

## **Psychological Stress and its Relationship to Achievement Motivation among Middle School Teachers in Palestinian Schools in Qatar in Light of Corona Crisis**

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### **Abstract:**

This study aims to identify the relationship between psychological stress and achievement among male and female teachers in Palestinian schools in light of the Corona Virus (COVID-19) crisis in the State of Qatar. The researcher used the descriptive survey method. The current study population consisted of 56 Palestinian school teachers in the State of Qatar chosen intentionally and the exploratory study was conducted on a sample consisting of (10) teachers. To answer the research questions, the researcher followed some statistical methods; Pearson Correlation Coefficient to verify the stability of the measures by applying and re-application, Cronbach Alpha correlation coefficient to verify the stability of the scales by calculating internal consistency. In the first question, the researcher found that all items of the psychological pressures scale came with a high degree as the mean was (2.46) with standard deviation (0.05) which can be explained that most teachers work under psychological stress especially after COVID crisis. The answer to the second question related to the level of motivation, the results came to show that most items had a moderate level with mean (3.67) with standard deviation (0.44). Based on the results, the researcher recommended firstly adopting methods that enhance achievement motivation and reduce the extent of psychological pressure among male and female teachers.

**Keywords:** Anxiety, achievement, teachers, the Corona crisis

## 1. Introduction

The phenomenon of psychological stress is one of modern times and one of the psychological phenomena affecting the mental health of the individual. The severity of psychological stress and repeated exposure may result in adverse effects on the individual's personality and a mental health imbalance that may affect the individual's health. Hence, the word "pressure" has become one of the common and familiar words of our present time, as the individual is subjected to the pressure of life and daily work, which significantly affects him internally and externally and in his dealings with others as well as his daily behaviour (Mr. Abdelmonim, 2001:5).

Pressure occurs in the absence of a real or substantive balance between the individual's perceived demands and his ability to respond to these perceived demands as Hans Seley - one of the pioneers in psychological pressures- has defined the notion of pressure as a body-neutral response to any requirement (Mohamed Alawi, 1998:402). Recent studies in the field of psychology have demonstrated the great interest in the phenomenon of psychological stress to which individuals are subjected because of its severe impact on their daily performance, as well as its impact on various aspects of the personality, including the motivational aspects that result in exhaustion and stress and the player cannot resist it.

Motivation for achievement is an important aspect of the system of human motivation and has emerged as one of the hallmarks of study and research into the dynamics of personality and behaviour, and can even be regarded as one of the achievements of contemporary human thought (El Safi, 2001). The use of the term "motivation for achievement in psychology" is historically attributable to Adler, who noted that the need for achievement was a compensatory motive derived from childhood experiences. Levin, who introduced the term in the light of his approach to the concept of ambition, and despite these early beginnings, it was credited to the American scientist Murray who was the first to introduce the concept of the need to deliver accurately (Engler, 1991).

The accomplished individual has the privilege of making an effort and continuing to try for success. He also tends to solve problems and persevere in solving them even if he is not under external pressure to do so and always strive to reach the advanced positions in work and society (Moses, 2003).

Coronaviruses are a broad clique of viruses that include viruses that can cause a range of disorders in humans, ranging from the normal cold to severe acute respiratory syndrome. Viruses from this clique also cause a number of animal diseases; this particular strain of coronavirus has never been identified in human. Information on COVID 19 transmission, infections and clinical impact is very limited as the number of reported cases has so far been small.

Hence, the researcher recognized the importance of research on this topic, which links very important factors in educational psychology researches in order to get closer to the stage of implementing and production. To serve her community, the researcher noted the lack of studies on the subject of psychological stress and achievement, especially in the light of COVID 19 crisis in the field of education in the Arab homeland.

### **1.1. The problem and importance of the study:**

Psychological stress is an important phenomenon in the field of education because of its severe impact on the individual therefore it was addressed by many researchers to clarify its relationship to some psychological variables. The problem of research can be seen in the fact that psychological pressures have a clear impact on the personality and some personal variables such as anxiety, aggression and motivation to accomplish, where people's performance is influenced whether by the severity of psychological pressures or its lackness (Izzat Mahmoud Al-Kashif, 1991:4).

The interest in studying achievement motivation is due to its importance in many applied and practical fields, including the educational field and the academic field. Motivation for achievement is an important factor in directing and activating an individual's behavior, in perceiving situations, and in understanding and interpreting the individual's behavior and the behavior of those around him. Motivation for achievement is also expressed as a crucial element in the individual's struggle towards self-realization and self-affirmation, as the individual feels self-fulfillment depending on what he achieves, what goals he achieves, what is the best way of life that he seeks, and higher levels of human existence he searches for. The need for achievement can be one of the strongest influences on motivation and interest in one's life. (Abdul Latif Khalifa, 1997)

The world recently witnessed a great event that threatened education with a huge crisis that was perhaps the most dangerous in our contemporary era.

The Coronavirus (COVID-19) pandemic has caused more than 1.6 billion children and youth to be out of school in 161 countries, nearly 80% of the students enrolled in schools around the world. This came at a time when we are already experiencing a global educational crisis. There were many students in the schools, but they did not receive the basic skills they needed in working life. The World Bank's index of "learning poverty" - or the proportion of students who cannot read or understand by the age of 10 - shows that before the outbreak, the proportion of such children in low- and middle-income countries was 53. %. If we do not act, this pandemic may make that outcome worse. (36)

During the world's confrontation with Corona, the researcher worked in the field of education in Palestinian schools in Qatar. She noticed that psychological disorders are prevalent among male and female teachers in schools, which affects their performance and level of achievement. The researcher suggested that psychological disorders are the psychological factor that affects the level of achievement at work and thus achieving the desired goal of the educational process. Therefore, the researcher decided to conduct this study, which would determine the level of psychological disorders and the level of achievement in light of the Corona pandemic.

1. What is the level of psychological stress among male and female middle school teachers in Palestinian schools in Qatar in light of the Corona crisis in Palestinian schools in Qatar?
2. What is the level of achievement motivation for male and female middle school teachers in Palestinian schools in Qatar in light of the Corona crisis in Palestinian schools in Qatar?
3. Is there a relationship between psychological pressures and motivation for achievement among male and female middle school teachers in Palestinian schools in Qatar in light of the Corona crisis in Palestinian schools in Qatar?

