

Coping With University Life and its Relationship with Academic Achievement for the Students of Menofia University

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Abstract: This research aims at studying coping with university life and its relationship with academic achievement for the student of Menofia University. The research was conducted on a sample of Menofia University students including 144 male and female students in four faculties (Specific Education, Engineering, Commerce and Home Economics) during the second term. Students' marks in four the First term were taken and the scale for coping with university life was applied to students and the socio-economic information form. The research concluded the following results: 1) There is no relationship between the socio-economic standard and coping with university life, 2) There are statistically significant difference between the socio-economic factor and academic achievement, 3) There are statistically significant difference between coping with university life and academic achievement, 4) There is no a relationship between parents, work and coping with university life, 5) There is a relationship between parents, work and academic achievement, 6) There are statistically significant difference between the educational level for the parents, educational and coping with university and 7) There are statistically significant difference between the parents, educational level and coping with university. The study recommended the necessity of coping with university life early and helping new Students to cope in order to achieve academic adjustment and excellence and facilitating hardships in front of Students since the Start of the academic year.

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Introduction

The university according to one of its concepts represents a mechanism of developmental building for human, knowledge, culture and society, as university education aims at preparing measuring power inside society by developing youth and detecting them in thought and mind intimately to cope with civilized spirit of our nation and loyalty for home and qualifying citizen for productive work and encouraging them to possess modern technologies and promoting his ability to develop and innovate in his job (Mohammed et al, 2006)

Consensus is a case of harmony between person and himself and between him and his environment seems in his ability to satisfy the majority of his needs and behaving in a satisfying behavior includes the ability of the person to change his behaviours, customs when meeting a new situation or material, social problem (Ahmed 1993).

The level and degree of consensus that the person reaches depends on the extent of correctness of psychological growth. It also depends on his ability to come over the cases of stress, if he can't be able to reach to a case of balance get rid of the case of frustration and conflict and guarantee him psychological settlement, he might meet some kinds of personality disorders such as, behavior disorders, neuro disorders and mental disorders (Intsar younis 1991).

This consensus seems in person's disability to

solve his daily problems with its differences, a disability increases over than what others wait from him or even what he waits from himself (Ahmed Ragueh 1993).

Consensus with university life is one of the dimensions of general consensus, and we can limit its concept from the following definitions.

Abbas (1984) acquaint it, "that it is a case appear in the dynamic process continued by a college student to accommodate the study materials and success and to achieve harmony between him and the university environment and their basic components, professor and colleagues, social and cultural activities, sports and study materials and style of academic achievement".

Arkof (1968) defined it "That it is the ability of the student collective to form a good friendly relations with faculty members and with classmates.

Mustafa (1983) refers to the concept of compatibility with University life as a normal behavior of university students in the face of problems arising from the satisfaction of psychological needs, social and achieved through the establishment of constructive social relationships with his colleagues and the school and it is effective participation in university colors of activity: social, cultural and sports.

Both of Wigner and Sewell (1970) confirms that approve the university students with the requirements of university life, which is represented in multiple

disciplines and events of college life stressful and social relationships and emotional with colleagues and her classmates and pressure from the university environment and the problems of students who leave their small cities and go to seek knowledge in the major cities affected by arrange of variables including sex - self concept - mental and some psychological factors and social regulations and university systems ,satisfaction on individual for his studies have a good mark of satisfaction with the work later and is the primary basis for the compatibility profile and the total because many of deviatios of young people and adults and behavioral problems emotional emerging in the sense of dissatisfaction wit their specialization in study and works as it does not satisfy their needs and does not satisfy their ambitions (Mojamed (1986)

The academic achievement of pupils in the number of defrees of earnings in the examination and the primary goal for the evaluation of education and poin of view of parents, pupils and those responsible for the development of Educational policy and its implementation in the time it was received by the pupils of the grades in examination set ; largely in the future of happiness and welfare .

Adel (1984) defined it like in the light of the standard can determine the academic level of students and is intended to the total received by the pupils at the end of the academic year and can be measured primarily by the student receives as a result of his performance test or to compare its performance with others (Hassan 1989) .

Is realizable tests if the best tools to measure student achievement in most school programs, providing the best information on learning outcomes and effectiveness of the curriculum and the extent of its validity and to identify the strengths and weakness of students (Mohammed 1975)And is used in a statement disadvantages of methods of teaching the offense compared to work of teachers and each other, also utilized in the diagnosis of weakness and strength at every pupil, which helps to guide and help him (Ebrahim 2008).

The main indicator if academic achievement pon which to move the student from grade to grade and depends on identifying the type of study, which will specialize in the student graduation and then came the scientific in test in the study of individual academic achievement “and work to raise the level of grades (Helal 1999) .

