

The Psychological, Academic and Social Problems and Stress that Palestinian University Students Suffer from in the First Academic Year

Khalid Hreish^{1*}, Muhammad Okkeh²

¹ *Department of Social Work, Al-Quds University, Abu Dis Campus, Jerusalem, Palestine.*

² *Department of Social Work, Palestine Ahliya University, Bethlehem, Palestine.*

Corresponding author: Khalid Hreish, Department of Social Work, Al-Quds University, Abu Dis Campus, Jerusalem, Palestine

E-mail: hreish1@yahoo.com

Abstract

This study aimed to identify the problems and Stress (psychological, academic, social) that Palestinian university students face in their first year through the design and development of a questionnaire to collect the data of the study, which was applied to an available sample of (1040) male and female students from four universities (Al-Quds, Hebron, Birzeit, and Al-Ahly Palestine). The size of the studied population reached (10351) male and female students. The researchers used the descriptive approach. The results showed that there is a positive significant relationship ($\alpha \leq .05$) between the problems that Palestinian university students have faced in their first year and the intensity of psychological, academic and social Stress. Also, the results revealed that there are differences in the level of Stress according to the variables of gender, economic level, specialization, and place of study, where the differences were in favor of males, low economic situation, scientific disciplines, and Al-Ahly University, followed by Al-Quds University. The researchers recommended the necessity of paying attention to first-year students by Student Affairs, by introducing the student fully to the various university buildings in the first week of work, and to provide a number of former students to serve as a guide for first-year students in identifying the locations of halls and lectures.

Keywords: Psychological Stress; academic problems; social problems; new university students; the Palestinian University.

Introduction

The transition stage from secondary school to university represents a turning point in the lives of students, as it involves particular problems and Stress that can appear in the form of adjustment difficulties because students at this stage need to make important decisions related to their future and academic life such as the choice of a major, how to study, time class lectures, and carrying out the duties required for academic courses, in addition to their need to make other decisions related to their social life, their relationships with their colleagues, expressing their opinions, and forming their different cultural, political, academic and personal tendencies (Shaheen, 2009).

The university is the educational institution that prepares generations for life and nurtures them in order to reach the right behaviors. The educational universities have been interested in developing programs, teaching skills and designing activities for students through which students can practice the right behaviors in order to take advantage of the youth's times, not to waste time in unnecessary behaviors, and occupying them with what is beneficial them to develop student's personality, because the process is not only about memorization, but also about building the student's personality in all respects, bearing social responsibility and self-reliance, and trying to achieve an integrated balance in the student's personality in all areas (Yaseen, 2009).

The problems of university students are among the issues that addressed in the literature of the human and social sciences, and these problems take many and different forms, some of which are related to the student's self, some are related to her/his family, some are related to her/his educational reality, some are related to her/his environment, and some are related to the cultural or social status of the students. These problems represent a natural result of the parents' neglecting their children, and the deficiencies that seemed clear in all the formal and informal educational institutions such as the home, school, university and other institutions in the society (Saqr, 2003).

Stressors arise as a result of individual's interaction with the environment in which she/he lives, and from the demands and challenges which require the individual to respond to them. This causes the emergence of a state of negative feelings and self-threat because the feeling that her/his responses are insufficient or inappropriate which generates a state of anxiety, anger or depression. It is noted that the response of individuals to stress differs according to its nature and size, the individual's personal characteristics, and the nature of the society in which the individual lives (Abdul Salam, 2000).

Stress is not limited to employees at work, but affects all members of society, including university students as first-year students enter a new society in which they are trying to adapt, but they face Stress that can hinder their studies such as curriculum difficulties, climate change, feelings of alienation, tension and fear from their lecturer. All of these Stress can reduce their academic success. Therefore, this study attempts to identify the nature of the Stress that first-year students face when they enter university.

Some believe that internal Stress represents the human being's response to economic, educational, social, physiological and environmental situations and events in general, the impact of which varies from person to person. When a person faces external Stress, she/he may suffer from internal physical Stress, whether in the nervous system or in the rest of the body's organs as well as in the spiritual and mental aspects that result from her/his poor ability to cope with situations in his or her life (Mental Health Foundation, 2018).

The focus of the study

The university is one of the pillars of science, as it is responsible for preparing its students and providing them with knowledge and skills to help them shape their future, as it plays a major role in good social harmony through behavioral adjustment. It has become the duty of universities to take into account the circumstances surrounding students, especially new students, who are subjected to various types of Stress and problems that increase their social anxiety (Al-Yousifi, 2008).

