

# Counseling Needs for the Female Students of Prince Sattam bin Abdulaziz University (A Field Study on Students of the Faculty of Education in Ad Dilam)

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## Abstract

The purpose of this study aims at identifying the most important counselling needs of female students of the Faculty of Education in Ad Dilam, affiliated to Prince Sattam bin Abdulaziz University, and identifying the differences between the counseling needs according to the variables: specialization, social status and place of residence. To achieve the objectives of the study, the researcher prepared an instrument to measure the counseling needs, consisting of (40) paragraphs distributed over (4) areas: psychological, professional, social and academic. Moreover, the scale was applied to a sample of (325) students randomly selected from the students of the Faculty of Education. After the statistical analysis of the data, the results of the study showed that the psychological were the most important of these needs, followed by the social, the academic and finally the professional needs. The results also showed no significant differences between the married and unmarried students, the academic specialization and the place of residence.

**Key Terms:** *Counseling Needs, Prince Sattam University.*

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## Introduction

Undergraduate is considered one of the most significant stages in which individuals go through and the most influential in their direction. Moreover, counseling services represent the most essential requirements that must be provided to the university student. The counseling needs are the most important educational issues that have received great attention from specialists in this field. This is due to their particular importance in helping the students to satisfy their needs, attain their healthy psychological compatibility and refining their aptitudes and abilities to reach the maximum degree of adaptation and compatibility; as "it constitutes the core part of the individual's psychological formation because it affects his personality and drives him to behavior that leads to his satisfaction or gratification; he lives most of his life in order to satisfy his needs, reduce his tensions and achieve his goals," (Alzibadei and Alkhatib, 2000, p. 44). The need to study the counseling needs of the university students in our contemporary age; the era of speed, globalization and constant change has been increased. Thus leading to the occurrence of many conflicts within the individual's self, thereby placing him in front of multiple needs that he must always strive to satisfy them so as not to become an easy prey and prone to many problems.

## Study Problem

The preparation for this stage requires identifying the students' needs in order to satisfy them. However, since the researcher has been working as an Assistant Professor at the Faculty of Education in Ad Dilam, Head of the Guidance and Counseling Unit at the Prince Sattam University and through her meeting with many female students in the various branches of the university in its six governorates, she noted that female college students suffer from many problems in various fields. Hence, in order to contribute to solving this problem, we must identify the problems of the student and her counselling needs, so that we can provide a healthy psychological, educational and social environment in which she can adapt to the different and renewable conditions of life. Consequently, this study came to identify the counselling needs of the students of the Faculty of Education in Ad Dilam because of the absence of previous studies conducted on the students of Prince Sattam University in general and the students of the Faculty of Education in Ad Dilam in particular. The problem of the study attempts to answer the following questions:

- What are the students' counseling needs of the College of Education at the Prince Sattam bin Abdul Aziz University?
- Are there statistically significant differences ( $\alpha = 0.05$ ) between the average grade of students on the scale of the counseling needs due to the social situation variable?
- Are there statistically significant differences ( $\alpha = 0.05$ ) between the average grade of students on the scale of counseling needs due to the residence location variable?

- Are there statistically significant differences ( $\alpha = 0.05$ ) between the average grade of students on the scale of counseling needs due to the study major variable?
- What are the educational recommendations that will contribute to satisfying the needs of the university girl?

### Study Objectives

- Identifying the most important academic, social, psychological and professional needs of the students of the Faculty of Education in Ad Dilam and identifying them in terms of priority and importance.
- Developing an instrument to measure the counseling needs of the female university students.

### Study Significance

The nature of the age and educational stage of the female university student and the need to learn her counseling needs and work requirements in order to address and mitigate the effects on the student and society, thereby improving her adaptation to university level. This study also examines the counseling needs of the students at the Prince Sattam University for the first time and therefore provides a set of recommendations for the staff in the Student Affairs in order to develop preventive, therapeutic and developmental counseling programs that contribute to the achievement of the objectives of university counseling.

### Procedural Definitions

**Counseling Needs:** These are the needs that the female university students see as necessary to help them solve their problems. In the light of the current study, they are divided into four areas, in which the students see that it is necessary to be met during the university duration. These areas are: academic, professional, social and psychological. They are inferred through the scale of counseling needs prepared for this study.

### Study Limits

- The study sample is limited to female students of the Faculty of Education in Ad Dilam for the second semester of the academic year 1438/1439 H.
- The study is limited to the questionnaire as a data collection instrument. Therefore, the results of this study are determined by the validity and reliability of the study instrument.

