

The relationship between life stress and achievement motivation in married female students

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Abstract:

The study aimed to determine the relationship between life stress and achievement motivation for married students. Moreover, the study identified i guidelines for social work practitioners on the professional interventions in relieving life stress and increasing achievement motivation for married female students. The study has been applied to (236) married female students at Al-Leith University College.

The study concluded that there is a negative correlation that is statistically significant at (0.1) between life pressures and achievement motivation. The study has found indicators to relieving life pressures and increasing achievement motivation.

Key words: Life stress - achievement motivation -married female students

Introduction:

University education is one of the pillars on which society depends, as it is the basis for its progress and development. In this context, university students are considered the main axis on which university education is based, and female students have become actively involved in building and developing the society after obtaining their university degree. Married female students represent an important segment among the female students, who suffer from stress as a result of shouldering family responsibilities.

Achievement motivation is one of the important aspects in the field of human motives, and it is one of the main concerns of researchers in social psychology. Achievement motivation is an internal state that moves behavior and an important factor in guiding the individual's behavior towards a specific goal. It is a basic component in the individual's quest for self-realization, since the individual feels self-realization through the goals he/she achieves and the better lifestyle he/she seeks (Hussain, 2010).

Attention to achievement among university students is one of the most important educational goals in order to open the way for them to contribute effectively to community service and to teach them perseverance to achieve scientific progress in various fields. A new stage, which is the stage of adulthood and the university education, is a critical stage in which the demands of growth become more urgent than before (Abdullah & Abdul-Hadi, 2017).

People who have low belief in their effectiveness distance themselves from difficult tasks, which they usually perceive as a psychological threat. They also have low ambition and weaken their

adherence to the goals they choose. Their focus remains on themselves instead of focusing on how to perform and succeed in tasks (Mahmoud, 2016, p. 5).

The events of daily life carry with them the stressful situations that the individual realizes in his/her work, his/her studies, his/her social relations. University students are one of the important groups in society that contributes with its various aspects a source of pressure on those students (Abboud, 2016). Abboud (2016) confirmed the existence of an inverse relationship between life stress and academic procrastination for university students.

Life stress are a tangible phenomenon in the life of the individual and an integral part of human life, especially in the current era. This is due to the complexity and successive changes in all aspects of life, where the technological and economic demands of life increase, and cultural changes accelerate, resulting in stressful situations and sources of tension, anxiety and annoyance (Al-Farmawi, 2009, p. 5).

Life stress s affect married students (Abou Ghaly, 2012), Abou Ghaly (2012) concluded that life pressures negatively affect the self-efficacy of married female students, Similarly, Bassiouni (2019) indicated that life stress lead to the spread of psychosomatic symptoms for married female students. Sassi (2017) confirmed that psychological stress affects the academic achievement of married female students.

Social work has a role in dealing with students' problems and stress, (Sulaiman, 2019). Sulaiman (2019) confirmed that married female students suffer from several problems because they are required to reconcile and coordinate between the needs of their children and husbands and the requirements of their university studies. Ibrahim (2018) confirmed that married female students suffer from social, psychological and economic problems, and came up with proposals to activate the role of social work.

Research Problem:

- 1- The study focuses on the quiddity of the relationship between life stress and achievement motivation for married female students.
- 2- The study explores the indicators for social workers, as general social work practitioners, concerning the professional interventions in relieving life stress and increasing achievement motivation for married female students.

Study Goals

- 1- Determining the relationship between Life stress and achievement motivation for married female students.
- 2- Identify indicators of the roles of social worker in relieving life stress and increasing achievement motivation for married female students.

Study hypotheses:

The main hypothesis of the study is

There is a statistically significant inverse relationship between life stress and achievement motivation for married female students.

From this main hypothesis, the following sub-hypotheses emerge -

First Hypothesis: There is a statistically significant inverse relationship between social stress and achievement motivation for married female students.

Second Hypothesis: There is a statistically significant inverse relationship between psychological stress and achievement motivation for married female students.

Third Hypothesis: There is a statistically significant inverse relationship between family pressures and achievement motivation for married female students.

Fourth Hypothesis: There is a statistically significant inverse relationship between study stress and achievement motivation for married female students.

The fifth hypothesis: There is a statistically significant inverse relationship between health stress and achievement motivation for married female students.

Study Concepts:

Stress: can be defined as any event resulting from environmental or internal demands that exceed the adaptive resources of an individual which may be social, psychological or biological (Walsh,2009, p.24).