## **1.2. Research Terms:**

### **Psychological stress**

Muhammad Allawi (1998) defines the stress in the sports field as the pressures associated with the intertwined and complex relationships between the player and the coach, the administrator, the fans, the media and others who have many relationships with the players in the sports environment and what may be associated with the quality of these relationships in terms of criticism or lack of sufficient appreciation, a lack of motivation, encouragement or an attempt to demand the achievement of an exaggerated level of ambition (39).

## **Achievement motivation**

Al-Widyan (2000: 74) defined it as “the feeling of comfort and satisfaction when accomplishing something or finding something that did not exist.”

## **Coronavirus disease (COVID-19)**

Known as acute respiratory illness associated with the 2019 novel coronavirus, it is a zoonotic infectious respiratory disease caused by the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) \* (37)

### **1.3. Study limitations**

- Human limit: This study was applied to (52) male and female teachers from Palestinian schools in Qatar.
- Time limit: This study was applied in the academic year 2001/2022.
- Place limit: The study was conducted in Palestinian schools in Qatar.
- Objective limit: Generalizing the results of this study is determined by the validity and reliability of the study tools, and the response of male and female teachers to the questionnaire items.

## **2. Theoretical framework**

### **First, psychological stress:**

Psychological stress are considered one of the psychological phenomena that affect the psychological health of the individual. The intensity of psychological pressures and repeated exposure to it may lead to negative effects and influences on the individual’s personality and to a defect in psychological health, which may affect his health and may lead to psychological exhaustion, muscular and mental fatigue, and some problems as negative psychological states that the individual cannot ignore or adapt to easily. Therefore, they are stressful situations that are capable of triggering severe behavioral disorders, and may last for a long time. These situations vary depending on the psychic structure of the individual.

Stressful situations may lead to negative physiological changes, including decreased health efficiency, increased fatigue with minimal effort, difficulty breathing, back pain, and muscle spasm. Likewise, a stressful situation may lead to emotional manifestations, including unpleasant

feelings, and the early stages of depression including anxiety, anger, and lack of emotional control, aggression and jealousy.

Life's psychological pressures impose on the individual requirements that may be physiological, psychological, or social, and may combine two or more of these aspects. Addressing and confronting these pressures results in many damages that the individual bears and affects his personal and professional life (Al-Sayyed Mustafa 2001: 10, 11).

Physical education is considered one of the exhausting professions that are exposed to psychological pressure due to the manifestations of civilizational progress in the modern era in which we live, especially since physical education is a continuous dynamic process whose goal is not only the acquisition of knowledge and meanings and the physical and motor improvement, but in addition to that it works to develop the individual to be a good and useful citizen to his community. (Sabri Imran 1996: 10, 11).

### **Second, stress:**

Stress is known in many meanings and may be defined, for example, as an environmental variable, such as increased public pressure, while others define it as an emotional response to a specific emotional situation such as a young athlete who suffers from high levels of pressure after failure (Osama Al-Asfar 1999: 13).

Samira Muhammad, citing Hans Selye, points out that many environmental factors changes the supposed state of balance of the human body, which leads to the body making different reactions to restore balance. These actions have been called psychological stress or stress triggers that includes anything that requires the body to mobilize its responses. The body responds to stress with an organized system of physical and chemical variables that help the individual to confront or escape from it (Jamal Al-Sayyed 2001: 20).

Barontal et al. (1995) also presented a definition of psychological stress as an interactive element that contains three components: environmental needs, the individual's capabilities, and weak costs between them, which cause poor adaptation between the individual and his surrounding environment.

William Al-Khouli also defined stress as the cases in which a person is exposed to material, moral, environmental, physical and psychological difficulties that he tries to overcome in his daily life in one way or another by adapting to the surrounding environment in an attempt to

maintain a state of balance or compatibility and stability. These difficulties include fatigue, stress, and exhaustion, which are difficult to overcome to restore this balance and stability (Mohamed El-Sheshtawy 2000: 11).

Some researchers have also defined stress in light of three important aspects, the first of which is the stimuli, which are the causes that lead to stress, the second is the response, that is, the individual's current state of stressful situations, and the third aspect examines stress in light of the stimuli and the response together as another aspect.

### **Third, achievement motivation**

Psychology seeks to study human behavior, to find the relationship between behavior and the factors - internal and external - that cause this behavior, and to identify the reason that drives the student to this behavior. Scientists have developed two assumptions to study behavior: behavior is caused, and behavior is intentional (Abu Rayash, Al-Safi, Amour, and Sharif , 2006).

Abu Jadia (2011: 292) defines motivation as “the internal or external states that move the student's behavior and direct him towards achieving a specific goal or purpose, and maintain its continuity until the goal is achieved.”

Achievement motivation is defined as “a multi-dimensional hypothetical construct that directs and motivates the individual to carry out his duties accurately, orderly, and independently, and to work to overcome the obstacles he encounters, which instills confidence and reassurance in himself, with the aim of achieving standards of excellence, and achieving near and distant future goals” ( Attia, 2002: 31).

Murray also defined it as “focusing on achieving things that others find difficult, controlling the environment and thoughts as well as speed of performance, overcoming obstacles, achieving standards of excellence, discussing with others, and excelling over them” (Al-Fahal, 2000: 7)

Among the theories that have emerged in explaining achievement motivation is Atkinson's theory, which links an individual's expectation of his performance, his self-awareness of his ability, and the consequences thereof, and considers them mutual cognitive relationships that stand behind achievement behavior. Individuals with high achievement motivation make great efforts in attempts to reach a solution to problems (Atkinson, 1960).

The theory emphasizes that the tendency or inclination to achieve success is something acquired, it can be learned, and it varies between individuals, and differs from one individual in different situations. This motivation is affected by three main factors: the motivation to achieve success, the probability of success associated with the difficulty of the task, and the driving value of success (Petri and Govern, 2004). High achievement motivation also increases the ability of individuals to control them in working diligently to solve the problem, and it enables them to develop solid plans to follow them diligently to reach the solution (Ball, 1977).