Problem of the study:

The concept of compatibility with university life includes six dimensions. Reflect for the first three dimensional social relations and reflect the three - dimensional work of other academic and represents the relationship and the relationship with colleagues

and teachers' social activities and the trend towards the study materials and time management and recall habits (Mahmoud 1967) .

Go to school of psychoanalysis that the anxiety and guilt of the most important factors in dynamic tension and poor compliance or in other words the felling of security and self - respect and appreciation valve mental health since academic achievement is not a factor opureone dimension, but is the result of many factoris , mentality to qualify to level of the sely highm but it is difficult for him to reach these level because of factors impeding the use of that energy, which emphasizes the importance of factors is mental in academic achievement for having intelligent one which emphasized the importance of factors is mental in academic achievement (Abdel Salam 1977) Hence arose the problem of the study.

The importance of the study:

Compatibility academic student in the university is considered one of the most basic components other affiliate health of the student psychological and social development in the period spent in the university and allow to atmosphere together Helps academic achievement and academic quality and depth of the friendly feeling good canoes life and contribute to determine the extent of their readiness to accept the attitudes and values academic and participate in social interaction with students academics and student adapt academically get the better school and participate in student activities (Beker and Seker 1985) .

Abas (1984) believes that there are dimensions to accommodate can be summarized as follows: “compatibility of social and religious compatibility and emotional compatibility and compatibility Health.

Ahmed (1991) said the most important areas of consensus and consensus dimensions, is the academic and vocational the collection of pupils in the number of degrees of earning in the examination and is dlmst the main target of education assessment from perspective of parents, pupils and those responsible for the development of educational policy and implementation and in time became what gets students from grades in the exam largely determines the future of scientific and practical things for them so much that it seems like the future and welfare.

Generations depend, directly or indirectly on the grades they have in the time which has become the goal of education is to make a living and secure future if living. At this time had to be great interest to researchers collecting academic a achievement theoretically and practically (Helmy 1994) .

Hence the importance of the study originated.

Objectives of the research:

The research aims to study the compatibility with

university life and relationship with school for the student collecting the University of Menoufia, derived from him the following **objectives**:

- 1- Study the impact of social and economic factors on the compatibility with University life.
- 2- Study the impact of social and economic factors on academic achievement.
- 3- Study the impact of compliance with university life on the academic achievement.
- 4- Study the impact of residential environment (rural-urban) on the compatibility and academic achievement for students.
- 5- Study the impact of parents' education level compatibility with university life and academic achievement for students.
- 6- Study the impact of the profession of parents to comply with university life and academic achievement.
- 7- Study the impact of income source compatibility with university life and academic achievement.

Hypotheses:

- There is a relationship between the level of social, economic and compatibility with university life.
- Statistically significant differences between the social and economic factors and academic achievement.
- Statistically significant differences between compliance with University life and academic achievement.
- No relationship between persons' work and academic achievement.
- There is a relationship between the educational level of the parents and academic achievement.
- There is a relationship between the educational level of parents and compatibility with University life.
- Statistically significant differences between the educational level of parents and academic achievement.
- Statistically significant differences between the residential environment (rural- urban) and compatibility with university life.
- Statistically significant differences between the residential environment (rural - urban) and academic achievement.

The study terms:

University

University is the place where the study in which students after high school to prepare them for the labor market and the granting of university degree for students and consists of a place and consists of a place and laboratories in which students study and let's various colleges, a goal of the educational process, consisting also of members of the faculty and students and staff administrative system.

University Students:

The students who attend university to study and obtain the certificate, undergraduate or graduate students who enrolled to study for a diploma and master's and doctoral degrees are not the goal of the study.

Compatibility:

Is asset of reactions that modify the behavior and constructive individual psychotherapy to respond to conditions surrounding it or a new feature.

Compatibility with university life:

Is a behavior of the student within the university and its compatibility and adaptability with the university and continue it is agreement with him in the years of study and includes compatibility students with course materials and the university environment and the various activities, whether sports, social or recreational with colleagues and members of the faculty within the university.

Academic achievement:

Is an expression of how students absorb what they have learned of certain information in the subject of study and a decision is measured primarily by the student receives in these article tests the normal school at the end of the school year so it is result of what the student made progress in the process of recall and to teach the subjects.

And academic achievement is to reach a level of efficiency in the study at the university level, which we are going to be considered and determined by standardized tests, teachers or teachers' estimates, or both.

The study sample:

Composed the total sample of 200 students from Menoufia University students have been conducted research on a sample of 144 students because of lack of preparation of students for a year, empty universities.