Palestinian university students in the first year are integrating into a new society in terms of academic aspects such as teaching method, curricula (quantitative and qualitative) and teaching staff. In this respect, it is worth noting the polar differentiation of the academic requirements of the different disciplines in terms of number of years, number of hours, language of instruction, field application, etc. From an economic point of view, for example the costs of education (tuition fees, accommodation/travel and daily expenses), especially in Palestinian society which suffers from severe economic conditions. From a social point of view, the student community is homogeneous in age, and there is an "attraction" to the opposite sex, especially since Palestinian society is a conservative society and the university is the first opportunity for gender mixing.

From a cultural point of view, university life is exposed to many cultural events of all kinds, which encourages some to participate. All these issues have an impact on the social, psychological and academic aspects of the student. Therefore, this study is designed to answer the following main question: What are the psychological, academic and social problems and Stress that Palestinian university students suffer during the first year of university?

Research questions:

- 1) What is the level of psychological, academic and social problems and Stress that Palestinian university students encounter during their first year of university?

2) Is there a relationship between the problems that Palestinian university students face during their first year and the severity of their Stress (psychological, academic, and social Stress)?

3) Do the average responses of the study sample members differ on the Stress severity scale among the first year students in the Palestinian universities according to the variables of gender, economic situation, and field of study and place of study (university)?

Objectives of the study

- To identify the problems and Stress (psychological, academic and social) that Palestinian university students face in their first year.

- To identify the differences in the students' responses towards psychological, academic and social Stress according to the study variables (gender, economic level, major, and study location).

- To identify the average responses of the study sample members to the Stress that Palestinian university students face in their first year according to the following variables: gender, economic level, major, and place of study (university)?

The importance of the study:

The importance of the current research lies in addressing the issue of psychological, academic and social problems and Stress and the variables related to them. This study is important in two ways: theoretical and practical.

Theoretical significance: The significance of the theoretical study lies in the fact that it will provide the Palestinian library with an important reference on the psychological, academic and social problems and Stress that Palestinian university students suffer during the first academic year. It is considered as one of the previous studies that researchers refer to. After the completion of the study, it is expected that students who are interested in social problems will benefit from its results and will be aware of their participation in social activities in student settings and their fields of work.

Practical importance: This study will benefit students, specialists and people who interested in this field whether in scientific and academic centers or government employees, in order to provide the best advisory services and to increase the effective participation of the community through the activities of university students who are considered an important segment of Palestinian society.

Areas of study:

Geographical scope: It includes four universities, which are Al-Quds University, Hebron University, Birzeit University and Al-Ahliyya Palestine University.

Time framework: The study covered the first semester of the 2019/2020 academic year.

Human domain: Male and female students at Al-Quds University, Hebron University, Birzeit University and Al-Ahliyya University Palestine who enrolled in the first academic year.

Terminology of the study

Psychological Stress

There are many definitions of psychological stress, depending on the differences in theories and opinions that explain the nature of these Stress. To understand the concept of psychological stress, we discuss some of these definitions:

Selye (1981) defined psychological stress as the body's response to any demands placed on it as a result of external pressure, such as the inability to pay a debt or pass an exam without sufficient study. As defined by Lazarus & Folkman (1984, p. 19), it is that interaction between the individual and his or her environment through which the situation is assessed as exceeding his or her energy and capabilities, and threatening his or her comfort. Sayiner (2006, p. 27) defined psychological stress as negative emotional experiences, accompanied by predictable physiological, cognitive and behavioral changes. The definition of Sarafino & Smith (1994, p. 108) indicates that psychological stress is "the condition that arises when the interaction between a person and the environment leads to the realization of a contradiction, which may be

real or unreal, between the requirements resulting from the situation and the individual's biological, psychological and social resources.

Procedural definition of psychological stress

It is all the practices that an individual is exposed, have an impact on the psychological aspect, and the individual remains in a state of tension and instability as a result of exposure to a pressure that causes an imbalance.

Social Stress

This is a set of social obstacles and difficulties faced by university students, which manifest themselves in the form of non-adaptation to the values, customs and traditions of the society, and prevent them from achieving their goals (Al-Shami, Al-Hawiji & Haridi, 2015). Also, it is a set of multiple changes, including various life events that affect the compatibility of the individual, in which the person experiences certain social inadequacies, which has an impact on the psychological aspect, forming a stress situation related to the social aspect (Malika, 2011).

Procedural definition of social Stress

These are Stress from the influences exerted by members of society on their peers, which lead to the adoption of ideas different from the reality in which the individual lives, and his behavior and actions are transformed into an unacceptable state, and its impact extends to the psychological aspect.

Study stress

It is the large number of study subjects, lack of motivation, teaching methods, examination system, assessment and homework, in addition to the overcrowding in the classrooms, which leads the student to noticeable academic failure and stress in the face of these Stress (Hussein & Hussein, 2007).

Procedural definition of academic stress

It refers to a state of instability and lack of constancy in the pursuit of education due to the presence of obstacles that stand between the individual's ambition to succeed despite having potential for success and the Stress that impede the pursuit of education.

