



# A Comparative Analytical Study of Counseling Needs Among Students of Physical Education and Sport Sciences | Tikrit University

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Received: 05-01-2026  
Accepted: 16-02-2026  
Published: 30-03-2026



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**Abstract:** *This study attempted to identify the level of guidance needs among physical education and sports science students at Tikrit University, and to compare these guidance requirements with those of other physical education and sports science students at the same university. The researcher used the descriptive survey method, as it was good for the nature of the research problem: showing differences in guidance needs among physical education and sports science students at Tikrit University. The research population consisted of physical education and sports science students at Tikrit University during the academic year (2025-2026), totaling (1074) students distributed across four academic years (first year = 326 students, second year = 395 students, third year = 255 students, and fourth year = 97 students). A stratified sample of (230) students, representing (21.415%) of the original population, was selected. (30) of these students, representing (13.043%), were used to extract the scientific criteria. The main research sample consisted of (200) students, representing (86.956%) of the total research sample. The researcher used the Statistical method for the Social Sciences (SPSS) to analyze the results. The findings indicated that students in the first year exhibited the highest mean level of guidance needs compared with those in other academic levels. The results are*

*showing that the first year students are needing more comprehensive guidance and awareness if they been compared to other academic levels. Statistically the indications are referred very strongly for the first year students, as well as there are important differences showing between second, third and fourth year students and the results are showing for the favor of second year students, this means that the guidance and awareness processes are gradually starting to decrease whenever the students are passing from one level to another in other words they when they starting adaptation more and more with surrounded environment they can live and act more closely with the elements. The researcher here is recommending to provide and design more training and guidance programs particularly for first year students in order they can learn, adapt, and understand the university life much better and closer as well as providing more experienced guidance instructors and trainers inside the educational institutions in order to solve the problems and requirements of the students depending on academic criteria.*

**Keywords:** *Guidance Requirements and Needs, Students of Physical Education and Sports Sciences, University of Tikrit*

## Introduction

The university life is considered as an important level and station in the students' life, because they are facing many academic, social or psychological challenges and changes and these challenges are required to adapt by the student to pass these abstractions by creating successful social relations and working on time organization and management for building their professional future. According to these challenges, there will be new set of

guidance requirements that appearing for the student and this requires significance of psychological and guidance balance which will be very useful both of the student and the community, Ramadan.2012. Also Hassiba.2018 is confirming that educational environment is the most important field that requires more guidance among the student according to their various demands.

These kinds of challenges and stresses are appearing among the students of Physical educations and sports sciences faculty because there academic specialization is a combination between theoretical practical activities as we as they are participating in different competitive sports activities and this privacy requires different guidance requirements such as social, psychological, educational and practical aspects. Alamro, 2024.

The psychological and educational guidance has a great significance in the educational environment, which is showing the real needs of the students, and appropriate support can be provided to them, such as developing their skills, understanding their problems, dealing with the pressures that they face in a correct way, and helping them achieve psychological, academic, and social balance. This is what Jabouri 2011 confirms and educational, scientific preparation of the students is very important as this stage is very critical and they which they can draw their lives and paths.

Guidance needs are among the fundamental variables in the lives of university students, contributing to balance and harmony in various aspects of their lives (psychological, academic, physical, social, and others). It aims to help students express their problems, work towards overcoming them, and interact effectively with their environment (Brouk, 2019). Physical education and sports science students, like other university students, face a range of challenges. These challenges vary according to the educational stage, and may be reflected in students' guidance needs in multiple areas, including academic, psychological, social, sexual, economic, health, and physical. Guidance and counseling are among the important and fundamental things that must be provided to students so that they can cope with the circumstances, obstacles, and changes that occur. Providing psychological and social support fosters their ability to adapt and enhances their mental, emotional, and physical well-being. Neglecting these needs may often lead to behavioral and emotional disturbances with negative effects on the university and social environment (Ahmed, 2025).

Through his observations as a university instructor specializing in sports psychology, the researcher noted the emergence of behaviors and actions among some students that may affect their academic performance, personal adjustment, and level of integration within the university environment. Failure to meet these needs may lead to behavioral, emotional, or academic problems that hinder the achievement of desired educational goals. Unmet guidance needs expose individuals to problems and render them helpless. The problem lies in the inability to solve it and the inability to cope with the surrounding environmental conditions and adapt to society to reach and achieve the goal (Hamza, 2016). This is where the research problem lies: conducting an analytical study comparing the guidance needs of physical education and sports science students at Tikrit University.