Individuals with high motivation for achievement are distinguished by their ability to develop reasonable and logical future visions in their perceptions of the problems they face, which are characterized by being moderately difficult and achievable (Bohamama, Abdel Rahim, and Al-Shahoumi, 2006).

High-level achievement motivation motivates its individuals to face problems, confront them, try to solve them, and overcome all the difficulties and obstacles they encounter. Individuals with high achievement motivation are happy when performing moderately difficult tasks and they strive with great enthusiasm towards work. In the contrast, individuals with low achievement motivation avoid problems and quickly stop solving them when they encounter difficulties. This contributes to maintaining high levels of student performance without external monitoring. This is evidence to the positive relationship between achievement motivation, perseverance in work, and good performance, regardless of the mental abilities of learners. Thus, achievement motivation - as currently measured - is a good way to predict academic behavior related to success or failure in the future (Alawneh, 2004).

Individuals who have a high motivation to achieve can work harder than others, and achieve more successes in their lives and in many life situations. When these individuals are compared to those with the same level of mental ability but have a low motivation to achieve, it is found that the first group scores better marks in the speed test to complete arithmetic and verbal tasks, and in solving problems, and they obtain better school and university grades. They also achieve clearer progress in society, and those with high achievement motivation are realistic in seizing opportunities, unlike those with low achievement motivation who accept a simple reality, or aspire to a greater reality much more than their ability to achieve (Santrrock, 2003).



There are differences between those with low and high achievement motivation. Research results in this field have shown that those with high motivation are more successful in school, get promotions in their jobs, and have more success in managing their businesses than those with low motivation. Likewise, those with high motivation tend to choose medium-difficult tasks that contain more than a challenge, and they avoid very easy tasks because there is no challenge in them. Moreover, because of the high probability of failure in them, they also avoid very difficult tasks. Another distinctive characteristic of people with high motivation is that they have a strong desire to obtain feedback about their performance. Therefore, they prefer tasks and jobs in which rewards are based on individual achievement, and do not desire tasks in which rewards are equal (Alawneh, 2004).

### **Sources of achievement motivation**

Students' achievement motivation is attributed to internal and external reasons;

#### **First: Internal sources:**

It is one in which the student attributes his achievements to his effort and perseverance in doing the work that achieves the goals. He willingly accepts work and continues to motivate him as long as he achieves success and enjoys its results (Rateb, 1990).

#### **Second: External sources:**

The student attributes his success or failure to external factors beyond his control.

There are other classifications of sources of achievement motivation, including (Bani Younis, 2001):

1. Behavioral sources: These are responses to innate causes or stimuli. He performs the action that is followed by reinforcement and avoids the behavior that is followed by a feeling of discomfort or after which he is subjected to punishment.
2. Social sources: where the student imitates socially acceptable behaviors according to community standards.
3. Cognitive resources: They carry out behavior to reach understanding, reach a state of cognitive balance, solve problems, and make appropriate decisions.
4. Emotional sources: These are related to the individual's ability to feel better by reducing threats to his self-concept.

5. Dispositive sources: It depends on facing challenges, reaching the goal, and reaching the level of self-efficacy, through methods that help him control all aspects of life.

6. Spiritual sources: They result from the individual's knowledge of the meaning of his existence, which is the connection between man and his Lord, and performing work that pleases God Almighty.

There are some reasons that reduce students' achievement motivation, including: the nature of a person's achievement motivation, the environment surrounding the person in terms of physical and social aspects, the person's experiences of success and failure, and his expectations about performance (Rashwan and Ali, 2006).

### 3. Previous studies:

#### First: Studies that dealt with stress

**Gamal Al-Sayed (2001)** conducted a study to identify the psychological stress associated with sports competition among young athletes, where the researcher used the descriptive approach, and the research sample included (300) young athletes, then they were randomly selected with an average age of 14-18 years. The researcher used a measure of stress and psychological burnout. . The results of the study reached the following: -

- There are statistically significant differences in the psychological pressures associated with competition according to the type of sporting activity chosen.
- There are statistically significant differences between junior players and first-class players in favor of junior players in the psychological pressures associated with competition.

**Sabry Omran (2001)** aimed to identify the psychological pressures of athletes in the Arab Republic of Egypt, where the researcher used the descriptive approach, the survey method, on a sample of (728) athletes, including (360) male and female team sports players, and (368) individual sports players. The researcher prepared a psychological stress scale as a tool to identify stress. The results of the research led to the construction of a scale for psychological stress.

It includes ten dimensions stress (the public - personal problems - media - rewards and incentives - the relationship with the coach - control and capabilities - injury - management - the relationship and colleagues).

In addition, whether in individual or team games, players are exposed to different stress according to the nature of the activity. First-level players are affected by psychological pressures more than second-level players due to individual or group activities, male or female players.

**Osama Al-Asghar (1999)** study aimed to identify the sources of psychological stress among young athletes. To fulfill his aim, the researcher used the descriptive method whereas he pointed a sample of (430) players from various activities, and the results of the analysis showed that the most important sources of psychological stress

Among young athletes are: -

- Psychological stress related to training duties and loads.
- Psychological stress related to sports competition (before - during - after) the competition.
- Psychological stress related to family attitudes towards sports.
- Psychological stress related to the technical and administrative staff, the public, and team members.
- Psychological stress related to the requirements of young people (study - time management).

The study concluded that the sources of stress increase for the benefit of team-game players.

**Weinberg and Gould (1995)** study identified the most important sources of psychological stress facing high-level athletes. It was conducted on a sample of (300) players from various sports. The results showed that the most important sources of stress facing high-level athletes are:

- Increased training and competition pressures.
- Not enjoying training or competition.
- Setting goals that are more ambitious than the athlete's capabilities.
- Negative response to training stress.
- Increased feeling of excessive fear.
- The lack of appropriate rest periods allows the athlete to recover and gather strength.

**Tarry, Gary, and Kenneth (1991)** study aimed to identify the sources and causes of psychological stress experienced by high-level athletes in the sport of snowboarding.

