: The impact of work pressure on public universities:

The leadership team could be highly impacted by the work pressure, as they could be frustrated by the quality of education in general, also the high rate of complaint.

Resulting in lack of enthusiasm in performance. This could also have a negative effect on the relationships in the workplace and lead to mistrust, disrespect, and hatred. (Ben Zeroual, 2020: 145).

Quality of university education

Higher education faculties highly consider the quality of education. Due to the fact that it is extremely connected to the work done by the administrative university departments. This interest has led to emphasize on development and advance disciplines and add subjects in the public universities. In order to increase the awareness of academic leadership and to provide the best holistically, to achieve the goals, implement policies and follow up on plans for development. (Abdelkader, 2020: 1).

(Attia, 2021:9) emphasizes that the quality of educational services has become a key topic in the marketing of educational services. The public administrative university departments are highly interested and extremely focusing on this aspect. They intended to concentrate on the quality of educational services to obtain the objectives. However, the errors and misconduct in the educational field are not acceptable. This would likely affect the employees.

(Al-Taweel and others 2019:9) believe that the objectives of the quality of educational service are to ensure that students are provided with the best education level. The academic leadership must sustain development and offer innovative and high quality management methods. Consequently, supporting the education environment. It is highly significance to gather opinions, impressions and feedback from all the educators and students involved, in order to measure levels of satisfaction.

Levels of satisfaction are highly important, as it is considered a means of research, leading the academy and management towards the best educational rank.

Another positive note to mention is that this process will also develop and improve communication between university beneficiaries and providers as it enables academic leadership

to perform their tasks efficiently and effectively. Resulting in achieving high productivity levels, hence improving the morale of academic leadership.

Dimensions of quality education

The academic leadership team encounters one of the great complications, we could also consider it a difficulty. Assessing their own performance. Especially, when they are under a heavy work load or pressure. However, education has experimental quality and certain specifications or levels of reliability based on experience and competency, such as the satisfaction, happiness and, sadness of the students or the employees who work within their department. These aspects can only be divided by making administrative decisions and providing solutions to the academic and administrative staff, students. (Atique, 2020: 91).

Responsiveness: The response means the ability and speed of academic leadership to respond to beneficiary requests.

Assurance: (Al Allaq, 2021: 42) noted that academic leadership has to have the ability to demonstrate credibility, civility and their capability to inspire confidence. In order for the employees to follow orders and do the requested tasks.

Empathy: (Abdelkader, 2020: 7) sees empathy contains the following variables: the interest of academic leaders in higher education. Keeping into consideration the high interest of the university. As well as understanding the educational needs of the students.

The leadership team can encourage and focus on creativity through implementing appropriate programs in order to support productivity levels. Among the changes and the challenges encountered across time. The programs must nurture creative skills to be more effective under

explicit guidance and instruction. Monitoring the plans in hand in order to pin point the weaknesses and strength. (Al Anzi, 2021). The significance revolved around economic (appurtenance) knowledge.

This highly depend on developing the creativity of the leaders, consequently, it is enforced now to innovate and emphasize on talents to upgrade performance. (Alzahry, 2014; Abdullah 2018)

Study methodology:

In this study, the descriptive analytical method was applied to collect data from members of the study sample. A questionnaire was the effective method, because it suits the nature of this study.

Community of study:

The community was articulated from the academic leaders from four public universities in Jordan during the first term of the academic year 2022-2023

Sample study:

The sample of the study was made up of (80) academic professors from four public universities in Jordan, namely the University (Jordan, Mu'teh, Yarmouk, and al-Bayt) randomly selected in the cluster sample method, where a comprehensive survey of the sample was carried out because it has the honesty and accuracy in circulating the results. (80) Questionnaires have been distributed to the sample members, and table 1 shows this:

Table 1:
Numbers and percentages of distribution
of sample members:

Fields	number	Percentage
Sex		
Male	50	62.5%
Female	30	37.5 %
Age		
Less than 20 years	2	2.5%
20-25 year	18	22.5 %
26-30 year	32	40.0%
31-35 year	12	15.0%
More than 35 years	16	20.0%
Job title		
Dean	10	12.5%
Deputy dean	18	22.5 %
Head of department	52	65 0.%
Less than 5 years	32	.40%
5-10 years	24	.30%
11-15 years	10	12.5%
More than 15 years	14	17.5%