Truth and stability of the tool:

1- satiability of measurement :

Chances and stability of the tool have been took from the process of truth and stability that the author did Stability coefficient of the measurement of consensus with university life has been calculated on a sample consists of 50 of boys and girls of the original and practical universities and some high institutes) by alpha chron bach and mid dimidiation by the equations of spearman (Brown, Getman, results has been shown in the following table:

Table (1): Shows stability coefficient of the measurement of consensus with university life .

| N | Dimensions | Alpha chronback coefficient | Speerman/Drawn equation | Getman equation |
|----|------------------------------|-----------------------------|-------------------------|-----------------|
| 1- | Academic consensus | 74.0 | 72.0 | 75.0 |
| 2- | Social consensus | 71.0 | 74.0 | 76.0 |
| 3- | Personal/ emotional | 86.0 | 85.0 | 83.0 |
| 4- | Bligation of achieving goals | 87.0 | 86.0 | 84.0 |

It is clear from table (1) that stability coefficient of the measurement ranges between (71.0- 86.0) and all of them are high stability coefficient refers that the measurement is remarkable with a light degree of stability.

2- The truth of the measurement :

A- External truth :

After revising and translating the measurement (by the author) it has been displayed over a group of specialists in the field of psychology that consists of teaching staff in some the original and practical faculties and some high institutes as a jury members with presenting the definition of the concept of university life and the dimension of the measurement, and they were asked to give their opinion about the correctness of each sentence and how for it is suitable

to the dimension that belongs to we have maintained the sentences that get approval rate reaches to (80%) from the number of the Jury. They admitted that the dimensions that the measurement involves one considered an important dimensions in appreciating and evaluating all dimensions of the measurement which involves all features and shapes of university life and how to recon ciliate with it.

B- Factoral truth: :

It has been calculated on the total sample of the study which consist, of 100 from boys and girls from the original and practical faculties and some high insititutes the results revealed that the four dimensions of the measurement are saturated on one factor bears (78.9 of the difference, as the next table shows).

Table (2): Shows the results of foctoral truth of the measurement of consensus with university life .

| No. | Measurement dimensions | Factors saturation | Commons |
|-----|-------------------------------|--------------------|---------|
| 1- | Academic consensus | 28.0 | 82.0 |
| 2- | Social consensus | 93.0 | 73.0 |
| 3- | Personal/emotional consensus | 92.0 | 84.0 |
| 4- | Obligation of achieving goals | 89.0 | 78.0 |
| | Hidden par | 3.14 | |
| | Difference ratio | 78.9% | |

It is clear from table (2) that the four dimensions of the measurement saturate on one factor which refers that's the degree of measurement truth is high .

Results and discussion:

First: descriptive data:

The distribution of the sample according to father's work:

Table (3): shows the distribution of the sample according to father's work

| | Repetition | Percentage |
|--------------------------------|------------|------------|
| Low jobs | 33 | 22.9 |
| Middle Jobs | 30 | 2 |
| High jobs | 71 | 49.3 |
| Doesn't work (retired or dead) | 10 | 6.3 |
| Total | 144 | 100% |

From the previous table it is clear that the highest rate was for father who were work in high jobs and it was 49.3% and the least rate was for fathers who don't work which was 6.3% (retired or dead) and 22.9% From fathers wane work in low Jobs.

Distribution of the sample according to the number of family members:

Table (4):Shows the distribution of the sample according to the number of family members :

| | Repetition | Percentage |
|-----------------------|------------|------------|
| Four or less | 32 | 22.2 |
| From 5 to 7 members | 82 | 56.9 |
| Eight or more members | 30 | 20.8 |
| Total | | |

From the previous table it is clear that 56% of the sample, the number of family members from 5 to 7 members and 22.2% of the sample, the number of family members of four or less was 20.8% and the number of members of the family members of eight or more indicating large family size.

Table (5): Shows the distribution of the sample depending on the number of rooms of the house:

| | Repetition | Percentage |
|---------------------------|------------|------------|
| One room | 8 | 5.6 |
| Two room | 34 | 23.6 |
| Three rooms to four rooms | 75 | 52.1 |
| Five rooms and more | 27 | 18.8 |
| Total | 144 | 100 |

From the previous table was the highest percentage of the number of rooms of the house three to four 52.1% rooms and 23.6% the number of rooms and two - bedroom home was less than 5.6% was the number of rooms of the house one room. Distribution of the sample according to place of residence,

Table (6) shows the distribution of the sample according to place of residence:

| | Repetition | Percentage |
|-------|------------|------------|
| Rural | 72 | 50 |
| Urban | 72 | 50 |
| Total | 144 | 100 |

From the previous table it is clear that 50% of the rural sample and 50% attended

- Distribution of family members depending on the lighting.

