

# *Effectiveness of a Program for Psychological*

# **Guidance and Counseling**

# **to Reduce the Level**

# *of Alienation and Develop Compatibility*

**AND ACADEMIC ACHIEVEMENT  
OF STUDENTS AT THE FACULTY OF  
PHYSICAL EDUCATION**

***in Port Said***

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## **Abstract**

*The study aims to identify the effectiveness of a program of psychological guidance and counseling in reducing the level of alienation and developing compatibility and academic achievement among 1st year faculty students, Faculty of Physical Education in Port Said; whose academic achievement is low. The researcher used the experimental method by designing four groups; two of them were experimental, and the other two were control (male students and female students). The study population has been selected by using the intentional way of first-year students. 25 students were selected for the pilot study and 40 for the basic study randomly assigned to four groups; two experimental and two control groups (male students and female students) by 10 for each group. The used data collection tools were the level of psychological alienation, psychological compatibility test, the IQ test; economic and social*

standards form, the equation of Grade-Point Average (GPA) to calculate academic achievement. The most important results reached were that the program of psychological guidance and counseling had a positive effect on reducing the level of alienation and developing the compatibility and academic achievement among the students of the two experimental groups (male students and female students).

### **Key words**

*Psychological guidance and counseling, alienation, psychological compatibility, academic achievement.*

### **Introduction:**

Faculty student faces many social and psychological problems such as the feeling of alienation and psychological incompatibility, especially in the first years to the study as a result of moving to a new study and social community, in addition to his inability to adapt to academic pressured events. That may lead to frustration, isolation, and lack of meaning, aggressiveness, non-adherence to standards, rebel against the self, and society and the low level of cognitive processes, thinking, and decision-making and all that is negatively reflected at the level of their academic achievement. [1, 2, 3, 4].

The psychological guidance and counseling are two sides of the same coin as it is a conscious, ongoing, and planned process and aims at developing the psychological personal and social aspects and help in overcoming stress and respond correctly. [5]

The results of related studies indicate that there is a strong correlation

between psychological alienation, psychological compatibility, and academic achievement. The lower the level of alienation is, the higher the level of compatibility is, which reflected positively on the academic achievement of students. [1, 4, 6, 7, 8]

The results from the studies also indicate to the positive impact of the programs of psychological guidance and counseling in promoting personal, psychological, social, mental, and academic aspects of undergraduate students. [9, 10, 11, 12, 13]

The researcher noted by checking the first semester's result of the first-year students in Faculty of Physical Education, Port Said, that their level of academic achievement is low, which makes researcher conduct interviews with a number of male and female students to clarify the reason leading to this result. Thus, he has reached the following conclusions, Lack of desire and motivation among some students to attend faculty, The large number of cur-

riculum and its difficulty in light of the new regulation, Low capacity to deal and communicate with others, Limited participation in student activities and lack of access to adequate opportunity to show the capabilities and talents.

These reasons may be the cause of their sense of alienation, psychological and social isolation, inability to compatibility and the negative impact on the level of their academic achievement. The researcher is therefore prompted to undertake a program of psychological guidance and counseling for the first division students in order to identify its impact in reducing the level of psychological alienation and developing psychological compatibility and level of their academic achievement. The researcher has formulated the following hypotheses to verify the objectives of the study.

### **Method:**

The researcher used the experimental method by designing four groups; two of them are experimental, and the other two are control (male students and female students). He also conducted pre and post-tests for each.

### **Study Population:**

Study population was intentionally selected from first-year students, at the Faculty of Physical Education in Port Said in the academic year 2011/2012, whose level of academic achievement is low. The total number of the students was 63 students; 33 male students and 30 female students.

### **Sample:**

23 Students were randomly selected for the the pilot study from the study population. Thus, the basic sample became 40 male and female students divided into four groups, 10 students for each one, consisting of two experimental and control groups (male students and female students).

The researcher conducted homogeneity and ensured the moderation of data distribution under the curve for the study population as a whole in the following variables (chronological age, intelligence, the economic and social level, and the aspects of psychological alienation, the aspects of psychological compatibility, the level of academic achievement). Table (1) indicates that skew coefficients of the study sample were limited between ( $\pm 3$ ), proving the moderation of data distribution under the curve and the homogeneity within the study population as a whole in these variables.