### Review of Literature

The counseling and guidance process was found since the presence of mankind, it was used with our master Adam, peace be upon him, so God guided him how to enter Paradise and what he has to do. **We said: “O Adam! Dwell thou and thy wife in the Garden; and eat of the bountiful things therein as (where and when) ye will; but approach not this tree, or ye run into harm and transgression.”** (35) Al-Baqara.

In addition, our Prophet Muhammad (*peace and blessings of Allah be upon him*) pointed out the counseling in many situations during his honorable life and traditions. The counseling and guidance today is an organized discipline that has its own theories, principles and concepts. Many theories have addressed the issue of human needs due to the significance of this issue in achieving proper compatibility. One of these theories and the most important is the theory of Maslow, which arranged the needs of humans in accordance with a hierarchy starting from the lowest then the higher and the highest. He considered that “mankind has the option of free will in deciding his own destiny and he is in a continuous movement forward, seeking to get rid of all the obstacles to satisfy his needs”. (Gilbert, 1997).

“Rogers, however believes that the basic need is the need for self-actualization and the pursuit of perfection, that the individual has tendencies to move forward and that self-actualization is a major need that mankind seeks to satisfy so that he can continue to adapt positively with others and with himself” (Thompson & Rudolph, 1992: p44). While Freud looked at human nature pessimistically and saw that mankind's main motivation is to satisfy his physical and sexual needs, thereby his behavior is governed by the principle of pleasure.

Since the female student is the focus of the educational process, looking at her different needs is the key to her success. “Therefore, meeting the needs of the female university student is an essential requirement in the field of university counseling and is considered one of the most significant objectives of the world’s universities” (Collins & Pieters, 2007). Moreover, building a personality that will be able to take responsibility one day has become very complex task in the current era, in which there is a great deal of influences surrounding the female student, and therefore it is necessary to deal with students, and with ourselves, from a new perspective that is different from the above.” (Grenchik, O’Conner & Postelli, 1999 p 22).

### Previous Studies

Some studies that have been used in the current research:

- Al-Smadi and Al-Tahan (1996) had studied the counseling needs of United Arab Emirates University students.
- (Wainwright et al., 1998) conducted a follow-up study on newly counseled of the university counseling services.
- While Al Musharaf (2000) studied the problems of the students of Sana'a University and their counseling needs,
- The study conducted by Al-Tahan and Abu Aita (2002), aimed at evaluating the counseling needs of the Hashemite University students,
- The study conducted by (2008) (p. 89 Study of the needs of the Sultanate of Oman) under the title "Assessment of the counseling needs of students graduates of Nigerian universities."
- In the study of Nuri and Yehia (2008), which aimed to identify the psychological and social counseling needs of the students of Mosul University,
- In the study of Rizq (2008), which aimed at identifying the counseling needs of high school students according to different fields (scholastic, personal, emotional, family, and social),
- Al-Hakmani (2008) studied the counseling needs from the point of view of the students of private universities in the Sultanate of Oman.
- In Al-Jubouri study (2011), which aimed to identify the counseling needs of the students of the Faculty of Physical Education at the University of Babylon,
- In the study of Tashtoosh (2012), which aimed to identify the counseling needs of the preparatory year students in Qasseem University.
- In the study of Ramadan (2013), which aimed to reveal the counseling needs of students of the Faculty of Education and its relationship to gender and scientific specialization.
- In the study carried out by Al-Sawiya (2013), which aimed at uncovering the counseling needs of the students of the Faculty of Education at Princess Noura Bint Abdulrahman University in the academic, psychological and social fields and their relationship with the academic .
- In the study carried out by Abu Al-Aish (2014) aimed at identifying the most important counseling needs for the students of the Faculty of Education at the University of Hail,
- In the study of Ramadan and Sarhan (2016), which aimed to identify the level of counseling needs and academic aspirations in general and according to the housing variable among students of the University of Kirkuk,
- It is clear from the previous presentation that most of the previous studies addressed the counseling needs at the level of university students.

### **Study Population and its Sample**

The study population consists of all female students enrolled in the second semester 2017/2018 for the first, second, third and fourth years in the Faculty of Education in Ad-Dilam. The total number of female students is (1714) divided into five majors: Islamic Studies (714), Arabic Language (583), Home Economics (241), Mathematics (164), and Chemistry (12) students, according to the statistics of the Office of Admission and Registration in the College. As for the sample of the study, it was randomly selected, and the sample was (325) students.