Table 1 shows the demographic characteristics of the sample, namely, the distribution of sample members by sex variable: 37.2% of the sample members are female compared to 62.3% male. The distribution of sample members by age variable: 2.1% under 20 years of age, 22.5% 20-25 years, and 40% were 26-30 years old, and 15.%, 31-35 years old. While 20. % are over 35 years old. Distribution of sample members by job title variable: 22.5% were found to be deputy deans, 65% head of department, while 12.5% were deans. The distribution of sample members by

variable number of years of experience: 40% of them were found to have experience less than 5 years, while 30% were 5-10 years old, compared to 12.4% 11-15 years old, and 17.7% were over 16 years old.

Study tool:

The study implemented the questioner method to collect data, which has two parts: part 1 (preliminary data), part 2 (the questioner) which has (28) paragraph among the terms of work pressure with academic leaders in public universities and their role in the quality of education, distributed in the areas of "work pressure", quality of education of academic leaders in public universities.

Credibility of the study tool:

The content and the authenticity of tool were confirmed, utilizing virtual honesty, by presenting the results to a group of arbitrators from academics and specialists who are also experienced and competent. In order for them to make their observations reasonable, in terms of determining the appropriateness and comprehensiveness of the paragraphs. In order to measure the field in which those paragraphs were contained. In addition to the level of relevance to these paragraphs to which they are contained. As well as the level of clarity of linguistic and grammatical integrity. Keeping in mind the statements suggested. About 80% of the arbitrators' observations were generally adopted, without losing sight of the proposed amendments to an amendment to the language formulation of the paragraphs. Finally, we conclude the study tool at its final vision, after assessing it with Pearson correlation of the study tool paragraph to clarify the link to the matrix and the overall score of the tool, and table 2 illustrates this.

Table: 2
The results of (Person correlation) for the matrix of the link of the study tool paragraphs with the overall degree of the tool:

Number	Paragraph	Value ®	Statistical significance
First: Work pressure			
1	Not enough time allocated to accomplishing the tasks	0.404**	0.010
2	My work requires a high degree of focus and attention.	0.131	0.419
3	My intellectual and scientific capabilities are not properly exploited.	0.333*	n0.036
4	I feel that my work is not appreciated enough.	0.449**	0.004
5	My work at university affects my family obligations.	0.593**	0.000
6	I work under conflicting policies and guidelines.	0.649**	0.000
7	People who I deal with them are unable to overcome obstacles to achieving goals.	0.663**	0.000
8	I suffer from intellectual stagnation among some university professors and administrators	0.544**	0.000
9	I know the exact responsibilities of my work.	0.290	0.069
10	I am not sure of the limits of my powers in my current job.	0.686**	0.000
11	Sometimes I do not know what my duties in my work are.	0.675**	0.000
12	The work I have to do is very clear.	0.246	0.126
13	The dedicated working time does not allow me to do whatever is expected of me.	0.703**	0.000
14	The dedicated working time does not allow me to do whatever is expected of me.	0.666**	0.000
15	My work responsibilities are changing and uncertain.	0.524**	0.001
16	Taking advantage of my leisure in order to fulfill the requirements of my work bothers me.	0.720**	0.000
17	The amount of administrative and educational problems I have are significant.	0.676**	0.000
Second: Quality of education			
1	Prioritizing and differentiating the training programs for teachers according to the capabilities.	0.710**	0.000
2	Diversity in dialogue and methods of discussion when presenting educational topics.	0.592**	0.000
3	Responds to new situations most often.	0.628**	0.000
4	Distributes and designate tasks to teachers according to their specialties and abilities.	0.393*	0.012
5	Accept expression as a natural phenomenon in the educational institution.	0.637**	0.000
6	Organizes ideas and connects them according to specific strategic plans.	0.579**	0.000
7	Attain knowledge and information from credible sources in varied ways.	0.520**	0.001
8	All educational issues are seen from multiple angles.	0.460*	0.003
9	Changing in perspective when convinced that he is not being appropriate.	0.419**	0.007
10	Presents new hypotheses on the educational issues at hand.	0.516**	0.001
11	Referring and guided by teachers' opinions when setting goals.	0.644**	0.000

Table 2 shows that the majority of the values of the study tool paragraphs alongside the overall degree of the tool were statistically significant. This indicates the internal consistency between the paragraphs and that the jointly measure of the work pressure on academic leaders in public universities and their role in the quality of education, depending on the Theoretical scale that has been built on it.

