

Problems of Students of King Abdulaziz University from their own Perspectives (A comparative study between average, gifted and students with special needs)

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Abstract: The aim of the study was to explore the main problems of university students as perceived by King Abdulaziz University students: average, gifted and students with special needs. The study sample consisted of 260 students (male and female) from the preparatory and advanced years. The study questionnaire included 60 items expressing the problems the university students may endure. The items were divided into four dimensions: academic problems, social problems, psychological problems and problems related to the university environment. The study drew comparisons between males and females and found statistically significant differences in academic problems for the females (average, gifted and those with special needs) and between student's status (single, married) and also found statistically significant differences favoring the married students and between (scientific colleges and literary ones) and found statistically significant differences favoring the scientific colleges and between (preparatory and advanced) in the academic problems and found statistically significant differences favoring the students of the preparatory year. The study recommended that attention should be paid to the most common problems and find appropriate solutions for them.

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Key Words: persons with special needs, gifted, academic problems, psychological pressure, university setting.

1. Introduction:

The university is an educational and social incubator encompasses the youth and plays a prominent role in their lives and in establishing knowledge in their brains and gives them scientific and specialized experience. It also develops their skills that enable them to succeed in their scientific and practical life as well as it enhances and strengthens their personalities. As such the university has to cooperate with other social institutions to provide all aspects of student care (psychological, social, mental, psychical and economical care), which enables the students to maximize their abilities to perform well and to put what they have learned into practice. (Hamada and Al-Sawi, 2002 Yarbrough, 2002, Achoui, 2004).

The main problems of the university student are related to many aspects some of which are associated with the student and his psychological well-being, some are related to his educational reality, some are related to the environment, some are associated with the surrounding situations of the student, the most prominent of which are (cultural, social or economical) in addition to the existence of academic problems related to the educational process faced by the students. All these factors cause tension, agitations that affect his educational performance and his reaction to the university setting in a proper way. The university role is not merely limited to the academic aspect and the follow-up of the students to

carry out their study plan but it goes beyond that to follow up the student in psychological, social and life affairs (Saqr, 2003, Bubshit, 2008).

Significance of the study

The importance of this study is manifested in highlighting the major problems faced by university students in assessing their situations and then to enhance the university role in resolving such problems.

Study Objectives:

This study aims to find out the most common problems of the students of King Abdulaziz University (males and females) attributed to a set of variables (specialization, social and psychological conditions, academic guidance, educational level, university environment, student's gender).

Problem of the Study

The problem of the study is summed up in answering the following question:

What are the major problems faced by the students of King Abdulaziz University (males and females) from their own perspectives?

A series of sub questions emanate from this main question as follows:

- What are the major problems that face the students of King Abdulaziz University (males and females) according to gender variable?
- What are the major problems that face the students of King Abdulaziz University (males and females)

according to the variable of economical, social and cultural level?

- What are the major problems that face the students of King Abdulaziz University (males and females) according to social status variable (married, single)?
- What are the major problems that face the students of King Abdulaziz University (males and females) according to specialization variable (literary/art colleges and scientific colleges)?
- What are the major problems that face the students of King Abdulaziz University (males and females) according to the variable of student's level? (Preparatory year students, advanced level students)?
- What are the major problems that face the students of King Abdulaziz University (males and females) according to the characteristics variable of the students (average, with special needs)?
- What are the major problems that face the students of King Abdulaziz University (males and females) according to students' status (average, gifted)?

Study limits:

- Spatial limits: the current study was applied in King Abdulaziz University (male, girl student's sections).
- Human limits: A student sample of colleges at King Abdulaziz University, namely, (Faculty of Education - Faculty of Science - School of Computer Science - Faculty of Arts - Faculty of Applied Medical Sciences, Management and Economics).
- Time limits: This study was applied during the first semester of the academic year 1432/1433 AH.

Terms of the Study: -

Academic problems: They are procedurally defined as a set of problems related to several aspects of the nature of the university student, his methods of study, university environment, university professor, and university administration).

Study level: Is procedurally defined in this study as (the school levels the students go through from the first level (Preparatory Year) up to the final level of study).

Psychological Pressure: Is procedurally defined as a set of influences or stressful situations from different sources that students are exposed to, which lead to non-adaptive responses that create a state of tension and discomfort.

Specialization: Is procedurally defined as the distribution of students upon entering the university to literary or scientific colleges.

University Environment: - A group of physical and human factors faced by university students (male, female) that affect them positively or negatively.

➤ Study Variables:

The study included a number of variables, namely: -

- ✚ Study level: (Study level represents all academic levels the student goes through, from the first level (PY) up to the final level of university study).
- ✚ Sex of student: - (males and females).
- ✚ Student status (average, with special needs, and gifted).
- ✚ Type of faculty and specialization (Scientific, literary colleges).
- ✚ Marital status (single, married).

Theoretical Framework and Previous Studies:

The university educational stage represents an important phase in the individual's life as it plays a prominent role in honing his personality and in his maturity, formation of attitudes and other developments. As such an individual will definitely encounter some problems and difficulties that hinder him from achieving his objectives and his needs the way he intends to achieve. Most studies (Raetz, & Teresa, 2002, Al-Amri, 2003, Agee, 2003, Al-Asiri, 2004) have attributed these pressures to the following reasons:

- Reasons related to the nature of the student, such as (student's unclear vision and goal when joining the faculty or the specialization as it may be for satisfying his parents. weakness of the university student in managing his time and making use of it in an appropriate way, student's unclear vision which leads to a lack of specific goals and inability of arranging priorities as well as a lack of time organization (Lazarus, 1988, Kumar et al, 1990, DiGresia, & Ripani, 2002).
- Reasons related to the nature of the educational and organizational environment in which the student receive his education, it has great impact on him (Vermetten, Yarbrough, 2002).
- Reasons related to academic problem such as (academic guidance, educational level, nature of the specialization, educational achievement, administrative procedures used in universities, university professor (s), and university curriculum). Those are the main problems that the university students encounter, which many recent studies have dealt with such as (Ahmed 1988, Hussain & Zouyed, 1999, Al-Oqaili and Abu Hashim, 2002, Abdul Hamid, 2002, Al-Basyouni, 2005, Al-Kahlout, 2005, Hammad & Al-Sawi, 2007, Al-Rawaf, 2007, Qutb & Mouawadh, 2007, Suleiman & Al-Smadi, 2008).

- Reasons related to student's psychological and social problems:

including (McLendon Emory, 2009) have shown the main psychological and social problems that the university students face such as (weak personality, emotional and sentimental problems such as passionate love, quick anger, emotional instability, indifference, shyness, engrossment in daydreams, emotional behavior, fear and exaggerated feeling of guilt (Heiligenstein, 1996), psychological coincided problems which are represented in loss of self-confidence, inability of shouldering the responsibility, rigidity, poor motivation, negligence, neurotic diseases including the phobia in its different types, anxiety, stammer, depression in its minor and medium degrees, delusion, coercive ideas and actions (Al-Anani, 2008, Abdul Fattah, Al-Maktoum, and Afra, 2009).

