Problems of Jordanian Public Universities' Students: A Survey Study

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Abstract

This study aims at identifying the types of problems encountered Jordanian Public UniversityStudents according to students themselves. It also seeks to investigate the effect of the variables of faculty, level of study, gender and academic achievement on the degree of the intensity of such problems. For this purpose, a version of Moony checklist for problems student, adapted by Sowanah (1983), was used; it consists of (190) items classified into six domains. The sample of the study was randomly selected and consists of (406) male and female students.

The results of the study revealed that Jordanian Public University Students suffer from problems in all six domains. They are arranged in descending order according to degree of intensity as follows: Curricula and Methods of Instruction and adapting to University Life, Social and Recreational Activity, Health and Physical Growth, Home and Family Personal and Psycho-affective Relationships, Financial Position and vocational. No statistically significant difference (a = 0.05) in the degree of the problems intensity attributed to the variables of students' faculty, level of study, gender or academic achievement was indicated. Results also revealed a positive attitude of the students towards the counseling services available to them and that they felt they need the same counseling services in all the study domains with no statistically significant difference (a = 0.05) attributed to any of the study variables. The researchers recommended an establishment of a counseling center in order to help the students overcome their problems.

Keywords: problems, public university, Jordanian Students

Background &Significance

The youth in any nation are the real mirror that reflects the society reality and its development as they represent the attitude towards the future for its age, therefore nations have paid attention to this category giving it much care and more training as a necessity for the individual 's interest who owns skills that need development and as a social and economic necessity because the powerful society needs a generation capable to work and stand in front of the great challenges facing the society in this dangerous and sensitive period of time in our history(Rizq, 2008, 14).

The university life for the youth is considered an important stage in forming his character. The university as an independent educational institution represents a rich experience and it causes problems and pressures that affect negatively the youth character; they suffer from depression, low achievement, lack of confidence in addition to lack of concentration towards issues facing them at their university life or in their personal life (Sa`ada, et.al, 2002, p2).

University stage needs adaptation and compatibility (Adas&Toq, 1996) as there are many problems and social, educational and emotional needs facing the students in addition to academic problems and others that affect the social, academic and social future of the individual (Hatab&Maki, 1980).

The university society lives in a social environment includes a group of people who are close in age for a long time so the student's adaptation in this society is considered one of the aspects of his general adaptation. His satisfaction of the quality of the university life could affect his achievement (Senile & et al, 2001, 11-52).

Al-tal & Bolbol assure that university is a new experience to the students and it differs from their previous experiences as it has many and new problems and experiences which they should over come and adapt to them. Some of these problems are: identifying the university's regulations, choosing the major, the capability to make decisions concerning the future career and the scientific life (Al-tal & Bolbol, 1988, 128-129).

The students also face problems that hinder their adaptation and the university's achievement of its goals in building the student scientifically and developing his character as the psychological problems; lack of self confidence, anxiety, the social problems as difficulty in creating positive relations with the other students and academic staff in addition to academic problems as low achievement , choosing the major, utilizing time, using library, writing reports and research(Hamdi,1988,476).

Oweida points that students in the university life try harder to create new identities in the new environment and this change in identities requires an effective and compatible process that enable them to be adapt to this change gradually especially one of the basic psychological challenges facing them is the compatibility with feeling of loss when they leave their identities to have new ones(Oweida,2005,91-110).

Heppner &et al (1984) pointed that the psychological stress and adaptation difficulties are the outcomes of the inactive method followed by the students in solving the problems and so the

university students according to their age, their need to prove themselves, and achieve a degree of independency face great burdens in addition to their homework and the problems they face socially, or economically.

And because the student is the core of the academic process in the higher education, guiding him correctly and meeting his needs is the key of his success and this is possible through psychological care and the appropriate social and educational counseling by knowing the student's developmental characteristics.

Knowing there is a high correlation between the students' attitudes towards counseling and their university adaptation, we realize the importance of finding the counseling needs that the students need to evaluate the necessity of establishing a center of counseling and psychological services so as to help the students to deal with the problems and to achieve compatibility between individual and social levels in addition to help them to continue their academic studies successfully(Morgan,2003).

Based on what was mentioned, the university students face many problems that they should identify and know adaptation methods to them so as they can deal with the possible psychological effects and pressures for these problems.