He also conducted equivalence between the experimental and control groups (male students and female students) in the previous variables, by finding significant differences between the two study groups (male students and female students). It is clear from Table (2) that there are no statistically significant differences between the experimental group and the control group (male students and female students) in these variables as the Mann-Whitney computed value  $U$  is larger than the tabular value  $U$  indicating that the groups are equivalent.

**Table (1)**

*Statistical characterization of the whole study population in the variables of chronological age, intelligence, the economic and social level, psychological alienation, psychological compatibility, and the level of academic achievement*

| <b>Variables</b>                                  |  | <b>Arithmetic Mean</b> | <b>M</b>    | <b>SD</b>   | <b>Skew Coefficient</b> |
|---|--|------------------------|-------------|-------------|-------------------------|
| <b>Chronological Age</b>                          |  | <b>18.17</b>           | <b>18</b>   | <b>0.90</b> | <b>0.56</b>             |
| <b>Intelligence</b>                               |  | <b>36.5</b>            | <b>36</b>   | <b>3.72</b> | <b>0.40</b>             |
| <b>Economic and Social level</b>                  |  | <b>43.62</b>           | <b>44</b>   | <b>2.68</b> | <b>-0.42</b>            |
| <b>The aspects of psychological alienation</b>    | <b>Lack of meaning</b>                           | <b>38.30</b>           | <b>38</b>   | <b>1.22</b> | <b>0.73</b>             |
|   | <b>Social Isolation</b>                          | <b>42.12</b>           | <b>42</b>   | <b>0.45</b> | <b>0.80</b>             |
|   | <b>Lack of ability sense</b>                     | <b>37.23</b>           | <b>37</b>   | <b>2.75</b> | <b>0.25</b>             |
|   | <b>Refication</b>                                | <b>42.74</b>           | <b>42</b>   | <b>1.85</b> | <b>1.2</b>              |
|   | <b>Non-adherence with the standards</b>          | <b>34.47</b>           | <b>34</b>   | <b>3.95</b> | <b>1.11</b>             |
|   | <b>Rebellion</b>                                 | <b>32.56</b>           | <b>32</b>   | <b>4.30</b> | <b>0.39</b>             |
|   | <b>Total scale of psychological alienation</b>   | <b>227.42</b>          | <b>27</b>   | <b>2.50</b> | <b>0.50</b>             |
| <b>The aspects of psychological Compatibility</b> | <b>Social compatibility</b>                      | <b>35.70</b>           | <b>65</b>   | <b>4.50</b> | <b>0.46</b>             |
|   | <b>Personal Compatibility</b>                    | <b>51.20</b>           | <b>51</b>   | <b>1.50</b> | <b>0.4</b>              |
|   | <b>Emotional compatibility</b>                   | <b>42.12</b>           | <b>42</b>   | <b>2.18</b> | <b>0.16</b>             |
|   | <b>Health Compatibility</b>                      | <b>48.63</b>           | <b>48</b>   | <b>1.10</b> | <b>1.71</b>             |
|   | <b>Family Compatibility</b>                      | <b>400.20</b>          | <b>40</b>   | <b>0.70</b> | <b>0.85</b>             |
|   | <b>Compatibility mode</b>                        | <b>12.50</b>           | <b>12</b>   | <b>1.95</b> | <b>0.76</b>             |
|   | <b>Total of psychological Compatibility test</b> | <b>259.85</b>          | <b>260</b>  | <b>3.20</b> | <b>-0.14</b>            |
| <b>Academic Achievement Level</b>                 |  | <b>1.17</b>            | <b>1.15</b> | <b>4.18</b> | <b>0.014</b>            |

Table (2):

The Significance of differences among the four experimental and control groups (male students and female students) in the variables of chronological age, intelligence, and the economic and social level, the aspects of alienation and psychological compatibility, and academic achievement