➤ **Problems of Adaptation to University Environment**

Students who enter the university come from different environments and have great differences in factors that enable congruity. They are different in the mechanism of dealing with academic studies, and different in reaction strategies toward such studies, besides they lack basic social skills to deal with their university environment including their colleagues and faculty staff. Thus, this will negatively manifest on the student's psychology and on his academic achievement (Martin et al, 1992, Toracco *et al.*, 2002, Al-Banna, 2005, Najim, Al-Rabei, 2006, Indiana University Bloomington, 2007)

Previous Studies:

Al-Zughaibi's study (1996) found out that psychological factors were the most hinderers of academic achievements for students in Saudi Arabia, followed by the academic factors and finally the social and personal factors.

Najim's Study (2002):

According to the findings of this study, the lack of taking the complaints of the students in a serious way by the officials, were the major problems faced by the students of the Faculty of Education at King Faisal University as well as the lack of consideration of the student's circumstances when preparing the examination's timetable, and the increased numbers of students in the department as well as lack of democratic atmosphere in dealing with students, and lack of objectivity of examination results. The study results haven't found any differences between the two sexes (boys and girls).

Abu Hamada's Study (2006):

This study showed the most factors that affect the level of academic performance for the

students of Al-Qaseem University represented in (low level of the students' academic performance, differing according to the type of the faculty, a correlation between the level of academic performance and the university's administration, staff, student and the family in addition to the difficulty of the curricula and lack of being harmonious with the abilities and tendencies of the students as well as the specialization forced on the student despite of his desire.

Suleiman and Abu Zureiq's Study (2007):

The study specified the teaching problems faced by the students of the teacher's college at Tabouk, Saudi Arabia, such as: the social aspect which comes as the first problem facing the university student, followed by the economical aspect. The study also demonstrated that there were no statistically significant differences due to the variable of the educational level and the cumulative average of the student.

Suleiman and Al-Smadi's Study (2008):

The study findings showed statistically significant differences in the nature of the academic problems for the students of teacher's colleges in the Kingdom of Saudi Arabia attributed to the variable of educational level and there is no significant difference due to the specialization (scientific or literary tracks).

Bubshait's Study (2008):

The study found that the most affecting variable on the girl students' academic problems at King Faisal University from their perspective was the variable of the study location (Al-Ahsa, Dammam) whereas the variables of educational specialization in the secondary school (scientific or literary tracks) as well as the cumulative average of the girl students were less affecting in their perceiving of the academic problems.

Bakr's Study (2009):

The study results showed that the administrative problems facing the girl students of the literary colleges at King Saud University were represented in (the nature of the university building such as the distance between the buildings, and crowdedness at the exit gates) as well as academic problems represented in (phobia of the university examinations, lack of knowledge of principles of research, and the lack of academic guidance).

Yii- Nii's Study (2010):

The descriptive study of Yii-Nii aimed to specify the set of factors that affect the level of the academic performance for a sample of university students at Taiwanese universities where it found several factors affecting the student's academic performance the most important of which are (professional preparedness, off-class activities, the nature of the student's personal relationship, besides the effect of the environment and self-development).

Al-Damigh's Study (2011):

This study dealt with the evaluation of skill development program for distinguished university students organized by the Saudi Ministry of Education in Britain, New Zealand and Ireland. By conducting partner evaluation in the summer of the academic year 1428-1429 H, the data analysis confirmed that the program was constructive and had many positive aspects that would contribute to the activation of the branches of the Saudi higher education. The main negatives were represented in the short period of the preparation.

Abu Hawash's Study (2012):

The study aimed to explore the level of problems facing the gifted students in the town of Al-Baha (Saudi Arabia) and the impact of the variables of gender and age on the extent of the presence of such problems. The study found that the main problems for the males centered in their endeavor for perfection but as for the females their problems centered in their feeling of frustration and inability to create change and the lack of the basic factors of decision making caused by inferiority of self-perception caused by hypersensitivity.

2. Method and Procedures:**Study Population and Sample**

The study population consisted of 430 students (King Abdul-Aziz University) average, gifted and students with special needs of the preparatory year and other faculties such as: faculty of education, Faculty of Science, School of computer science, faculty of Arts, faculty of applied medical sciences, and faculty of administration and economics) distributed as follows:

- A random sample of 70 male and female students was taken to explore the main problems faced by the university students apart from their various specializations and were excluded from the application sample.
- A random sample of 100 male and female students was taken where the questionnaire was applied on them to ascertain its reliability and they were excluded from the application sample.
- A random sample of 200 male and female students was taken and the current study was applied on them.

Study Sample

The sample of this study was randomly selected and consisted of (260) male and female students of the preparatory year and of the other previously mentioned faculties of which (180) were average students, (40) were with special needs and (40) were gifted students.

- ✚ Conditions on which the selection of the sample of gifted and students with special needs were based:
 - The student should be with special needs suffering from kinetic disability, visual impairment but the extent of response to those with visual impairment was better.

- Educational standard was adopted as a criterion for gifted students and depending on it the students who scored a cumulative average of 4.60 were listed for faculties of humanities and the students who scored 4.50 were listed for scientific colleges and for the preparatory year.

- Study Methodology:

The current study adopted the descriptive approach (correlative-comparative).

Study Instrument

Procedures of building the study instrument:

The study instrument was formed from an evaluation list of self-organized education strategies (prepared by the researchers) where a number of Arabic and foreign studies were consulted:

Description of the list:

In its final form, the list was made up of (60) items distributed on a number of dimensions that focus on the problems of the students of King Abdulaziz University. Those dimensions are as follows:

- Academic problems (18 items).
- Social problems (12 items).
- Psychological problems (14 items).
- Environmental problems (16 items)

The study instrument was formed according to the following steps:

- An open questionnaire on the main problems faced by the students at the university was used on a pilot sample of (70) male and female students of different educational specializations and levels with different student's status including average, gifted and students with special needs. Based on the students' responses, the main problems that the students suffered from were specified.
- Reviewing international (mony) list (Zahrani, 2002) characterized by high validity and reliability.
- The questionnaire was limited to four dimensions (academic, psychological, social and university setting).
- After preparing the 70-item questionnaire in its initial form, it was presented to eight teachers specialized in education, psychology and special education. They were asked to express their opinions on the items of the questionnaire as for wording and efficacy in addition to its consistence with the study area. The arbitrators made a number of comments related to deletion, insertion and rewording of some items. Then the items

which gained the agreement of six or more arbitrators in terms of validity and appropriateness to the theme of the study were chosen, and included into the new form of the questionnaire.

Study Population and Sample:

The study population was made up of the students of (King Abdulaziz University) average, gifted and with special needs of the preparatory year and of the other faculties mentioned before. Then another random sample of (100) male and female students was selected and the questionnaire in its initial form was applied on them to ensure the psychometrical properties of the study instrument. They were also excluded from application sample, and then the current study was conducted on a random sample of 260 male and female students.