Life stress are defined as those internal or environmental stimuli that are of a degree of intensity and persistence, which weighs the harmonic ability of the individual and which may lead to functional or behavioral imbalance (Abdel Muti,2006, p.23).

It is also defined as a state of physical and psychological tension that afflicts the individual when he is exposed to events and situations that expose him/her to demands that may be beyond his/her potential and capabilities (Hussain, 2006, p.231).

It is procedurally determined by the total scores obtained by the students on the life pressures scale represented in social stresses - psychological stresses - family stresses - health stresses - study stresses

Achievement motivation

Achievement motivation is a subjective, internal, and psychological drive, enabling individuals to pursue work that they perceive to be valuable, and eventually achieve their goal (Singh. K., 2011, P.163).

It can be defined as the set of internal conditions that motivate an individual to fulfill a specific deficiency or need, whether it is biological, psychological or social (Al-Othum, et al., 2005, p. 165).

It is also defined as the individual's endeavor to focus effort, attention and perseverance, when doing difficult work, and to overcome obstacles efficiently in the fastest time. This is achieved with the least effort and the best result. It also refers to the continuous desire for success to achieve a high level of ambition, struggle and competition in order to reach the standards of excellence (Al-Jammal, 2018, p).

It is procedurally determined by the total scores obtained by the students on the achievement motivation scale represented in (setting goals - perseverance - ambition - perceived competencies).

Theories guiding the study:

Hans Selye's theory

Selye's proposal stipulated that stress was present in an individual throughout the entire period of exposure to a nonspecific demand. He distinguished acute stress from the total response to chronically applied stressors, terming the latter condition 'general adaptation syndrome', which is also known in the literature as Selye's Syndrome. The syndrome divides the total response from stress into three phases: the alarm reaction, the stage of resistance and the stage of exhaustion. When individuals are exposed to a stressor, they are at first taken off guard, then attempt to maintain homeostasis by resisting the change, and eventually fall victims to exhaustion in countering the stressor. Stress is a choreographed state of events, not a mere psychological term, and is encountered by all individuals during a period of illness. It differs fundamentally from the fight-or-flight or acute stress response that occurs when facing a perceived threat (Hans, 2018, p. 171).

French and Others theory

This theory is known as the compatibility theory between the person and the environment. The physical environment refers to all the stimuli surrounding the individual from the external environment that surrounds the human being and is related to the physical environment, emergency events experienced by the human being, and the psychological aspects lead to frustration, defeat, uneasiness and psychological problems associated with the individual's social relationships (Attia,2010, p.61).

Cognitive dissonance theory

The theory of cognitive dissonance presented by Festinger represents an extension of the value-expectation trend. This theory indicates that each of us has cognitive elements that include knowledge of ourselves, i.e. what we like and dislike, and our goals and our behavior. This theory presumes that there is pressure on the individual to achieve consistency between his knowledge or the system of his/her beliefs and behavior (Bahi, Shalaby, 1999, p. 32).

Methodology

The study was applied to 236 married female students at Al-Leith University College, Umm Al-Qura University, t who meet the following criteria: they are married for at least 1 year they have children; they are continuing their studies. Al-Leith University College in is in one of the governorates of Makah Al-Mukarramah, which is Al-Leith Governorate. The University College in Al-Leith has 11 departments between practical and theoretical, including the Department of Social Work, and it is located in a rural community. The study was implemented during the period from 20/6/2021 to 15/7/2021.

Validity and reliability of the study tools:

The study is of a descriptive type and based on the sample social survey method. It was applied to a sample of married female students at the University College in Al-Leith, including the theoretical and practical departments. The study relied on life stress scale, prepared by the researcher by referring to the (Muhammad & Ibrahim). It includes (5) dimensions, social stress dimension (10) phrases, psychological stress dimension (10) phrases, family stress dimension (11) phrases, study stress dimension (7) phrases, health stress dimension (9) phrases.

The researcher also conducted a statistical stability of the life stress scale for married female students using the Spearman-Brown split-half coefficient, by applying it to a sample of 20 married female students (outside the study community, and who meet the selection criteria)). The phrases for each dimension were divided into two halves: the first section includes the values obtained from responding to the odd statement, and the second section includes the values expressing even statements

Achievement motivation scale

The researcher designed a scale of achievement motivation for married students based on the theoretical framework of the study, in addition to making use of some of the scales associated with the study of Othman, Sobhi & Fawzy , which refers to the achievement motivation scale, and of Al-Masry Farah , on achievement motivation and its relationship to the strategic intelligence of university students, among students of the Kuwaiti University. The dimensions included in the scale, which were represented in four dimensions, were then formulated for each dimension, i.e. 39 phrases, determining the goal dimension (11) phrases, ambition dimension (9) phrases, perseverance dimension (10) phrases, the self-perceived competencies dimension (9) phrases.

