



## RESEARCH ARTICLE

# Psychological Support Methods for Students at the University of Mosul

Rahma Farid Khaled Al-Taie<sup>1\*</sup>, Prof. Dr. Zikra Yousef Jameel Al-Taie<sup>2</sup><sup>1,2</sup>College of Basic Education, University of Mosul, Iraq**ARTICLE INFO****ABSTRACT**

Received: May 27, 2024

Accepted: Jul 1, 2024

**Keywords**

Psychological Support

Students

University of Mosul

**\*Corresponding Author:**

Rahma.23bep98@student.uomosul.edu.iq

The current research aims to measure the level of psychological support methods among students at the University of Mosul and to identify the significance of the differences in psychological support methods among the research sample according to the academic grade variable (second, fourth). The research sample reached (800) male and female students in the colleges of the University of Mosul from both scientific specializations. And the human being (males - females). To achieve the objectives of the research, the researcher built a measure of psychological support methods, which consists of (40) items, according to a five-point scale, and the data was processed statistically through statistical reality. spss, and appropriate statistical methods were used, including the t-test and Pearson correlation coefficient, and the researcher reached the following result: University students have a high degree of psychological support, and there are statistically significant differences according to the variables of the academic stage and in favor of the fourth stage.

**INTRODUCTION**

Cohen and Wells found that psychological support plays an important role in a person's continuation and survival. It is similar to the heart that pumps blood to the body's organs. It confirms the individual's existence through his sense of support and support from those around him, appreciation and respect from the group to which he belongs, and belonging and conformity to the social standards within his community that help him. To face events life. Through positive, effective methods and achieving health. Mental and mentality. (On me,2005:14).

Al-Shennawi and Abdel-Rahman state that psychological support methods have two basic cycles in an individual's life: a developmental role and a preventive role. In the developmental cycle, individuals who have social relationships exchange them with others. Better from Hand Mental health is different from others who lack these relationships. In the preventive role, psychological support methods help to confront events life. In positive and effective ways. (El-Shenawy, 1994:4)

Corona defines psychological support as satisfying the individual's basic needs of love, respect, communication, empathy, sharing interests, and providing advice and information from important people in the individual's life. (cutronapal,1996:10).

Psychological support methods also work to limit the effects Mental Negativity is long-term. Psychological support can greatly reduce stress and help students develop their self-help skills and self-confidence, thus enabling them to think flexibly. To solve the problems they encounter. Marouf's study indicates that psychological support is important in enabling the student to restore his image, which may have been shaken by today's events, and allows him to enjoy and relax, and provides him with a secure base for his life. Psychological support methods also assure the student that others identify with him and care about his problem, that he is not isolated, and that he actually has people. Others help him and stand next to him, and this is considered psychological support, coping techniques and coping with problems life University, as the importance of psychological support in the student's life constitutes an important assumption in most previous studies. (Mohammed, 2018: 22)

## RESEARCH AIMS

The current research aims to identify:

- 1-The level of psychological support among students at the University of Mosul
- 2-Significant differences in the psychological support methods scale according to the academic grade variable (second, fourth)

## LIMITS OF RESEARCH

The current research is limited to students at the University of Mosul for morning studies for the academic year (2023-2024) of both sexes (males, Females) and for (scientific) specializations, Humanity) and for academic grades (second, the fourth).

**Defining terminology:** Everyone knew him:

Fayed(2001): It is the individual's awareness that he has a sufficient number of people in his life that he can turn to when needed, and that this individual has a degree of satisfaction with this support available to him. (Fayed, 337:2001)

The definition Procedural: These are methods of psychological protection, support, and protection of the human personality from the mistakes that may occur through its interaction with the internal and external environment.

## THEORETICAL BACKGROUND AND PREVIOUS STUDIES

The concept of psychological support methods

The way to define the concept of psychological support methods is that it has quality. Quality indicates the subjective aspect of psychological support methods, and quantity indicates the objective aspect. It is possible to call it the cultural and functional aspect, support based on the social network, or basic support. (Carstensen, 1995:89)

Cobb believes that psychological support methods are information that leads a person to believe that someone cares for him, loves him, appreciates him, and considers him valuable, or that he belongs to the social network, or that he is obligated to perform duties. And commitments Exchanged with others. (Abdullah, 2000:901)

### Psychological support methods:

There are several methods of psychological support as welcome:-

**Psychological support emotional:** he Organizational strategy Emotionality The subjective and implicit mechanism is described as putting feelings into words.