| The variables                                      | Significant differences for male students are $n_1 = n_2 = 10$ |              |                 |             |                               | Significant differences for female students are $n_1 = n_2 = 10$ |              |                 |             |                               |
|--|--|--------------|-----------------|-------------|-------------------------------|--|--------------|-----------------|-------------|-------------------------------|
|  | Rank Sum   |              | Number of Ranks |             | Mann-Whitney computed value U | Rank Sum   |              | Number of Ranks |             | Mann-Whitney computed value U |
|  | Exp.   | Con.         | Exp.            | Con.        |                               | Exp.   | Con.         | Exp.            | Con.        |                               |
| Chronological Age                                  | 103  | 107          | 52              | 48          | 48                            | 120  | 90           | 35              | 65          | 35                            |
| Intelligence                                       | 97.5   | 112.5        | 57.5            | 42.5        | 42.5                          | 105  | 105          | 50              | 50          | 50                            |
| Economic and Social level                          | 108  | 102          | 47              | 53          | 47                            | 114.5  | 95.5         | 40.5            | 59.5        | 40.5                          |
| Lack of meaning                                    | 100.5  | 109.5        | 54.5            | 45.5        | 45.5                          | 106  | 104          | 49              | 50          | 49                            |
| Social Isolation                                   | 107  | 103          | 48              | 52          | 48                            | 109  | 101          | 46              | 54          | 46                            |
| Lack of ability sense                              | 105.5  | 104.5        | 49.5            | 50.5        | 49.5                          | 92   | 118          | 63              | 37          | 37                            |
| Reification  | 103.5  | 106.5        | 51.5            | 48.5        | 48.5                          | 90.5   | 119.5        | 64.5            | 35.5        | 35.5                          |
| Non-adherence with the standards                   | 116  | 94           | 39              | 61          | 39                            | 112.5  | 97.5         | 42.5            | 57.5        | 42.5                          |
| Rebellion  | 120  | 90           | 35              | 65          | 35                            | 109.5  | 100.5        | 45.5            | 54.5        | 45.5                          |
| <b>The Total scale of psychological alienation</b> | <b>102</b>   | <b>108</b>   | <b>53</b>       | <b>47</b>   | <b>47</b>                     | <b>105</b>   | <b>105</b>   | <b>50</b>       | <b>50</b>   | <b>50</b>                     |
| Social compatibility                               | 112.5  | 97.5         | 42.5            | 57.5        | 42.5                          | 92   | 118          | 63              | 37          | 37                            |
| Personal Compatibility                             | 90.5   | 119.5        | 64.5            | 35.5        | 35.5                          | 89.5   | 120.5        | 65.5            | 34.5        | 34.5                          |
| Emotional compatibility                            | 118  | 92           | 37              | 63          | 37                            | 104  | 106          | 50              | 49          | 49                            |
| Health Compatibility                               | 3109   | 101          | 46              | 54          | 46                            | 118  | 101          | 46              | 54          | 46                            |
| Family Compatibility                               | 118  | 92           | 37              | 63          | 37                            | 90.5   | 119.5        | 64.5            | 35.5        | 35                            |
| Compatibility mode                                 | 106  | 104          | 49              | 50          | 49                            | 106  | 104          | 49              | 50          | 49                            |
| <b>Total of Compatibility test</b>                 | <b>95.5</b>  | <b>114.5</b> | <b>59.5</b>     | <b>40.5</b> | <b>40.5</b>                   | <b>100.5</b>   | <b>109.5</b> | <b>54.5</b>     | <b>45.5</b> | <b>45.5</b>                   |
| Academic Achievement                               | 97.5   | 112.5        | 57.5            | 42.5        | 42.5                          | 97.5   | 112.5        | 57.5            | 42.5        | 42.5                          |

The value of U at 0.05 = to 23

## Data collection tools:

- ✓ Interview (individual, group)
- ✓ The Measure of Psychological Alienation, prepared by Mohamed Alyakyira (1997) [10]
- ✓ Psychological Compatibility test prepared by Sami Mettawa (1991) [14]
- ✓ Form of the economic and social level prepared by Kamal Dessouki and Mahmoud Bayoumi (1984). [8]
- ✓ IQ test prepared by Ahmed Zaki Saleh (1988). [8]
- ✓ The level of academic achievement by calculating the quarterly average. It is the sum of points obtained by the student in one semester divided by the total credit hours for these courses.

## Proposed Psychological Guidance and Counseling Program:

### A- The program aims to:

Reduce the level of psychological alienation, loneliness and social isolation, Develop psychological and social compatibility for students, Develop the ability to face and solve problems appropriately, Acquire social relations skills and social adjustment, Control different feelings and emotions and expressing them properly, Satisfy personal, psychological, and social needs, Develop the ability to cope with stress.