**Table (1) Repetition and ratio according to the study variables**

Variable	Categories	Repetition	Ratio
Specialization	Mathematics	43	13.2
	Islamic studies	111	34.2
	Economy	68	20.9
	Arabic Language	103	31.7
Study Level	First or Second	101	31.1
	Third or Fourth	86	26.5
	Fifth or Sixth	126	38.8
	Seventh or Eighth	12	3.7
Marital Status	Married	64	19.7
	Unmarried	261	80.3
Residence Location	Riyadh	33	10.2
	Al Kharj	217	66.8
	Ad Dilam	75	23.1
	<b>Total</b>	<b>325</b>	<b>100.0</b>

### Survey Instrument

The researcher developed the counseling needs questionnaire through reviewing many of the previous studies (which appeared in the Review of Literature item of the study). In light of that, the study measure should be (40) items distributed on four areas as follows:

- First area: academic needs and measurement (10) items.
- Second area: social needs and measurement (10) items.
- Third area: psychological needs and measurement (10) items.
- Fourth area: professional needs and measurement (10) items.

### Statistical Standard

The Likert Fifth Point Scale was adopted to grade the study instruments, giving each item the one point of the five points (Agree Strongly, Agree, Neutral, Disagree, Disagree Strongly) and represent digitally (5, 4, 3, 2, 1) respectively. The following scale was adopted for the purposes of results analysis:

From 1.00 - 2. Slight, From 2.34 - 3.67 Medium, From 3.68 - 5.00 Substantial.. etc.

Measurement was calculated by using the following equation:

$$\frac{\text{Upper limit of scale (5)} - \text{Minimum scale (1)}}{\text{Number of the required categories (3)}} = \frac{5 - 1}{3} = 1.33$$

Then adding the answer (1.33) to the end of each category.

### Instrument Reliability

To ensure the instrument reliability, the test-retest method was checked by applying the scale, and re-applying it after two weeks to a group outside the study sample consisting of (40) female students, and then the Pearson correlation coefficient was calculated between their estimates in both times.

The reliability coefficient was also calculated by the method of internal consistency according to the Cronbach alpha equation, and Table (2) shows that.

**Table (2) Coefficient of the internal consistency of the Cronbach alpha, the reliability of the areas retest and the overall grade**

Areas	Test-Retest Reliability	Internal Consistency
Psychological needs	0.87	0.90
Social needs	0.89	0.84
Academic needs	0.91	0.88
Professional needs	0.92	0.89
Needs as a whole	0.94	0.93

### Study Results and Discussion:

**First Question: What are the counseling needs of female students of the College of Education in Ad Dilam in the psychological, social, academic and professional areas?** To answer this question, arithmetic means and

standard deviations for counseling needs have been extracted among female students of the College of Education in Ad Dilam in the psychological, social, academic and professional areas. The table below shows that.

**Table (3) Arithmetic means, standard deviations, rank and score of estimation for each area of the instrument and the instrument as a whole:**

Rank	No.	Area	Arithmetic Mean	Standard Deviation	Grade
1	1	Psychological needs	3.74	1.031	Substantial
2	4	Professional needs	3.54	.875	Medium
3	3	Academic needs	3:37	.907	Medium
4	2	Social needs	2.99	.844	Medium
		Needs as a whole	3.41	.693	Medium

Table (3) shows that the arithmetic means ranged between (2.99 - 3.74), where psychological needs came first with the highest arithmetic mean of (3.74), while social needs came in the last rank with an arithmetic mean of (2.99), and the arithmetic mean for needs as a whole (3.41). This result indicates the importance of meeting the counseling needs of female students of Prince Sattam University. Moreover, this is consistent with what has been indicated by many previous studies, such as studies: (Al-Smadi and Tahan, 1996; Wainwright et al., Al-Musharraf, 2000; Al-Tahan and Abu Aita, 2002; Guneri, Aydin , & Skovholt, 2003; Nuri and Yahya, 2008; Rizk, 2008; Al-Barakat and Al-Hakmani, 2014; Al-Jubouri, 2011; Toshtoush, 2012; Ramadan, 2013; Abu Al-Aish, 2014; Ramadan and Sarhan, 2016). They all emphasized the need to take into account the student's counseling needs in order to be able to solve their problems and face the pressures that they face in their scientific and practical lives.