**Methodology:** The researcher used the descriptive survey method, as it is suitable for the nature of the research problem, to identify differences in guidance needs among physical education and sports science students (first, second, third, and fourth years), and which of the four years has the highest guidance needs. This allows for identifying differences between academic years using analysis of variance and reaching sound scientific conclusions that describe the main and actual reality of the research population.

## Methodology

The original research population consists of physical education and sports science students at Tikrit University for the academic year (2025-2026), totaling (1074) students distributed across four years (first = 326 students, second = 395 students, third = 1074 students). 255 students, the fourth = 97 students), the sample was selected using the stratified method, which consists of (230) students who constitute (21.415%) of the original population, and (30) of them were used to extract the scientific foundations (reliability), which constitute (13.043%), while the main research sample consisted of (200) students who constitute (86.956%) of the total research sample, as in Table (1).

No.	Population (College Level)	Stratified Sample Selected	Scientific Based Samples	Scientific Sample (Reliability)	Basis	Main Sample	Research
1	First	326 →	70	7		63	
2	Second	395 → 84	84	9		75	
3	Third	255 → 55	55	7		48	
4	Fourth	98 → 21	21	7		14	
<b>Total</b>	<b>1074</b>	<b>320</b>	<b>30</b>	<b>30</b>		<b>200</b>	
<b>Percentage (%)</b>	<b>100%</b>	<b>100%</b>	<b>21.415%</b>	<b>13.043%</b>		<b>86.956%</b>	

## Data Collection

To gathering the necessary information, the researcher used the guidance needs scale, a that originally designed by (Jabori, 2011). This assessment features 57 specified items organized into seven different categories: academic, social, psychological, sexual, economic, health and physical domains.

## Scoring Key:

To measure the responses the researcher use a three point frequency scale consisting of always, sometimes and never. This scoring method results in a maximum potential total of 171 points, while the minimum score can receive 57.

## Scientific Foundations of the Guidance Needs Scale:

- A. **Validity:** The researcher confirmed the test's validity by calculating its self-validity using the root-squared reliability coefficient (0.958). Face validity was also confirmed by presenting the scale to a panel of experts and referees in the fields of sports psychology, testing, and measurement, achieving 100% agreement. - **Reliability:** The researcher administered the test and repeated it after a 14-day interval to a sample of 30 students from all four educational stages, as shown in Table 1. The Guidance

Needs Scale was distributed on Sunday, December 7, 2025, and again on Sunday, December 21, 2025, to the same sample. After obtaining the results from both tests and statistically analyzing them using Pearson's correlation coefficient, the scale was found to have a high degree of reliability (0.918).

### Procedures:

- A. Pilot Study (exploratory experiment):** The researcher conducted an exploratory experiment for 5 student who they were out of the sample on Monday, December 22, 2025 and through this experiment the researcher could recognize the clarity of the instructions of the scales (measurements) as well as how far they understood points of the scales(measurements) as well as to understand the efficiency and required team working as well as to understand the challenges and difficulties that are facing the researcher during the working in order to find proper solutions to avoid any problems during the main experiment.
- B. Main Experiment:** The researcher conducted the main experiment on Sunday, January 4, 2026. The researcher distributed the Guidance Needs Scale to the research sample of (200) students from all four academic levels, as shown in Table (1), with the assistance of the support team. After the sample completed the scale, the researcher collected the data to obtain the research results, which were then statistically analyzed.

### Data Analysis:

To analyze the collected data, the statistical package for the social sciences (SPSS) has been used. This allows to calculate comprehensive set of descriptive and inferential statistics, including the arithmetic mean, standard deviation, and person correlation to establish scale reliability. Additionally the determination of median, mode and range to map the data's distribution, alongside the class length and skewness coefficient. For more detailed comparisons and important testing, this method of percentage used, F-test, and the least significant difference (LSD) test.