### B- Time and Content of the program:

Time and content for the program have been identified through the experts' opinion in the field of psychology, literature review of related studies, and the scientific literature on programs of psychological guidance and counseling. [13, 10, 11, 12, 15], the program was applied for 12 weeks. The number of meetings per week was two private sessions with both male and female students on condition that days, Sundays and Wednesdays, are allocated for male students and Monday and Thursday for female students. The number of meetings per a group therefore becomes 24 sessions; the time per session ranges between 55 - 60 minutes. The researcher conducted the collective method in the process of guidance and counseling, taking into account some of the individual cases. The researcher has used three methods in the implementation of the program content, namely, (collective and individual discussions, lectures and workshops, role-playing games, and educational, social, and recreational activities).

### Pilot Study:

The researcher conducted the pilot study on a representative sample of the study population from outside the basic sample. Its number was 23 male and female students in order to conduct scientific treatment for tools and methods of data collection from 02/01/2012 to 09/02/2012.

## **Basic Study:**

The researcher conducted pre-tests on the basic sample consisting of 40 male and female students from 12/02/2012 to 15/02/2012. The guidance and counseling program was applied on both experimental groups from 19/02/2012 to 05/10/2012. Post-tests were made from 13/05/2012 to 16/05/2012 for the measure of psychological alienation and psychological compatibility test, while academic achievement was conducted after the completion of the monitoring results.

## **The researcher used the following statistical treatments:**

Arithmetic Mean, median, standard deviation, and skew coefficient (for statistical characterization) and Spearman rank correlation coefficient, Wilcoxon Signed Ranks Test for the significant differences between pre and post-test, and Mann-Whitney test for significant differences between two groups and the percentage of improvement.

## Results:

Table (3):

The significant differences between pre and post-tests of both experimental and control groups in the variables under study

| The variables                                      | Significant differences for male students are n = 10 |             |             |                  | Significant differences for female students are n = 10 |           |             |                  |      |
|--|--|-------------|-------------|------------------|--|-----------|-------------|------------------|------|
|  | Number of Ranks                                      |             | Rank Sum    | Wilcoxon Value W | Number of Ranks  |           | Rank Sum    | Wilcoxon Value W |      |
|  | +  | -           | +           | -                | +  | -         | +           | -                |      |
| The aspects of psychological alienation            | Lack of meaning                                      | Zero        | 10          | Zero             | 55   | Zero      | 10          | Zero             | 55   |
|  | Social Isolation                                     | Zero        | 10          | Zero             | 55   | Zero      | 10          | Zero             | 55   |
|  | Lack of ability sense                                | Zero        | 10          | Zero             | 55   | Zero      | 10          | Zero             | 55   |
|  | Reification  | Zero        | 10          | Zero             | 55   | Zero      | 10          | Zero             | 55   |
|  | Non-adherence with the standards                     | Zero        | 10          | Zero             | 55   | Zero      | 10          | Zero             | 55   |
|  | Rebellion  | Zero        | 10          | Zero             | 55   | Zero      | 10          | Zero             | 55   |
| <b>The Total scale of psychological alienation</b> | <b>Zero</b>  | <b>10</b>   | <b>Zero</b> | <b>55</b>        | <b>Zero</b>  | <b>10</b> | <b>Zero</b> | <b>55</b>        |      |
| The aspects of psychological compatibility         | Social compatibility                                 | 10          | Zero        | 55               | Zero   | 10        | Zero        | 55               | Zero |
|  | Personal Compatibility                               | 10          | Zero        | 55               | Zero   | 10        | Zero        | 55               | Zero |
|  | Emotional compatibility                              | 10          | Zero        | 55               | Zero   | 10        | Zero        | 55               | Zero |
|  | Health Compatibility                                 | 10          | Zero        | 55               | Zero   | 10        | Zero        | 55               | Zero |
|  | Family Compatibility                                 | 10          | Zero        | 55               | Zero   | 10        | Zero        | 55               | Zero |
|  | Compatibility mode                                   | 10          | Zero        | 55               | Zero   | 10        | Zero        | 55               | Zero |
| <b>Total of Compatibility test</b>                 | <b>10</b>  | <b>Zero</b> | <b>55</b>   | <b>Zero</b>      | <b>55</b>  | <b>10</b> | <b>Zero</b> | <b>55</b>        |      |
| <b>Academic Achievement</b>                        | <b>10</b>  | <b>Zero</b> | <b>55</b>   | <b>Zero</b>      | <b>55</b>  | <b>10</b> | <b>Zero</b> | <b>55</b>        |      |

\*Wilcoxon tabular value W at 0.05 = 8

Table (4):

