

Relation between Social Support and the Alleviation of Life Stress in Rural Literacy Students

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Problem of the Study:

The adult literacy and Education is an issue that has various political, economical and social dimensions, especially in the light of international and national challenges. The literacy is still considered as the major obstacle to comprehensive development in the developing countries. The illiteracy of rural women itself is a real obstacle to the comprehensive development in general, and particularly to the development of Egyptian rural areas. The rural girls still suffer from discrimination. They are neglected and there is not enough attention paid to their education. Most of them marry in young age where a girl finds herself assuming a lot of responsibilities and loads imposed by her family. A rural woman is often a primary source of family income and assume a lot of housework and living loads. Accordingly, rural women experience life stress including economical, social, psychological, and environmental stressors, which hinders them from joining literacy classes or regular attendance till passing the tests and getting the literacy certificate. Hence, these girls need assistance either from the closest relatives from their families, such as husband, children, neighbors and friends. They also need material, financial, social, and psychological support by teachers, and national agencies in order to alleviate those stressors and to decrease their effects and undesired outcome.

Questions of the Study:

The study attempted to answer the main question, that is, "*To what extent is the relationship between different kinds of social support from family and relatives, and the alleviation of life stress in female students in literacy programs*".

- (1) To what extent is the relationship between social support, by *family and relatives*, and the alleviation of students' life stress.
- (2) To what extent is the relationship between social support, by *friends and neighbors*, and the alleviation of students' life stress.
- (3) To what extent is the relationship between social support, by *teachers*, and the alleviation of students' life stress.
- (4) To what extent is the relationship between social support, by *the educational agency*, and the alleviation of students' life stress.

Results of the Study:

- (1) The more the students get social support from their *family*, the less the effects of life stress are.
- (2) The more the students get social support from their *friends and neighbors*, the less the effects of life stress are.
- (3) The more the students get social support from their *teachers*, the less the effects of life stress are.
- (4) The more the students get social support from the *educational agency*, the less the effects of life stress are.

Accordingly, the study proved that "there is a positive relationship between social support and the alleviation of life stress in female students of literacy classes". It also proved that the more the social support is, the less the effects of life stress; and as the life stress to students are harder, their attendance rates in literacy classes decreases, and the drop-outs increase.