Table (1) results of the reliability of the life pressures scale among married female students (N=20)

No	Dimensions	Spearman-Brown coefficient
1	social stress dimension	0.86
2	Psychological stress dimension	0.88
3	family stress dimension	0.92
4	Study stress dimension	0.87
5	health stress dimension	0.91
Total life pressures scale dimension		0.93

The previous table shows that: Reliability coefficients for dimensions have a high degree of reliability; their results can, thus, be relied upon. Therefore, the tool is in its final form.

Table (2) results of the reliability of Achievement motivation scale among married female students (N=20)

No	Dimensions	Spearman-Brown coefficient
1	determining the goal dimension	0.83
2	ambition dimension	0.92
3	perseverance dimension	0.91
4	the self-perceived competencies dimension	0.87
Total Achievement motivation scale dimension		0.95

The previous table shows that: Reliability coefficients for dimensions have a high degree of reliability; their results can, thus, be relied upon. The tool is, then, in its final form.

Determining the measure of life pressures and the scale of achievement motivation for married female students:

To judge the level of the life stress scale and the achievement motivation scale for married female students, the beginning and end of the triple scale categories are: always (three degrees), sometimes (two degrees), rarely (one degree). To determine the length of the cells of the triple scale (lower and upper limits), range = largest value – least value ($3-1 = 2$) was calculated, divided by the number of scale cells to get the corrected cell length ($2/3 = 0.67$). Then this value was added to the lowest value in the scale or the beginning of the scale, which is a whole one, in order to determine the upper limit of this cell. Thus, the length of the cells became as follows: the tool is in its final form.

Table (3) It shows the levels of the life stress scale and the achievement motivation scale for married student

If the mean value of the phrase or dimension ranges from 1 to 1.67	low level
if the mean value of the phrase or dimension ranges from 1.68 to 2.34	average level
If the mean value of the phrase or dimension ranges from 2.35 to 3	high level

Statistical analysis methods

The data was processed through a computer using the program (SPSS.V. 24.0) statistical packages for social sciences, and the following statistical methods were applied: frequencies, percentages, arithmetic mean, standard deviation, range, Spearman-Brown split-half equation, simple regression analysis, and coefficient Pearson's correlation, coefficient of determination, two independent sample t-test, and one-way analysis of variance.

Results of the Field Study

The first axis: Description of the married female students of the study community:

Table. (4) It shows the distribution of married female students in the study community:

No	Quantitative variables	SMA	standard deviation
1	Age	23	1
2	Number of years of marriage	3	1
No	Specialization	F	%
1	Theoretical	193	81.8
2	Practical	43	18.2
	Total	236	100
No	Academic level	F	%
1	Second Level	15	6.4
2	The third level	21	8.9
3	fourth level	29	12.3
4	fifth level	27	11.4
5	Sixth level	34	14.4
6	Seventh level	46	19.5
7	Eighth level	64	27.1
	Total	236	100%
No	Residence	F	%
1	The countryside	137	58.1
2	city or town	99	41.9
	Total	236	100%
No	Spouse's educational status	F	%
1	Reads and writes	13	5.5
2	Intermediate education	54	22.9
3	University education	150	63.6
4	Postgraduate	19	8.1
	Total	236	100%
No	Spouse's job status	F	%
1	government sector	141	59.7
2	private sector	68	28.8
3	does not work	27	11.4
	Total	236	100%

The previous table shows that: The average age of married female students is (23) years, with a standard deviation of about one year. The average number of years of marriage for female students is (3) years, with a standard deviation of approximately one year, The largest percentage of married female students has a theoretical major with (81.8%), followed by practical (18.2%).The largest percentage of married female students is in the eighth academic level with a percentage of (27.1%), followed by the seventh level with a percentage of (19.5%), then the sixth level with a percentage of (14.4%), and finally the second level with a percentage of (6.2%).The largest percentage of married female students resides in the rural area with a percentage of (58.1%), followed by the urban area with a percentage of (41.9%).The largest percentage of married female students, the husband has a university education with a percentage of (63.6%), followed by an intermediate education with a percentage of (22.9%), then a postgraduate education with a percentage of (8.1%), and finally reading and writing with a percentage of (5.5%).