In the same context, many studies were conducted to identify the universities students' problems as:

The study of Abo alia & Mahafda (1997)aimed to identify the problems of Hashemite university's students. A questionnaire including 41 items distributed to 4 fields was applied on a sample consisted of 235 male and female students. Results revealed the problems facing students: university services, relations with the academic staff, learning skills, academic adaptation. Moreover, results showed statistical significant differences attributed to gender as the males suffered more than the females from academic services while there were no statistical significant differences attributed to college variable or the interaction between the gender and college.

Murray's study (1990) compared between the student who enrolled the university directly after finishing the high school and those who enrolled university after years of finishing high school. Results showed the major problems facing the students related to the academic field and the learning skills. The two groups face problems in writing and time management and they do not have realistic expectations about achievement level and the major causes for the first year's students' pressures and anxiety are: unrealistic expectations, lack of participation in the academic life and low achievement. Additionally, there were no real differences between the students who enroll the university directly after high school or after a while in the problems facing them.

While the study of Mosharaf(2000) aimed to identify the most important problems facing the students. The sample of the study consisted of 257 students of Sana` University. The researcher used a list of university students' problems and their counseling needs. Results showed the university students have many problems concerning the counseling field, the academic field, psychological, social and healthy fields. Results also showed statistical significant differences

in the counseling and academic fields between the students with scientific specializations and the students with literary specializations in favor of the students with scientific specializations. Additionally, there statistical significant differences between the male and the females in favour of the males. There were also statistical significant differences between the first year students and the fourth year students in the health field in favor of the fourth year students.

Al-najm's study(2002) aimed to identify the problems facing the students of Education college at University of King Faisal according to gender, specialization, and academic level. The study used the descriptive approach and the questionnaire as an instrument. Results revealed the most significant problems were ignoring the students' complaints, not taking into account the students' circumstances in preparing the exams schedule, the crowded classes, lack of democratic atmosphere in dealing with the students, lack of the objectivity of the exams' results. There were differences between the male and female students regarding not taking into account their circumstances, ignoring the students' complaints. The computers' errors in registration process, the curricula's lack of ability to develop thinking and the skill.

The study of Banna&Ribi` (2006) aimed at identifying Al-Aqsa University's students' common problems and suggesting solutions to reduce the degree of these problems through using a questionnaire consisted of 70 items divided to five fields and distributed to 200 male and female students. Results showed the problems were arranged as follows from the perspective of the respondents: academic building, educational problems, psychological problems, ethic and social problems and sexual ones. Results also revealed lack of statistical significant differences attributed to specialization while there were statistical significant differences attributed to gender in the ethic , social and sexual problems in favour the males and in the educational problems in favour of the females. Additionally, there were differences attributed to the year in the sexual dimension in favour of the first year students compared with the second and third year students.

The study of Morgans(2003) aimed at identifying the relation between the students' attitudes towards academic counseling and their university adaptation. The sample of the study consisted of 610 male and female students of Orleans University. Results revealed s strong correlation between the students' attitudes towards academic counseling and university adaptation and there were differences between the students in public and private universities' students in their attitudes towards academic counseling in favour the students of the public universities.

The study of Lucas&Barkly(2005) aimed at studying the students who faced problems and looked for academic counseling at Johns Hopkins University in USA. The sample of the study consisted of 597 male and female students; 12% were African, 9% were Asian and the rest were white. Results showed the African students faced obstacles and problems when following up their job goals compared with other students whereas the Asian suffered from psychological problems. Results also showed anxiety and depression were higher in females compared with the males as they suffered in their careers.

And Sheen's study(2009) aimed to identify the students' problems of Open Jerusalem University according to gender and age category variables so as to evaluate their counseling

needs to have counseling services provide support to the students and to alleviate the degree of the problems they face. A questionnaire was developed and distributed to 613 students. Results showed the students' problems represented by inconvenient atmosphere for exams and studying, the supervisor's ignorance to his role in facilitating the use of university courses and the requirements of increasing the students' motivation in addition to the shortage in the support psychological counseling services that help in increasing the degree of students' adaptation. The students' problems in the academic and psychological fields were higher within the age category (30 and more).

We can concluded from the previous studies the following:

- The university students face many problems during the studying stages as academic, adapting, social and emotional problems.

- The students' problems have increased since the 1990s.