Instrument Validity:

The validity of the instrument was ensured by (arbitrator's validity, construct validity). The following is a clarification of the steps followed to ensure the instrument validity.

➤ Arbitrator's Validity:

The list together with arbitration list were sent to eight specialists in education, psychology and special education to verify the content validity and after collecting the arbitrators' estimates the rate of the agreement between their opinions was calculated where the percentage amounted to (78,59%).

Construct Validity:

To ensure the construct validity, the Alpha Cronbach internal consistency coefficients were calculated where their rate ranged from (0.79 - 0.87) and they were acceptable levels, justifying the use of the instrument for study purposes.

Measurement Reliability:

To ensure its reliability the questionnaire was applied on an experimental sample of 100 male and female students of King Abdulaziz University to explore how fit it was for the students and for the arrangement of the problems based on their importance and distribution of their items. The reliability coefficient was calculated by means of alpha Cronbach formula, where the reliability coefficient amounted to 0.87 and it was a high reliability coefficient and statistically significant, indicating the possibility of the result reliability produced by the questionnaire analysis.

Study Procedures:

- The team to apply the questionnaire was specified and was trained on application procedures involving familiarizing the students with the questionnaire, its objectives and the purpose of conducting such a study.

- The sample on which the questionnaire was to be applied was specified, the questionnaire was distributed to two groups of students in their study halls by the help of faculty staff then the researcher and the team explained the questionnaire to the students and stressed on the importance of filling it up according to the nature of their problems.
- The completion time of the questionnaire was fixed to (25-30) minutes.
- After the expiry of the fixed time, all papers were collected; the student's answers to all items were ascertained.

3. Results of the Study:

The Main Question:

“What are the main problems facing the students of King Abdulaziz University (male and female) from their point of view?”

To answer this question, the means and standard deviations of the student's estimates were computed where the total mean score was considered as a minimum for the consideration of the prominent problem in each dimension. The following tables include the results of the study sample in general. According to the study variables, table (1) shows the means and standard deviations of the estimates of the total student sample on the items of the questionnaire and the total score of each dimension.

The table shows means and standard deviations of the estimates of the total student sample for the questionnaire's items and the total score for each dimension of the study sample amounted to (n=260) and after the consideration of the sum of total mean score as a minimum for the emergence of the problem in each dimension, the statistical significances show variation as the analysis shows the following results concerning academic problems among students based on the importance of the problem. The means ranged from (*2.45 -2.88) as the highest mean amounted to ((*2.88 for the item of (I suffer from the size of syllabuses in comparison with the period of time allotted to them). The item of (I am displeased by the indiscipline of some faculty staff in lectures) came nine where the means amounted to (*2.45). The findings of the study coincided with the results of the following studies: (Bubshtait, 2008, Suleiman and Smadi, 2008, and Al-Bakr, 2009). The researchers attribute the ranking of academic problems as top problems, to the importance of the academic aspects for university students where the member of the staff represents an important axis for developing motivation on the students or in creating problems for them especially for the preparatory year students who face difficulty in accepting the nature of the university environment.

Table (1) Means and Standard Deviations of the Estimates of the Total Student Sample for the questionnaire items and the Total Score of Each Dimension (n=260).

Item	Gifted	Average
Academic problem		
I am displeased by lack of consideration for the student's special circumstances by some faculty staff.	*2.68	0.78
I am displeased by the ways of treatment by some faculty staff.	*2.72	0.74
I am displeased by the indiscipline of some faculty staff in lectures.	*2.45	0.88
Some lecturers use classical teaching methods.	*2.77	0.73
I suffer from the size of syllabuses compared to the period of time allotted to them.	*2.88	0.69
I am displeased by the lack of a unified course for the department to be easily dealt with.	*2.62	0.81
I am overburdened by the amount of researches required by the faculty staff.	*2.70	0.72
Total score	2.35	0.32
Item		
Social problems		
I avoid to frankly telling my parents of my problems.	*2.63	0.77
I find it difficult to make relationships with others whether they are students or faculty staff.	*2.71	0.90
I suffer from the difficulty of establishing relationships with my colleagues.	*2.46	0.89
My father overburdens me with homework that distracts me from the study.	*2.61	0.75
Total score	2.42	0.35
Item		
Psychological problems		
Hesitation in taking decisions for solving the problems that I face.	*2.41	0.94
I quickly get angered when provoked by others.	2.56*	0.84
I feel introversion and isolation	*2.60	0.96
I feel the fear and anxiety of the unknown future.	*2.83	0.97
Total score	2.42	0.35
Item		
Problems of the University Environment		
Lack of sufficient laboratories and modernly equipped study rooms.	*2.58	0.87
Lack of special cabinets for keeping belongings of the students.	*2.61	0.90
Lack of proper courtyards to enable students of different status (average, with special needs) to practice off-class activities.	*2.53	0.89
Lack of sufficient parking for students.	*2.59	0.82
Lack of cooperation with regular charitable societies and participation in their voluntary activities.	*2.51	0.68
Lack of internet access, and other modern technologies with high speeds.	*3.18	0.62
Total score	2.47	0.27

The social problems have come in the second rank where the means ranged from (*2.71-*2.46) and the highest mean was (*2.71) for the item of (I avoid frankly telling my parents of my problems.) and the fifth rank was (I suffer from the difficulty of making friendships with my colleagues) where the mean amounted to (*2.46). Most of the social aspects were centered in the nature of the relationship of the students with their relatives or colleagues and the study results coincided with the study of (Abu Hamada, 2006, Suleiman & Abu Zureiq 2007). The researchers attribute the reason of the nature of relationship between the students and their relatives to the nature of the restrictions imposed by the family causing barriers which do not enable the student to deal freely with his relatives. As for the nature of making friendship with colleagues it may be attributed to the student's poor skills in gaining friends.

Psychological dimension: the rates ranged from (*2.83-*2.41) where the item of (I feel the fear and anxiety of the unknown future) scored (*2.83) and the item of (hesitation in taking decisions for resolving my problems) ranked sixth. The researchers attribute this to the fear and anxiety of the student of not having a job that will secure his future causing their self-conflict particularly in the recent years as unemployment has increased among university graduates.

As for the university environment, the means ranged from (*3.18-*2.51) and the main problems have centered in preparation of appropriate conditions for the students such as availability of car parking, lack of sufficient number of laboratories and classrooms equipped with modern equipment, as well as new technology with high speed, lack of cooperation with regular charitable societies and participating in their activities. The results of the current study coincided with the results of (Al-Bakr's study, 2009, Yii- Nii, 2010). The researchers attribute the cause of these problems to the fact that the attractive university environment reduces psychological pressure on the student but if it is repulsive the pressure will increase and will negatively affect the academic performance of the student.