For an in-depth analysis of the study data, arithmetic means and standard deviations for the estimates of the study sample individuals were calculated on the items of each area separately, as they were as follows:

**First: Psychological Needs:** This area includes (10) items, each item describes the degree of female students' assessments of their psychological counseling needs. Therefore, mathematical means and standard deviations have been calculated, and Table (4) presents them in a descending order:

**Table (4) Arithmetic means and standard deviations for female students' estimates of counseling needs in the psychological area**

Rank	No.	Area	Arithmetic Mean	Standard Deviation	Grade
1	6	Having a Psychological counselor in the college to help me with psychological, academic, family compatibility, and compatibility in general.	3.86	1.180	Substantial
2	10	Eliminate hesitation when making my decisions.	3.80	1,299	Substantial
3	3	Gain decision-making skill.	3.77	1.240	Substantial
4	4	Determine my personal goals and how to achieve them	3.76	1.207	Substantial
4	5	Identify weak characters in my personality and ways to strengthen them.	3.76	1.230	Substantial
4	7	The ability to maintain a balanced mood.	3.76	1.237	Substantial
4	9	Get rid of feeling anxious from the future.	3.76	1.337	Substantial
8	1	Achieve self-confidence and self-esteem.	3.75	1.382	Substantial
9	2	Ability to exercise self-control and behavior.	3.63	1.403	Medium
10	8	The ability to diagnose personal problems.	3:55	1.361	Medium
		Psychological needs.	3.74	1.031	Substantial

Table (4) shows that the arithmetic means ranged between (3.55 - 3.86), as Item No. (6) Stated, "Having a psychological counselor in the college to help me with psychological, academic, and family compatibility, and compatibility in general" in the first rank with an average score of (3.86), while Item (8) which reads "The ability to diagnose personal problems" came in the last rank with an average arithmetic mean of (3.55). The mean of psychological needs as a whole was (3.74). Here it shows the necessity of having a specialized psychological counselor with the highest estimate in this area as a very necessary. This is what the researcher observed through her work as a Head of the Counseling and Guidance Unit at Prince Sattam University; most of the university faculties lack the presence of a specialized and full-time psychological counselor. Moreover, the psychological needs obtaining the highest levels of estimate in general indicates the importance of achieving proper psychological growth among university students. Hence, due to the nature of the stage of development that the university student is going through, we need to consider the psychological aspects of the student, understand and analyze it and understand its causes, symptoms and methods of treatment. The results of this study are consistent with studies of: (Egbochuka, E & Akpan, M., 2008; Al-Hakmani, 2008; Nuri and Yahya, 2008; Al-Juburi, 2011; Ramadan, 2013) in the area of attention to the psychological needs of the university

student in order to show their energies and potentials with the purpose of developing their creativity skills. Whereas, it differed with the study of *Al-Tahan and Abu Aita (2002)*, which showed the need for a professional and academic area more than a psychological one. It also differed with the study of (*Wainwright et al, 1998*), which confirmed that most students seek academic advisory services; and the study of *Tashtooch (2012)*, whose results showed the need for academic and professional counseling more than the need for psychological counseling.

**Second: Social Needs:** This field includes (10) items. Each item describes the degree of female students' estimates of their social counseling needs. Therefore, arithmetic means and standard deviations have been calculated, and Table (5) presents the items in descending order:

**Table (5) Arithmetic means and standard deviations of the female students' estimates of the counseling needs in the social area**

Rank	No.	Area	Arithmetic Mean	Standard Deviation	Grade
1	18	Gaining the courage to claim special rights.	3.14	1.303	Medium
2	12	Eliminate confusion when I speak in front of others.	3.10	1.318	Medium
3	11	Get rid of feeling shy when faced with others.	3.06	1.359	Medium
3	17	Gain the skill of persuading others.	3.06	1.218	Medium
5	14	Develop my abilities to form positive relationships with my colleagues.	3.02	1.337	Medium
6	15	The ability to adapt to the social environment surrounding me.	3.00	1.229	Medium
7	19	Negotiation skills with others.	2.93	1.250	Medium
8	20	Participation in social activities within the college.	2.91	1.336	Medium
9	16	Ability to come to terms with others.	2.86	1.289	Medium
10	13	Accept others' criticism of me.	2.84	1.360	Medium
		Social Needs	2.99	.844	Medium

