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Counselling needs of students in the Institute of Physical Education and Sport University of Mostaganem (Algeria)

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Abstract

In the light of researches aim knowing the counselling needs for students of Institute of Physical Education and Sport, University of Abdel Hamid Ibn Badis Mostaganem (Algeria), the researcher suggest that there are many counselling needs for students this Institute, so the researcher choose the sample by using random level method of (480) students divided into two samples for building and applying uses, to achieve goals of research the researcher build research tool represented by showing counselling needs consisted of (7) fields of (81) items, placing in front of each one three replacements (always, sometime, never) then correct them by giving marks as (1,2,3) respectively, then the researcher analyzes counselling needs in its final form on applying sample of (120) students (male and female) for students Institute of Physical Education and Sport, University of Abdel Hamid Ibn Badis Mostaganem. After treating the results statistically, results showed that there are (38) counselling needs should be saturated inside the students of Institute. In the lights of research's results the researcher insisted on taking the advantages of studying counselling needs for students of physical education institute in developing counselling programs in the Institute and build it on a scientific bases emanated from a real needs of students.

Keywords: counselling needs, students, physical education

Introduction

The counseling need is a need of the individual to express his problems to another individual for reassurance, trust, and guidance to overcome problems and obstacles (Labidi, 1987). Sports psychologists are interested in the educational process to build

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a balanced approach to the athlete's personality, integrated in all its aspects, physical, intellectual and social, in order to adapt to the different circumstances of life and to be able to face the challenges of the time and its demands (Donahue, 1982). Educational guidance is part of the educational process. It is represented by a series of integrated activities aimed at achieving the objectives set. One cannot think of education without guidance (Zahran, 1982).

Both work towards achieving healthy growth in individual sport. A balanced education touches all aspects of his personality; they must identify their problems, identify their needs and understand their behavior so that they can invest in their abilities. (Dhari, 2002). This is a fundamental objective of all sport education institutions, which is at the same time an important step in any counseling program, whether preventive or therapeutic, it must specialize to understand the nature the educational process (Touk, Adess, 1984). It should identify the problems of intellectuals who approve of the process, enlighten them on their abilities, preferences and attitudes, helping them to adapt to their environment and the different circumstances of their lives (Abu Atiya, 1988).

Abraham Maslow suggests that human motivations be ranked hierarchically in such a way that the pyramid of physiological needs is located at the base while the civil-needs and needs of self-realization are even higher (Jourarad, 1974). Behaviour that is adequate to meet innate needs is a learned behaviour that varies among individual (Seltz, 1983). This research takes as a sample the students of the Institute of Physical Education of the University of Mostaganem. They must be well educated scientifically and pedagogically. This will depend in large part on the extent of their knowledge of their needs at this stage, as it is a critical step for the student who is confronted with the choice that determines the course of his career and his future, this explains The importance of research for the students of the Institute of Physical Education of the University of Mostaganem.

Problematic

The psychologist's counseling needs constitute the basic part of his training because they affect his personality and his behavior. He lives most of his life to satisfy his needs, to overcome his anxieties, to reach his goals and to have a look On human life as if it were a series of needs that the individual constantly tries to satisfy (Ezzebadi and Alkhatib 2001). Thanks to the work of some researchers at the Institute of Physical Education at the University of Mostaganem who have noticed that their students suffer from many problems and in various fields and this is due to several reasons including a lack of interest For counseling and guidance in order to overcome them. To solve the problems of the students, we must identify them, know their interests and the needs of their emancipation in the period they are going through, to offer them a psychological and educational environment adapted to the different living conditions they can to be confronted.

Objectives

- a) Build and apply a questionnaire adapted to the needs of students of the Institute of Physical Education and Sport, University of Abdel Hamid Ibn Badis Mostaganem.
- b) Identify the counseling needs of students at the Institute of Physical Education and Sport, University of Abdel Hamid Ibn Badis Mostaganem

Hypothesis

The students of Institute of Physical Education and Sport, University of Abdel Hamid Ibn Badis Mostaganem have a great need in counselling.

Methodology

I used the descriptive approach to match the nature of the research problem. The researcher choose the sample by using random level method of (480) students divided into two samples for building and applying uses, to achieve goals of research the researcher build research tool represented by showing counselling needs consisted of (7) fields of (81) items, placing in front of each one three replacements (always, sometime, never) then correct them by giving marks as (1,2,3) respectively.