Table (2) :Means and Standard Deviations of the Estimates of the two samples of male and female university students and the Total Score of Each Dimension (n=145 male students, n=115 girl students).

Item	Gifted	Average	Gifted	Average
Academic problems	Gifted and talented/male	Average/male	Gifted and talented/female	Average/female
I am displeased by lack of consideration for the student's special circumstances by some faculty staff.	*2.60	0.76	*2.77	0.80
I am displeased by the ways of treatment by some faculty staff.	*2.75	0.73	*2.69	0.74
I suffer the lack of academic supervisor at the university	*2.37	1.19	*2.60	1.11
I am displeased by the indiscipline of some faculty staff at lectures.				
Some lecturers use classical teaching methods.	*2.46	0.86	*2.44	0.90
I suffer from the size of syllabuses compared to the period of time allotted to them.	*2.69	0.75	*2.86	0.69
I am overburdened by the amount of researches required by the faculty staff.	*2.68	0.69	*2.72	0.76
Total score	2.31	0.27	2.41	0.36
Item				
Social problems				
I avoid frankly telling my parents of my problems.	*2.52	0.81	*2.77	0.68
I find it difficult to make relationships with others whether students or faculty staff.	*2.71	0.91	2.70*	0.90
I suffer from the difficulty of making friendships with my colleagues.	*2.71	0.91	2.70*	0.90
My father overburdens me with homework that distracts me from the study	*2.58	0.72	*2.64	0.79
My father often interfere in my private affairs	2.42	0.81	*2.43	0.91
Total score	2.41	0.30	2.42	0.41
Item				
Psychological problems				
I feel difficulty in paying attention due to some problems that I suffer from.	*2.45	0.80	*2.64	0.87
I feel a lack of self accountability and continuous answerability	*2.48	0.98	*2.60	0.93
I get quickly angered when provoked by others.	*2.52	0.82	*2.61	0.88
I feel introversion and isolation	*2.61	0.92	*2.57	1.00
I feel the fear and anxiety of the unknown future.	*2.92	0.89	*2.73	1.06
Total Score	2.38	0.39	2.42	0.42
Item	gifted	average	gifted	average
Problems of the University Environment				
Lack of sufficient laboratories and modernly equipped study rooms	*2.53	0.84	*2.65	0.90
Lack of special cabinets for keeping student's belongings.	*2.61	0.88	*2.61	0.94
Lack of sufficient equipped clinics to meet the needs of the students.	*2.54	0.93	*2.50	0.82
Lack of sufficient parking for students.	*2.60	0.77	*2.57	0.89
Lack of telecommunication networks	*2.51	0.66	*2.48	0.73
Lack of internet access, and other modern technologies with high speeds.	*3.20	0.66	3.16	0.57
Total Score	2.48	0.27	2.45	0.26

With respect to the academic issues the means ranged between (2.37 -2.83) for males and between (2.44 - 2.93) for females, where the item (I suffer from the large size of courses compared to the period of time allotted to them), got the highest means for males and females and the item (some lecturers use traditional teaching methods) came in second place for females with a mean of (2.86), while the item (I am displeased by the ways of treatment used by some faculty members) came in second place for males, and the item (I suffer from the lack of an academic advisor at the university) got the lowest mean (2.37), while the item (it bothers me to see some undisciplined lecturers at lectures) for the females got the lowest mean (2.44). When considering the degree of males and females on all items there were high means for females than males in the feeling of the academic problems.

As for social problems they differed between males and females, ranging between (2.42 - 2.71) for males, and between (2.77 - 2.43) for females. There is a high sense of social problems among females, especially in the nature of family relationships (parents) and this is due to the nature of conservative societies that impose restrictions on females, it is also noticed that the results were close between males and females in building relationships with

faculty staff and peers, and this is due to the students that they do not have the correct methods of communication as well as the nature of the restrictions set by some faculty members about themselves. The results of the study are compatible with the results of the descriptive study of Yii-Nii, (2010), and the study of Abu Hamada (2006).

In the psychological dimension we noticed that the means were varying where the highest degree for males ranged from (2.45-2.92) and for females from (2.57-2.73). When comparing the results of means between males and females in general, we can notice that the females top the means with the exception of the dimension of the fear of future where the means of males are higher, and the researchers attribute the reason for this to the increased burdens on males, and to the fact that females are less psychologically compatible compared to male students due to the withdrawal nature of women in conservative societies, especially if they are newly going to the university and exposed to different or mixed society. The results of the current study have coincided with the results of Zughaiibi's study (1996).

For the university environment, the means for males ranged from (2.53-3.20) and for females from (2.48 - 3.16) and the problems relate to non availability of the internet and other modern technologies with high speeds, and the lack of suitable courtyards to allow students of different status (average and with special needs) to practice non-classroom activities. The results of this study have coincided with the results of Al-Bakr's study (2009).

Table (3): The means and Standard Deviations of the two sample Estimates of the social status (married, single) of the university students and the total score of each dimension. (n=260).

Item	Gifted and /single	Average/single	Gifted and /married	Average /married
Academic problem				
I am displeased by lack of consideration for the student's special circumstances by some faculty staff.	*2.70	0.76	*2.62	0.85
I am displeased by the ways of treatment by some faculty staff.	*2.73	0.76	*2.69	0.63
Some lecturers use classical teaching methods.	*2.79	0.75	*2.67	0.64
I suffer from the size of syllabuses compared to the period of time allotted to them.	*2.92	0.73	*2.73	0.53
I am displeased by the lack of a unified course for the department to be easily dealt with.	*2.62	0.87	*2.60	0.53
I am overburdened by the amount of researches required by the faculty staff.	*2.76	0.69	*2.49	0.81
Total Score	2.33	0.33	2.45	0.23
item				
Social Problems				
I avoid to frankly telling my parents of my problems.	*2.63	0.77	*2.62	0.65
I find it difficult to make relationships with others whether students or faculty staff.	*2.71	0.90	2.45*	0.79
I suffer from the difficulty of making friendships with my colleagues.	*2.46	0.89	*2.45	0.76
My father overburdens me with homework that distracts me from the study.	*2.61	0.75	*2.44	0.79
Total Score	2.42	0.35	*2.33	0.82
item				
Psychological Problems				
Hesitation in taking decisions for solving problems that I face.	*2.44	0.99	*2.27	0.77
I quickly get angered when provoked by others.	*2.55	0.85	*2.47	0.79
I feel the fear and anxiety of the unknown future.	*2.99	0.90	2.25	1.04
Total Score	2.44	0.41	2.25	0.34
Item				
Problems of the University Environment				
Lack of sufficient laboratories and modernly equipped classrooms.	*2.62	0.89	*2.45	0.90
Lack of cabinets for keeping student's belongings.	*2.62	0.89	*2.58	0.94
Lack of internet access and other modern technologies with high speeds.	*3.16	0.61	*3.27	0.57
Total Score	2.49	0.28	2.39	0.26

According to the table the sample contained (55 married, and 205 singles) and the means ranged between (2.62 -2.76) for singles and between (2.49 -2.73) for married. When comparing the means in general, we notice that the means of married students were less than the means of unmarried students which contrasts what is known that the married student suffers from psychological stress due to the increased family burdens and that the unmarried student is not exposed to the pressures of the same degree that the married student is exposed to, and the researchers attribute this to the fact that the unmarried student is more capable of establishing social relationships within the

university because of the increased percentage of unmarried students at the university and thus the opportunity is more available for him than the married student who has more commitments and responsibility, affecting concentration in his study (Morsi and Sabowa, 2004).