Table (5) shows that the arithmetic means ranged between (2.84 - 3.14), which means that all of the items were distributed within a medium estimate score. Item (18) stating that "Gaining the courage to claim special rights" came first and with an arithmetic mean of (3.14), while item (13) that reads "Accept others' criticism of me" came in the last rank, with an average score of (2.84). The mean for the social needs as a whole was (2.99). Hence, it appears to us that there are needs to provide social services to help female students to adapt to the university environment; to develop the student's social skills, such as communication skills in order to get rid of excess shyness when meeting others; to gain the skill of persuasion and accepting criticism from others; the ability to come to terms with others, and the need to participate in social activities within the college. This result is consistent with the results of many previous studies, such as (*Al-Jubouri, 2011; Ramadan, 2013; Abu Al-Aish, 2014*); while its results differed with the study of *Al-Samadi and Tahhan, 1996; the Al-Musharraf study, 2000; the study of Al-Tahhan and Abu Aita, 2002; the study of Nuri and Yahya, 2008; the study of Barakat and Al-Hakmani, 2014*; in which they all showed that the needs of students in the social area were the lowest of these needs.

**Third: Academic Needs:** This field includes (10) items, each item describes the degree of female students' estimates of their academic counselling needs. Therefore, mathematical means and standard deviations have been calculated, and Table (6) presents the items in descending order:

**Table (6) Arithmetic means and standard deviations of female students' estimates of their counselling needs in the academic area**

Rank	No.	Area	Arithmetic Mean	Standard Deviation	Grade
1	29	Methods to help raise the average and academic excellence.	3.65	1.253	Medium
2	23	Eliminate the anxiety that accompanies the exams.	3.50	1.295	Medium
3	22	Get rid of some negative attitudes towards some courses.	3:49	1.206	Medium
4	26	How to organize study and activity time.	3.43	1.300	Medium
5	27	Gain the skill to answer exam questions.	3:42	1.295	Medium
6	21	Learn the best methods of studying	3.41	1.371	Medium
7	30	The ability to deal with problems so that my college life is not affected.	3:35	1,312	Medium
8	24	Developing motivation for self-study.	3:28	1.226	Medium
9	25	Overcoming failure in some courses.	3.18	1.439	Medium
10	28	Computer skill acquisition.	3.02	1.345	Medium
		Academic needs	3:37	.907	Medium

Table (6) shows that the arithmetic means ranged between (3.02 - 3.65), this means that they were distributed within a medium estimation score, as item (29) which states “Methods to help raise the average and academic excellence” came first and with an arithmetic mean of (3.65), while Item No. (28) stating, “Computer Skills Acquisition”, ranked last, with an average score of (3.02). Hence, it appears to us that the female students' estimates of their counseling needs at Sattam University on the academic area were significant, as the mean for the academic needs as a whole was (3.37). This result reflects to us the importance of having centers and counseling units for female students at the university to help female students get rid of the fear that accompanies the tests, get rid of some negative attitudes toward some study courses, how to organize study time and acquire the skill to answer exam questions, learn the methods of studying and develop the motivation to study. The researcher believes that the universities' observance of these needs will contribute to making the student able to develop her personality and capabilities in an integrated way to become more aware and conscious of making her decisions in the academic field based on her capabilities and competences. This study agrees in this area with the studies: (Guner, Aydin, & Skovholt, 2003; Wainwright et al, 1998; Al-Mushrif, 2000; Al-Tahhan and Abu Aita, 2002; Nuri and Yahya, 2008; Barakat and Al-Hakmani, 2014; Toshtoush, 2012; Al-Jubouri, 2011; Al-Saqiyyah, 2013; Ramadan And Sarhan, 2016). They all showed the students' need for the academic area more than the need for other areas. This study also differed with the study of Ramadan, 2013, which showed the need for the academic area less than the need for other areas.

**Fourth: Professional needs**

**Table (7) Arithmetic means and standard deviations of female students' estimates of their counselling needs in the professional area**

Rank	No.	Area	Arithmetic Mean	Standard Deviation	Grade
1	32	How to perform a successful interview to get a job.	3.82	1.241	Substantial
2	31	Guide me on job opportunities available after graduating from university.	3.78	1,222	Substantial
3	33	Determine the profession that suits me.	3.70	1.292	Substantial
4	39	Knowing how to present myself (in CV and job interview)	3.60	1.197	Medium
5	38	Learn about sound methods in financial management.	3.51	1.234	Medium
6	35	Obtaining information on different professions.	3:42	1,200	Medium
6	37	How to match my capabilities with the occupations available in the labor market.	3:42	1.151	Medium
8	34	Learn to write a CV.	3:40	1.296	Medium
8	36	Learn professional decision-making skills.	3:40	1.192	Medium
10	40	Knowledge of the art and skills of dealing with female colleagues and my boss at work	3.34	1.306	Medium
		Professional needs	3.54	.875	Medium