**Self-psychological support:** It is the ability to engage in activities that help us relax, such as listening to...Music, reading, speaking with Trusted person with it.

**Behavioural psychological support:** It is the individual's ability to overcome bad and undesirable behaviour that depends on the individual's moral or psychological support to achieve a type of socially acceptable behaviour.

**To support Appreciation:** This type of support is in the form of information that this person is valued and accepted and it gets better. Self-esteem is when people convey that they appreciate their self-values and experiences and that they are accepted despite any difficulties or personal mistakes. This type of support has different names, such as self-esteem support. And support catharsis.

**The support physical:** It consists of providing the individual with financial assistance or material assistance when the recipient needs it to solve his daily problems.

**Cognitive support:** It is psychological support that a person finds in words of congratulations and praise for him in good times and in expressions of condolence and compassion in bad times. He finds in people's congratulations for him approval, appreciation, acceptance and mutual love, and he finds in their consolation for him alleviation of feelings of stress, anxiety and pressure and in thinking about what befell him in an optimistic way and satisfaction with God's decree and destiny..

**Information support:** It consists of providing advice, personal feedback, and necessary information. This type of support appears in providing the recipient with information that will help him solve a problem he faces in his daily life, or through parts of advising him, directing him, and counseling. This type is also called by other terms such as support, advice, or guidance. Or support cognitive guidance.

**Social support:** Helping the individual overcome problems through the help of family, friends, and a psychologist.(Al-Nabulsi, 2009: 59)

### Theories that explain psychological support methods

**Erikson's theory:** Eric has developed Erikson's theory Psychological and social development, relying on Freud's psychosexual theory. His theory was broader than Freud's. Erikson introduced an amendment to Freud's theory of psychosexual development by Two aspects are:

First: confirming the mutual interaction, perhaps more than Freud, between social content and specific biological stages.

Second: Expansion the number of stages ranges from five to eight stages.

Erikson's point of view is more humane than that of Freud, in dealing with the subjective aspect of life as well as the appreciation of the person himself and others, and we see that his emphasis on the aspect self (Biology less emphasizes social characteristics with regard to the development of personality and its portrayal, and we also see it giving a lot of importance to the roles of siblings, peers, and society in the same field. Erikson also asserts that the individual's presence within a groupsurround. It supports, assists and encourages positive energies that help the individual continue in the past and move forward towards achieving his goals. Erikson believes that the eight stages are arranged in an order Hierarchical and that Every crisis is solved in a positive or negative way, and the positive solution to any stage depends on previous success, the sense of continuity of the individual himself, and the feeling of self-strength. As for failure or a negative solution, it leads to a feeling of loneliness and the feeling of being an unfamiliar person, and from this lies the importance of support. Psychological assistance in helping the individual success. (Abdul Hadi, 2013: 65)

**Rogers' theory:** YCarl Rogers believed that man is essentially a conscious and rational creature, governed by full awareness of his own self and the environment in which adults live, according to the extent of the psychological support he receives. The individual from those around him ensure his psychological and social development is correct. The sound psychological development of an

individual's life can produce an individual with complete psychological functions, so he seeks the growth and development of society, and the individual who is fully aware of all his experiences, that is, he does not neglect or It prevents or distorts these experiences, because they will all pass through the developing, healthy, functioning self. A psychologically integrated individual is characterized by the ability to enjoy every moment of his life through the pleasure that pleasant experiences in life bring, such as social support from parents, friends, and as A psychologically integrated individual is characterized by the ability to make the appropriate decision, and the feeling of freedom in order to move in any direction he desires to be able to realize himself. (Abbas, 1996:125)

## **Previous studies**

### **Aqil Study (2015)**

#### **(Social support and its relationship to personal and social adjustment)**

I aimed Study to Measuring the level of support Social. The level of personal compatibility among the research sample, as well as identifying the relationship Connectivity between the scores of the two variables and identifying the significance of the differences between the two variables according to the variable (Gender, deportation Secondary and university education) The research sample consisted of 614 students Of education Secondary and university levels in the city of Tartous. The researcher prepared the two scales and used statistical methods (testTT-test, Spearman correlation coefficient). The results of the study resulted in a large level in the total score of the social support scale, and a medium and large level in the level of social support among the sample members, as well as the absence of statistically significant differences depending on the variable Sex is for the benefit Male and presence Self-differences Statistical significance according to the educational stage variable in favour of students in secondary education. (Aqil, 2015).