For the development of the questionnaire, I followed the following steps:

- a) Access to measurement tests in the field of sports psychology.
- b) Apply the questionnaire open to students to answer questions about:
 - The problems they encounter at the Institute of Physical Education and Sport (administration, theoretical and practical lessons, and examinations).
 - The material and economic problems in terms of expenditure to meet their basic needs.
 - Problems of relations with their fellow students.
 - Psychological problems such as withdrawal, shyness.
 - Family problems: their relationships with parents and siblings.
 - Physiological problems: health, diseases.

After obtaining the answers to the open questionnaire, I defined (7) following fields: educational Field, psychological field, social field, Sexual field, economic field, field of health and religious field. These fields have been proposed to specialists in educational psychology and sports psychology. Experts' responses have been subjected to statistical work using the test (K2) to see the significance of differences of experts at degrees of freedom = 1, and significance level = 0.05, shows that all fields are acceptable because they are statistically significant.

Following the responses given by the students to the open-ended question, I developed a questionnaire with (81) items encompassing the problems in seven fields In order to ensure the validity of these items. They were presented to a group of experts and specialists in psychology of education and sport psychology, and

depending on the points of view and observations, 11 items to arrive at the final questionnaire = 70 items.

The statistical methods used are as follows: The system (SPSS), the K2 for a single sample, the T Test for the significance of the differences between the averages, the simple correlation coefficient (Pearson), the alpha Cronbach to calculate the coefficient of reliability, the weighted average.

The questionnaire covered a sample of (320) students who were selected by the stratified random method in the Institute of Physical Education for the purpose of using statistical analysis Which consists of following the two contrasted groups and internal consistency methods.

Results

The two contrasted group's method:

After correcting the students' answers on the search tool, consisting of (70) items, their degrees were ranked in descending order, and then we chose as the proportion (27%) of the upper and lower degrees which represents the two contrasted groups. Each group includes (86) students, the Statistically significant T Value is considered as an indicator to discriminate items.

Table 1 Representing discriminate force for the T values of the items counseling needs

| Items number | T values | Items number | T values | Items number | T values | Items number | T values |
|--------------|----------|--------------|----------|--------------|----------|--------------|----------|
| 1 | 2.353 | 19 | 5.778 | 37 | 2.492 | 55 | *1.728 |
| 2 | 4.617 | 20 | 4.122 | 38 | 5.119 | 56 | *1.490 |
| 3 | *1.727 | 21 | 4.411 | 39 | 4.600 | 57 | *1.191 |
| 4 | 3.151 | 22 | 2.010 | 40 | 2.539 | 58 | 3.151 |
| 5 | 5.307 | 23 | 4.818 | 41 | 3.186 | 59 | 3.518 |
| 6 | *1.732 | 24 | 3.702 | 42 | 2.827 | 60 | 3.738 |
| 7 | 2.162 | 25 | *1.825 | 43 | 4.831 | 61 | 5.592 |
| 8 | 2.983 | 26 | 2.001 | 44 | *1.510 | 62 | 3.652 |
| 9 | 4.341 | 27 | 5.242 | 45 | 2.951 | 63 | 2.792 |
| 10 | 2.317 | 28 | *1.459 | 46 | 4.906 | 64 | 2.094 |
| 11 | 4.696 | 29 | 4.736 | 47 | 2.385 | 65 | 4.862 |
| 12 | 3.262 | 30 | 3.452 | 48 | 2.381 | 66 | 3.997 |
| 13 | 2.444 | 31 | *1.484 | 49 | 3.516 | 67 | 5.231 |
| 14 | 2.276 | 32 | 3.015 | 50 | *1.438 | 68 | *1.516 |
| 15 | 3.647 | 33 | 4.494 | 51 | 3.612 | 69 | 4.655 |
| 16 | 2.216 | 34 | *1.821 | 52 | 3.934 | 70 | 2.227 |
| 17 | 2.381 | 35 | 4.306 | 53 | 3.528 | | |
| 18 | 3.516 | 36 | 5.407 | 54 | 2.402 | | |

* Weak discrimination item. Critical T Value at a degree of freedom =168 and significant level at (0.05) = 1.98

Internal consistency:

I used the Pearson correlation coefficient to determine the correlation between the marks of each item and the total result of the scale, and after obtaining the results and comparing the correlations coefficients with the Critical value of the correlations coefficients (0.159). All items are correlated to the statistical significance in level of (0.05) as shown in Table N°(2).