Stability of the study tool:

Stability has been calculated in the manner of internal consistency by (Cronbach Alpha coefficient), as shown in table 3:

**Table 3:
Results of (Cronbach Alpha coefficient) of stability of the study tool:**

Statement	Cases number	Paragraph number	Alpha value
Stability of the study tool	80	28	0.90

The stability of the study tool was verified due to the internal consistency as (**Cronbach Alpha coefficient**) calculated stability equation, with a stability value of 0.90, showing the resolution at a high degree of stability.

Study results:

Depending on the questioner and theoretical framework, researchers resulted to:

Main question of study:

What is the role of work pressure on academic leadership in public universities and on the quality of education?

To answer the study question, we extracted the numbers, Arithmetic average and Standard Deviations to determine the impact of work pressure on academic leaders in public universities in Jordan, and on the quality of education. The total grading scale is shown in Table 4 and Table 5.

**Table 4:
Numbers, arithmetic averages and deviations of work pressure among academic leaders in public universities and their role in the quality of education:**

Variables	number	arithmetic average	Standard Deviation	Degree
Work pressure among academic leaderships in public universities	80	3.68	0.55	large

Table 4 shows that the degree of work pressure among academic leaders in public universities and their role in the quality of education was significantly large. As the arithmetic average for this degree was at the total degree of measurement (3.68), with a standard deviation (0.55).

* The total degree of work pressure of the leadership of the Government Academy and its role in the quality of education. (Occupational pressure hub):

Table 5:
Arithmetic averages and standard deviations of the axis of work pressure among public academic leaders:

Paragraph	First :work pressure	arithmetic average	Standard deviation	Degree
12	My work requires a high degree of focus and attention	4.40	0.92	Large
2	Not enough time to complete work tasks	4.32	0.94	Large
9	My intellectual and scientific capabilities are not properly exploited.	4.22	1.02	Large
3	I feel that my work is not appreciated enough.	3.55	1.17	Medium
13	My work at university affects my family obligations.	3.27	1.30	Medium
8	I work under conflicting policies and guidelines.	3.23	1.22	Medium
10	People who I deal with them are unable to overcome obstacles to achieving goals.	3.15	1.33	Medium
1	I suffer from intellectual stagnation among some university professors and administrators	3.07	1.14	Medium
16	I know the exact responsibilities of my work.	3.05	1.35	Medium
6	I am not sure of the limits of my powers in my current job.	3.02	1.12	Medium
4	Sometimes I do not know what my duties in my work are.	3.00	1.17	Medium
5	The work I have to do is very clear.	2.97	1.18	Medium
14	The amount of work I do is too much	2.95	1.21	Medium
17	The dedicated working time does not allow me to do whatever is expected of me.	2.87	1.28	Medium
7	My work responsibilities are changing and uncertain	2.85	1.14	Medium
15	Taking advantage of my leisure in order to fulfill the requirements of my work bothers me.	2.75	1.14	Medium
11	The amount of administrative and educational problems I have is significant.	2.65	1.25	Medium
Total degree		3.25	0.69	Medium

Table 5 shows the order of paragraphs according to importance, and the most important paragraph was: my work requires a high degree of focus and attention. 4.40 It is large. The least important paragraph was: the amount of administrative and educational problems has medium or average significant. An average score of 2.65

The total degree of work pressure of academic leadership in public universities and their role in the quality of education.

Table 6:
Arithmetic averages and standard deviations of the axis of quality of education among academic leaders at public universities

Paragraph	Second: quality of education and the administrative creativity	Arithmetic average	standard deviation	Degree
10	Prioritizes the implementation of training programs for teachers according to the availability.	4.52	0.75	Large
9	It is diversified in the methods of dialogue and discussion when presenting educational topics.	4.45	0.59	Large
11	Most often he responds to new situations.	4.45	0.74	Large
7	Distributes tasks to teachers according to their specialties and abilities.	4.37	0.58	Large
3	He sees expression as a natural phenomenon in the educational institution.	4.37	0.86	Large
1	Organizes ideas and connects them according to specific strategic plans.	4.37	0.86	Large
4	Gets knowledge and information from sources in many and varied ways.	4.35	0.69	Large
2	All educational issues are seen from multiple angles and perspectives.	4.35	0.86	Large
8	He changes his position when he is convinced that he is not correct.	4.32	0.82	Large
6	Presents new hypotheses on the educational issues at hand.	4.32	0.65	Large
5	Guided by teachers' opinions before setting goals.	4.07	0.91	Large
Total degree		4.36	0.60	Large