## **RESEARCH METHODOLOGY AND PROCEDURES**

The researcher used the descriptive approach in the manner of correlational relationships appropriate to the nature of the current research, as in this regard, Mubarak defines the descriptive approach as that approach that is based on describing a phenomenon in order to reach the causes of this phenomenon and the factors that control it, and to extract results for generalization. This is done according to a specific research plan through Collect, organize and analyze data. (Aziz, 2023: 191).

### **Research community**

Includes community Search on Students of the colleges of the University of Mosul for the academic year (2023-2024). They were classified according to their faculties, specializations, and gender, as the size of their original community reached (44333(Real male and female students)22180(males and)22153) females.

### **Research samples**

The sample means a partial group of the research population, selected in a specific way and the study is conducted on it, then those results are used and generalized to the entire original study population.(Al-Abadi, 2019: 129)It was completed Approval. The stratified random method in selecting the basic research samples, as the nature of the procedures for preparing and constructing the scale requires its application several times.

### **Sample statistical analysis**

For the purpose of obtaining a representative sample of the research community, the colleges affiliated with the University of Mosul were classified into (9) humanities colleges, and (15) scientific colleges. The sample was drawn in a stratified random manner, as (4) were drawn from the humanities colleges and it was the choice (Arts, Political Science, and Education for the Humanities and Law) were chosen. The same procedure was applied to the (4) scientific colleges. The selection

fell on (Engineering, Science, Computer Science, Mathematics, and Management).And economics. The sample for statistical analysis amounted to (250) male and female students, distributed according to the humanitarian specialization, represented by (130) males and (70) females. As for the scientific specialization, represented by (120) males and (53) females. As for the academic grades, the number of students for each grade was as follows: first (67), second (66), third (67), fourth (50), and the table (1) explains that.

**Table 1: (Statistical analysis sample)**

the total	scientific	Humanitarian	management and	Computer science and	the sciences	engineering	the law	Humanistic education	political science	Literature	the college	
34	17	17	4	3	6	4	3	9	3	2	Males	the first
33	17	16	2	4	6	5	4	7	2	3	Females	
67	31	29	6	7	12	9	7	16	5	5	the total	
33	18	15	2	4	5	7	3	8	1	3	Males	the second
33	13	20	3	3	4	3	3	12	1	4	Females	
66	21	32	5	7	9	10	6	20	2	7	the total	
37	19	18	4	3	3	9	5	9	1	3	Males	the third
30	11	19	5	2	2	2	3	12	1	3	Females	
67	39	40	9	5	5	11	8	21	2	6	the total	
23	13	10	3	3	1	6	2	4	1	3	Males	the fourth
27	12	15	2	3	3	4	2	9	1	3	Females	
50	18	29	5	6	4	10	4	13	2	6	the total	
127	67	60	13	13	15	26	13	30	6	11	Males	the total
123	53	70	12	12	15	14	12	40	5	13	Females	

250	120	130	25	25	30	40	25	70	11	24	the total		
-----	-----	-----	----	----	----	----	----	----	----	----	--------------	--	--

### Scale construction procedures

**Defining the concept of psychological support methods:** In light of the researcher's acquaintance with previous literature and studies that investigated the subject of psychological support methods and determining a procedural definition for the concept of psychological support methods, the researcher identified (6) proposed areas for the scale in its initial form. For the purpose of ensuring the validity of these areas, they were presented, along with their definitions, to a group of experts and they were asked to state their opinion. In the validity of these areas and their arrangement according to their importance and relevance to the main concept and in light of their opinions. According to their proposals, these areas were retained and adopted as areas for measuring psychological support methods.

**Relative importance:** Determining the weights of the domains is one of the important procedures in building the scale, as it depends on determining the number of items for each domain of the scale. (Al-Gharib 1985:598)

To achieve this purpose, the experts to whom the areas of the scale were presented in Appendix No. (5) were asked to give a weight to each area of the scale, ranging from (1-6) degrees so that the importance to it represents a balance with the rest of the areas, where the sequence (6) represents the highest level of importance and (1). The lowest level of importance. After that, the estimated values given by the experts for each field were collected and divided by the total number of experts. Thus, it was possible to extract the relative importance of each field, by multiplying the relative importance of the field by the total number of paragraphs and dividing the result by (100). The researcher obtained the number of paragraphs for each field.. (SamaraAnd others,1989:15) .