Table (7) shows that the highest arithmetic mean were for item (32) which states “How to perform a

successful interview to get a job” and with an average of (2.32). Whereas item (40) which states “Knowledge of the art and skills of dealing with female colleagues and my boss at work”, last rank, with a mean score of (3.34). The mean of the professional needs as a whole was (3.54). This result is similar to the findings of *Abu Al-Aish, 2014; Toshtoush, 2012; Guneri, Aydin, & Skovholt, 2003*, which all showed the need for the professional side, while it differed with the *Nuri and Yahya study, 2008 and the Al-Musharraf study, 2000*, in which the need for the professional area emerged as the lowest of these needs.

**Second Question: Are there statistically significant differences between the average scores of female students on the scale of counseling needs attributable to the variable of marital status?**

To answer this question, the researcher extracted the arithmetic mean and the standard deviations of the female students’ scores on the counseling needs scale according to the marital status variable. To show the statistical differences between the arithmetic averages, the “T” test was used, and the tables below show that.

**Table (8) Arithmetic means, standard deviations, and “T” test for the impact of the marital status on female students' scores on the counseling needs scale attributable to the marital status variable**

	Social Status	No.	Arithmetic mean	Standard Deviation	"T" Value	Degrees of Freedom	Statistical Significance
Psychological Needs	Married	64	3.75	1.079	.135	323	.893
	Unmarried	261	3.74	1.021			
Social Needs	Married	64	3.16	.908	1,794	323	.074
	Unmarried	261	2.95	.824			
Academic Needs	Married	64	3:35	.910	-.186	323	.853
	Unmarried	261	3:38	.908			
Professional Needs	Married	64	3.59	.810	.541	323	.589
	Unmarried	261	3.52	.891			
Needs as a whole	Married	64	3.46	.742	.704	323	.482
	Unmarried	261	3:40	.682			

From Table (8), it is clear that there are no statistically significant differences ( $\alpha = 0.05$ ) due to the impact of the social status in all areas and in the overall score.

**Third Question: Are there statistically significant differences between the average scores of female students on the scale of counseling needs attributable to the variable of the place of residence?**

To answer this question, the mean and standard deviations for female students scores were extracted on the counseling needs scale according to the place of residence variable, and the table below shows that.

**Table (9) Arithmetic means and standard deviations for female students' scores on the counseling needs scale according to the place of residence variable**

	Categories	No.	Arithmetic mean	Standard Deviation
Psychological Needs	Riyadh	33	3.66	1.167
	Al Kharj	217	3.79	1.010
	Ad Dilam	75	3.63	1.033
	<b>Total</b>	325	3.74	1.031
Academic Needs	Riyadh	33	3.00	1.035
	Al Kharj	217	3.01	.861
	Ad Dilam	75	2.93	.697
	<b>Total</b>	325	2.99	.844
Needs as a whole	Riyadh	33	3:40	1.003
	Al Kharj	217	3:40	.917
	Ad Dilam	75	3:28	.837
	<b>Total</b>	325	3:37	.907
Social Needs	Riyadh	33	3.60	.843
	Al Kharj	217	3.53	.874
	Ad Dilam	75	3.53	.904
	<b>Total</b>	325	3.54	.875
Professional Needs	Riyadh	33	3:42	.848
	Al Kharj	217	3.43	.697
	Ad Dilam	75	3.34	.607
	<b>Total</b>	325	3.41	.693

Table (9) shows apparent variation in arithmetic averages and standard deviations of female students' scores on the counseling needs scale due to the difference in the categories of the place of residence variable. To show



the significance of the statistical differences between the arithmetic averages, a mono variance analysis was used according to table (10).