Table 6 shows the order of paragraphs by importance, and the most important paragraph was: priorities for the implementation of teacher training programs are prioritized according to the available possibilities 4.52 which is large, and the least important paragraph was guided by the views of teachers before setting goals. Significantly 4.07.

Second: examining the study hypotheses

Hypothesis 1: There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the degree of work pressure of academic leadership in public universities and their role in the quality of education, due to the gender variable.

Table 7:
T-test results for differences in the degree of relationship between Work Pressure among academic leaders at public universities are attributable to the sex variable:

sex	number	Arithmetic average	Standard deviation	Freedom degree	Statistical indications
Female	30	3.78	0.66	38	0.425
Male	50	3.63	0.48		

The data in the previous table indicates that there are no statistically significant differences at the level of ($\alpha \leq 0.05$) in the degree of work pressure of academic leaders in public universities and their role in the quality of education, due to the sex variable. This is in the total degree and in all areas.

Hypothesis 2: There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the degree of work pressure of academic leadership in public universities and their role in the quality of education, due to the age variable.

Table 8:
Arithmetic averages and standard deviations of work pressure among academic leaders

Age	Number	Arithmetic average	Standard deviation
20-25 years	18	3.80	0.68
26-30 years	32	3.52	0.54
31-35 years	12	4.15	0.47
More than 35 years	16	3.54	0.29

Table 8 describes the Arithmetic averages and standard deviations of work pressure among academic leadership at public universities and their role in the quality of education are due to the age variable.

Table 9:
Results of the One-way analysis of variance test Anova differences in the degree of work pressure of academic leadership at public universities and their role in the quality of education due to the age variable

variance source	Freedom degree	Total squares	Average squares	Calculated of ($\alpha \leq$) value	Statistical indications
Between groups	4	2.034	0.508	1.784	0.154
Inside groups	35	9.974	0.285		
Total	39	12.008			

Table 9 describes the differences in the degree of work pressure of academic leadership at public universities and their role in the quality of education due to the age variable.

Data indicates in the previous table, that there is no difference statistical indication in ($\alpha \leq 0.05$) at the level of work pressure for academic leadership in public Jordan universities. In addition, their roles with the educational quality that among to the age variety in total degree in fields.

Hypothesis 3: There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the degree of work pressure of academic leaders in public universities and their role in the quality of education, due to the variable job title.

Table 10:
Arithmetic averages and standard deviations of work pressure among academic leaders due to the variable job title.

Job title	Number	Arithmetic average	Standard deviation
Dean	52	3.65	0.38
Dean assistant	10	2	0.50
Head of department	18	3.59	0.56

Table 11:
Results of the (One-way analysis of variance) for differences in the degree of work pressure of academic leaders at public universities and their role in the quality of education are attributable to the job title variable.

variance source	Freedom degree	Total squares	Average squares	Calculated of ($\alpha \leq$) value	Statistical indications
Between groups	2	1.688	0.844	3.026	0.001
Inside groups	37	10.320	0.279		
Total	39	12.008			

The data in (table 11) indicates that there are statistically significant differences at the level of ($\alpha \leq 0.05$) in the degree of work pressure of academic leaders in public universities and their role in the quality of education, due to the variable title of employment, in the overall degree and in all fields.

Hypothesis 4: There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the degree of work pressure of academic leadership in public universities and their role in the quality of education, due to the experience variable.

Table 12:
Arithmetic averages and standard deviations of work pressure among academic leadership at public universities and their role in the quality of education are due to the variables in the number of years of experience.