The descriptive approach was used on the sample of (26) players. The following tools were used (personal interview - checklist to identify sources of pressure). The most important results indicated a group of sources of pressure facing elite athletes (the highest), arranged as follows:

- Excessive training pressures.
- The pressures of sports competition.
- Negative relationship with others.
- Personal characteristics of athletes.
- Failure experiences.

### **Second: Studies that dealt with achievement motivation**

**Al-Safi's study (2000)** aimed to identify the relationship between the type of attribution of academic success and failure and achievement motivation. The study sample consisted of 100 students who excelled academically and 100 students who fell behind academically. The sample was chosen from the students of the College of Education and the College of Arabic Language at King Khalid bin Abdul Aziz University. The researcher used the attribution scale and the achievement motivation test. The results showed that the outstanding students attributed their success to their effort, ability, study materials, test, teacher's mood, and most recently luck. On the other hand, students who were behind in university attributed their failure to reasons like the teacher, mood, luck, ability, academic materials, test, and finally effort. The results also showed that outstanding students with high achievement motivation attributed their success to ability, effort, study materials, and the test, while academically lagging students with low achievement motivation attributed their failure to mood, luck, and the teacher.

**Gok & Silay's study (2009)** aimed to determine the effect of applying a problem-solving strategy in education on students' achievement in physics, their attitudes toward solving problems, and achievement motivation, the study sample consisted of (46) male and female students from a secondary school in Turkey. It was divided into an experimental group (12 female students and 13 male students) who were taught using the problem-solving strategy, and a control group (8 female students and 13 male students) who were taught in the usual way. The researcher used an achievement test in physics, a questionnaire about the attitude toward solving problems, and a questionnaire to determine the extent to which students employ themselves in solving problems and the achievement motivation questionnaire.

The results showed the effectiveness of the problem-solving strategy in achievement, motivation and attitudes, and there were no statistically significant differences in achievement attributable to gender.

**Al-Ghamdi's study (2009)** aimed to find out the differences between academically excellent students and average students in thinking, self-concept, and achievement motivation, the study sample consisted of (400) high school students in the cities of Mecca and Jeddah. The researcher used a scale of rational and irrational thoughts, the self-concept measure, and the achievement motivation measure to achieve the goals of the study. The results showed the spread of rational thinking among outstanding students and the spread of irrational thinking among ordinary students. There is a correlation between rational thinking and self-concept among the outstanding students and among the total sample, while there is no relationship among the ordinary students. There is also a correlation between rational thinking and achievement motivation among the outstanding and the total sample, while there is no relationship among the ordinary. There is also a correlation between self-concept and achievement motivation among ordinary people and the total sample while there is no relationship among outstanding people.

**Al-Qabali (2009)** aimed to determine the effectiveness of an enrichment program based on smart games in developing problem-solving skills and motivation for achievement among outstanding students in the Kingdom of Saudi Arabia. The study population consisted of 32 students from the third intermediate grade in the Kingdom's schools, distributed into two groups: the first experimental group, consisting of 16 students, and the second group, control, consisting of 16 students. Two tools were used to collect data: the first tool, a measure of problem-solving skills, and the second tool, a measure of achievement motivation. To achieve the goal of the study, an enrichment program was built based on cognitive theory consisting of 20 training sessions, and was applied to members of the experimental sample during the second semester of the year 2008/2009, and the results of the study showed that there were statistically significant differences between the average scores of the experimental and control groups on the problem-solving skills scale, attributed to the enrichment program and in favor of the experimental group. The results of the study also showed that there were statistically significant differences between the average scores of members of the experimental and control groups on the achievement motivation scale attributed to the enrichment program and in favor of the experimental group.

**Shaheen (2012)** aimed to identify the effect of successive formative tests in general science for the ninth grade on academic achievement, achievement motivation, and reflective practices. To achieve the goal of the study, the researcher used the experimental method on two samples: the first was 56 male students from the ninth grade in the city of Hebron, who were divided into two experimental and control groups. The second sample was 89 female students, who were divided into two experimental and control groups. The researcher used four formative tests and a final achievement test in addition to the questionnaire. The results of the study showed statistically significant differences between the averages of student achievement according to the two group variables, in favor of the experimental groups, and gender, and in favor of females, while no significant effect was found for the interaction of group and gender. It also became clear that there were no statistically significant differences between the levels of achievement motivation according to the variables of the study, while it was found that there were statistically significant differences in contemplative practice according to the variable of gender and in favor of females, while no significant differences were found according to the variables of group and the interaction between group and gender.

#### **Comment on previous studies:**

This study agreed in terms of the place of application of the study and the age group of the sample members with the study of Al-Safi (2000), and with the study of (Al-Ghamdi, 2009) and (Al-Qabali, 2009) in terms of place only with the difference in the age group of the sample members.

All the studies that dealt with the issue of psychological stress agreed with this study in terms of using the descriptive approach. As for the studies that dealt with achievement motivation, some of them used the semi-experimental approach, such as the study of (Gok & Silay, 2009) and (Al-Qabbali, 2009; Shaheen, 2012). ) which dealt with achievement motivation as a dependent variable, and most of the descriptive studies that were dealt with, especially in the field of psychological stress, used the questionnaire as a tool for data collection. As for the studies that dealt with achievement motivation, measures of achievement motivation were used as in this study.

This study was distinguished from previous studies in that it dealt with psychological pressures at all stages, which the researcher, to her knowledge, did not find any study that addressed it from male and female teachers.

#### 4. Study method and procedures

This part deals with describing the methodology of the current study, the study population and sample, how to build the study tools, the procedures that were followed in the study, and the statistical treatments that were relied upon in analyzing the data.

**4.1. Study Methodology:** The descriptive approach was used in this study because it suits its descriptive nature.

#### 4.2. Study population and sample:

The study population consisted of all male and female teachers of Palestinian schools in Qatar in the academic year 2021/2022, and they were (60) male and female teachers. The researcher distributed a questionnaire to male and female teachers using the school's e-mail. After 14 days, she collected the electronic responses of male and female teachers. Thus, the study sample amounted to 52 male and female teachers, and table (1) shows the distribution of male and female teachers in the study sample by gender and chronological age level.