**Table (10) Analysis of the mono-variance of the effect of the place of residence on the students' scores on the counseling needs scale**

	Source	Sum of squares	Degrees of Freedom	Average squares	"F" Value	Statistical Significance
Psychological Needs	Between groups	1.558	2	.779	.731	.482
	Within groups	342.916	322	1.065		
	Overall	344.474	324			
Social Needs	Between groups	.323	2	.161	.226	.798
	Within groups	230.218	322	.715		
	Overall	230.540	324			
Academic Needs	Between groups	.874	2	.437	.530	.589
	Within groups	265.501	322	.825		
	Overall	266.375	324			
Professional Needs	Between groups	.143	2	.072	.093	.911
	Within groups	247.999	322	.770		
	Overall	248.142	324			
Needs as a whole	Between groups	.438	2	.219	.454	.636
	Within groups	155.281	322	.482		
	Overall	155.718	324			

Table (10) shows that there are no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) due to the location of housing in all areas and in the needs as a whole. This is normal, as the social environments in Ad Dilam, the place of the college, or in the Al Kharj Governorate, which is very close to Ad Dilam, and even in the capital Riyadh, are very similar. There are great similarities to social environments and conditions between these areas. This result is similar to the result of the *Al-Samadi and Tahan study, 1996; and Abu Al-Aish study, 2014*, which showed that there are no differences due to the variable of the place of residence.

**Fourth Question: Are there statistically significant differences between the average female students' grades on the counseling needs scale attributable to the variable of academic specialization?**

To answer this question, arithmetic averages and standard deviations for female students' scores were extracted on the counseling needs scale according to the academic specialization variable, and the table below shows that.

**Table (11) Arithmetic averages and standard deviations for female students' scores on the scale of counseling needs according to the academic specialization variable**

	Categories	No.	Arithmetic mean	Standard Deviation
Psychological Needs	Mathematics	43	3.63	1.149
	Islamic studies	111	3.77	1.018
	Economy	68	3.76	.926
	Arabic Language	103	3.74	1.070
	<b>Total</b>	325	3.74	1.031
Social Needs	Mathematics	43	2.78	.848
	Islamic studies	111	2.91	.769
	Economy	68	3.12	.743
	Arabic Language	103	3.08	.958
	<b>Total</b>	325	2.99	.844
Academic Needs	Mathematics	43	3:37	1.024
	Islamic studies	111	3.31	.869
	Economy	68	3.54	.865
	Arabic Language	103	3:33	.922
	<b>Total</b>	325	3:37	.907

	Categories	No.	Arithmetic mean	Standard Deviation
Professional Needs	Mathematics	43	3:49	.949
	Islamic studies	111	3.56	.882
	Economy	68	3.60	.873
	Arabic Language	103	3:49	.846
	<b>Total</b>	325	3.54	.875
Needs as a whole	Mathematics	43	3:32	.775
	Islamic studies	111	3.39	.613
	Economy	68	3.51	.648
	Arabic Language	103	3.41	.767
	<b>Total</b>	325	3.41	.693

Table (11) shows an apparent variation in the arithmetic averages and the standard deviations of female students' scores on the counseling needs scale due to the different categories of the academic specialization variable. To show the significance of the statistical differences between the arithmetic averages, a mono variance analysis was used according to table (12).

**Table (12) Analysis of mono-variance of the effect of academic specialization on female students' scores on the counseling needs scale**

	Source	Sum of squares	Degrees of Freedom	Average squares	"F" Value	Statistical Significance
Psychological Needs	Between groups	.653	3	.218	.203	.894
	Within groups	343.820	321	1.071		
	Overall	344.474	324			
Social Needs	Between groups	4.706	3	1.569	2.230	.085
	Within groups	225.834	321	.704		
	Overall	230.540	324			
Academic Needs	Between groups	2.460	3	.820	.997	.394
	Within groups	263.915	321	.822		
	Overall	266.375	324			
Professional Needs	Between groups	.668	3	.223	.289	.833
	Within groups	247.474	321	.771		
	Overall	248.142	324			
Needs as a whole	Between groups	1.035	3	.345	.716	.543
	Within groups	154.683	321	.482		
	Overall	155.718	324			

It is evident from Table (12) that there are no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) attributed to academic specialization in all areas and in the needs as a whole. This result is similar to the result of the *Al-Samadi and Tahan study, 1996 and the Ramadan study, 2013; and the Abu Al-Aish study, 2014*, which showed that there are no differences attributable to the variable of specialization, and this indicates its importance for students with different specializations.

**Fifth Question: Are there statistically significant differences between the average female students' grades on the counseling needs scale attributable to the variable of the academic level?**

To answer this question, the mean and standard deviations for female students' grades were extracted from the counseling needs scale depending on the academic level variable, and the table below illustrates that.