Therefore, the researchers expect that the students face many problems in the Jordanian public universities in general and they should be identified. Also, the researchers expect that the students need counseling services to help them to face these problems and to achieve higher degree of social, academic and psychological compatibility through their university life.

Problem of the Study &Its Questions

Leaving high school to the university is considered a critical period of time in the student's life that includes many problems representing by facing difficulties in adaptation because the student in this stage has to make decisions related to his future and academic life as choosing his major, method of studying, doing his assignments, and other decisions concerning his social life and his relation with friends, expressing his opinions in addition to forming cultural, political ,academic and personal attitudes.

During the researcher's work as a member in the academic staff in (WISE), he noticed the students' complaints about some cases and their try to look for help from different parts: academically, psychologically and socially. The researchers expect many problems facing the students so there is a need to identify them and work on planning the appropriate counseling services and presenting them in the suitable time.

Therefore, the study aims to identify the Jordanian public universities' students' problems by answering the following questions:

1. What are the most significant problems facing the students of Jordanian public universities?

2. Does the level of every problem which the Jordanian public universities' students suffer from differ according to the college, university level, gender and achievement variables?

Significance of the study

1. Enrich the studies related to adaptation problems facing students in many universities.

2. Identify and record problems facing Jordanian universities students to send them to decision makers to enable them to identify counseling needs for solving students' problems.

3. Provide basic information to decision makers about some basic psychological components of the students in the Jordanian public universities which may help in providing counseling services based on their needs and priorities.

Limitations of the study

The study was limited to the students of the Jordanian public universities and it was applied in the second semester for the academic year 2013-2014. The study was also limited to the instrument used.

Procedural definitions

The students: the students of the scientific and human colleges in the Jordanian public universities.

Students' problems: difficulties that students face in specific situations where they were unable to take appropriate decisions which make them uncomfortable (Kayed, 1995). And the researcher defines them procedurally as the ratio of the of the problems spread among the respondents through their responses.

Population &sample of the study

The population of the study1 consisted of all the students of the Jordanian public universities in the year 2013-2014 while the sample of the study which was selected randomly consisted of 406 male and female students who are enrolled in the universities in the second semester for the academic year 2013-2014 and the following table illustrates the distribution of the sample according to the study's variables.

Table 1. Distribution of the sample according to University, gender, college, year and academic achievement variables

Variable	Category	N	Ratio
University	WISE	178	43.8%
	Yarmouk	121	29.8%
	Mo`tah	M	26.4%
Gender	Male	152	37.2%
	Female	254	62.8%
College	Human	283	69.7%
	Scientific	123	30.3%
Achievement	Low	212	52.2%
	Moderate	125	30.8%
	High	69	17.0%
Level	First	92	22.7%
	Second	135	33.3%
	Third	77	19.0%
	Fourth	102	25.1%

Instrument of the study

The instrument consists of two parts: the first includes information concerning the study's variables: college, gender, achievement,university while the second part which includes a developed questionnaire to control the students' problems at the university consists of 190 items distributed into 6 fields that represent many problems as follows:

First field: curricula and teaching methods and their appropriateness to academic life (45 problems).

Second field: personal, emotional and psychological relations (47 items)

Third field: financial, living and professional status (38 items)

Fourth field: health and physical growth (19 items)

Fifth field: social and entertainment activity (19 items)

Sixth field: family (22 items)

These items were built after reviewing the theoretical literature concerning the students' problems in different universities.

Instrument validity

The instrument validity was checked by presenting it to a group of arbitrators who are specialized in the Jordanian universities. The initial copy of the instrument consisted of 209 items but after taking the arbitrators' notes into account 14 items were deleted,5 items were adjusted linguistically. So the final copy of the instrument consisted of 190 items.

The instrument reliability

The researchers calculate the internal consistency coefficient of Cronbach Alpha and the reliability coefficient was 0.88 which is considered acceptable for the study and the following table illustrates the reliability coefficients.

Table 2. Reliability Coefficients of the fields

N	Problems	Cronbach Alpha
1	curricula and teaching methods and their appropriateness to academic life	0.80
2	personal, emotional and psychological relations	0.87
3	financial, living and professional status	0.85
4	health and physical growth	0.83
5	social and entertainment activity	0.81
6	Family	0.85
	Total degree	0.88

Variables of the study

1- Independent variables

a) Gender (male, female

b) College (human, scientific)

c) Academic level(first, second, third and fourth year)

d) Achievement: low (average less than 69%), moderate(average between 69% -79%, high (average more than80 %)

Dependent variables: the students' responses on the scale of the problems concerning curricula and teaching methods and their appropriateness to academic life, personal ,emotional and psychological relations , financial ,living and professional status, health and physical growth, social and entertainment activity and family .