Regarding social problems the means for unmarried students ranged from (2.55 -2.78) and from (2.33 - 2.62) for married students, and the results show that the means of unmarried students are higher than the means of married ones indicating that the unmarried are more sensitive to social problems. The researchers attribute this to the independence experienced by married students, which gives them higher social skills than the unmarried.

With regard to the psychological problems, the means of unmarried students ranged between (2.44 -2.99) and between (2.27- 2.60) for married students, where the results show that the means of married students are higher than the means of unmarried ones indicating that the unmarried are more sensitive to the problems, especially to the item of the unknown future and the researchers attribute this to the fact that married students often feel stability in their economic and social situations as they join the university to complete their studies while continuing their work or they have special businesses that enable them to achieve living stability (Vlahos, 2003).

As for the problems of the university environment the means of unmarried students ranged from (2.62- 3.16) and from (2.40 -3.27) for married ones, where the item of (lack of internet, and other modern technologies with high speeds) and the researchers believe that this item must be an inducement for the university to increase interest in the provision of modern technology because of its impact on leisure-time.

Table (4) The Means and Standard Deviations of the Sample Estimates of the two types of faculties (scientific/literary) of the university students and the total score of each dimension (Scientific 114, literary 146)

Item	Gifted	Average	Gifted	Average
Academic problem				
I am displeased by lack of consideration for the student's special circumstances by some faculty staff.	*2.61	0.77	*2.73	0.78
I am displeased by the ways of treatment by some faculty staff.	*2.61	0.68	*2.81	0.77
I am displeased by entrusting specialized courses to unspecialized lecturers	*2.49	0.76	*2.45	0.82
Some lecturers use classical teaching methods.	*2.75	0.71	*2.78	0.74
I suffer from the size of syllabuses compared to the period of time allotted to them.	*2.85	0.67	*2.90	0.71
I am displeased by the lack of a unified course for the department to be easily dealt with.	*2.41	0.77	*2.78	0.80
Total Score	2.28	0.25	2.41	0.35
item	gifted and talented	average	gifted and talented	average
Social Problems				
	Gifted and talented/scientific	Average/scientific	Gifted and talented/literary	Average/literary
I avoid to frankly telling my parents of my problems.	*2.66	0.76	*2.61	0.75
I find it difficult to make relationships with others whether students or faculty staff.	*2.64	0.85	*2.76	0.94
My father treats me in a way that is incompatible to my age.	*2.39	0.86	*2.63	0.84
My father overburdens me with homework that distracts me from the study.	*2.50	0.71	*2.68	0.77
Total Score	2.33	0.33	2.48	0.35
item				
Psychological Problems				
I find difficulty in concentration due to some problems I suffer from.	*2.40	0.75	*2.64	0.89
I feel lack of self accountability and continuous self answerability.	*2.58	0.96	*2.50	0.96
I quickly get angered when provoked by others.	*2.46	0.84	*2.64	0.84
I feel the fear and anxiety of the unknown future.	*2.73	0.84	*2.42	1.02
I feel introversion and isolation.	*2.74	1.06	*2.91	0.90
Total Score	2.32	0.45	2.46	0.35
item				
Problems of the University Environment				
Lack of sufficient laboratories and newly equipped classrooms	*2.56	0.89	*2.60	0.85
Lack of sufficient medical clinics to meet the student's needs	*2.64	0.92	2.43	0.86
Lack of sufficient parking for student's cars	*2.51	0.79	*2.65	0.86
Lack of cooperation with regular charitable societies and contribution to their voluntary activities.	*2.58	0.65	2.45	0.74
Lack of internet access and other modern technologies with high speeds.	*3.20	0.61	*3.16	0.65
Total Score	2.45	0.25	2.48	0.28

The previous table shows the means and standard deviations for the estimates of the two samples of male and female students of the university and the total score for each dimension related to scientific and literary colleges where the two samples (114 scientific, and 146 literary) show statistical significances at the level of variation.

With regard to the academic problems, the means ranged between (2.41 -2.85) for scientific faculties and between (2.45-2.90) for colleges of humanities. When comparing the means in general we see that the means of students in scientific faculties are less than the those of the students in the humanities and this demonstrates to the members of the faculty the importance of diversity in teaching methods and the importance of choosing modern and appropriate methods, and to change the methods of dealing with students, especially at colleges of humanities. The researchers attribute the cause of severe reaction among the students of theoretical colleges to the nature of the view of the faculty members about the students of these colleges, and what enhances the validity of this conclusion is the comparison of the means between scientific and literary colleges. The results of this study coincided with the study of Suleiman and Smadi (2008), and the study of Abu Hamada (2006).

For social problems the means for students of scientific colleges ranged between (2.39-2.66) and between (2.61-2.68) for colleges of humanities, where the results show that the means for theoretical colleges are higher than the means of the scientific colleges, indicating that the sensitivity of theoretical college students to the problems are stronger where the results showed high means, particularly in the item of.

The researchers attribute the reason for this to the fact that literary students have more spare time than scientific students who hardly ever find the time to spend on social relationships; they are always in study activity, and under the educational pressure. So, it is noted that there were more social problems associated with the family of theoretical college students than those of scientific college students. The results of this study coincided with the study of Abu Hamada (2006).

For the psychological problems the means for scientific college students ranged between (2.40-2.74) and between (2.50 - 2.91) for theoretical college students and the results show that the means of theoretical colleges are higher than the means of scientific colleges, indicating that the sensitivity of theoretical college students to the problems are stronger, as the results showed high means, particularly in the item of (I feel the fear and anxiety of the unknown future) among the theoretical college students. The researchers attribute the reason for this to the nature of the labor market and to supply and demand, as the demand for scientific college graduates is bigger and the widespread unemployment among literary college graduates makes the anxiety and fear a concern for the theoretical colleges. The item of (I feel introversion and isolation from others) comes in the second degree for the scientific college students and the researchers attribute this to the nature of the subjects that require time and effort in the study, while for theoretical college students the item of (I become quickly angered when provoked by others) comes in the second degree with a mean of (2.64). The results of this study coincided with the study of Al-Bakr (2009).