Table (7) shows the distribution of the sample depending on the lighting

| | Repetition | Percentage |
|-------------|------------|------------|
| Electricity | 141 | 97.9 |
| Kerosene | 3 | 2.1 |
| Total | 144 | 100 |

From the previous table it is clear that the sample 79.9% of the sample was electricity and only 2.1% if the sample were lighting kerosene. Distribution of the sample depending on the water.

Table (8) shows the distribution of the sample depending the water.

| | Repetition | Percentage |
|------------|------------|------------|
| Government | 138 | 95.3 |
| Wells | 6 | 4.2 |
| Total | 144 | 100 |

From the previous table it is clear that 96.3% of the sample was government water and 4.2% of the sample was water wells

Distribution of the sample according to the sewage

Table (9) shows the distribution of the sample according to the sewage.

| | Repetition | Percentage |
|-----------|------------|------------|
| Sewage | 97 | 67.4 |
| No sewage | 47 | 32.6 |
| Total | 144 | 100 |

From the previous table it is clear that the proportion of 67.4% of the sample there was sewage and 32.6% of the sample had no sewage.

Second, the results of hypotheses:

First hypothesis: no relationship between he level of social, economic and compatibility with university life and to verify the hypothesis has been the work correlation coefficient. (Person's correlation coefficient)

As shown in the following table:

Table (10) shows the relationship between the level of social, economic and compatibility with university life

| | Pearson's correlation coefficient | The degree of moral |
|------------------------------------|-----------------------------------|---------------------|
| Level of social and economic | 0.120 | 0.076 |
| Compatibility with university life | 1 | 0 |

From the previous table it is clear that the proportion of 67.4% of the sample there was sewage and 32.6% of the sample had no sewage .

Second, the results of hypotheses:

First hypothesis : no relationship between he level of social, economic and compatibility with university life and to verify the hypothesis has been the work correlation coefficient .

(person's correlation coefficient)

As shown in the following table:

Table (11) shows the relationship between the level of social, economic and compatibility with university life:

| | Pearson's correlation coefficient | The degree of moral |
|------------------------------------|-----------------------------------|---------------------|
| Level of social and economic | 0.120 | 0.076 |
| Compatibility with university life | 1 | 0 |

From the previous table that there is no clear relationship between the level of social, economic and compatibility with university life, as the value of the coefficient is A latbat function and significance level is 0.076 a functions as this value is greater than 0.05 and there fore is a function.

The second hypothesis: there are significant differences between the social and economic factors and academic achievement.

To prove the validity of this hypothesis test was done (one sample test)as shown in the next figure:

Table (12) shows the relationship between social and economic factors and academic achievement:

| | The value of t | Degree of freedom | Average | The degree of moral | The degree of confidence | |
|-----------------------------|----------------|-------------------|---------|---------------------|--------------------------|---------|
| | | | | | High | Low 95% |
| Social and economic factors | 38.955 | 143 | 3.2222 | 0.000 | 3.0987 | 3.3857 |
| Academic achievement | 126.375 | 143 | 78.1667 | 0.000 | 76.944 | 9.3893 |

From the previous table it is cler that there are statistically significant differences at 0.01 between the social and economic factors and academic achievement as the value function at 0.01 and thus accept the hypothesis.

Third hypothesis: there are significant differences between compliance with university life and academic achievement.

Table (13) shows the relationship between compliance with university life and academic achievement :

| | Chi- square | Degree of freedom | The degree of moral |
|------------------------------------|-------------|-------------------|---------------------|
| Compatibility with university life | 83.792 | 32 | 0.000 |
| Academic achievement | 42.278 | 13 | 0.000 |

From the previous table it is clear that there is astrong moral relationship between compliance with university life and academic achievement at the level of significance 0.01 and he value of the chi-quare (42.278 – 83.792) the values of a function at 0.01 and thus accept the hypothesis.

Fourth hypothesis: No relationship between parents' work and a compatibility with university life to prove he validity of this hypo thesis is the work of Altbat coefficient (person's correlation coefficient) as shown in figure next :

Table (14) shows the relationship between parents' work and comptibility with university life :

| | Pearson's correlation coefficient | The degree of moral |
|------------------------------------|-----------------------------------|---------------------|
| Parents' work | 1 | 0 |
| Compatibility with university life | 0.072 | 0.390 |

From the previous table it is cleat that there is no relationship between parents' work and

compatibility with university life as it is the value of Pearson's coefficient is a function when 0.05 where the degree of moral 0.390the largest of 0.05 and thus reject the hypothesis.