Statistical treatment: to answer the study's questions, the following were used: means and standard deviations in addition to T test, ANOVA and Scheffe' Test.

Results &Interpretation

First: results concerning the first question: "What are the most significant problems which the Jordanian public universities' students face?. To answer this question, the means and the standard deviations were calculated as it is illustrated in table (3).

Table 3. Means & standard deviations for the most significant problems facing the students arranged ascending

N	Problems	M	Std	RANK	Degree
3	financial ,living and professional status	3.63	0.42	1	Moderate
1	curricula and teaching methods and their appropriateness to academic life	3.34	0.41	2	Moderate
2	personal ,emotional and psychological relations	3.28	0.39	3	Moderate
6	Family	3.10	0.51	4	Moderate
4	health and physical growth	3.09	0.59	5	Moderate
5	social and entertainment activity	3.08	0.57	6	Moderate
	Total degree	3.30	0.33		Moderate

It is clear from the previous table that the degrees of the most significant problems facing Jordanian university students were in general moderate as the total mean was (3.30) and std (0.33). Additionally, the means of the problems ranged from 3.08 to -3.63) and in the first rank came the field: "financial ,living and professional status", with a mean 3.63 and std (0.42).And this result may attribute to the students' great interest in the academic aspects and the problems facing him during the his studying .moreover, the problems concerning achievement , academic staff , curricula and teaching methods used in the universities and the students ability is limited facing the continuous increase in the academic tuition fees. The academic life becomes difficult in the current economic situation; the text book becomes a

burden in addition to the crowded classes which make the students feel upset of the mess. In the second rank came the field: "curricula and teaching methods and their appropriateness to academic life", with a mean (3.34) and std (0.41) and this result may due to different reasons as: instructors' absence , many researches to be done by the students, multi plans in the departments, in addition to lack of textbook.

In the third rank came the field: "personal,emotional and psychological relations" with a mean (3.28) and standard deviation (0.39) and this result may attribute to the psychological feelings that students suffer from in light of the psychological problems they face these days.while the field: "family" came in the fourth rank with a mean (3.10) and standard deviation (0.51) followed respectively by the fields: "health and physical growth" with a mean (3.09) and standard deviation (0.59) and "social and entertainment activity" with a mean (3.08) and standard deviation (0.57).

Second: results concerning the second question: Does the level of the problems which the students face vary according to study's variables: gender, college, university year and theachievement? The answer was as following:

1. Gender variable: means and standard deviations of the level of the problems which the Jordanian university students' face and T test was used as it is illustrated in table 4.

Table 4. Means and standard deviations and T test for independent samples for the differences in the level of problems which the students face according to the gender

Problems	College	N	M	Std	T value	Sig.
curricula and teaching methods and their appropriateness to academic life	Male	151	3.26	0.35	-2.796	0.005
	Female	254	3.38	0.44		
personal ,emotional and psychological relations	Male	151	3.21	0.34	-2.951	0.003
	Female	254	3.32	0.40		
financial ,living and professional status	Male	151	3.57	0.40	-2.440	0.015
	Female	254	3.67	0.42		
health and physical growth	Male	151	2.98	0.54	-2.759	0.006
	Female	254	3.15	0.61		
social and entertainment activity	Male	151	3.01	0.52	-1.798	0.073
	Female	254	3.12	0.58		
Family	Male	151	3.02	0.47	-2.184	0.030
	Female	254	3.13	0.52		
Total degree	Male	151	3.23	0.27	-3.559	0.000
	Female	254	3.35	0.35		

Results in table (4) showed statistical significant differences at (a≤0.05) in the level of the problem facing the Jordanian universities' students according to the gender variable as calculate T value was (-3.559) with sig(0.000) for the total degree and there were statistical significant differences at (a≤0.05)in the level of the problem facing the Jordanian universities' students according to the gender variable in all the fields except the field of

"social and entertainment activity" and the difference was in favour of the females and this result may attribute to the females' high feeling of the problems and they have more courage to review the educational issues from different sides.