With regard to the problems of the university environment, the means for scientific college students ranged from (2.51-3.20) and from (2.43-3.16) for theoretical colleges, where the results show that the means between the two groups came close in the problems and demands that students aspire to achieve where the item of (a lack of Internet, and other modern technologies with high speeds) is noticeable, and this is bound to be an inducement for the university to increase attention to the provision of modern technology because of its impact on leisure-time, but after checking the results between the two groups. The results of this study coincided with the descriptive study of (Yii-Nii, 2010).

The previous table shows the means and standard deviations of the estimates of the two samples of male and female university students and the total score for each dimension between preparatory and advanced levels as the sample contained (146 preparatory/114 advanced). The analysis shows the following results :

With regard to the academic problems, the means ranged between (2.69 - 2.90) for the preparatory and between (2.53 - 2.85) for the advanced. When comparing the means in general we see that the means of the students in the advanced colleges are less than the means of the students in the preparatory ones and here we notice that most of the items among the students of the preparatory year have significances. the researchers attribute this to the fact that the preparatory year students are more in need of guidance, and more benefiting from it, as new students are more required to know the university regulations and study requirements, as well as to clarify the nature of the relationship between a university professor and a college student, as they are new to this relationship, as well as the preparatory year students are in need of some encouragement and motivation to get rid of test and achievement anxiety, while students of the advanced years, have already passed the stage of specialization selection, and they have become familiar enough with exam regulations and the university's bylaws.

For social problems the results show that the means of preparatory students ranged between (2.49-2.81) and it appears that the means are higher among the preparatory students compared with others. It is noted that the top item among the preparatory year students was (I find difficulty in establishing relationships with others, whether students or faculty members) and the researchers attribute this to the need of the preparatory students to social

counseling, while the item of (I avoid frankly telling my parents of my problems) among the students in the advanced stages got the average. The researchers attribute this to the fact that the students who are in their final stages feel a sense of autonomy in decision-making and not to rely on guidance of parents and thus enhancing their response so the item of (my parents treat me in a way that is not commensurate with my age) has got the lowest estimate of (2.19).

Table (5): The means and Standard Deviations of the two sample Estimates of the educational levels (preparatory/advanced) of the university students and the total score of each dimension. (Preparatory 146 advanced 114).

Item	Gifted/ preparatory	Average/ preparatory	Gifted/advanced	Average/advanced
Academic problem				
I am displeased by lack of consideration for the student's special circumstances by some faculty staff.	*2.66	0.76	*2.69	0.80
I am displeased by the ways of treatment by some faculty staff	*2.77	0.77	*2.67	0.69
I suffer from the size of syllabuses compared to the period of time allotted to them.	*2.90	0.78	*2.85	0.57
I am displeased by the lack of a unified course for the department to be easily dealt with.	*2.69	0.79	*2.53	0.82
Total score	2.26	0.32	2.47	0.27
item	gifted/preparatory	Average/ preparatory	Gifted/advanced	Average/advanced
Social problems				
I avoid to frankly telling my parents of my problems.	*2.49	0.79	*2.81	0.70
I find it difficult to make relationships with others whether they are students or faculty staff.	*2.81	0.99	*2.58	0.76
My father overburdens me with homework that distracts me from the study.	*2.70	0.76	*2.49	0.72
Total Score	2.44	0.35	2.38	0.35
item	gifted/preparatory	Average/ preparatory	Gifted/advanced	Average/advanced
Psychological Problems				
I find difficulty in concentration due to some problems I suffer from.	*2.55	0.87	*2.51	0.79
I feel lack of self accountability and continuous self answerability.	*2.58	1.14	*2.47	0.64
I quickly get angered when provoked by others.	*2.68	0.85	*2.41	0.82
I feel the fear and anxiety of the unknown future.	*2.76	0.96	*2.39	0.92
I feel introversion and isolation from others.	*2.95	0.90	*2.68	1.04
Total Score	2.49	0.40	2.28	0.38
item	gifted/preparatory	Average/ preparatory	Gifted/advanced	Average/advanced
Problems of the University Environment				
Lack of sufficient laboratories and modernly equipped classrooms.	*2.58	0.93	*2.60	*2.60
Lack of special cabinets for keeping the student's belongings.	*2.54	0.91	*2.70	*2.70
Lack of sufficient parking for student's cars.	*2.60	0.81	*2.57	*2.57
Lack of internet access and other modern technologies with high speeds.	*3.09	0.59	*3.30	*3.30
Total Score	2.47	0.27	2.47	2.47

With regard to the psychological problems, the results show that the means of the preparatory year students ranged between (2.55-2.95) while those of the advanced year students ranged between (2.41-2.68) and it appears that the means are higher among the preparatory year students compared to the others. It is noted that the top item among the preparatory year students and the advanced year students was (I feel the fear and anxiety of the unknown future) but it is much higher among the preparatory students. The researchers attribute the reason for this to the fact that the students in the preparatory year suffer from the unknown fate in the selection of colleges that will determine their lives; in addition, the results of the rest of items were significant. The researchers here suggest the need to activate psychological role of the university professor, the professor must have training in psychological counseling and learn about Counseling Psychology, so as to have an integral role, and be able to produce graduates who are compatible with public life and are able to establish safe and effective careers and families after graduation.

As for the problems of the university environment the means of the preparatory year students have ranged from (2.58-3.09) and from (2.57-3.30) for the students of the advanced years and the results show that the means between the two groups came close in the problems and demands that the students aspire to achieve. The item of (unavailability of the internet, and other modern technologies with high speeds) was noticeable. The researchers see the need for greater attention to modern technology because of its impact on leisure-time, but after checking the results between the two groups. The results of the study coincided with the results of Al-Bakr's study (2009).

Table (6): Means and standard deviations of the sample estimates of student status (average/ gifted and with special needs) of the university students and the total score for each dimension (average 172/ gifted 62 with special needs 26)