### Result and Discussion

To establish a comprehensive statistical profile of the guidance needs across all of four year levels at the college of Physical education and sports sciences several keys of descriptive measures applied. The calculation made by arithmetic mean, mode, and standard deviation to identify central tendencies and variability, while also determining the skewness coefficient to assess the distribution's equality. These are clear in table (2).

**Table (2): Statistical Description of Counseling Needs among Students of Physical Education and Sports Sciences**

<b>First</b>	126.33	127	134	12.102	0.366
<b>Second</b>	109.49	109	109	8.731	1.134
<b>Third</b>	104.13	99.5	96	16.981	0.767
<b>Fourth</b>	92.29	91	87	6.044	0.57

Table (2) shows us that the value of the arithmetic mean for the first stage is (126.33), the value of the median is (127), the value of the mode is (134), the value of the standard deviation is (12.102), and the value of the skewness coefficient is (0.366). The value of the arithmetic mean for the second stage is (109.49), the peak of the median is (109), the value of the mode is (109), the value of the standard deviation is (8.731), and the value of the skewness coefficient is (1.134). The value of the arithmetic mean for the third stage is (104.13), the peak of the median is (99.5), the value of the mode is (96), the value of the standard deviation is (16.981), and the value of the skewness coefficient is (0.767). The value of the arithmetic mean for the fourth stage is (92.29), and the peak of the median is (91). The mode value is (87), the standard deviation is (6.044), and the skewness coefficient is (0.57). To identify the levels of guidance needs among physical education and sports science students (first, second, third, and fourth years), the researcher used the following statistical methods: (range = 114, class width = 38), as shown in Table (3).

**Table (3): Levels of Counseling Needs Scale among Students**

<b>First Stage</b>	–	42	21	63
<b>Second Stage</b>	1	71	3	75
<b>Third Stage</b>	13	32	3	48
<b>Fourth Stage</b>	10	4	–	14
<b>Total</b>	<b>24</b>	<b>149</b>	<b>27</b>	<b>200</b>

Table (3) shows the distribution of students according to their levels of guidance needs across the four stages of physical education and sports science. It reveals that guidance needs are distributed as follows: low, medium, and high. The results obtained indicate that the medium level has the highest number of guidance needs across all stages, with a total of (149) students out of (200) students. The low level comprised (24) students.

To extract the significant differences in the student guidance needs scale (first stage, second stage, third stage, fourth stage), the researcher used the (F) test to analyze the variance between and within the four stages, as shown in Table (4).

**Table (4): Analysis of Variance (ANOVA) of Counseling Needs among the Research Sample**

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F Value	Sig.	Significance
<b>Between Groups</b>	21813.541	3	7271.180	49.572	0.00	Significant
<b>Within Groups</b>	28748.854	196	146.678	–	–	–
<b>Total</b>	50562.395	199	–	–	–	–

Table (4) shows statistically significant differences among the research sample in the guidance needs scale, as the F-value was (49.572) at a p-value of (0.00), indicating significant differences within the research sample.

To determine which educational stage had the highest score on the guidance needs scale, the researcher used the least significant difference (LSD) test, as shown in Table (4).

**Table (5): (L.S.D) Test Results to Determine Differences between Academic Stages in Counseling Needs Scale**

Compared Stages	Means	Mean Difference	Sig.	Significance of Differences
First Stage – Second Stage	126.33 – 109.49	16.84	0.00	Significant in favor of First Stage
First Stage – Third Stage	126.33 – 104.13	22.20	0.00	Significant in favor of First Stage
First Stage – Fourth Stage	126.33 – 92.29	34.04	0.00	Significant in favor of First Stage
Second Stage – Third Stage	109.49 – 104.13	5.36	0.017	Significant in favor of Second Stage
Second Stage – Fourth Stage	109.49 – 92.29	17.20	0.00	Significant in favor of Second Stage
Third Stage – Fourth Stage	104.13 – 92.29	11.84	0.02	Significant in favor of Third Stage

Table (5) shows that the difference in the arithmetic means between the first and second stages was (16.84) with a significance level of (0.00), indicating significant differences in favor of the first stage. The difference in the arithmetic means between the first and third stages was (22.2) with a significance level of (0.00), indicating significant differences in favor of the first stage. The difference in the arithmetic means between the first and fourth stages was (34.04) with a significance level of (0.00), indicating significant differences in favor of the first group. The difference in the arithmetic means between the second and third stages was (5.36) with a significance level of (0.017), indicating significant differences in favor of the second stage. The difference in the arithmetic means between the second and fourth stages was (17.2) with a significance level of (0.00), indicating significant differences in favor of the second stage. The difference in the arithmetic means between the third and fourth stages... The fourth stage reached (11.84) with a significance level of (0.02), which indicates that there are significant differences in favor of the third stage.