2. College variable: means and standard deviations were calculated of the level of the problems facing the Jordanian universities' problems. T test was also to examine the differences according to college variable as it is illustrated in table 5.

Table 5. Means &standard deviations and T test of the level of the Jordanian universities' students' problems according to the college variable

Problems	College	N	M	Std	T	Sig.
curricula and teaching methods and their appropriateness to academic life	Human	283	3.31	0.41	-2.350	0.019
	Scientific	123	3.41	0.40		
personal ,emotional and psychological relations	Human	283	3.26	0.38	-1.739	0.083
	Scientific	123	3.33	0.39		
financial ,living and professional status	Human	283	3.61	0.42	-1.588	0.113
	Scientific	123	3.68	0.41		
health and physical growth	Human	283	3.08	0.59	-0.458	0.647
	Scientific	123	3.11	0.58		
social and entertainment activity	Human	283	3.04	0.55	-2.526	0.012
	Scientific	123	3.19	0.59		
Family	Human	283	3.09	0.51	-0.601	0.548
	Scientific	123	3.12	0.52		
Total degree	Human	283	3.28	0.32	-2.244	0.025
	Scientific	123	3.36	0.33		

Results in the previous table showed statistical significant differences at (a≤0.05)in the level of the problems which the Jordanian students suffer from according to the college variable where calculated T value was (-2.244)with sig (0.025) for the total degree and there were statistical significant differences at (a≤0.05)in the level of the problems which the Jordanian students suffer from according to the college variable in the followings fieldscurricula and teaching methods and their appropriateness to academic life andsocial and entertainment activity in favor the scientific colleges and this result may due to the fact that students of scientific colleges whose average is high look for higher degree of satisfaction. While there were no statistical significant differences concerning theother problems and this result may attribute to the generality of the problems as the whole students suffer from the same problems for living in similar environments.

University year: means and standard deviations were calculated of the level of the problems facing the Jordanian universities' problems according to the university year variable as it is illustrated in table 6.

Table 6. Means and standard deviations were calculated of the level of the problems facing the Jordanian universities' problems according to the university year variable

Field	Year	N	M	Std
curricula and teaching methods and their appropriateness to academic life	1st	92	3.56	0.41
	2nd	135	3.18	0.41
	3rd	77	3.38	0.29
	4th	102	3.31	0.39
	Total	406	3.34	0.41
personal ,emotional and psychological relations	1st	92	3.46	0.36
	2d n	135	3.13	0.38
	3rd	77	3.38	0.38
	4th	102	3.24	0.33
	Total	406	3.28	0.39
financial ,living and professional status	1st	92	3.80	0.41
	2nd	135	3.57	0.45
	3rd	77	3.63	0.30
	4th	102	3.57	0.43
	Total	406	3.63	0.42
health and physical growth	1st	92	3.16	0.56
	2nd	135	3.03	0.66
	3rd	77	3.23	0.57
	4th	102	2.99	0.49
	Total	406	3.09	0.59
social and entertainment activity	1st	92	3.39	0.59
	2nd	135	2.78	0.46
	3rd	77	3.21	0.45
	4th	102	3.12	0.56
	Total	406	3.08	0.57
	1st	92	3.32	0.57
	2nd	135	3.04	0.49
Family	3rd	77	3.10	0.41
	4th	102	2.96	0.49
	Total	406	3.10	0.51
	1st	92	3.50	0.32
	2nd	135	3.17	0.31
Total degree	3rd	77	3.37	0.25
	4th	102	3.25	0.31
	Total	406	3.30	0.33

It is clear from the previous table that there were apparent differences between the means of the level of the problems which the Jordanian students suffer from according to the university

year variable as the first year students got the highest mean (3.50) followed respectively by the third year students with(3.37), and the second year students with (3.17). And to determine whether the differences between the means were statistically significant or not at (a≤0.05), ANOVA was used and its results were as follows:

Table 7. ANOVA for the differences in the level of the problems which the Jordanian public universities' students suffer from according to the level of year variable