item	Gifted	Average	Gifted	Average	Gifted	Average
Academic problem	Gifted/average	Average/ average	Gifted/ gifted	average/gifted	Gifted/special needs	Average/Special needs
I am displeased by the lack of consideration for the student's special circumstances by some faculty staff.	*2.63	0.76	*2.76	0.80	2.77	0.95
I am displeased by the ways of treatment by some faculty staff.	*2.71	0.72	*2.73	0.69	2.81	0.85
It bothers me that some courses of specialization are entrusted to unspecialized lecturers.	*2.41	0.84	*2.55	0.62	2.69	0.62
Some lecturers use classical teaching methods.	*2.67	0.72	*2.98	0.69	2.85	0.67
I suffer from the size of syllabuses compared to the period of time allotted to them.	*2.77	0.68	*2.95	0.57	*3.42	0.58
I am displeased by the lack of a unified course for the department to be easily dealt with.	*2.63	0.70	*2.39	0.82	*3.12	1.14
Total Score	2.28	0.27	2.35	0.27	2.84	0.35
item	Gifted and talented	average	Gifted and talented	average	Gifted and talented	average
Social Problems	Gifted and talented/average	Average/average	Gifted and talented/gifted and talented	Average/gifted and talented	Gifted and talented/with special needs	Average/with special needs
I avoid to frankly telling my parents of my problems.	*2.50	0.75	*2.82	0.71	*3.04	0.82
I find it difficult to make relationships with others whether they are students or faculty staff.	*2.72	0.90	*2.47	0.94	*3.19	0.63
I suffer from the difficulty of establishing relationships with my colleagues.	*2.40	0.88	*2.44	0.84	*2.96	0.92
Total Score	2.39	0.29	2.32	0.40	2.82	0.35
item	Gifted and talented/ average	Average/average	Gifted and talented/gifted and talented	Average/gifted and talented	Gifted and talented/with special needs	Average/with special needs
Psychological Problems	Gifted and talented/ average	Average/average	Gifted and talented/gifted and talented	Average/gifted and talented	Gifted and talented/with special needs	Average/with special needs
I find difficulty in concentration due to some problems that I suffer.	*2.60	0.78	*2.18	0.84	*2.96	0.87
I feel a lack of self accountability and continuous self answerability.	*2.70	0.97	1.94	0.77	*2.88	0.59
I quickly get angered when provoked by others.	*2.65	0.86	*2.23	0.77	*2.77	0.65
I feel introversion and isolation from others.	*2.65	1.01	*2.29	0.82	*3.00	0.69
I feel the fear and anxiety of the unknown future.	*2.73	0.98	*2.85	0.99	*3.46	0.65
Total Score	2.50	0.34	2.01	0.36	2.64	0.26
item	gifted and talented	average	gifted and talented	average	gifted and talented	average
Problems of the University Environment	Gifted and talented/average	Average/average	Gifted and talented/gifted and talented	Average/gifted and talented	Gifted and talented/with special needs	Average/with special needs
Lack of special cabinets to keep the student's belonging in.	*2.56	0.94	*2.60	0.84	*3.00	0.74
Lack of cooperation with regular charitable societies and participation in their voluntary activities.	*2.47	0.67	*2.52	0.62	2.81	0.80
Lack of internet access and other modern technologies with high speeds.	*3.06	0.58	*3.35	0.63	*3.54	0.65
Total Score	2.40	0.20	2.50	0.29	2.88	0.24

The table shows the means and standard deviations for the estimates of the two samples of male and female university students, and the total score for each dimension between the (average, gifted, and those with special needs) where the sample consisted of (172 average, 62 gifted and 26 students with special needs), and after

considering the total mean score as a minimum to be considered for the emergence of the problem in each dimension, the statistical significances have appeared at the level of variation and the analysis shows the following results:

Regarding the academic problems the means of the average students ranged from (2.41-2.77) and the means of the gifted students ranged between (2.39-2.95) and the means of those with special needs ranged from (2.69-3.42). Despite of the different categories, the most prominent items which have high means were (I suffer from the large size of courses compared to the period of time allotted to them) followed in importance by the item of (some lecturers use traditional methods of teaching), and then the item of (I am displeased by the way of treatment of some faculty members) and the item of (it bothers me that some faculty staff do not take into account the private circumstances of the student). The researchers believe that these indicators necessitate the reconsideration of various courses, their size and to conduct training courses for faculty members in dealing with the students.

As for the social problems the means among average students ranged between (2.40-2.72) and between (2.44 -2.82) for the gifted students and between (2.82 -3.19) for those with special needs and most of the problems were centered in the items of (I avoid to frankly telling my parents of my problems, I have difficulty in building relationships with others, whether students or faculty members, I suffer from difficulty in building friendships with my colleagues).

As for psychological problems the means among average students ranged between (2.60-2.73) and (2.18 - 2.85) for the gifted and between (2.65-3.46) for those with special needs. It is noted here that the scores of the gifted students in psychological problems were less in their total means than those of the average students and of those with special needs.

With regard to environmental problems the means among average students ranged from (2.47-3.06) and from (2.52-3.35) for the gifted and between (2.8-3.54) for those with special needs. When comparing the three results we notice that the sense of the problems experienced by students with special needs is greater than that of their average and gifted colleagues. The researchers attribute the reason for this to the nature of their special circumstances which impose a set of restrictions and obstacles on them in addition to the existence of the problems of the university environment, which helps in increasing the feeling of the problem.

The First Question:

Is there a statistically significant difference between the mean estimates of students of King Abdulaziz University for the problems they face depending on the sex of the student (male - female)?

To answer this question, a T-test was used to assess the differences between the mean estimates of male and female students of the dimensions of the study instrument. The following table shows the results of this analysis:

Table (7): Mean estimates of male and female students on T test

Dimension	Average/female	Gifted /female	Average/male	Gifted /male	T value
Academic problems	2.31	0.27	2.41	0.36	**2.60
Social problems	2.41	0.30	2.42	0.41	0.10
Psychological problems	2.38	0.39	2.42	0.42	0.94
University environment problems	2.48	0.27	2.45	0.26	0.95

The table shows the results of the T test of the estimation of the differences between the means of male and female students of the four dimensions of the instrument where the table showed the presence of statistically significant differences between males and females in favor of females especially in academic problems. The researchers attribute this to the fact that the females are often in need of more support and assistance and they are more scared than students and the reason for this is due to the nature of the females and their keenness to advance and prove themselves as well as to the fear of failure, and this has been confirmed by Al-Bakr's study (2009).

Are there any statistically significant differences between the mean estimates of students of King Abdulaziz University of the problems they face depending on the social status of the student (single - Married) ?

Table (8): Mean estimates of the students on T test, pursuant to student's status (single - married)

Dimension	Average/married	Gifted /married	Average/unmarried	Gifted/unmarried	T value
Academic problems	2.33	0.33	2.45	0.23	**2.54
Social problems	2.45	0.34	2.29	0.36	***3.15
Psychological problems	2.44	0.41	2.25	0.34	***3.12
University environment problems	2.49	0.28	2.39	0.21	**2.57

The table shows the results of t-test for the assessment of the differences between the mean estimates of students (single - Married) of the four dimensions of the study instrument where the table showed the presence of statistically significant differences between (single- Married) in favor of married students. The researchers attribute

the reason for this to the nature of the family obligations, conditions and pressure which are often imposed on the life of a married student causing aggravation in his sense of the problems surrounding him.

- Are there any statistically significant differences between the mean estimates of students of King Abdulaziz University of the problems they face due to the type of the college (scientific colleges – colleges of humanities)?

Table (9): Mean estimates of the students on T test, pursuant to the type of the college (scientific - humanities)

Dimension	Average/married	Gifted /married	Average/single	Gifted /single	T value
Academic problems	2.28	0.25	2.41	0.35	***3.36
Social problems	2.33	0.33	2.48	0.35	***3.48
Psychological problems	2.32	0.45	2.46	0.35	***2.95
University environment problems	2.45	0.25	2.48	0.28	0.91

The table shows the results of t-test to assess the differences between the mean estimates of students (scientific colleges - theoretical colleges) of the four dimensions of the study instrument where the table showed statistically significant differences between (scientific Colleges and Humanities) for the benefit of scientific colleges. The researchers confirm that the reason for this is due to the nature of the scientific colleges and its difficulty as well as the effort exerted by students in these colleges which increase the burdens, academic, social, and mental problems more than in theoretical faculties.