Table (5) shows the level of the dimensions of the life stress of the married female students as a whole (N-236)

No	Dimensions	SMA	standard deviation	level	Ranking
1	social stress dimension	1.93	0.38	Average	5
2	Psychological stress dimension	2.08	0.45	Average	2
3	family stress dimension	2.02	0.54	Average	3
4	Study stress dimension	2.16	0.49	Average	1
5	health stress dimension	1.94	0.47	Average	4
Total life pressures scale dimension		2.03	0.38	Average level	

The previous table shows that: the level of life stress for married female students as a whole is average, where the arithmetic mean reached (2.03), and its indicators are according to the arrangement of the arithmetic average: the first rank is study stress dimension with an arithmetic mean (2.16), followed by the second rank psychological stress dimension with an arithmetic average (2.08). the third rank is family stress dimension with an arithmetic mean (2.02). the the fourth rank is health stress dimension, with an arithmetic mean (1.94). The finally the fifth rank is social stress dimension with an arithmetic mean (1.93).

Table (6) shows the level of achievement motivation dimensions for married female students as a whole (N-236)

No	Dimensions	SMA	standard deviation	level	Ranking
1	determining the goal dimension	1.88	0.62	Average	4
2	ambition dimension	1.9	0.7	Average	3
3	perseverance dimension	1.99	0.74	Average	1
4	the self-perceived competencies dimension	1.92	0.67	Average	2
	Total Achievement motivation scale dimension	1.92	0.65	Average level	

The previous table shows that:

The level of achievement motivation for married female students as a whole is average, where the arithmetic mean was (1.92), and its indicators are according to the arrangement of the arithmetic average: The first rank is perseverance dimension with an arithmetic mean (1.99), followed by the second rank, which is the perceived self-competencies dimension with an arithmetic average (1.92). The third rank is ambition dimension with an arithmetic mean (1.9), while the fourth is place setting goals dimension, with an arithmetic mean (1.88).The fourth Axis: Testing the hypotheses of the study
-Test the main hypothesis of the study and its sub-hypotheses: "There is a statistically significant inverse relationship between life stresses and achievement motivation for married students"

Table (7) explains the relationship between life pressures and achievement motivation for married female students (N-236)

No	dimensions / dimensions	determining the goal dimension	ambition dimension	perseverance dimension	the self- perceived competencies dimension	Dimensions of achievement motivation as a whole
1	social stress dimension	-0.478**	-0.451**	-0.473**	-0.464**	-0.491**
2	Psychological stress dimension	-0.557**	-0.542**	-0.622**	-0.579**	-0.586**
3	family stress dimension	-0.595**	00.607**	-0.567**	-0.606**	-0.637**
4	Study stress dimension	-0.371**	-0.391**	-0.412**	-0.422**	-0.419**
5	health stress dimension	-0.129*	-0.134*	-0.154**	-0.207**	-0.163*
Dimensions of life pressures as a whole		-0.530**	-0.530**	-0.553**	-0.567**	-0572**

** Significant at (0.01)

* Significant at (0.05)

The previous table shows that: there is a statistically significant inverse relationship at a significant level (0.01) between social stress and achievement motivation for married female students. This may be due to the presence of an inverse relationship between these dimensions and that they were expressive of what the study aims to achieve. This makes us accept the first sub-hypothesis of the study, which is that "there is a statistically significant inverse relationship between social pressures and achievement motivation for married female students".

There is an inverse statistically significant relationship at the level of significance (0.01) between psychological stress and achievement motivation for married female students. This may be due to the existence of an inverse relationship between these dimensions and that they were expressive of what the study aims to achieve. This makes us accept the second sub-hypothesis of the study, which is that "there is an inverse statistically significant relationship between psychological stress and achievement motivation for married female students".

There is a statistically significant inverse relationship at a significant level (0.01) between family stress and achievement motivation for married female students. This may be due to the existence of an inverse relationship between these dimensions and that they were expressive of what the study aims to achieve. This makes us accept the third sub-hypothesis of the study, which is that "there is a statistically significant inverse relationship between family stress and achievement motivation for married female students".

There is a statistically significant inverse relationship at the level of significance (0.01) between study stress and achievement motivation for married female students. This may be due to the existence of an inverse relationship between these dimensions and that they were expressive of what the study aims to achieve. This makes us accept the fourth sub-hypothesis of the study, which states: "there is a statistically significant inverse relationship between study stress and achievement motivation for married female students".