Field	Source of variance	Sum of seq.	Fd	M of sum of seq.	F	Sig.
curricula and teaching methods and their appropriateness to academic life	Between the groups	8.528	3	2.843	19.117	0.000
	Within the groups	59.777	402	0.149		
	Total	68.305	405			
personal ,emotional and psychological relations	Between the groups	6.818	3	2.273	17.139	0.000
	Within the groups	53.308	402	0.133		
	Total	60.127	405			
financial ,living and professional status	Between the groups	3.609	3	1.203	7.141	0.000
	Within the groups	67.713	402	0.168		
	Total	71.322	405			
health and physical growth	Between the groups	3.588	3	1.196	3.539	0.015
	Within the groups	135.854	402	0.338		
	Total	139.442	405			
social and entertainment activity	Between the groups	22.943	3	7.648	28.806	0.000
	Within the groups	106.727	402	0.265		
	Total	129.67	405			
Family	Between the groups	7.025	3	2.342	9.515	0.000
	Within the groups	98.932	402	0.246		
	Total	105.957	405			
Total degree	Between the groups	6.433	3	2.144	23.379	0.000
	Within the groups	36.873	402	0.092		
	Total	43.306	405			

Results showed statistical significant differences at (a≤0.05) in the level of the problems which the Jordanian university students suffer from according to the university year variable where calculated F was (23.379) with sig(0.000) to the total degree. Moreover, there were statistical significant differences at (a≤0.05) in the level of the problems which the Jordanian students suffer from according to the university year variable in all fields as F value was statistically significant. And to identify the significance of the differences, Sheffee post comparisons was used and the following table illustrated the results.

Table 8. Sheffee post comparisons of the differences in the level of the problems facing the Jordanian public universities' students according to the year level

curricula and teaching methods and their appropriateness to academic life

Year	M	1st 3.56	3rd 3.38	4th 3.31	2nd 3.18
Ist	3.56	-			*
3rd	3.38		-		
4th	3.31			-	
2nd	3.18				-

personal, emotional and psychological relations

Level	M	1st 3.46	3rd 3.38	4th 3.24	2nd 3.13
1st	3.46	-			*
3rd	3.38		-		
4th	3.24			-	
2nd	3.13				-

financial, living and professional status

Level	M	1st 3.80	3rd 3.63	2nd 3.57	4th 3.57
1st	3.80	-			*
3rd	3.63		-		
2nd	3.57			-	
4th	3.57				-

health and physical growth

Year	M	3rd 3.23	1st 3.16	2nd 3.03	4th 2.99
3rd	3.23	-			*
1st	3.16		-		
2nd	3.03			-	
4th	2.99				-

social and entertainment activity

Year	M	1st 3.39	3rd 3.21	4th 3.12	2nd 2.78
1st	3.39	-			*
3rd	3.21		-		
4th	3.12			-	
2nd	2.78				-

Family

Year	M	1st 3.32	3rd 3.10	2nd 3.04	4th 2.96
1st	3.32	-		*	
3rd	3.10		-		
2nd	3.04			-	
4th	2.96				-

Total degree

Year	M	1st 3.50	3rd 3.37	4th 3.25	2nd 3.17
1st	3.50	-	0.13	0.25	0.33*
3rd	3.37		-	0.12	0.20
4th	3.25			-	0.08
2nd	3.17				-

Results in table 8 showed the difference was in favour of the first year students and this result may attribute to the fact that these students pass by the second "adolescence" and it is a period of time characterized by sexual feelings and it is totally different from the secondary stage as they look at sex differently .While the third and fourth year students became more mature and they started to apply what they have acquired educationally during the educational stage about different topics and so their problems were less.

3. Achievement variable: means and standard deviations were calculated of the level of the problems facing the Jordanian universities' problems according to achievement variable as it is illustrated in table 9.

Table 9. Means and standard deviations were calculated of the level of the problems facing the Jordanian universities' problems according to achievement variable

Field	Achievement	N	M	Std
curricula and teaching methods and their appropriateness to academic life	Low	212	3.52	0.36
	Moderate	125	3.11	0.39
	High	69	3.19	0.31
	Total	406	3.34	0.41
personal ,emotional and psychological relations	Low	212	3.45	0.33
	Moderate	125	3.08	0.36
	High	69	3.12	0.32
	Total	406	3.28	0.39
financial ,living and professional status	Low	212	3.76	0.38
	Moderate	125	3.51	0.45
	High	69	3.49	0.38
	Total	406	3.63	0.42
health and physical growth	Low	212	3.22	0.51
	Moderate	125	2.95	0.65
	High	69	2.93	0.61
	Total	406	3.09	0.59
social and entertainment activity	Low	212	3.34	0.57
	Moderate	125	2.72	0.44
	High	69	2.94	0.30
	Total	406	3.08	0.57
	Low	212	3.23	0.52
Family	Moderate	125	2.97	0.48
	High	69	2.93	0.43
	Total	406	3.10	0.51
	Low	212	3.47	0.28
Total degree	Moderate	125	3.11	0.28
	High	69	3.15	0.26
	Total	406	3.30	0.33