Experiences in his position	number	Arithmetic average	Standard deviation
Less than 5 years	32	3.63	0.62
5 -10 years	24	3.58	0.52
11-15 years	10	3.70	0.46
More than 15 years	14	3.97	0.51

Table 13:
Results of (One-way analysis of variance) for differences in the degree of work pressure of academic leadership at public universities in Jordan and their role in the quality of education are attributable to the variable in their experiences in their current position.

variance source	Freedom degree	Total squares	Average squares	Calculated of ($\alpha \leq$) value	Statistical indications
Between groups	3	0.740	0.247	0.788	0.008
Inside groups	36	11.268	0.313		
Total	39	12.008			

The data in the previous table indicates that there are statistically significant differences at the level ($\alpha \leq 0.05$) in the degree of work pressure of academic leadership in public universities and their role in the quality of education, due to the variable in their experience in the total degree in all areas.

Result discussion:

According to the following question the results were discussed.

What is the role of work pressure among academic leadership in public universities in Jordan on the quality of education?

The results of the study showed that there is a role of work pressure among academic leaders in public universities in Jordan on the quality of education. The results indicated that the role of work pressure of academic leadership in public universities in Jordan on the quality of education provided, where the average arithmetic to the degree of response of the members of the study sample (3.68), is a high degree of approval.

As demonstrated in the responses the work pressure has a significant impact on the quality of education provided at public universities, and the study revealed that work pressure in public universities were at a total degree (3.25), which is moderate, which means that the work pressure on academic leaders in public universities are moderate. On the other hand, the study revealed that the quality of education provided in public universities was a high degree (4.36), which means that public universities provide services at an excellent level.

Based on the results of this study we can conclude that work pressure can impact the leadership performance and their psychological state as well as their behavior. It also revealed their approach in dealing with continuous life circumstances, as

this will impact the quality of education and compromise the outcomes.

The results of this study agreed with Mohammed, (2021) Jallab and (2017) Al-Ati (2021) study, in which the results showed that the degree to which work pressure of workers affect the performance of academic leaders and the quality of education is significantly high.

Discussion the study theories

Hypothesis 1: There are no statistically significant differences at the level (≤ 0.05) in the degree of work pressure of academic leaders in public universities and their role in the quality of education, due to the sex variable. Researchers used the (t-test) to measure the differences in the degree of work pressure of academic leadership in public universities and their role in the quality of education, attributable to the sex variable. Indicating that there are no statistically significant differences at the level of (0.05) in the degree of work pressure of government academic leadership and their role in the quality of education, due to the sex variable. There was a clear rapprochement between the arithmetic which was attributed to gender. As shown by (table 8) where he noted that the value of statistical significance = 0.425, this result is greater than the level of significance (0.05).

The zero hypothesis accepted because of the clearness of statistically significant differences at the level of significance at ≤ 0.05 in the role of work pressure for employees of public universities and their role in the quality of education due to the sex variable. There was a clear convergence in arithmetic and gender averages, that no significant differences because of the degree of impact on the degree of work pressure of academic leadership in public universities, and their role in the quality of education was attributable to the average of sex variable.

Therefore, we find that the sex of academic leadership has no impact on the quality of education, both sexes are subject the same work pressure. The results of this study agreed with a study of Ajaya (2020), which indicated that there is no statistically significant difference due to the gender variable, and it differs with the Study of Musleh (2021), which showed statistically significant differences attributable to the sex factor in the impact of work pressures on the quality of education in favor for males.

Hypothesis 2: There are no statistically significant differences at the level (≤ 0.05) in the degree of work pressure of government academic leaders and their role in the quality of education, due to the age variable. To verify this hypothesis researchers used the (one-way analysis of variance) test for determining the differences in the degree of work pressure of academic leadership in public universities and their role in the quality of education, due to the age variable, as shown in (table 9).

The data in the previous table indicates that there are no statistically significant differences at the level ($0.05 = \alpha$) in the degree of work pressure among academic leadership in public universities and their role in the quality of education, due to the age variable. There was a clear convergence in the arithmetic averages and at different age, there are no significant differences because the degree of work pressure among academic leaders in public universities and their role in the quality of education, due to the variable age of the low average and lower.

The value of the statistical indication (0.154) is greater than the level (0.05). The zero hypothesis is accepted as indicated by the results of table (9). Hence, there are no statistically significant differences at the level (0.05) in the degree of work pressure of academic leadership in public universities and their role in the quality of education, due to the age variable. Therefore, age

does not impact work pressure. The results of this study agreed with Musleh, (2011) and it differed with Omar (2017) which indicated that the age group (20-29) is more dedicated.