**Table (13) Arithmetic averages and standard deviations for female students' scores from the counseling needs scale according to a variable for the academic level**

	Categories	No.	Arithmetic mean	Standard Deviation
Psychological Needs	First or Second	101	3.71	1.054
	Third or Fourth	86	3.76	1.029
	Fifth or Sixth	126	3.74	1.050
	Seventh or Eighth	12	3.79	.710
	<b>Total</b>	325	3.74	1.031
Social Needs	First or Second	101	2.99	.815
	Third or Fourth	86	3.05	.923
	Fifth or Sixth	126	2.93	.837
	Seventh or Eighth	12	3.16	.532
	<b>Total</b>	325	2.99	.844
Academic Needs	First or Second	101	3.35	.942
	Third or Fourth	86	3.47	.887
	Fifth or Sixth	126	3.29	.909
	Seventh or Eighth	12	3.68	.649
	<b>Total</b>	325	3.37	.907
Professional Needs	First or Second	101	3.44	.950
	Third or Fourth	86	3.50	.837
	Fifth or Sixth	126	3.62	.816
	Seventh or Eighth	12	3.72	1.069
	<b>Total</b>	325	3.54	.875
Needs as a whole	First or Second	101	3.37	.723
	Third or Fourth	86	3.45	.731
	Fifth or Sixth	126	3.40	.660
	Seventh or Eighth	12	3.59	.514
	<b>Total</b>	325	3.41	.693

Table (13) shows an apparent variation in the arithmetic averages and the standard deviations of female students' scores on the counseling needs scale due to the difference in the categories of the academic level variable. To demonstrate the significance of the statistical differences between the arithmetic averages, a mono variance analysis was used according to table (14).

**Table (14) Analysis of mono-variance of the effect of the academic level on female students' scores on the counseling needs scale**

	Source	Sum of squares	Degrees of Freedom	Average squares	"F" Value	Statistical Significance
Psychological Needs	Between groups	.138	3	.046	.043	.988
	Within groups	344.335	321	1.073		
	Overall	344.474	324			
Social Needs	Between groups	1.078	3	.359	.503	.681
	Within groups	229.462	321	.715		
	Overall	230.540	324			
Academic Needs	Between groups	2.906	3	.969	1.180	.317
	Within groups	263.469	321	.821		
	Overall	266.375	324			
Professional Needs	Between groups	2.430	3	.810	1.058	.367
	Within groups	245.712	321	.765		
	Overall	248.142	324			
Needs as a whole	Between groups	.642	3	.214	.443	.723
	Within groups	155.077	321	.483		
	Overall	155.718	324			

It is evident from Table (13) that there are no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) attributed to the academic level in all areas and in the needs as a whole. The researcher believes that the similarity in the needs of students and in various fields is evidence of its importance and necessity for all students with different levels of study. This result is similar to the findings of the study of *Tashtooch*, 2012; the

study of *Al-Smadi and Tahan, 1996; the Wainwright et al, 1998 study*. They all showed that there were no statistically significant differences attributable to the variable of the school year. However, we found that they differed with the result of the *Al-Musharraf study, 2000*, which showed a statistically significant difference between students of academic levels. The study showed the suffering of students in the fourth year more than their suffering in First year. The study of *Tahan and Abu Eita, 2002*, showed that the students of the first level have more suffering than other levels. The study of *Nuri and Yahya, 2008*, showed significant differences between the students in counseling needs for the benefit of students in the fourth stage.

**In light of the previous results, the researcher reached several recommendations, the most important of which are:**

- Taking advantage of the study results to develop counseling programs in the college and build them on scientific rules stemming from the real needs that have been reached.
- Paying attention to activating the role of the counseling unit in the College of Education in Ad Dilam.
- The need to appoint a dedicated and full-time Counsellor to follow up the counseling cases in the college.
- Assigning college instructors to use a portion of the lecture time to be acquainted with the needs of female students and work on following them up with the counseling unit at the university.
- Holding seminars, meetings and counseling programs continuously in the college to educate students about the importance of university counseling, and to introduce its services and its role in achieving and meeting the counseling needs.
- The necessity of providing an integrated counseling center that includes various counseling areas (psychological, social, academic, professional ... etc.) in the university administration to help female students face their problems of all kinds.
- Working to activate the career counseling unit in the college by introducing students to the required professions in the labor market and how to introduce themselves to the labor market by teaching them how to do a successful job interview and how to write a CV.

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