Table 2 Representing the correlation coefficients of items counseling needs with the overall result of the total degrees of the scale

| Items number | correlation coefficient | Items number | correlation coefficient | Items number | correlation coefficient |
|--------------|-------------------------|--------------|-------------------------|--------------|-------------------------|
| 1 | 0.415 | 25 | | 49 | 0.411 |
| 2 | 0.324 | 26 | 0.444 | 50 | |
| 3 | | 27 | 0.425 | 51 | 0.425 |
| 4 | 0.384 | 28 | | 52 | 0.371 |
| 5 | | 29 | 0.250 | 53 | 0.355 |
| 6 | | 30 | 0.384 | 54 | 0,345 |
| 7 | 0.243 | 31 | | 55 | |
| 8 | 0.332 | 32 | 0.356 | 56 | |
| 9 | 0.373 | 33 | 0.384 | 57 | |
| 10 | 0.359 | 34 | | 58 | 0.405 |
| 11 | 0.401 | 35 | 0.428 | 59 | 0.374 |
| 12 | 0.412 | 36 | 0.374 | 60 | 0.405 |
| 13 | 0.419 | 37 | 0.380 | 61 | 0.382 |
| 14 | 0.394 | 38 | 0.372 | 62 | 0.398 |
| 15 | 0.414 | 39 | 0.320 | 63 | 0.437 |
| 16 | 0.388 | 40 | 0.351 | 64 | 0.361 |
| 17 | 0.337 | 41 | 0.339 | 65 | 0.355 |
| 18 | 0.411 | 42 | 0.378 | 66 | 0.342 |
| 19 | 0.378 | 43 | 0.374 | 67 | 0.337 |
| 20 | 0.281 | 44 | | 68 | |
| 21 | 0.392 | 45 | 0.379 | 69 | 0.311 |
| 22 | 0.332 | 46 | 0.417 | 70 | 0.225 |
| 23 | 0.323 | 47 | 0.334 | | |
| 24 | 0.355 | 48 | 0.364 | | |

To meet the objectives of the research, counseling needs were identified on a final sample of 120 students from the Mostaganem Institute of Physical Education.

The weighted averages of the marks were calculated to determine counseling requirements. The item that obtained a high-weighted average against the standard set = 2, is an indicator of the existence of problems in counseling need.

1. Educational field results: the ranking of items questionnaire shows that the values of the weighted average vary between (2.33 - 1.22) for the 12 items in the school field. Compared to the standard that has been established= 2, we have found 09 needs whose weighted average exceeds the degrees average scale. Item number 03(I have great difficulty in assimilating

theoretical subjects) is ranked first. Item number 07(I have difficulties to show my skill is ninth). While items 04, 05, 08 are below standard =2 and are not a problem for students of the Mostaganem Institute of Physical Education.

Table 3 Counseling needs of students in the field of education

| Items number | Items | Weighted average | Items ranking |
|--------------|--|------------------|---------------|
| 1 | I feel disorganized because of the irregularity of the courses | 2.24 | 5 |
| 2 | I cannot concentrate during classes | 2.31 | 2 |
| 3 | I have great difficulty in assimilating theoretical subjects | 2.33 | 1 |
| 4 | I am slow in learning motor | 1.22 | 12 |
| 5 | Teachers do not help me improve my physical abilities | 1.57 | 11 |
| 6 | I suffer from the lack of sports equipment at the institute | 2.19 | 7 |
| 7 | I have difficulties to show my skills | 2.05 | 9 |
| 8 | I have no motivation to learn and realize | 1.91 | 10 |
| 9 | I complain about the lack of suitable sports grounds | 2.23 | 6 |
| 10 | I complain about the bad behavior of students in class | 2.13 | 8 |
| 11 | I complain about the use of notes by teachers as a means of pressure | 2.26 | 4 |
| 12 | I cannot express my opinion to teachers | 2.30 | 3 |

2. Psychological field Results: the table shows that the weighted average is between (2.52 - 1.47) for the 11 items of the psychological field. Compared with the standard that has been established = 2 , we have found 8 needs whose weighted average exceeds the degrees average scale. Item number 11(I suffer from the pressure of others) is ranked first. The item number four (I feel disturbed by my shyness) is eighth. , While items 05, 07, 10 are below standard =2, and are not a problem for students of the Mostaganem Institute of Physical Education.