### Discussion:

We conclude from Table (3) that these results indicate that students generally possess an average level of guidance needs. This is normal in the educational environment, as the psychological and social development students undergo requires a degree of guidance and counseling to help them adapt to the demands of academic and social life. This is confirmed by Al-Amro (2024) and Jabouri (2011), who stated that many university students lack the ability to identify their needs and know how to satisfy them, thus requiring guidance and counseling to help them discover these needs and learn how to address them. Therefore, the first objective, which was to identify the level of guidance needs among physical education and sports science students, has been achieved.

The researcher concludes from Tables (4) and (5) that students' guidance needs vary according to their academic stage (i.e., they are not constant), but rather change depending on the stage the student is in. The researcher attributes this change to a set of characteristics

such as the nature of the student's psychological or social development. This is confirmed by Al-Maliki (2011), who states that guidance needs are closely linked to the psychological balance of university students and that satisfying these needs is essential for the adjustment process. It is also necessary to address students' guidance needs by identifying, understanding, and analyzing their psychology in order to help them and meet their needs so they can solve the problems they face (Ubaid, 2025). At each academic stage, students encounter a range of different academic and social changes that affect their level of guidance needs, which may increase or decrease depending on their abilities and potential to adapt to these changes. It is very important to guide the students and providing guidance and psychological services for them as this will support them to adapt with every educational stage and level as they are facing different problems in every educational stage. The first year students recorded higher ranks in need of guidance, then followed by second, third and fourth years students, this means that the students at the beginning of their university academic life are facing many problems as well as they are disable to adapt with the new educational environment and creating social relationships, for this reason they are really need this support and service.

This increases their need for psychological and guidance support. Barakat and Al-Hukmani (2014) point out that guidance needs often arise from students' inability to adapt to the university environment. The transition from school to university represents a radical change in academic life, which necessitates guidance and counseling (Hamadi, 2022). These needs decrease in the fourth stage as students gain significant academic and social experience.

The more they interact with university students and the greater their cognitive abilities, understanding, and awareness become, the lower their guidance needs. Al-Makhlafi (2003) confirmed this, stating that the more a student engages with society and gains experience, the lower their need for guidance becomes.

The guidance, and these results are consistent with the educational literature that emphasizes that the guidance needs of students vary according to the age stage and the academic and social development that they go through. Thus, the second goal was achieved, which is to identify a comparative analytical study of the guidance needs of students.

## Conclusion

The study results indicate that first-year university students had the highest average needs for guidance compared to other academic years, reflecting their greater need for psychological and educational counseling services during this transitional phase. The results also showed statistically significant differences in guidance needs among students in different academic years, as the calculated F-value indicates that these differences are real and not random. The analyses revealed significant differences among the four academic years, favoring first-year students, indicating that first-year students have the greatest need for guidance compared to students in other years. Furthermore, the results showed significant differences between second-year students and both third and fourth-year students, favoring second-year students. This indicates that the demands of the students for guidance requirements starts to decrease when he passes from one level to another, because

of his capability to make real adaptation with the university environment and its requirements by time.

According to these results the case study highly recommends to enhance the psychological guidance programs in the educational institutes particularly for first year students aiming to support them to adapt with new academic environment as well as the study focuses and confirms the significance of the programs and workshops of guidance for new students in order they can realize, understand and adapt with the new academic life by providing educational advisors to support them to solve the difficulties and finding better path. As well as to introduce them to this new world and environment as well as confirm the significance of these workshops to and programs and to provide stress management courses to develop their skills within high focus on first year students. Finally the study confirms the importance of providing studies that making guidance requirements introduction and making continuous developments over them to choose the proper one that suits psychological and academic cases.

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