**Table No. (1)**

**Distribution of study sample members according to gender and chronological age**

| The variable | Category   | Number | Percentage |
|--------------|------------|--------|------------|
| Gender       | male       | 25     | %44.64     |
|              | female     | 31     | %55.36     |
|              | total      | 56     | %100       |
| Age          | from 20-30 | 15     | %26.78     |
|              | from 30-40 | 36     | %64.28     |
|              | from 40-50 | 5      | %8.92      |
|              | Total      | 56     | %100       |

Table (1) showed that the number of male and female teachers in the study sample reached (56), representing (100%) of the total number of the study sample, while the number of male teachers in the study sample reached (25), representing (44.64) of the total number of the study sample, while the number of female teachers is (31), with a ratio of (55.36).

The study sample was distributed among three age levels as follows: (20-30, 30-40, 40-50) with percentages reaching (26.87%, 64.28%, 8.92) respectively.

### 4.3. Study tools:

To achieve the objectives of the study and collect the necessary data, the following two tools were used:

1- **Psychological stress scale:** The researcher prepared a psychological stress scale test, following the following steps:

- Reviewing the educational literature related to psychological stress, and reviewing studies that investigated psychological stress, and the researcher benefited from the standards used by Omran (2001) and Al-Asghar (1999) who measured the level of psychological stress.

- Selecting items from the psychological stress scales, rephrasing some of them, and adding items to suit the psychological stress of male and female Palestinian school teachers in Qatar.

- Constructing a psychological stress scale in the form of a tripartite scale, which included the following grading: (I suffer to a severe degree = 3), (I suffer to a slight degree = 2), (I do not suffer from a problem = 1). In its initial form, the scale consisted of (60) items measuring the psychological pressures of male and female teachers.

- **Validity of the Psychological Stress Scale**

To verify the validity of the Psychological Stress Scale, it was presented to a group of specialists in the field of psychology, to express their opinions about the scale's items, in terms of linguistic wording, representation of the psychological stress items, the comprehensiveness of the psychological stress scale's items, and deletion, addition, or modification of what they see fit. Modification were made in light of the arbitrators' comments, where the wording of some items was modified, so the scale came out consisting of (60) items in its final form. The scale's scores ranged from (60-180) degrees.

- **Stability of the Psychological Stress Scale**

The stability of the Psychological Stress Scale was verified by applying it to a survey sample of (10) male and female teachers in Palestinian schools and re-application after two weeks, and calculating the Pearson Correlation Coefficient between the two applications. The correlation coefficient between the two applications reached (0.83), and the researcher also calculated the



internal consistency of the psychological stress scale using Cronbach's alpha coefficient, which reached (0.91), and the correlation coefficients of the scale's items with its overall self-esteem ranged between (0.98-0.62).

To judge the level of psychological stress among Palestinian male and female school teachers in Qatar; the scale categories were redistributed from three categories to three categories as follows:

- First: (1.00-1.39) is a small degree.
- Second: (1.40-2.21) average grade.
- Third: (2.22-3.00) high degree.

## **2- Achievement Motivation Scale:**

The Achievement Motivation Scale test was prepared according to the following steps:

Reviewing the educational literature that related to achievement motivation, and then searching the educational literature related to the areas of achievement motivation to learn how to measure it and formulate the paragraphs in their initial form.

Reviewing studies that aimed to measure achievement motivation such as the study of Shaheen (2012) and Al-Qabali (2009), identifying some paragraphs appropriate for the sample of this study, and selecting some paragraphs and reformulating them in a way that suits the objectives of the study and the nature of its sample which consists of university students.

Preparing the scale in its initial form as it included personal information such as gender and academic level. The scale was also prepared so that each item in it corresponds to a five-point (Likert) grading, and the teacher can choose what suits him from it, and the grading included the following: (always = 5, often = 4, sometimes = 3, rarely = 2, never = 1). In its initial form, the scale consisted of (40) items.

### **-Validity of the Achievement Motivation Scale**

The Achievement Motivation Scale was presented in its initial form to a group of specialists in the field of psychology to express their opinions about the items of the scale, in terms of the linguistic wording of the items, their comprehensiveness to measure achievement motivation, and the paragraphs' representation of achievement motivation, with the possibility of modification or deletion or addition.

In light of the arbitrators' comments, the wording of some items was modified, so the scale came out consisting of (40) items in its final form, and the scale scores ranged from (40-200) degrees.

#### - Stability of the Achievement Motivation Scale

The stability of the Achievement Motivation Scale was verified by applying it to a survey sample consisting of (10) male and female Palestinian school teachers in Qatar. The survey sample was randomly chosen using a simple random method, and it was re-applied to it after two weeks. A correlation coefficient was calculated using Pearson Coefficient between the two applications. The correlation coefficient reached (0.87). The researcher also calculated the internal consistency of the achievement motivation scale using Cronbach's alpha coefficient, and it reached (0.93). The correlation coefficients of the scale's items with its overall skill ranged between (0.97- 0.73).

To judge the level of achievement motivation among teachers on the Palestinian schools in Qatar; the scale categories have been re-distributed from five categories to three categories as follows:

First: (1.00-2.33) is a small degree.

Third: (2.34-3.67) average grade.

Fourth: (3.68-5.00) high score.

#### 4.4. Study procedures:

The following steps were followed to achieve the objectives of this study:

- 1- Reviewing the educational literature and previous studies that dealt with achievement motivation and psychological stress.
- 2- Building study tools and verifying their validity and reliability.
- 3- Obtaining permission to implement the study from Palestinian schools in Qatar.
- 4- Determining the study sample of male and female Palestinian school teachers in Qatar by the intentionally method.
- 5- Applying the study standards to male and female teachers in Palestinian schools in Qatar.
- 6- Collecting data, transcribing the results into an Excel spreadsheet, and organizing them.
- 7- Processing data via the statistical program (SPSS).

- 8- Organizing and discussing the results and making recommendations in light of the study results.

