



**Fayoum University**  
**Faculty of Social Work**

**LIFE STRESS RELATED TO E-LEARNING  
FOR HIGH-SCHOOL STUDENTS AND THEIR  
FAMILIES AND A SUGGESTED ROLE FOR  
SOCIAL CASEWORK TO ALLEVIATE IT**

As a prerequisite for getting M.Sc. degree in social work

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**1444 AH / 2022 AD**

Summary

### **First: Study problem and importance**

The world today is facing a set of transformations, challenges, and rapid and successive changes. These challenges are represented in the broad scientific and technological progress in various areas of life. Therefore, it has become necessary for the educational system to keep pace with these changes, and to go to new methods of education, where electronic learning is one of the most important of these methods.

E-learning is one of the most important modern methods of education, as it is based on scientific theoretical foundations and cognitive theories related to education and learning and its material and moral requirements. It helps in solving the problem of the knowledge explosion and increasing demand for education, but this system developed in educational process at the secondary stage resulted in a lot of pressure on student due to its modernity as an educational system at that educational stage. This is indicated by many previous studies, and the e-learning system does not only cause pressure for students, but a source of economic, psychological and social pressure on the students' families as well.

Therefore, this system developed in the educational process between supporters and opponents, resulted in the emergence of many life pressures related to e-learning for students in dealing with these technologies in the educational process. Pressures can pose challenges to many students as they can cause anxiety, tension, despair, low academic level, and influence on the psychological and social adjustment level. Moreover, if the pressure continues for a relatively long period, it can lead to negative effects on the student's psychological, social, educational, economic and family life.

According to the importance of working with such cases from the social work side as a profession and Social Casework as one of the ways of this profession to achieve compatibility for students and their families with this newly developed educational system, and thus alleviating the resourceful pressures burdening students and their families.

Hence, the importance and role of social work with regard to socializing its students or achieving the educational function, it works to help students grow in light of their abilities, capabilities and the needs of society. It also helps to face their problems, and provide them with capabilities that make them more able to contribute to the service of their school community and every society in which he lives or belongs. Social Casework has an important role in dealing with problems and reducing them through its processes "study, diagnosis, treatment".

Based on the above mentioned theoretical presentation, the findings of previous studies and the results of the initial opinion poll conducted by the study, it is clear that e-learning is accompanied by a set of challenges and pressures, whether at the level of the individual or the family socially, educationally, psychologically, economically and others, which confirms that

it represents an additional burden on the burden of both students and families alike. Despite this, there are no previous studies, especially in the profession of social work (within the limits of the study), conducted a descriptive study that accurately determines the nature of the pressures faced by students and families in light of this type of education and determines its precise indicators . There is no significant contribution from the method side to deal with this qualitative form of pressure. Hence, the problem of the study is determined in describing and identifying the life stresses related to e-learning for secondary school students and their families and a suggested role for Social Casework method to alleviate them.

### **Second: Study concepts**

The present study relied on a set of concepts closely related to the subject of the research and come as follows:

- 1) Life stress
- 2) E-learning

### **Third: Study objectives**

This study seeks to achieve three main objectives:

#### **First Objective: To determine life stresses related to e-learning among secondary school students.**

Sub-objectives emerge from the first objective:

- 1- Determining educational pressures related to e-learning among secondary school students
- 2 - Determining psychological stress related to e-learning among secondary school students.
- 3- Determining the social pressures related to e-learning among secondary school students.

#### **The second objective: To determine the life stresses related to e-learning among the families of secondary school students.**

Sub-objectives emerge from this second objective:

- 1- Determining the economic pressures related to e-learning among the families of secondary school students.
- 2- Determining the social pressures related to e-learning among the families of secondary school students.
- 3- Determining psychological stress related to e-learning among the families of secondary school students.

The third goal: to arrive at a suggested role for Social Casework to alleviate the life pressures related to e-learning for secondary school students and their families.

### **Fourth: Study Questions**

These objectives can be achieved by answering the following main questions:

#### **The first question: What is the life stresses related to the e-learning system among secondary school students?**

Sub-questions emerge from this question:

- 1 - What is the educational pressures related to e-learning among secondary school students?
- 2 - What psychological stress related to e-learning among secondary school students?
- 3 - What is the social pressures related to e-learning among secondary school students?

**The second question: What is the life stresses related to e-learning among the families of secondary school students?**

Sub-questions emerge from this question:

- 1 - What is the economic pressures related to e-learning among the families of secondary school students?
- 2 - What is the social pressures related to e-learning among the families of secondary school students?
- 3 - What is the psychological pressures related to e-learning among the families of secondary school students?

**Fifth: Study methodology**

**1- Study type:**

This study is under the type of descriptive studies.

**2- Study method:**

The study depends on the use of social survey method in two ways: (comprehensive social survey to determine the size of the research community, whether from students or families) study preview frame, (social survey by sampling method to determine the human field sample of the study to apply the research) a sample of secondary school students and their families in secondary schools- Ibshway Educational Administration of Education Directorate in Fayoum Governorate.

**3- Study Fields:**

**a) Spatial field**

The spatial field of this study is determined in: Seve secondary schools affiliated to Ibshaway Educational Administration in Fayoum Governorate, which are as follows: - (Ibshaway Joint Secondary School - Abuksah Joint Secondary School - Al-Ajameen Secondary School for Boys - Al-Ajameen Secondary School for Girls - Tobhar Joint Secondary - Abu Shanab Joint Secondary - Ahmed Moftah Me'bed, the official languages school)

**B) Human field**

The human field includes the research audience who are included in the study. Accordingly, the study followed the sample social survey method, where the study was chosen on a sample of secondary school students in Ibshway Educational Administration and their families. The sample size was determined in (347) male and female students and their families.

**C) Time Field**

This field has been determined according to the various stages of research taken from viewing the theoretical writings on the subject of the study on previous studies, preparing the theoretical framework for the study and the technique of the study tools, then collecting, analyzing and interpreting data, drawing conclusions and writing the final report. It is the period from 14/07/2021 to 29/07/ 2022.

#### **4- Study tools:**

##### **A - Data collection tools:**

- A questionnaire for measuring life stresses related to e-learning for secondary school students, applied to a sample of secondary school students at Ibshway Center.

- A questionnaire for measuring life stresses related to e-learning for families of secondary school students, applied to a sample of secondary school students' parents.

B - Data analysis tools: a set of statistical transactions using the Statistical Package for Social Sciences (SPSS).

##### **Sixth: Study general results**

- The study found that the life stresses related to e-learning for secondary school students, according to the respondents' responses, was the highest percentage of psychological stress related to e-learning for secondary school students, which amounted to (87.6%). The educational stresses related to e-learning for secondary school students came in the second rank, with a rate of (85.6%). The social pressures related to e-learning for secondary school students came in the third rank, with a rate of (82.1%). This indicates that the most life stresses related to e-learning for secondary school students in this study due to the response of secondary school students came in succession as follows: The highest percentage was psychological stress, followed by educational stress, while the lowest percentage was social pressure.

- The study found that the life stresses related e-learning for families of secondary school students according to the respondents' responses, that the highest percentage was of psychological stresses related to e-learning for families of secondary school students, which amounted to (85.4%). The economic pressures related to e-learning for families of secondary school students came in the second rank with a rate of (80.3%). The social pressures related to e-learning for families of secondary school students came in the third rank with a percentage of (75.5%). This indicates that most of the life stresses related to e-learning for families of secondary school students in this study due to the response of parents came, respectively, as follows: the highest percentage was psychological stress, followed by economic stress, while the lowest percentage was social pressure.