**Numbers of the primary formula of the scale:** The researcher followed a set of steps in preparing the scale items and formulating them as following:-

In light of the procedural definition of the concept of psychological support methods and through the researcher's acquaintance with a group of literature, theories and previous studies related to the current research, the researcher in numbers (6) fields.

The researcher formulated a number of items for each field of psychological support methods, according to its relative importance, so that the number of items in the scale in its initial form consisted of (45) items.. (Sherbiny et al., 2003: 126)

The researcher used the method of self-report lists in answering the paragraphs to formulate a verbal statement It expresses the behavior of the responding individual who is asked to mark if he or she agrees with it Or he does not agree, so that his answers should be considered as significant indicators of his personal characteristics.(Garage,1997:247)

The researcher adopted the Likert method in the five alternatives, which are:(OKseverely,OK, neutral, not OK, Strongly disagree) This five-point progression of answer alternatives is...better Answer alternatives for personality scales, and this is what a study indicated righteous(2019).

**Method of correcting the response to the current research tool:** The researcher adopted the five-point Likert method, as the score for each item is (5) if the answer is strongly agree and (4) if the answer is OK and(3) if the answer is neutral, (2) if the answer is disagree, and (1) if the answer is disagree Hardly.

**Extracting the psychometric properties of the scale:** To ensure the validity of the scale in achieving the objectives of the current research, the psychometric properties of the items were extracted, which help the developer of the scale choose items with good characteristics, and this in turn leads to credibility. the scale (Anastasin, 1982: 192) The researcher calculated the most important psychological characteristics of the items of the current research scale as follows: -

**Validity of the scale:** Validity is one of the most important characteristics of a good scale. What is meant by the validity of a scale is the degree of accuracy with which the scale measures what it wants to measure. That is, the scale is considered valid if it measures what it was designed to do. (Abdel Qader, 2023: 56)

The face validity of the psychological support methods scale: What is meant by apparent validity is measuring the apparent aspects of the questionnaire in that it indicates the measurement of what it was designed to measure (Aqeel 2008: 309). To verify the apparent validity, the items of the scale were presented in its initial form, amounting to (45) items. A group of experts was asked to demonstrate the validity of each of the paragraphs to measure the concept of psychological support methods that were developed to measure it and to indicate whether it needs modification and what is the appropriate modification. The researcher relied on an agreement rate of (80%) or more to accept the paragraphs, and Bloom believes that the agreement rate The arbitrators judged that when its score reached (75%) or more, it was considered a reasonable percentage. The researcher could feel reassured about the apparent validity of the tool and its suitability for application (Bloom et al., 1983: 127). All items were accepted except paragraphs (2-7-22-31-33). )

## STATISTICAL ANALYSIS OF PARAGRAPHS

### First: The discriminating power of the items in the psychological support methods scale

This procedure is one of the basic steps in building any scale. The discriminating power of the item means the power of the item to distinguish between higher and lower groups of individuals, and this indicates that the item contributes effectively. The scale's ability to detect individual differences between...Individuals.(Odeh and Al-Khalili 2000: 294) Therefore, the researcher took the following steps:

**Determine the sample size:** In this regard, she indicated(1978.Nunnally) that the sample size for the statistical analysis of the paragraphs and the distinction of the paragraphs must not be less than (15) in relation to reducing the chances of chance in the statistical analysis process (:262 1978,NunnallyThe researcher adopted this method in determining the sample size, which amounted to (250) male and female students.

Where the researcher made a choice Eight Colleges from the University of Mosul, including four humanities colleges, which are (the College of Education for the Humanities, the College of Arts, the College of Political Sciences, and the College of Law) and four scientific colleges, which are (the College of Engineering, the College of Science, the College of Computer Science and Mathematics, and the College of Management).And economics).The selection was made randomly from each of the academic grades (first - second - third -fourth)A number of male and female students commensurate with their presence in the research community, so the number of sample members became (250)

**Finding the discriminating power of paragraphs:** The researcher found the discriminatory power of the items through the two extreme group's methods and the relationship of the item score to the total score.