#### 4.5. Statistical methods:

To achieve the objectives of the study and process the data collected using the study standards, the following statistical methods were conducted:

- 1- Calculate the Pearson Correlation Coefficient to verify the stability of the measures by applying and re-application.
- 2- Use Cronbach Alpha correlation coefficient to verify the stability of the scales by calculating internal consistency.
- 3- Calculate means and standard deviations to measure the level of achievement motivation and psychological stress among male and female teachers in Palestinian schools in Qatar.

#### 4.6. Study variables:

The study addressed the following variables:

- Achievement motivation
- Psychological pressure.

### 5. Discussing the results

The results were presented and discussed according to the sequence of questions as follows:

**Results of the first question:** What is the level of psychological stress among male and female teachers in Palestinian schools in Qatar?

To answer this question, the means and standard deviations were calculated for the study individuals' responses to the psychological stress scale, as shown in Table (2).

**Table (2): The arithmetic means and standard deviations of the study individuals' responses to the psychological stress scale**

| Rank | No. | Item   | Mean | Standard deviation | Estimates |
|------|-----|--|------|--------------------|-----------|
| 1    | 2   | I suffer from my daily school performance in general in light of the Corona crisis | 2.61 | 0.82               | High      |
| 2    | 24  | I suffer from poor education in scientific subjects in                             | 2.59 | 0.86               | High      |

|    |    |   |      |      |      |
|----|----|---|------|------|------|
|    |    | light of the Corona crisis.   |      |      |      |
| 3  | 26 | I suffer from low proficiency in the English language                           | 2.57 | 0.91 | High |
| 4  | 23 | I suffer from a weakness in my ability to perform in light of the Corona crisis | 2.56 | 0.87 | High |
| 5  | 25 | I forget all or some of what I know   | 2.56 | 0.87 | High |
| 6  | 28 | I do not have enough desire to teach  | 2.55 | 0.88 | High |
| 7  | 5  | I do not have a suitable environment to work from home                          | 2.53 | 0.92 | High |
| 8  | 37 | I often feel bored in class   | 2.52 | 0.95 | High |
| 8  | 35 | I suffer from poor concentration during education                               | 2.52 | 0.98 | High |
| 9  | 27 | It bothers me what some students do to disrupt classes                          | 2.52 | 0.92 | High |
| 10 | 10 | I am struggling to make an assessment for students                              | 2.50 | 0.95 | High |
| 10 | 3  | I find it difficult to ask students questions                                   | 2.50 | 0.90 | High |
| 10 | 17 | I don't know how to study in the precautionary atmosphere                       | 2.50 | 0.91 | High |
| 10 | 4  | I suffer from narcolepsy (daydreaming)  | 2.50 | 0.85 | High |
| 11 | 15 | I suffer from a lot of distraction in class                                     | 2.49 | 0.90 | High |
| 11 | 12 | I find it difficult to get along with my co-workers                             | 2.49 | 1.47 | High |
| 12 | 21 | My family does not care about my position abroad                                | 2.48 | 0.94 | High |
| 12 | 8  | My colleagues assign me most of the department's work                           | 2.48 | 0.94 | High |
| 13 | 1  | My boss treats me badly and tries to control me                                 | 2.47 | 0.84 | High |
| 13 | 13 | I suffer from the cruelty of the manager in his dealings with me                | 2.47 | 0.91 | High |
| 14 | 16 | I suffer from frequent quarrels with my colleagues                              | 2.46 | 0.94 | High |
| 14 | 33 | I suffer from respect among my colleagues                                       | 2.46 | 0.96 | High |
| 14 | 9  | My boss prefers regardless of my colleagues                                     | 2.45 | 0.96 | High |

|    |    |  |      |      |      |
|----|----|--|------|------|------|
| 15 | 39 | I can't tell my boss about my problems                                 | 2.44 | 0.97 | High |
| 15 | 6  | My boss gets involved in picking assignments                           | 2.44 | 1.02 | High |
| 16 | 22 | My boss expects more from me than I can handle                         | 2.43 | 0.96 | High |
| 16 | 7  | I suffer from my manager's interference in my private affairs          | 2.43 | 0.96 | High |
| 17 | 34 | My relationship with teachers or some of them is bad                   | 2.41 | 1.08 | High |
| 18 | 20 | It bothers me that teachers are unfair in their dealings with students | 2.40 | 0.96 | High |
| 19 | 18 | I feel that the teachers do not respect the students                   | 2.38 | 0.98 | High |
| 25 | 38 | I feel like the manager doesn't care about me                          | 2.32 | 1.12 | High |
| 26 | 29 | The boss scolds me and insults me in front of colleagues               | 2.33 | 1.14 | High |
| 26 | 30 | I'm afraid of the manager  | 2.33 | 1.08 | High |
| 1  | 2  | I don't have any girlfriends/boyfriends                                | 2.61 | 0.82 | High |
| 2  | 24 | My classmates/colleagues don't like me                                 | 2.51 | 0.86 | High |
| 3  | 26 | My classmates/colleagues treat me selfishly                            | 2.57 | 0.91 | High |
| 4  | 23 | I often quarrel with my classmates/colleagues                          | 2.56 | 0.87 | High |
| 5  | 25 | My colleagues/colleagues joke with me                                  | 2.57 | 0.87 | High |
| 6  | 28 | My male/female colleagues scold me with profanity                      | 2.55 | 0.88 | High |
| 7  | 5  | My colleagues call me names that I don't like                          | 2.51 | 0.92 | High |
| 8  | 37 | My colleagues do not accept me who disagree with them in opinion       | 2.52 | 0.95 | High |
| 8  | 35 | My male/female colleagues do not respect my feelings                   | 2.52 | 0.98 | High |
| 9  | 27 | I don't know how to make friends / girlfriends                         | 2.50 | 0.92 | High |
| 10 | 10 | My monthly salary is not enough  | 2.51 | 0.95 | High |
| 10 | 3  | I do not have the money to buy notebooks and school supplies           | 2.49 | 0.90 | High |