Significant differences between pre and post-tests for the control group (male students and female students) in the variables under study

| The variables                           | Significant differences for male students are n = 10 |                         |           |                  | Significant differences for female students are n = 10 |          |           |                  |           |           |    |
|---|--|-------------------------|-----------|------------------|--|----------|-----------|------------------|-----------|-----------|----|
|   | Number of Ranks                                      |                         | Rank Sum  | Wilcoxon Value W | Number of Ranks  |          | Ranks Sum | Wilcoxon Value W |           |           |    |
|   | +  | -                       | +         | -                | +  | -        | +         | -                |           |           |    |
| The aspects of psychological alienation | Lack of meaning                                      | 3                       | 7         | 25               | 30   | 6        | 4         | 21               | 34        | 21        |    |
|   | Social Isolation                                     | 5                       | 5         | 15               | 40   | 7        | 3         | 28               | 27        | 27        |    |
|   | Lack of ability sense                                | 1                       | 9         | 10               | 45   | 4        | 6         | 35               | 20        | 20        |    |
|   | Reification  | 4                       | 6         | 21               | 34   | 8        | 2         | 37               | 18        | 18        |    |
|   | Non-adherence with the standards                     | 8                       | 2         | 36               | 19   | 5        | 5         | 18               | 37        | 18        |    |
|   | Rebellion  | 6                       | 4         | 21               | 34   | 6        | 4         | 21               | 34        | 20        |    |
|   | <b>The Total scale of psychological alienation</b>   | <b>7</b>                | <b>3</b>  | <b>32</b>        | <b>23</b>  | <b>3</b> | <b>7</b>  | <b>25</b>        | <b>30</b> | <b>25</b> |    |
|   | The aspects of psychological Compatibility           | Social compatibility    | 5         | 5                | 18   | 37       | 9         | 1                | 45        | 10        | 10 |
|   |  | Personal Compatibility  | 7         | 3                | 30   | 25       | 2         | 8                | 18        | 37        | 18 |
|   |  | Emotional compatibility | 6         | 4                | 20   | 35       | 5         | 5                | 37        | 18        | 18 |
| Health Compatibility                    |  | 8                       | 2         | 48               | 7  | 8        | 2         | 48               | 7         | * 7       |    |
| Family Compatibility                    |  | 5                       | 5         | 40               | 15   | 8        | 2         | 37               | 18        | 18        |    |
| Compatibility mode                      |  | 6                       | 4         | 40               | 15   | 5        | 5         | 18               | 37        | 37        |    |
| <b>Total of Compatibility test</b>      | <b>2</b>   | <b>8</b>                | <b>18</b> | <b>37</b>        | <b>6</b>   | <b>4</b> | <b>20</b> | <b>35</b>        |           |           |    |
| Academic Achievement                    | 7  | 3                       | 49        | 6                | 9  | 1        | 53        | 2                | * 2       |           |    |

\*Wilcoxon tabular value W at 0.05 = 8

**Table (5):**

*The Significant differences between the two experimental and control groups (male students and female students) of the post-tests in the study variables:*