Theoretical framework

Higher education institutions in all countries represent the summit of the educational system, as the university is a productive institution whose function is to prepare individuals to perform high professional functions, and in order to fulfill this role, it is necessary to create the appropriate conditions and surround them with all kinds of care and resources (Saadoun & Felouha, 2021).

The transition stage from high school to university is a dramatic turning point in the life of the individual, bringing with it particular problems, difficulties of adaptation and academic problems, such as the need to make important decisions related to one's future and academic life, such as choosing an academic major, fulfilling duties towards course requirements, in addition to the need to make other decisions related to one's social life, relationships with colleagues, expression of opinion and the formation of one's various tendencies: cultural, political, academic and personal, the university is not only a place for receiving knowledge and science or for conducting experiments and tests, but an environment for social, cultural and friendly interaction and friction (Saadoun & Felouha, 2021).

It is known that each individual has his own identity, thoughts, memories, temperament, cultural, social and economic level, and the university student carries with him all these peculiarities to the society in which he chooses to study, the problem that arises is how to preserve these particularities, and at the same time, try to adapt and integrate, and start to build his social and cultural level, establish social relationships, and get used to a way of life that may be somewhat different from that of one's society of origin, although moving from one society to another sometimes has a painful feeling, and may lead the individual to several conflicts and pathological situations, such as the pressure of integration, conflicts or violence (whether directed outwards or inwards), while the feeling of adaptation and integration may help creativity at work and avoid conflicts, whether at the personal or individual level (Al-Habeet & Ahmed, 2018).

We can see that many university students suffer from academic adjustment difficulties, which

negatively affect their academic performance, social interactions, feelings of mistrust, and loss of security. For this reason, most universities attach great importance to achieving academic adjustment of their students, especially since many students may be exposed to a range of psychological, social and academic problems (Manoukh, 2015).

Undergraduate problems

The problems differ according to their different sources, some of them are economic, social and personal, which are related to the student or the teacher, and others are related to the scientific substance. These problems may result from the loss of communication with friends and classmates from high school, to whom the student has become accustomed for some time. In addition, the university environment gives students more freedom, and at the same time more responsibility in choosing a major, or spending free time, attending classes, or being absent with a certain percentage ... etc.

Here we see that time management is becoming a problem that students in general, and new students in particular, suffer from, as they face periods of academic pressure that do not leave them enough time to complete their homework and other academic obligations, and between the periods they spend outside of class time, where there is no specific timetable similar to what they used to have in high school, which often leads to procrastination in completing tasks and missing classes. Also new students face some academic challenges such as the difficulty of studying in English or the difficulty of using the modern learning technology used at university, in addition to the challenges of using creative and critical thinking to study instead of memorizing (Salmi, 1991).

Durkheim (1938) see in his structural-functional theory that society consists of social systems or social rules. So social systems and rules are nothing but a set of rules that control social behavior to achieve the goal of the institutions and society consists of social phenomena or facts, which are patterns of social behavior that are felt by all members of society. Society consists of mental or intellectual forces or cultural currents that control social behavior or action, and they are the most important members of society. Therefore, if each of these

components plays its role, society remains in a state of balance and stability, and if not, it lives in a state of tension and dissolution.

Skinner (1965) sees in the behavioral theory that stress is one of the natural components of an individual's daily life, resulting from the individual's interaction with the environment, since the individual cannot avoid it. The degree of self-efficacy in the face of Stress depends on the social environment in which the individual lives and the extent of his or her awareness of his or her abilities and coping skills.

Selye (1985) believes that the concept of psychological stress and its relationship to the physiology of the body by focusing on a large number of hormones and their role in infecting the individual with many serious diseases, including arterial obstruction, cerebral hemorrhage, atherosclerosis, high blood pressure, kidney failure, and arthritis, gastric ulcers and even cancer, and the nature of his main academic specialization had a great influence in the formulation of his theory of stress, and he was interested in the study of physiology and nerves, and this effect was apparent through his interest in the physiological responses of the body resulting from the stressor.

He also used electric shocks to put pressure on the animals. The intellectual system of Seeley's stress theory is that pressure is an independent variable, and that it is a response to a stressor, characterizing and describing a person on the basis of his or her response to the stressful environment, and that there are certain responses or patterns of responses that can infer that a person falls under the influence of a disturbing environment (stressful agent).

This response is actually stress, and its occurrence is accompanied by symptoms that do represent stress, and Selye considers that the symptoms of the physiological response to the stressor are universal, and that its purpose is to preserve the body and life. This response varies from person to person according to individual differences and according to different stressful environments, and Selye considers that the physiological response to pressure is aimed at preserving body and life. He identified three stages of defence against stress that represent general conditioning: panic, resistance and strain. Selye identified four types of

psychological stress: bad stress, good stress, acute stress and chronic stress.