### The style of the two extreme groups:

In order to obtain data through which the items defined for their discriminatory power can be analyzed, with the aim of developing the scale in its final form, the researcher applied the scale to a

sample consisting of (250) male and female students from other than the original study sample. They were chosen randomly, with (127) male and (123) female students. After collecting the questionnaires from the students and correcting them to obtain the total grade for each sample member, the questionnaires were arranged descending from the highest grade to the lowest grade, and (27%) were taken from the questionnaires that represent the highest grades and (27%) from the forms that represent the lowest grades. (250) questionnaires were subject to statistical analysis. Thus, each group included (68) questionnaires, and then the researcher applied the second test (T-test) for two independent samples to determine the differences between the upper and lower groups for each item. The second value calculated was the paragraph discrimination index by comparing it with the tabulated value of (1.960) at a significance level of (0.05) and a degree of freedom (134). It was shown through the results that all Paragraphs are acceptable and well marked.

### **The relationship of the item score to the total score of the scale:**

The true scale depends on the truthfulness of its items, and the connection of the items to internal or external standards is one of the indicators of the validity of the items. This method refers to the degree to which the formative content of the traits is related to each other or to the degree to which the basic elements and components of the personal traits are related, according to (Anastasi) When the external criterion is not available, the best internal criterion is the total score of the scale. (Anastasi, 1982, 2006)

Accordingly, the researcher found the relationship of the score of each item to the total score of the discrimination sample of (250) male and female students using the Pearson correlation coefficient. It appeared that all coefficients of the t-test for the correlation coefficient were significantly significant at the level of (0.5) and the degree of freedom was (248), as the test coefficients ranged from ( T) The correlation coefficient between (11.658-2.162) That is, the calculated value of the T-test for the correlation coefficient is greater than the value of the T-test for the tabular correlation coefficient of (1.960).

### **Scale stability**

Reliability is one of the important psychometric properties in constructing tests and standards. This means that the scale gives identical or close results, at the very least, if it is re-applied several times. That is, the given description is not the product of chance. (Al-Tariri, 2014: 169)

To calculate reliability indicators, the researcher adopted the following methods:

#### **1. Test method - re-test-Test-Retest Method**

The main idea in the retest method is to re-apply the scale to the group of individuals to whom the scale was applied and in somewhat similar conditions, after a period of (15) days, and then calculate the correlation coefficient between them. (Rabie, 2008: 83)

For this reason, the researcher applied the scale to a reliability sample that included (40) male and female students who were randomly selected from two colleges, the first representing the humanities group, which is (the College of Education for Human Sciences), and the second representing the scientific group, which is the College of Engineering, on (2/15/2024). Then the researcher repeated Applying the scale to the same sample on (2/29/2024) and using a correlation coefficient, the value of the correlation coefficient between the degrees of the first and second application of the scale was (0.868) degrees. This value is considered high and a good indicator of stability.

#### **2. Alpha Cronbach method (Cronbach)**

It is one of the methods presented by Kohnbach, where the idea of this method, which is characterized by its consistency and the possibility of trusting its results, is to estimate the stability of the internal consistency of the scale when correction is not done bilaterally. (Al-Nabhan, 2004:



248). According to this method, the entire sample of the structure, amounting to (250) male and female students, was drawn, and the Cron-Nbach alpha equation was applied. The reliability value using the Cron-Nbach alpha method reached (0.892) degrees, and this value is considered high and a good indicator of reliability.

**Description of the psychological support methods scale in its final form**

After the researcher extracted the psychometric characteristics of the psychological support methods scale, the scale became in its final form consisting of (40) items in Appendix No. (7) According to a five-point scale to test the answer. The maximum total score of the scale measures the characteristic of psychological support methods, as it reached the highest score on the scale (200), while the lowest score is (40) and the hypothetical average of the scale is (120).

**The ultimate application for research tools**

After the researcher confirmed the validity, reliability and distinction of the study tool items (psychological support methods) and to achieve the objectives of the study, the scale was applied in its final form to the basic research sample of (800) male and female students, by giving the respondent the research tool and clarifying the instructions on how to answer it, with emphasis on It is necessary to answer each paragraph in a way that suits the respondent, in addition to the honesty and confidentiality of the answer, and that it will be used for scientific research purposes only. The period of the final application extended from (4/14/2024) to (4/29/2024), and table (02) explains this.