There is a statistically significant inverse relationship at a significant level (0.01) between health stress and achievement motivation for married female students. This may be due to the existence of an inverse relationship between these dimensions and that they were expressive of what the study aims to achieve. This makes us accept the fifth sub-hypothesis of the study, which is that "there is a statistically significant inverse relationship between health stress and achievement motivation for married female students".

There is a statistically significant inverse relationship at a significant level (0.01) between the life stress as a whole and the achievement motivation for the married female students as a whole. This may be due to the existence of an inverse relationship between these dimensions and that they were expressive of what the study aims to achieve. This makes us accept the main hypothesis of the study, which states: "there is a statistically significant inverse relationship between life pressures and achievement motivation for married female students." This agrees with Al-Adsani (2018) as he indicated the existence of a negative relationship between the quality of life and psychological stress for married female students, as well as with Sassi (2017), who confirmed that married female students suffer from psychological stress.

Table (8) Simple regression analysis of the impact of life stress on the achievement motivation of married female students (N-236)

independent variables	regression coefficient B	T-Test	F-Test	correlation coefficient R	The coefficient of determination R ²
social stress dimension	-0.834	-8.624**	74.376	-0.491**	0.241
Psychological stress dimension	-0.844	-11.074* *	122.640* *	-0.586**	0.344
family stress dimension	-0.768	-12.645* *	159.906* *	-0.637**	0.406
Study stress dimension	-0.555	-7.062**	49.870**	-0.419**	0.176
health stress dimension	-0.224	-2.523*	6.364*	-0.163*	0.026
Dimensions of life pressures as a whole	-0.984	-10.655* *	113.528* *	-0.572**	0.327

** Significant at (0.01)

* Significant at (0.05)

The previous table shows that: the value of the correlation coefficient between the independent variable “social stress” and the dependent variable “achievement motivation for married female students” indicates an inverse relationship between the two variables. The result of the (F) test indicates the significance of the regression model, and the value of the coefficient of determination is (0.241), meaning that social pressures contribute to reducing the achievement advocate for married students by (24.1%). This makes us accept the first sub-hypothesis of the study, which is that "there is a statistically significant inverse relationship between social stress and achievement motivation for married female students".

The value of the correlation coefficient between the independent variable “psychological stress” and the dependent variable “achievement motivation for married female students” indicates an inverse relationship between the two variables. The result of the (F) test indicates the significance of the regression model, and the value of the coefficient of determination is (0.344), which means that psychological stress contributes to reducing the achievement motivation for married female students by (34.4%). This makes us accept the second sub-hypothesis of the study, which is that "there is a statistically significant inverse relationship between psychological stress and achievement motivation for married female students".

- The value of the correlation coefficient between the independent variable “family stress” and the dependent variable “achievement motivation for married female students” indicates an inverse relationship between the two variables. The result of the (F) test indicates the significance of the regression model, and the value of the coefficient of determination is (0.406), which means that family stress contributes to reducing the achievement motivation for married female students by (40.6%). This makes us accept the third sub-hypothesis of the study: "there is a statistically significant inverse relationship between family stress and achievement motivation for married female students".

- The value of the correlation coefficient between the independent variable “study stress” and the dependent variable “achievement motivation for married female students” indicates an inverse relationship between the two variables. The result of the (F) test indicates the significance of the regression model, and the value of the coefficient of determination is (0.176), meaning that study stress contributes to reducing the achievement motivation for married students by (17.6%). This makes us accept the fourth sub-hypothesis of the study: "there is an inverse statistically significant relationship between study stress and achievement motivation for married female students".

- The value of the correlation coefficient between the independent variable “health stress” and the dependent variable “achievement motivation for married female students” indicates an inverse relationship between the two variables. The result of the (F) test indicates the significance of the regression model, and the value of the coefficient of determination is (0.026), which means that health stress contributes to the reduction of the achievement motivation for married students by (2.6%). This makes us accept the fifth sub-hypothesis of the study, which states: "there is a statistically significant inverse relationship between health stress and achievement motivation for married female students".

- The value of the correlation coefficient between the independent variable “life pressures as a whole” and the dependent variable “the achievement motivation of married female students as a whole” indicates an inverse relationship between the two variables. The result of the (F) test indicates the significance of the regression model, and the value of the coefficient of determination is (0.327), which shows that “life

pressures as a whole” contribute to reducing the achievement motivation for married female students by (32.7%). This makes us accept the main hypothesis of the study: "there is a statistically significant inverse relationship between life pressures and achievement motivation for married female students."