It is noted that there were apparent means of the level of the problems which the Jordanian students suffer from according to the achievement variable as the students with low achievement got the highest mean (3.47)followed respectively by the students with high achievement with (3.15) and the students with moderate achievement (3.11) and to know whether the differences between the means were statistically significant at (a≤0.05), ANOVA was used and the results were as follows.

Table 10. ANOVA for the differences in the level of the students' problems according to achievement level variable

Field	Source of variance	Sum of seq.	Fd	Mean Seq.	F	Sig.
curricula and teaching methods and their appropriateness to academic life	Between groups	14.632	2	7.316	54.932	0.000
	Within groups	53.673	403	0.133		
	Total	68.305	405			
personal ,emotional and psychological relations	Between groups	13.423	2	6.712	57.915	0.000
	Within groups	46.703	403	0.116		
	Total	60.127	405			
financial ,living and professional status	Between groups	6.548	2	3.274	20.371	0.000
	Within groups	64.774	403	0.161		
	Total	71.322	405			
health and physical growth	Between groups	7.808	2	3.904	11.952	0.000
	Within groups	131.634	403	0.327		
	Total	139.442	405			
social and entertainment activity	Between groups	31.876	2	15.938	65.68	0.000
	Within groups	97.794	403	0.243		
	Total	129.67	405			
Family	Between groups	7.652	2	3.826	15.684	0.000
	Within groups	98.305	403	0.244		
	Total	105.957	405			
Total degree	Between groups	12.018	2	6.009	77.397	0.000
	Within groups	31.288	403	0.078		
	Total	43.306	405			

Results in the previous table showed statistical significant differences at level (a≤0.05) in the level of the problems which the Jordanian university students suffer from according to the achievement variable based on the value of the calculated F (77.397) with sig(0.000) for the total degree. And there were statistical significant differences at level (a≤0.05) in the level of the problems which the Jordanian university students suffer from according to the achievement variable in all the fields and to find out the significance of these differences, Scheffe's test post Hoc Comparisons was used.

Table 11. Scheffe's test post Hoc Comparisons for differences in the level of the problems facing the Jordanian public universities' students according to the achievement variable

Field	Achievement	M	Low 3.52	High 3.19	moderate 3.11
curricula and teaching methods and their appropriateness to academic life	Low	3.52	-		*
	High	3.19		-	
	Moderate	3.11			-
personal ,emotional and psychological relations	Achievement	Moderate	Low 3.45	High 3.12	Moderate 3.08
	Low	3.45	-		*
	High	3.12		-	
	Moderate	3.08			-
financial ,living and professional status	Achievement	M	Low 3.76	Moderate 3.51	High 3.49
	Low	3.76	-		*
	Moderate	3.51		-	
	High	3.49			-
health and physical growth	Achievement	M	Low 3.22	Moderate 2.95	High 2.93
	Low	3.22	-		*
	Moderate	2.95		-	
	High	2.93			-
social and entertainment activity	Achievement	M	Low 3.34	High 2.94	Moderate 2.72
	Low	3.34	-		*
	High	2.94		-	
	Moderate	2.72			-
Family	Achievement	M	Low 3.23	Moderate 2.97	High 2.93
	Low	3.23	-		*
	Moderate	2.97		-	
	High	2.93			
Total	Achievement	M	Low 3.47	High 3.15	Moderate 3.11
	Low	3.47	-	0.32*	0.36*
	High	3.15		-	0.04
	Moderate	3.11			-

Results in the previous table showed the difference was in favour of the students with low achievement and this result may due to that those students look for more entertainment activities while the students with high achievement are more interested in studying and getting high grades.

Recommendations

- Necessity to have educational guides and supervisors in the universities to solve academic, psychological, and social problems facing the students.

- Organizing educational programs for the students in the universities to aware them of the best educational and psychological techniques in achievement.

- Necessity to support and help the distinguished students financially and psychologically.

- Establishing a section for following up the students and their problems that may also include medical and psychological clinics.

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