**Table 2: The ultimate application of study tools**

the total			the fourth			the second			the line	Academic specialization
the total	Females	Males	sum	Females	Males	Total II	Females	Males	Type	
									the college	
150	30	120	80	20	60	70	10	60	Engineering	Scientific colleges
110	55	55	65	30	35	45	25	20	the sciences	
120	40	80	50	10	40	70	30	40	management and economy	
80	45	35	50	35	15	30	10	20	Computer science and mathematics	
70	32	38	40	15	25	30	17	13	Literature	Humanities colleges
180	90	90	80	30	50	100	60	40	Education for the humanities	

30	12	18	13	4	9	17	8	9	Political Science
<b>60</b>	<b>18</b>	<b>42</b>	<b>40</b>	<b>10</b>	<b>30</b>	<b>20</b>	<b>8</b>	<b>12</b>	<b>Education for the humanities</b>
460	170	290	245	95	150	215	75	140	Scientific total
340	152	188	173	59	114	167	93	74	Total for humanity
800	322	478	418	154	264	382	168	214	total summation

### PRESENTATION AND DISCUSSION OF RESULTS

#### Presentation and discussion of Objective

**For the first time: Identifying the level of psychological support methods among university students Mosul.**

For the purpose of identifying the level of psychological support methods among students at the University of Mosul, and after applying the scale in its final form to the research sample, which numbered (800) male and female students, and after analyzing the responses Students, It was found that the achieved arithmetic mean reached (139.068) with a standard deviation of (11.009) when compared to the hypothesized mean of (120) using the two-sample t-test.one One sample T-test, and table (03) explains that.

**Table 3: Results of a one-sample t-test to measure the level of support methods damn psycho Basic search**

Statistical significance	T value		standard deviation	Hypothetical mean	The arithmetic mean achieved	Number of paragraphs	the field	the number
	Tabulation	Calculated						
<b>moral</b>	1.960 (0,05)(799)	26.943	3.54697	21	24.3788	7	Behavioral	<b>800</b>
<b>moral</b>		30.949	3.94002	27	31.3113	9	Appreciation	
<b>moral</b>		26.431	3.56217	21	24.3288	7	Emotional	
<b>moral</b>		23.535	2.81516	15	17.3425	5	Social	
<b>moral</b>		26.639	3.45071	21	24.2500	7	Self	
<b>moral</b>		24.325	2.85760	15	17.4575	5	Informatics	
<b>moral</b>		48.991	11.009	120	139.068	40	Total marks	

Through the table (3 It turned out that the T-value calculated for the areas of psychological support, respectively (behavioural - esteem - emotional - social - self - informational - total scorefor scale)It reached (26.943 - 30.949 - 26.431 - 23.535 - 26.639 - 24.325 -48.991) and shelt is greater than the tabulated T-value (1.960) at a significance level of (0.05) and with a degree of freedom (799). This

means that there is a statistically significant difference between the two means and in favor of the achieved arithmetic mean.

Through the results in the previous table, it was shown that university students. They have a degree High levels of psychological support as a result of the availability of a range of different support areas that contribute to enhancing their well-being and their ability to face academic and personal challenges.

**Presentation and discussion of the second goal: Exposure for the differences in the level of psychological support methods depending on the variable of the educational stage (second, fourth):**

To identify differences in the level of psychological support methods according to the variable of the academic stage (second - fourth), the researcher used the t-test for two independent samples. The arithmetic mean of the grades of the second stage reached (137.9833) with a standard deviation of (9.17782), while the arithmetic mean of the grades of the fourth stage reached (140.2565) with a standard deviation (12.62012), and the table (04) explains that.

**Table 4: Results of the t-test for the significance of the difference in the level of psychological support methods according to the academic stage (second - fourth)**

Statistical significance	Tabular T-value	Calculated T-value	deviation Standard	SMA	size the sample	stage
Not a sign	1.960 (0,05) (798)	2.993	9.17782	137.9833	382	the second
			12.62012	140.2565	418	Fourth

Through the table (4 The results showed that the calculated T-value (2.993) is smaller than the tabulated T-value (1.960) at the level of (0.05) degree of freedom (798), which indicates that there is a statistically significant difference between the two arithmetic means according to the educational stage variable and in favor of the stage Fourth.

The results indicate that there is a statistically significant difference between the arithmetic means of the psychological support variable according to the academic stage, and in favor of the fourth stage. This difference can be explained by the fact that students in the fourth stage, or final year, enjoy a higher level of psychological support compared to students in the academic stages lowest, That is, fourth-year students have developed better and more effective coping strategies as a result of their academic and social experiences throughout their university years.