Is there a statistically significant difference between the mean estimates of students of King Abdulaziz University of the problems they face depending on the academic level of the student (preparatory - advanced)?

Table (10): Mean estimates of the students on T test, depending on the academic level of the student (preparatory - advanced)

Dimension	Average/married	Gifted /married	Average/unmarried	Gifted/unmarried	T value
Academic problems	2.26	0.32	2.47	0.27	***5.69
Social problems	2.44	0.35	2.38	0.35	1.33
Psychological problems	2.49	0.40	2.28	0.38	***4.24
University environment problems	2.47	0.27	2.47	0.26	0.09

The table shows the results of t-test to assess the differences between the mean estimates of students (preparatory - advanced) of the four dimensions of the study tool where the table showed the presence of statistically significant differences between the (preparatory-advanced) in the academic problems for preparatory students. The researchers attribute this to the nature of the academic stage, as the preparatory student who comes to the university (e.g. new World for him) needs someone to guide him and help him to overcome the obstacles but such a state will decrease by the passage of time, also we notice presence of a statistically significant in psychological problems for the advanced students. The researchers attribute this to lower motivation among the students of the advanced years and the fear of the unknown future that awaits them after graduation.

Are there any statistically significant differences between the mean estimates of students of King Abdulaziz University of the problems they face depending on the student category (average- gifted and talented-with special needs)?

Table (11): Mean estimates of the students on T test, depending on the student category (average- gifted -with special needs)

Dimension		Total squares	Freedom degrees	Square means	T value
Academic problems	Between groups	7.07	2	3.54	48.18
	Within groups	18.86	257	0.07	
	Total	25.93	259		
Social problems	Between groups	5.03	2	2.51	24.18
	Within groups	26.72	257	0.10	
	Total	31.74	259		
Psychological problems	Between groups	12.56	2	6.28	54.88
	Within groups	29.41	257	0.11	
	Total	41.97	259		
University environment problems	Between groups	5.30	2	2.65	51.95
	Within groups	13.10	257	0.05	
	Total	18.40	259		

The table shows the presence of statistically significant differences between the mean estimates of students of King Abdulaziz the University of the problems they face depending on the student category (normal -gifted -with special needs) in favor of psychological problems and the researchers attribute the reason for this to the nature of motivation shown by the individual in his enthusiasm for Higher Education. But this is varying as the obstacles that stands in the way of the student, whether at a personal level or family level or associated with university environment in addition to the unknown future that awaits him, all these limit his motivation and increases psychological problems that play a role in the worsening of the rest of the problems he faces. The psychological problems also vary by Category. The gifted students try to overcome these pressures and therefore we have noticed the decline among them. But for those with special needs the psychological problems increase because they have a disability while for the average students they vary from one person to another. And the following table shows the differences between the three categories (average- gifted -with special needs).

Table (12):The significant differences between the three categories (average- gifted -with special needs).

Dimension		M1	M2	difference	Standard error	Function significant
Academic problems	Average X gifted and talented	2.28	2.35	0.07	0.040	0.30
	Average X special	2.28	2.84	0.56	0.057	0.001
	Gifted and talented X special	2.35	2.84	0.49	0.063	0.001
Social problems	Average X gifted and talented	2.39	2.32	0.07	0.048	0.33
	Average X special	2.39	2.82	0.43	0.068	0.001
	Gifted and talented X special	2.32	2.82	0.50	0.075	0.001
Psychological problems	Average X gifted and talented	2.50	2.01	0.49	0.050	0.001
	Average X special	2.50	2.64	0.14	0.071	0.15
	Gifted and talented X special	2.01	2.64	0.63	0.079	0.001
University environment problems	Average X gifted and talented	2.40	2.50	0.10	0.033	0.05
	Average X special	2.40	2.88	0.48	0.048	0.001
	Gifted and talented X special	2.50	2.88	0.38	0.053	0.001

The table shows the statistical significant differences between the three categories (average -gifted- with special needs) where there are differences between average and gifted students in academic problems for the gifted ones and for those with special needs. The researchers consider this result as realistic in accordance with the items that fall under this dimension and the reason for this is due to the nature of these categories and the care they need as the gifted is always trying to achieve his ambition while students with special needs are in need of care to help them overcome adversity and obstacles they encounter.

For social problems between the (average, gifted, and those with special needs) the results show a statistically significant in favor of the average students and those with special needs. The researchers attribute the reason for this to the fact that the personal and social qualities such as independency, self-confidence, love of the debate and inquiry are often considered as a source to overcome many social problems while for those with special needs the reason is attributable to the troubled relations between the student with special needs, and all employees and concerned persons within the framework of the university whether his peers, average colleagues, faculty members, administrators and others, leading to the emergence of

psychological, emotional, behavioral and social problems represented in the poor adaptation of the student with his environment, as there are some difficulties that hinder the proper social adjustment of the disabled within the university campus or outside it, both in terms of his relationship with his teammates, or his relationship with the teachers and staff in the department and the college, as well as the problems related to promotional activities and leisure time, (Ma'ajini *et al.*, 2009). The results of the current study have coincided with the results of the study of Abu Hawash (2012).

As for psychological problems among (average, gifted, and those with special needs) the table shows differences between average and gifted students and those with special needs in psychological problems favoring the average students and those with special needs. The researchers attribute the reason for this to the fact that the student of high achievement has positive attitudes towards the university and has self-confidence and strong motivation towards the study and is more adaptive and respectful for the university laws and regulations, while the average student has varying trends between positive and negative about the university and this depends on the nature of the student, while it is noticed that the students with

special needs have many psychological problems resulting from the nature of the circumstances they experience and the pressures they face, both at a personal level or the environment around them (family, university).

For the problems of the university environment between the (average, gifted, those with special needs), the table shows the differences between average and gifted students and those with special needs in favor of the gifted and those with special needs. The researchers attribute the reason for this to the fact that the gifted students seek to make the social environment an attractive environment to help them achieve what they aspire to achieve (Al-Ashwal, 2013) and the reason for the rise among students with special needs is attributable to the lack of cooperation of administrators, the lack of places for activities, the lack of available services (entertainment, guidance, general) and the lack of teaching halls, and special facilities for this category.

Study Recommendations: -

Develop awareness outreach programs for new students, allowing them the opportunity to live with the new university situations.

Activate the role of the academic advisor in the scientific departments making it easier for student to consult him in scientific affairs.

Activate the role of psychological counseling in colleges, helping students to overcome the obstacles they face.

Develop programs related to self-development, which helps students to build themselves and cope with the pressures that they may be exposed to.

Pay attention to the most common problems and work on resolving them using appropriate methods.

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