Fifth hypothesis: no relationship between parents' work and academic achievement.

To prove he validity of this hypothesis has been done chi-square as shown in the following table :

Table (15) shows the relationship between parents' work and academic achievement

| | Chi- square | Degree of freedom | The degree of moral |
|----------------------|-------------|-------------------|---------------------|
| Parents' work | 54.028 | 3 | 0.000 |
| Academic achievement | 53.500 | 3 | 0.000 |

From the previous table it is clear that there is a strong moral relationship between parents' work and academic achievement at the level of significance 0.01 and he value of the chi (42.278- 35.500) a function and thus accept the hypothesis.

The sixth hypothesis: there is a relationship between the educational level of parents and compatibility with university life.

To prove the hypothesis has been the work of pearson's correlation coefficient as shown in the following table:

Table (16) shows the relationship between the educational level of parents and compatibility with university life :

| | Pearson's correlation coefficient | The degree of moral |
|------------------------------------|-----------------------------------|---------------------|
| The educational level of parents | 1 | 0.000 |
| Compatibility with university life | 0.727 | 0.000 |

It is clear from the above table that there is a strong correlation between educational level of parents and compatibility with university life at level 0.01 and the value of the correlation coefficient close to one and the right so we accept the assumption.

Seventh hypothesis: there are significant differences between the educational level of parents and academic achievement.

To prove the validity of this hypothesis chi-square has been done as shown in the following table:

Table (17) the relationship between parents' education level and academic achievement

| | Chi-square | Degree of freedom | Degree of moral |
|------------------------------------|------------|-------------------|-----------------|
| The educational level of parents | 90.306 | 4 | 0.000 |
| Compatibility with university life | 61.764 | 4 | 0.000 |

It is clear from above table that here is a strong significant relation a 0.01 between the level of parental education and academic achievement and the value of the chi-square (61.764 -90.301).

Eight hypothesis : there is a significant differences between the residential environment (rural- urban) and compatibility with university life.

To ensure the validity of this hypothesis testing was done as (one – sample test) as described in the table .

Table(18)

| | t | Degree of freedom | The degree of moral | The Average difference | The degree of confidence | |
|------------------------------------|---------|-------------------|---------------------|------------------------|--------------------------|---------|
| | | | | | High | Low 95% |
| Residential environment | 35.875 | 143 | 0.000 | 1.5000 | 1.5826 | 1.4174 |
| Compatibility with university life | 126.375 | 143 | 0.000 | 78.1667 | 79.3893 | 76.8446 |

From the previous table it is clear that there is a strong relationship with moral significance a level of housing be 0.01 between the environment and compatibility with university life and thus accept the hypothesis. Imposition of the ninth: there are significant differences between the residential environment (rural – urban) and academic achievement.

To prove the validity of this hypothesis was the work test as shown in the following table.

Table (19) shows the relationship between residential environment and academic achievement :

| | t- value | Degree of freedom | The degree of moral | The Average difference | The degree of confidence | |
|-------------------------|----------|-------------------|---------------------|------------------------|--------------------------|---------|
| | | | | | High | Low 95% |
| Residential environment | 38.955 | 143 | 0.000 | 3.2222 | 3.3857 | 3.0587 |
| Academic achievement | 126.375 | 143 | 0.000 | 78.1667 | 79.3893 | 67.944 |

From the previous table it is clear that there is significant differences between the residential environment and academic achievement at the level of significance 0.01 and thus accept the hypothesis.

As has been done chi-square to make sure the hypothesis as shown in the following table

Table (20) shows the relationship between residential environment and academic achievement using chi-square :

| | Chi- square | Degree of freedom | Degree of moral |
|-------------------------|-------------|-------------------|-----------------|
| Residential environment | 90.306 | 4 | 0.000 |
| Academic achievement | 24.278 | 13 | 0.000 |

From the previous table it is clear that no statistically significant relation between the function of residential environment and academic achievement at the level of significance 0.01 and the value of chi-square (42.278 -90.306)

Recommendation

- 1- Awareness of the importance of compatibility with university life for new students of the first academic year through seminars publications and other relevant bodies.
- 2- Students need to link new and old events, including compatibility with regard to university life.
- 3- The need to educate students the importance of compatibility and adaptation to university life and study in order to achieve academic excellence and academic achievement.

- 4- Work on adaptation and consensus of students and faculty members, colleagues and subjects through education meetings and seminars for good academic achievement of the first academic year.
- 5- Detection through seminars and personal interviews for any obstacle standing in front of compatibility with university life or academic achievement.

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