|                                      |    |  |      |      |      |
|--------------------------------------|----|--|------|------|------|
| 10                                   | 17 | My income is not enough to cover my living expenses                  | 2.49 | 0.91 | High |
| 10                                   | 4  | I suffer from shyness towards the opposite sex                       | 2.49 | 0.85 | High |
| 11                                   | 15 | I suffer from being involved in a relationship with the opposite sex | 2.48 | 0.90 | High |
| 11                                   | 12 | I feel depressed and sad often                                       | 2.48 | 1.47 | High |
| 12                                   | 21 | I get shy when I'm in a group  | 2.47 | 0.94 | High |
| 12                                   | 8  | It bothers me that I get angry quickly                               | 2.47 | 0.94 | High |
| 13                                   | 1  | I suffer from insomnia   | 2.44 | 0.84 | High |
| 13                                   | 13 | I feel anxious often   | 2.44 | 0.91 | High |
| 14                                   | 16 | I get bored often  | 2.43 | 0.94 | High |
| 14                                   | 33 | I am afraid of failure in my work                                    | 2.43 | 0.96 | High |
| 14                                   | 9  | I don't know how to express myself clearly                           | 2.44 | 0.96 | High |
| 15                                   | 39 | My GPA does not qualify me to be promoted to the job I want          | 2.42 | 0.97 | High |
| 15                                   | 6  | Our financial capabilities do not enable me to buy more              | 2.43 | 1.02 | High |
| 16                                   | 22 | I don't know what to do after I complete my educational mission      | 2.41 | 0.96 | High |
| 16                                   | 7  | I have no information about future job opportunities                 | 2.41 | 0.96 | High |
| Total degree ( psychological stress) |    |  | 2.46 | 0.55 | High |

It is clear from Table (3) that the mean of psychological pressures reached (2.46) with a standard deviation of (0.55) with a high degree. It also appears from Table (3) that all items of the psychological pressures scale came with a high degree, and that paragraph No. (1) "I am suffering from the level of my daily school performance in general in light of the Corona crisis." It came in first place with a mean of (2.61) and a standard deviation of (0.82), and paragraph No. (2) "I suffer from a decline in my education in scientific subjects in light of the Corona crisis." It came in second place with a mean of (2.59) and a standard deviation of (0.82).

The researcher attributes this result to the association of psychological stress with the presence of the effects of the new Corona virus which the study is based on, and what it entails in setting hypotheses and testing them to reach a solution to the problem of the study. Samira Muhammad, quotes from Hans Selye and indicates that many environmental factors change the supposed state of balance of the human body, which leads to the body taking various reactions to restore balance. These actions have been called psychological stress or stress triggers, and they include anything that requires the body to mobilize its responses. The body responds to stress with an organized system of physical and chemical variables that help the individual to confront or escape from them.

Also, most female teachers are in a state of psychological stress, and this result can be interpreted according to what Baron et al. (1995) presented, defining psychological pressure as an interactive component that contains three components: environmental needs, individual capabilities, and poor costs that fall between the previous two components. This causes poor adaptation between the individual and the environment around him.

In addition, this result may be attributed to Palestinian teachers in Qatar who have psychological stress, expectations, and goals that change with ongoing circumstances, as every male and female teacher has chosen his or her professional path and specialization.

### Results of the second question:

What is the level of achievement motivation among male and female teachers in Palestinian schools in Qatar?

To answer this question, means and standard deviations were calculated for the study individuals' responses on the achievement motivation scale, as shown in Table (3).

**Table (3) Arithmetic means and standard deviations of the study individuals' responses on the achievement motivation scale**

| Rank | No. | Item   | Mean | Standard deviation | estimates |
|------|-----|--|------|--------------------|-----------|
| 1    | 15  | I feel happy when I complete a task successfully | 3.78 | 0.56               | high      |
| 2    | 8   | I imagine myself successful                      | 2.55 | 0.75               | middle    |

|    |    |  |      |      |        |
|----|----|--|------|------|--------|
| 3  | 14 | I struggle to reach my goal  | 2.85 | 0.72 | middle |
| 4  | 5  | I take responsibility for my actions   | 3.54 | 0.76 | middle |
| 4  | 32 | I strive to achieve future goals   | 2.32 | 0.79 | low    |
| 5  | 18 | I care about perfecting my work  | 4.43 | 0.81 | high   |
| 6  | 13 | I can encourage myself to achieve my goals                                     | 3.44 | 0.84 | middle |
| 7  | 21 | My work results from my desires, not from the desires of others                | 4.35 | 0.91 | high   |
| 7  | 39 | I have competencies and abilities that qualify me to excel                     | 4.35 | 0.82 | high   |
| 8  | 4  | I refuse to give up easily   | 4.33 | 0.88 | high   |
| 9  | 22 | I believe that successful people are life creators                             | 4.30 | 0.99 | high   |
| 10 | 31 | I believe that what does not break my back makes me stronger                   | 3.35 | 0.92 | middle |
| 11 | 20 | I admit my mistakes as well as my successes                                    | 4.24 | 0.90 | high   |
| 11 | 25 | I feel anxious and upset because I have not achieved a high level of education | 4.24 | 0.97 | high   |
| 12 | 30 | I think I'm persistent   | 3.33 | 0.93 | middle |
| 13 | 2  | I like to be at the forefront of academic achievement                          | 4.21 | 0.9  | high   |
| 13 | 34 | I like to listen to success stories  | 4.21 | 0.99 | high   |
| 13 | 37 | I enjoy seeking knowledge and achievement                                      | 3.52 | 0.89 | middle |
| 14 | 23 | Stay organized to make implementation easier                                   | 3.15 | 0.96 | middle |
| 15 | 29 | I can do special things  | 3.25 | 0.88 | middle |
| 16 | 1  | I try to outperform my colleagues  | 3.54 | 0.95 | middle |
| 17 | 9  | When I start something I don't stop until I finish it                          | 3.56 | 0.91 | middle |
| 17 | 12 | Material rewards encourage me to achieve                                       | 4.13 | 1.08 | high   |
| 18 | 11 | Enjoy competing with others in completing                                      | 4.12 | 1.00 | high   |