Discussion of the results:

The study has sought to test the hypotheses to find out the relationship between life stress and achievement motivation for married female students and to set indicators for social workers, concerning relieving life pressures and increasing achievement motivation. The study concluded that there is a negative correlation between life stress and achievement motivation. This means that the more life stress there are, the less achievement motivation there is for married students. This agrees with Aboud's (2016) study, which aimed to determine the relationship between life stress and academic procrastination, among students of Jordan National University in Jordan, with regard to gender and academic level. The study concluded that there are statistically significant differences in the strength of the relationship between life stress and academic procrastination between the two genders. The results of the study also agree with that of Abdul Mawgoud's (2008), which confirmed that the family, academic, personal and economic problems facing students affect their motivation for achievement.

The results of the study agrees with Alawi (2013), who confirmed that psychological stress negatively affects the achievement motivation of university students, and the higher the psychological stress, the lower the achievement motivation. Furthermore, the results of the study go in line with Mukhtar (2010), who found that academic problems affect the achievement motivation of university students. This is confirmed by the theory of French and others, which emphasized the compatibility between the person and the environment, as psychological problems lead to frustration and discomfort for individuals. This also goes in line with Selye's theory, which emphasized that a person is subjected to pressure but tries to resist.

In light of the results of the current study and previous studies, the social worker's indicators are determined, for a general practitioner in social work, to relieve life stress and increase achievement motivation as follows:

The concept of professional intervention refers to the organized scientific activities conducted by the social worker in his/her work with clients. It is the processes implemented by the social worker using scientific theories, tools and means to address the clients' problems (Abdel Meguid, 2015, p. 44).

Based on this concept, the indicators of professional intervention were identified as follows:

Implications for practice

- 1- Assessment: The social worker in faculties and youth care at the university collects information about the nature of stress and gives priority to these stress, as the results indicated that study stress came first with a percentage of 2.16, psychological stress 2.08, family stress 2.02, health and social stress. There is a need for intervention to relieve the life stress of married female students.
- 2- Planning: The social worker in the youth care at university and college develops appropriate treatment plans for married students who suffer from life stress, whether family, social, psychological, health or study, and to increase their achievement motivation and attention to goal setting, perseverance, ambition and perceived self-efficacy.
- 3- Intervention: The social worker, as a general practitioner, applies the plan developed in the previous stage, taking into account the flexibility of the plan and its ability to adapt to the nature of the life stress of married female students and the individual differences between female students. At this stage, the social worker uses strategies and methods of professional intervention, and married female students need to be looked after by faculty members to increase their achievement motivation.
- 4- Evaluation: The social worker investigates the extent of achievement of the objectives of the intervention or the effectiveness of the intervention plan in achieving its objectives.
- 5- Termination: The social worker terminates the professional intervention based on what has been agreed upon during the second stage, while adhering to the rules of termination and includes preparing married female students for the termination stage.
- 6- Follow-up: The social worker determines the stability of the students' condition after the end of the intervention and the sustainability of the achievements reached through the professional intervention.

Professional intervention tools:

- life stress scale
- achievement motivation scale
- Professional interviews with female students.

The roles of the social worker

The roles of the social workers vary according to the type of clients they work with, and according to the levels of their practice (general practitioner. The professional role is a set of activities and functions defined by the profession (Abdel Meguid, 2015, pp. 224-225). The following are the most important roles:

- 1- The social worker as a therapist/counselor.
- 2- The social worker as a case coordinator.
- 3- The social worker as a mediator.
- 4- The social worker as a defender.

Recommendations

Relief of life pressures for married students

- Providing training courses for married female students aimed at strengthening their psychological and social structure and educating them so as not to give in to the life stress they face.
- Encouraging female students to participate in the activities and events held at the university in order to help them relieve their stress for a new life.
- Providing lectures aimed at educating them about successful married life styles and how to face life stress.
- Providing courses for married female students to raise awareness of the importance of organizing their study time.

Increasing achievement motivation for married students

- Holding seminars that encourage married female students to realize the importance of determining the goal and increasing their ambition.
- Organizing educational courses to help married female students develop their spirit of perseverance.
- Activating the role of university activity and training female students to carry out socially beneficial actions to make achievement and success through their participation in activities.
- The faculty member promotes students' behaviors within the lectures to achieve their desires for achievement, whether at the academic level or the life level.

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