Table 4 Students counseling needs in Psychological field

| Items number | Items | Weighted average | Items ranking |
|--------------|---|------------------|---------------|
| 1 | I am afraid of situations deemed normal by my fellow student | 2.37 | 4 |
| 2 | I worry about the things I feel and do not deserve this concern | 2.18 | 5 |

| | | | |
|----|---|------|----|
| 3 | I feel I get angry quickly | 2.39 | 3 |
| 4 | I feel disturbed by my shyness | 2.03 | 8 |
| 5 | I express my joy in a way that others might reject | 1.94 | 9 |
| 6 | I despair if I do not achieve my goals | 2.14 | 6 |
| 7 | I imagine achieving my goals when I cannot reach them | 1.47 | 11 |
| 8 | suffer from the lack of concentration and misguidance | 2.09 | 7 |
| 9 | I have difficulty controlling my emotions | 2.43 | 2 |
| 10 | I hesitate to discuss many topics with others | 1.69 | 10 |
| 11 | I suffer from the pressure of others | 2.52 | 1 |

3. Social field Results: the table shows that the weighted average is between (2.59 - 1.3 9) for the 11 items of the social field. Compared with the standard that has been established =2 , we have found 6 needs whose weighted average exceeds the degrees average scale. Item number 9 (I have little respect for the customs and traditions of society) is ranked first. Item number 6 (I am disturbed by the criticism of others) is sixth, while items 2, 3, 5,7,11 are below standard= 2 and are not a problem for students of the Mostaganem Institute of Physical Education.

Table 5 Student counseling needs in the social field

| Items number | Items | Weighted average | Items ranking |
|---------------------|--|-------------------------|----------------------|
| 1 | I find it difficult to integrate with others people | 2.51 | 2 |
| 2 | I feel hurt because I do not find a friend that suits me | 1.39 | 11 |
| 3 | I am not well regarded by others people | 1.66 | 7 |
| 4 | I am not tolerant with others people | 2.46 | 3 |
| 5 | I do not interfere in the private affairs of others people | 1.56 | 9 |
| 6 | I am disturbed by the criticism of others people | 2.27 | 6 |
| 7 | I offer little help to people who need help | 1.42 | 10 |
| 8 | I realize my desires without taking into account the desires of other people | 2.29 | 5 |
| 9 | I have little respect for the customs and traditions of society | 2.59 | 1 |
| 10 | I do not respect the laws if they are against what I want to do | 2.38 | 4 |
| 11 | I love solitude and do not like to frequent other people | 1.59 | 8 |

4. Sexual field Results: the table shows that the weighted average is between (2.47 - 1.20) for the 7 items of the sexual field. Compared with the standard that has been established= 2, we have found 7 needs whose weighted average exceeds the degrees average scale. Item number 3 (I feel preoccupied by the idea of marriage) is ranked first. Item number 6 (I am embarrassed by the lack of sex education) is fifth, while items 2, 1, are below standard =2 and are not a problem for students of the Mostaganem Institute of Physical Education.

Table 6 Student counseling needs in the sexual field

| Items number | Items | Weighted average | Items ranking |
|--------------|--|------------------|---------------|
| 1 | I do not want to establish a friendship relationship with the opposite sex | 1.82 | 6 |
| 2 | I do not like that some students contradict other students girls | 1.20 | 7 |
| 3 | I feel preoccupied by the idea of marriage | 2.47 | 1 |
| 4 | I am embarrassed when I speak with girls students | 2.13 | 4 |
| 5 | I am ashamed when the question is about sexuality | 2.19 | 3 |
| 6 | I am embarrassed by the lack of sex education | 2.12 | 5 |
| 7 | I suffer from the practice of certain non-conforming sexual habits | 2.34 | 2 |

5. Economic field Results: the table shows that the weighted average is between (2.22 - 1.61) for the 5 items of the economic field. Compared with the standard= 2 that has been established, we have found 4 needs whose weighted average exceeds the degrees average scale. Item number 2(I suffer from a lack of spending money for my needs) is ranked first. Item number 4 (I suffer because I do not have proper clothes) is fourth, while item 5 are below standard= 2 and are not a problem for students of the Mostaganem Institute of Physical Education.