|  |    |   |      |      |        |
|--|----|---|------|------|--------|
|  |    | tasks   |      |      |        |
| 19                                     | 3  | I constantly make plans for my academic future                                | 3.23 | 0.99 | middle |
| 20                                     | 10 | I feel responsible towards others   | 4.08 | 0.99 | high   |
| 21                                     | 27 | I try to solve my problems without asking for help                            | 3.26 | 0.92 | middle |
| 22                                     | 36 | The knowledge I receive at school is very useful to me                        | 4.04 | 0.98 | high   |
| 23                                     | 38 | I am satisfied with my achievements   | 3.46 | 1.13 | middle |
| 24                                     | 17 | Not succeeding in a task motivates me to try                                  | 3.32 | 0.98 | middle |
| 25                                     | 40 | Studying at university is fun for me  | 3.89 | 1.12 | high   |
| 26                                     | 28 | I immerse myself in my work without caring about the financial return         | 3.32 | 0.99 | middle |
| 27                                     | 6  | I have had enough independence since I was young                              | 3.85 | 1.04 | high   |
| 28                                     | 33 | I tend to work more than I tend to rest                                       | 3.79 | 1.08 | high   |
| 29                                     | 7  | Complete tasks that are difficult for others with ease                        | 3.52 | 0.90 | middle |
| 30                                     | 35 | I care more about what I accomplish than about grades                         | 3.54 | 1.13 | Flat   |
| 31                                     | 24 | I take my time to learn   | 3.62 | 1.84 | Medium |
| 32                                     | 16 | I overcome obstacles easily   | 3.61 | 0.89 | Medium |
| 33                                     | 19 | I feel that my current studies are below the level of my academic aspirations | 3.55 | 1.31 | Medium |
| 34                                     | 26 | I do not postpone today's work until tomorrow                                 | 3.55 | 1.03 | Medium |
| Total degree ( Achievement motivation) |    |   | 3.67 | 0.44 | High   |

It is clear from Table (3) that the mean for achievement motivation reached (3.67) with a standard deviation of (0.44) with a moderate degree. It also appears from Table (3) that the

majority of the paragraphs came with a moderate degree, and paragraph No. (15) “I feel happy when I complete a task successfully” came in first place with a mean of (3.78) and a standard deviation of (0.56) and a medium score, while paragraph No. (32) “I strive to achieve future goals” ranked last with a low score of (2.32) and a standard deviation of (0.79).

The researcher attributes this result to the fact that male and female teachers in Palestinian schools in Qatar were affected by psychological stress in light of the Corona crisis. They passed these stages of study and achieved fewer achievements on the educational and functional levels. Therefore, they have an average sense of achievement on the educational and functional levels.

This result may also be attributed to the fact that achievement motivation can be developed by linking psychological pressures in light of the threat of the Corona virus, and they will need knowledge and how to learn in light of the atmosphere of epidemics. Al-Atoum, Alawneh, Jarrah, and Abu Ghazal (2011) indicate that the most important thing that develops achievement motivation in teachers is to link psychological pressures with their needs.

This result can also be explained through Atkinson’s theory, which links the teacher’s expectation of his performance and his self-awareness of his ability and the resulting results. The teacher went through many years of study and passed them, and reached the stage of mastery of the academic subjects, and his expectations regarding his achievements and success are average in light of the positive Corona crisis.

The tendency or inclination to achieve success is something acquired and can be learned. A teacher who has succeeded in all previous stages may become a successful teacher (Petri and Govern, 2004).

#### **The answer to the third question:**

To answer this question, the Pearson correlation coefficient was calculated between the level of psychological stress and achievement motivation among male and female middle school teachers in Qatar, as in Table (4)

**Table (4): Pearson correlation coefficient between the level of achievement motivation and psychological stress among male and female teachers in Palestinian schools in Qatar**

| The variable/Pearson correlation coefficient | psychological pressures | Motivation to achieve |
|--|-------------------------|-----------------------|
| Achievement motivation                       | 0.747**                 | 1                     |

|                                |       |         |
|--------------------------------|-------|---------|
| Statistical significance (Sig) | 0.000 | 0.00    |
| Psychological pressures        | 1     | 0.747** |
| Statistical Significance       | 0.00  | 0.000   |

\*\*Dignified at a significance level ( $\alpha = 0.01$ )

It is clear from Table (4) that the relationship between psychological stress and achievement motivation is a high and statistically significant inverse relationship, as the Pearson correlation coefficient between them reached (0.747\*\*).

The researcher may attribute this result to the connection between achievement motivation and psychological stress, as stress reduces the ability of the teacher, male and female, to reach the goals desired, while achievement motivation works to motivate male and female teachers to achieve its predictions of success.

Achievement motivation is also linked to psychological stress, as it is believed that linking the work of male and female teachers to their performance and their self-awareness of their ability and the resulting results develops their achievement motivation, and expectations are not built in the mind of the teacher or perceptions of psychological pressures are built in light of the Corona crisis.

The tendency or inclination to achieve success is something acquired and can be learned. Male and female teachers who have succeeded in all stages of their work have learned success (Petri and Govern, 2004). Therefore, male and female middle school teachers for Palestinians in Qatar have tasted success and plan to continue their success, as they have become Success has acquired experience, and requires careful study to overcome those psychological stress at this stage, which means exercising in a practical way the ability to achieve.

In addition, this result may be attributed to the fact that male and female teachers in Palestinian schools in Qatar have exerted psychological stress due to what Qatar in particular is going through and the world in general in light of the emerging Corona virus crisis, which affects the defense of achievement in light of what is currently happening in the educational process. The researcher indicates that the greater the psychological stress, the more negatively it affects the individual's achievement motivation.

## 6. Recommendations:

In light of the results of this study, the researcher recommends the following:

1. Stakeholders should adopt methods that enhance achievement motivation and reduce the extent of psychological stress among male and female teachers.
2. Adopting scientific research methods among Palestinian school teachers in Qatar in arriving at knowledge of how to overcome this crisis.
3. Benefiting from the level of achievement motivation among male and female Palestinian school teachers in Qatar and developing this in controlling the psychological stress they are experiencing.
4. Enhancing achievement motivation by providing direct feedback to male and female teachers about their achievements.

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**Doi:** <https://doi.org/10.52132/Ajrsp.e.2023.54.5>