## CONCLUSIONS

Mosul University students enjoy a high level of psychological support methods. There are statistically significant differences according to the variable of the academic stage and in favor of the fourth stage.

## RECOMMENDATIONS

Establishing training courses within the summer programs for student activities for some skills and cultural practices in order to strengthen the bonds between students, which contributes to increasing psychological support and strengthening human relations between them.

## PROPOSALS

Conducting an experimental study through an educational, teaching, or counseling program to strengthen and develop psychological support methods.

## REFERENCES

- El-Shenawy, Mohamed Mahrous Abdel-Rahman Mohamed El-Sayed. (1994): Social support and mental health, a theoretical review and applied studies, Anglo-Egyptian Library, Cairo.
- Ali, Abdel Salam. (2005): Social Support and Its Practical Applications, Anglo-Egyptian Library, Cairo.
- Muhammad, Abbas Muhammad. (2018): The creative, innovative, adaptive style and its relationship to flexible thinking among university students, (unpublished master's thesis), University of Baghdad.
- Fayed, Hussein Ali. (2001): Studies in Mental Health, Modern University Office, Alexandria.
- Abdullah, Hisham. (2000): Social support and its relationship to depression and despair among a sample of students and workers, International Conference on Psychological Counseling for Children with Special Needs, Psychological Counseling Center at Ain Shams University, Cairo, 901.
- Al-Nabulsi, Hayat. (2009): Social support and its relationship to psychological stress and adjustment to university life, (unpublished master's thesis), College of Education, Damascus University, Damascus, Syria.
- Abdul Hadi, Nevin. (2013): The effectiveness of the psychosocial support program based on basic schools in developing the constructs of play, self-confidence, and tolerance. (Unpublished master's thesis), College of Education, Islamic University, Gaza.
- Aqil, Gibran Youssef. (2015): Social support and its relationship to personal and social adjustment, (unpublished master's thesis), Faculty of Education, University of Damascus.
- Al-Abadi, Saad Fayyad Abdullah. (2019): The illusion of control and its relationship to the personal need for cognitive construction among counselors. *Al-Fath Magazine*-Issue (79).
- Abbas, Faisal. (1996): Encyclopedia of Psychologists and Education, Dictionary of Notable Persons of Psychology and Education, Dar Al-Fikr Al-Arabi, Beirut.
- Aziz, Tamar Muhammad (2023): Self-compassion and its relationship to psychological flexibility among female educational counselors in middle schools. *College of Education Research Journal*the basic,(19), p (3).
- Samara, Aziz, et al. (1989): Principles of Measurement and Evaluation in Education, Ammar Publishing House.
- Strange, symbolic. (1985): Psychological and Educational Evaluation and Measurement, Anglo-Egyptian Library, Cairo.
- Karaja, Abdul Qader. (1997): Measurement and Evaluation in Psychology, 1st edition, Dar Al-Yazouri for Scientific Publishing and Distribution, Amman.
- Bloom, Benjamin. (1983): Evaluating summative and formative student learning, translated by Muhammad Amin Al-Mufti, McGrohegel Publishing House.
- Abdul Qader, Muhammad Faisal. (2022): Emotional sensitivity and its relationship to counterintuition among students at the University of Mosul, College of Education for Human Sciences, University of Mosul.
- Al-Tariri, Abdul Rahman bin Suleiman. (2014): Psychological and Educational Measurement, 2nd edition, Al Rushd Library, Riyadh, Kingdom of Saudi Arabia.
- The return of Ahmed Suleiman and Youssef Khalil Al-Khalili. (2000): Statistics for the Researcher in Educational and Psychological Sciences, 1st edition, Dar Al-Fikr Publishing, Jordan.
- Rabie, Muhammad Shehata. (2008): Personality Measurement, 1st edition, Dar Al Masirah Publishing House, Amman, Jordan.
- Aqeel, Hussein Aqeel. (2008): Steps of Scientific Research, 2nd edition, Ibn Kathir Publishing House.

- Carstensen LL (1995). Evidence for aLife-Span Theory of Socioemotional Selectivity: Current Directions. *Psychological Science*, 4. 151-156.
- Cutrona, C. (1996). *Social support in cauples*, London: Sage Publication
- Anastasi A. (1982): *psychological testing*. 5th Ed. New York Macmillan.