Table 7 Student counseling needs in the economic field

| Items number | Items | Weighted average | Items ranking |
|--------------|---|------------------|---------------|
| 1 | I am suffering from the poor financial situation of my family | 2.14 | 2 |
| 2 | I suffer from a lack of spending money for my needs | 2.22 | 1 |

| | | | |
|---|--|------|---|
| 3 | I feel the need to work to earn my pocket money | 2.09 | 3 |
| 4 | I suffer because I do not have proper clothes | 2.00 | 4 |
| 5 | I feel embarrassed by the existence of material differences between me and my colleagues | 1.61 | 5 |

6. Health field Results: the table shows that the weighted average is between (2.71 - 1.29) for the 7 items of the health field. Compared with the standard that has been established=2 , we have found 4 needs whose weighted average exceeds the degrees average scale. Item number 6(I complain about the lack of health care) is ranked first. Item number 7(I complain about frequent sports injuries) is fourth, while items 1, 4, 5, are below standard= 2 and are not a problem for students of the Mostaganem Institute of Physical Education.

Table 8 Student counseling needs in the health field

| Items number | Item | Weighted average | Items ranking |
|--------------|---|------------------|---------------|
| 1 | I am suffering from anemia | 1.93 | 5 |
| 2 | I feel apathetic, lazy, and dizzy | 2.11 | 3 |
| 3 | I suffer from a lack of appetite | 2.29 | 2 |
| 4 | I suffer from a lack of appetite | 1.56 | 6 |
| 5 | I have respiratory problems | 1.29 | 7 |
| 6 | I complain about the lack of health care | 2.71 | 1 |
| 7 | I complain about frequent sports injuries | 2.06 | 4 |

7. Religious field Results: the table shows that the weighted average is between (2.22 - 1.61) for the 4 items of the religious field. Compared with the standard that has been established=2 , we have found 2 needs whose weighted average exceeds the degrees average scale. Item number 1 (I feel that I do not fulfill my religious duties) is ranked first. Item number 3(I find it difficult to fulfill my religious duties) is second, while items 2, 4, are below standard= 2 and are not a problem for students of the Mostaganem Institute of Physical Education.

Table 9 Student counseling needs in the religious field

| Items number | Items | Weighted average | Items ranking |
|--------------|--|------------------|---------------|
| 1 | I feel that I do not fulfill my religious duties | 2.22 | 2 |
| 2 | I cannot find people who guide me in matters of religion | 1.27 | 3 |
| 3 | I find it difficult to fulfill my religious duties | 2.12 | 1 |

| | | | |
|---|--|------|---|
| 4 | I am struggling because of the rigidity of some religious teachers | 1.10 | 4 |
|---|--|------|---|

Discussion

The tables (3,4,5,6,7,8,9) show that there are (38) counseling needs which require to be satisfied by the students of the institute of Physical Education, University of Mostaganem in the educational, psychological, social ,sexual, health, economic and religious fields.

Counseling needs for physical education students in the field of education are due to a lack of resources. They also need counseling in the psychological field because they are subject to external pressure and lack of Psychological burden. Lack of aptitude, competence, cooperation, tolerance of students to establish good relations with others, and to participate in social activities are real indicators of their needs in counseling in the social field. The need for counseling in the fields of health and sexuality can be explained by the absence of institutions involved in raising awareness of health and sexuality. The counseling needs of students in the economic field are firstly due to the low standard of living of the family and secondly to the prices which are constantly rising. The feelings of guilt of the students resulting from a breach of their religious duties show their needs in counseling in the religious field.

Conclusion

There are thirty eight counselling needs that must be satisfied by the students of the Institute of Physical Education, University of Mostaganem.

- Nine counselling needs have emerged in the field of education, which relate to the student's relationship with teachers, problems related to their studies, examinations, problems with teaching activities and vocabulary problems.
- In the psychological field, eight counselling needs have appeared. They revolve around feelings of guilt, their weakness in controlling their emotions, as well as their shyness and fear of meeting others.
- Six counselling needs have emerged in the social field. They relate to their relationships with other students, their ability to help each other and to seek advice from others.
- Five counselling needs have arisen in the sexual field. They concern sexual sensitization.
- Four counselling needs appear in the economic field. They are related to the standard of living of the students.
- Four counselling needs have emerged in the health field related to health care, sports injuries, laziness, lethargy and lack of appetite.
- Two counselling needs have arisen in the religious field and concern the religious duties of the students.

Recommendations

- Develop and construct a counseling program at the Institute of Physical Education on a scientific basis arising from the real needs of the students.
- Propose to the Ministry of Higher Education to create a counseling unit to solve problems affecting students in physical education.
- Sensitizing researchers to make detailed and in-depth studies on the counseling needs of students in important fields that this study has shown.

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