| Variables                                  | Significant differences for male students are $n1 = n2 = 10$ |                |                             |           | Significant differences for female students are $n1 = n2 = 10$ |                |                             |             |              |              |
|--|--|----------------|-----------------------------|-----------|--|----------------|-----------------------------|-------------|--------------|--------------|
|  | Rank Sum   | Value of Ranks | Mann-Whitney computed value | U         | Rank Sum   | Value of Ranks | Mann-Whitney computed value | U           |              |              |
|  | +  | -              | +                           | -         | +  | -              | +                           | -           |              |              |
| The aspects of psychological alienation    | Lack of meaning  | 59.5           | 150.5                       | 95.5      | 4.5  | 64             | 146                         | 91          | 9            | * 9          |
|  | Social Isolation   | 56.5           | 123.5                       | 98.5      | 1.5  | 66.5           | 143.5                       | 88.5        | 11.5         | * 11.5       |
|  | Lack of ability sense  | 70             | 140                         | 85        | 15   | 72.5           | 137.5                       | 82.5        | 17.5         | * 17.5       |
|  | Reification  | 64             | 146                         | 91        | 9  | 60             | 150                         | 95          | 5            | * 5          |
|  | Non-adherence with the standards                             | 72.5           | 137.5                       | 82.5      | 17.5   | 59.5           | 150.5                       | 95.5        | 4.5          | * 4.5        |
|  | Rebellion  | 66.5           | 143.5                       | 88.5      | 11.5   | 58             | 152                         | 97          | 3            | * 3          |
| The aspects of psychological Compatibility | <b>The Total scale of psychological alienation</b>           | <b>60</b>      | <b>150</b>                  | <b>95</b> | <b>5</b>   | <b>60.5</b>    | <b>149.5</b>                | <b>94.5</b> | <b>5.5</b>   | <b>* 5.5</b> |
|  | Social compatibility   | 152            | 58                          | 3         | 97   | 151.5          | 58.5                        | 3.5         | 96.5         | * 3.5        |
|  | Personal Compatibility                                       | 151.5          | 58.5                        | 3.5       | 96.5   | 151            | 59                          | 4           | 96           | * 4          |
|  | Emotional compatibility                                      | 143.5          | 66.5                        | 11.5      | 88.5   | 145.5          | 64.5                        | 9.5         | 90.5         | * 9.5        |
|  | Health Compatibility   | 103.5          | 106.5                       | 51.5      | 48.5   | 97.5           | 112.5                       | 57.5        | 42.5         | 42.5         |
|  | Family Compatibility   | 102            | 108                         | 53        | 47   | 105.5          | 104.5                       | 49.5        | 50.5         | 49.5         |
| Compatibility mode                         | 145.5  | 64.5           | 9.5                         | 9.5       | 140  | 70             | 15                          | 85          | * 15         |              |
| <b>Total of Compatibility test</b>         | <b>149</b>   | <b>61</b>      | <b>6</b>                    | <b>94</b> | <b>151.5</b>   | <b>58.5</b>    | <b>3.5</b>                  | <b>96.5</b> | <b>* 3.5</b> |              |
| <b>Academic Achievement</b>                | <b>151</b>   | <b>59</b>      | <b>4</b>                    | <b>97</b> | <b>145</b>   | <b>65</b>      | <b>10</b>                   | <b>90</b>   | <b>* 10</b>  |              |

*The value of U at 0.05 = 23*

## Discussions

Table (3) indicates that there are statistically significant differences between the pre and post-tests for both experimental groups (male students and female students) for favor of the post-test where Wilcoxon calculated  $W$  values are smaller than tabular  $W$  value. The researcher attributed these results to the positive impact of the psychological guidance and counseling program which was applied to the members of the experimental group (male students and female students), which helped to reduce the sense of social isolation, rebellion, and lack of ability sense to self-realization and increase motivation, interaction, social communication. Thus the level of psychological alienation and psychological compatibility are improved. It also helped the students to get rid of the stress and burden of study and became more able to concentrate in addition to the ability to manage and organize time and increase the motivation to reach the best level of academic achievement. This is consistent with the results that pointed to the positive impact of psychological guidance and counseling program in reducing the level of alienation among university students. [8,9,10, 11,12,13,14]

Table (4) indicates that there are statistically significant differences between the before the pre and post-tests of both control groups (male students and female students) in the variable of academic achievement, after health compatibility. The researcher attributed this improved academic achievement for students of the control group to the desire to improve their scientific level despite their suffering of symptoms of mental and physical stress as a result of study pressures. It also indicates that there were differences between both pre and post-tests of the control group (male students and female students) for favor of post-test in health compatibility aspect. The researcher attributed this to the

positive impact of the faculty courses, which contains scientific aspects leading to health and physical benefit.

Table (4) also indicates that there are no statistically significant differences between the pre and post-tests of both control groups (male students and female students) in the psychological alienation and social, the personal, emotional, and family compatibility and the total scores of psychological compatibility, where the calculated  $W$  values is greater than the tabular  $W$  value. The researcher attributed that the control group is not subject to the psychological guidance and counseling.

Table (5) indicates that there are statistically significant differences between both experimental and control groups (male students and female students) in the variables of psychological Alienation aspects and the total amount of the measure and social, personal, emotional, academic compatibility and the total scores of the test and academic achievement in favor of both experimental groups. The Man Whitney calculated values  $U$  are smaller than the tabular value  $U$ , which indicates the existence of differences.

In this regard, the researchers confirms that and psychological guidance and counseling programs are building process designed to help individuals understand themselves and develop their abilities to solve problems and address them. [2, 5, 15]

Table (5) also indicates that there are no statistically significant differences between both experimental and control groups (male students and female students) in post-tests, both aspects of health and family compatibility. The Mann-Whitney calculated  $U$  values are greater than the tabular  $U$  value..

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