Hypothesis 3: There are no statistically significant differences at the level (≤ 0.05) in the degree of work pressure among academic leadership in public universities and their role in the quality of education, due to the job title variable.

To approve and verify the previous hypothesis, researchers used (one-way analysis of variance) for differences in the degree of work pressure of academic leadership at public universities and their role in the quality of education, due to the job title variable. As shown in (table 11), the data indicates that there are statistically significant differences at the level of (≤ 0.05), in the degree of work pressure among government academic leadership and their role in the quality of education, due to the job title variable. There was a clear convergence in the arithmetic averages in different job titles. The absence of significant differences in the degree of work pressure among academic leadership in public universities and their role in the quality of education, due to the of the job title variable low and average and lower.

It pointed out that the value of the statistical indication (0.001), this result is lower than the level of significance (0.05). which rejected the zero hypothesis as indicated by in the table (11), Hence the existing of statistical significant differences at the level of significance $\alpha = 0.05$ in the role of work pressure among academic leadership in public universities and their role in the quality of education due to the job title variable.

We conclude that the different job titles have impact on the work pressure of academic leadership at public universities and their role in

the quality of education, which agreed with the Musleh study (2021).

Hypothesis 4: There are no statistically significant differences at the level of $0.05 \leq$ in the degree of work pressure among academic leadership in public universities and their role in the quality of education due to the experience variable.

To verify the previous hypothesis, (one-way analysis variance) test was used in the degree of work pressure of academic leadership in public universities and their role in the quality of education due to the experience variable, as shown in (table 13). The data table indicates that there are statistically significant differences at the level of ≤ 0.05 in the degree of work pressure of academic leadership in public universities and their role in the quality of education due to the experience variable.

There was a clear convergence in the calculation averages and the experiences. Noting that the value of the statistical indication is 0.008, this result is greater than the level of indication (0.05) which rejects the zero hypothesis as indicated by table (13), where the results indicated that experience does affect work pressure and their role in the quality of education provided in public universities.

These results agreed with Yassin's study (2013), and it differed with the results of the Firass study (2021) and the Al-Ati's (2021). In which the results showed a statistically no significant difference in the impact of work pressures depending on the experience variable.

Conclusion:

The creative leadership team is the only party or group who can break the routine, and shun traditional behavior, and enforce innovation which can accelerate work and lighten work pressure. They could also exchange knowledge

and experience from other leadership teams so they can benefit and reflect positively on the workplace. They could also depend and refer to previous research to avoid misconduct. According to the importance of their role in the workplace, they are the ones who follow up and ensure achievement of objectives. Finally, this study aimed to clarify and address the work pressure in the workplace.

Recommendations:

Based on the study's findings, the researchers recommend, Reducing the level of work pressures and develop performance through clarifying the roles in order to raise the efficiency of performance among the new academic leadership. Moreover, raising the level of awareness of the academic leadership regarding the goals and objectives.

In addition, enhancing the entrepreneurship of academic leadership and push them to think about solutions of the problems they encounter in the workplace. Furthermore, discuss these solutions rather than just raising and spreading problems on the individual level. Paying attention to giving academic leaders a moral motivation, in order to enhance their confidence in their opinion and encourage them to participate in teamwork to develop their performance. Nevertheless, clarifying the tasks and responsibilities distributed on academic leadership and its appropriateness to their experiences and abilities. The deployment of the intellectual and practical capabilities in order to give the right employee in the right place.

Finally, taking advantage of specialization to identify the problems, solutions and resources required for each sector of work in public universities, empowering academic leadership, and increase their capacity to control the quality of implementation across the stages as planned,

referring to prior knowledge and the resources available.

References:

- Aazem, Suhaila. (2021). Sources of work pressure among nurse's field study at some public universities in Algiers, unpublished master's degree, University of Algeria, Algeria.
- Abdulqadir, Nour (2020). Measuring the quality of education in public universities in Sudan from the perspective of students and reviewers, unpublished master's degree, Jordanian Journal of Business Administration, Volume 11, Issue 4, Jordan, Jordan Journal of Business Administration, Volume 11, Issue 4, Jordan.
- Abedin, Ibrahim. (2020). Functional pressures that related to the psychological and physical effects of academic leadership at the Electricity Distribution Company, unpublished master's degree, Al-Azhar University, Gaza.
- Ajailiya, Yousef. (2020). Sources of work pressures for cultural workers, education and ways to address them in urgent interests, unpublished master's degree, Khydir University in Skra, Algeria.
- Al-Ati, Fawzia. (2017). Work pressure among nurses, unpublished master's degree, University of Qasdi Marbah, Algeria.
- Al-Tawil, Akram. Galilee, A. Wahab, Riad. (2019). the possibility of establishing the dimensions of the quality of education and the learning process, unpublished master's degree, Egypt.
- Arcock, Tarek. (2018). Job security and the performance of teachers from the perspective of academic leadership and teachers of public education in the holy capital, unpublished master's degree, Um al-Qura University, Saudi Arabia.
- Athanasoula, A., Reppa, A., Makri, E, Kalliopi, B and Psycharis, S. (2020). School leadership innovations and creativity: The case of communication between school and parents. **Procedia Social and Behavioral Sciences**, 2 (10): 2207–2211.
- Atiq, Aisha. (2020). Quality of education in Algerian public institutions, unpublished master's degree, Aboubacar University, Belkaid, Algeria
- Ben Zeroual, Fathia (2020) Stress at the level of higher education sources, influences and coping strategies, unpublished master's thesis, Um al-Bouaki University, Algeria.
- Brahimi, Asma (2020) Work pressure and their relationship to marital compatibility with women with academic leadership, unpublished Doctoral Thesis, Mohamed Kheder University, Algeria.
- Day, Christopher. (2017). sustaining the turnaround: What capacity Building Means in Practice. ISEA Volume 35, Number 3. p 39-48.
- Guilford, j. p. (2019). Creative talents: Their nature, uses and development, New York: bearly cimited.
- Hebaz, Amira (2017) the acquired disability of those working under the 8*3 patrol system, unpublished master's study, University of Qasdi Marbah, Algeria.
- Hussein, Magicians. (2013). measuring the impact of work pressures on job performance: an analytical survey of the views of a sample of academic leaders in the Technical Education Authority. Baghdad College of Economics Journal. Number 36.
- Jalab, Khawla. (2021). Educational service and work pressures at public hospital universities, unpublished master's degree, Arab Al-Tabssa University, Algeria
- Jordan Central Bureau of Statistics (2017). Jordan's Annual Statistical Book, No. "31", Ramallah, Jordan.
- Maziani, Fatiha. (2017), the impact of sources of work pressure and emotional and defensive resistance strategies on

- psychological combustion by police officers, University of Algiers.
- Mohammed, Firas. (2021). The impact of work pressures on the performance of academic leaders in the educational sector is a field study in the hospitals of the Ministry of Higher Education, an unpublished master's study, Syrian Virtual University, Damascus, Syria.
 - Moses. Amal, Hajjaj. Naima (2020) Work has psychological implications for academic leadership, unpublished master's degree, University of Qasdi Marbah, Algeria.
 - Musleh, Attia. (2021). Measuring the quality of education from the perspective of academic leaders and students at public universities in Qalqilya, unpublished master's degree, Amman Open University, Jordan.
 - Muwaffaq, Siham. (2020). the role of strategic leadership in alleviating women's leadership career pressures. Unpublished Master's degree, Mohamed Kheder University, Biskra, Algeria.
 - Nashwani, Abdul Aziz. (2018). Educational Psychology, Dar al-Furqan, Amman, Jordan.
 - Ombille, L. (2021). Innovation in Ekwadoor Schools, Educational Journal, 3(2), pp 66-112.
 - Othman, Mary (2020). Work pressure and their relationship to the motivation of achievement of civil protection officers" master's thesis, University of Mentori, Constantine, Algeria.
 - Ozmen, F & Muratoglu, V. (2020). The competency levels of school principals in implementing knowledge management strategies the views of principals and teachers according to gender variable. **Procedia Social and Behavioral Sciences**, 2 (20): 5370–5376
 - Sanger, T., & Levin, W. (2020). Increasing Employees creativity by training their managers. **Industrial and commercial training**, Vol. 33, No .2, p.p. 63-68.
 - Wfry, R. (2018). The Relationship between Principals innovative style and teacher's perception of Principals Effectiveness, **Dissertation Abstract International. 456** (07). P. 3100.
 - Yassin, Amna (2013) Obstacles to nurses' work in government and private hospitals in Nablus, Unpublished Master's Degree, Al-Najah University, and Palestine.