Previous studies

It can be seen that problems and Stress are among the difficulties facing university students, impede their academic progress, prevent the achievement of the desired goals, and affect the degree of his psychological, social, and academic adaptation in and outside the university environment, especially in the early stages of his studies. However, we note the scarcity of studies and field research in Arab societies, especially in the Palestinian society, on psychological, academic, and social Stress. The following presentation will discuss some of these studies.

Saadoun & Felouha (2021) study aimed to identify the academic problems of new university students at the University of Oran (Algeria), where the descriptive approach was used. An appropriate questionnaire was designed and applied to a sample of (400) new students. The study results showed that the most common problems of new students at university were academic problems, where the problems related to the university environment came in the first place, followed by educational problems in the second place, while the psychological problems came in the third place, then health problems came in the fourth place, relationship/social problems came in the fifth place, and financial/economic problems came in the sixth place.

The study of Hreish et al. (2021) aimed to identify the extent of Al-Quds University students' willingness to seek psychological and social assistance from professional specialists, and attempted to answer the following question: To what extent are Al-Quds University students willing to seek psychological and social assistance and its relationship with the following variables: gender, academic year, place of residence, religiosity, family economic level and academic specialization. The study used a descriptive method and a questionnaire to collect the data from the field, achieve the purpose of the study, and answer its questions. The total sample size was (951) male and female students. The study results revealed that there were significant differences in the request of psychological and social assistance due to

demographic variables, as it was found that women are more likely than men to seek psychological and social help and that fourth graders were more likely to seek help than other grades. Also, the results of the study showed that there were no differences in the responses of students due to the place of residence (cities, villages and camps), but results indicated that highly religious people were more likely to ask for help than the reserved, followed by the religious, and that people with a high economic level were more likely to ask for help than those with a medium economic level and those with a low economic level. The results also showed that there were no differences between the human and scientific disciplines.

The study of Kazem & Abbas (2019) aimed to identify the most important of these educational and psychological problems for the students. This research was considered as a modest attempt to shed light on the educational (academic) and psychological problems faced by the students of the Basic Education College/Wasit University in order to develop mechanisms and solutions for them based on the principle that youth development is an integrated and comprehensive development that represents the most important roles of the university in developing human capital. Also, it aimed to identify the order of the problems and their relationship with the gender variable (male, female) and study specialization in the academic field. A questionnaire was designed, and applied to the research sample which consisted of (150) male and female students. The results showed that there were problems among students that differ in the degree of severity and order, and did not show differences attributed to the variable of gender and academic specialization.

The study of Qindil & Bakir (2016) aimed to identify the problems of female students in the College of Sciences and Arts for Girls in Mahayel Asir, King Khalid University, and their relationship with academic level and specialization (scientific - literary) and the relationship of the problems to each other. The study used a list of problems constructed from (57) sentences within five parts: health, academic, psychological, social and family. The list was applied to a random sample of (707) female students from various scientific and literary disciplines. The study showed several results including which departments suffer most

from the different student problems, and that there were statistically significant differences between the scientific and literary disciplines in health, psychological and family problems, and that there was a strong direct correlation between the different problems.

Al-Shukaifi study (2015) aimed to identify the psychological Stress experienced by the students of Al-Qunfudhah University College and the strategies to cope with them from their perspective. The sample was selected by cluster random method from the study population, where the sample consisted of (190) male and female students, including (95) male and (95) female students, who are enrolled in the second semester of the year (2013). To achieve the objective of the study, a research tool consisting of five fields and (49) items was developed. The results showed the presence of strong psychological Stress experienced by university students. Also, the results revealed that woman suffered more than men in terms of psychological, personal and emotional aspects. Additionally, results showed that there were differences in social Stress in favor of men compared to women, while the results showed that there were differences in favor of human majors compared to science majors.

The study of Al-Shami, Al-Hawiji & Haridi (2015), aimed to explore the most important psychological, social and educational problems among the students of King Faisal University, and investigate the differences of these problems among different categories of students in terms of gender, specialization, marital status, place of residence, level of education and the accumulated average.

The study sample consisted of (1335) male and female students from several faculties (533 males, 802 females) ranging in age from (18-25) years, with an average age of (21.67) and a standard deviation of (1.89). A questionnaire was distributed to identify psychological, social and educational problems, and the data were statistically processed using one-way ANOVA, L.S.D. test, t-test, Pearson's correlation coefficient and percentages. The results showed that there were statistically significant differences at the (0.01) level between the average scores of the study sample and the hypothetical average of the psychological, social and educational problems and the total score, in favor of the average of the study sample. There

were also differences in the degree of these problems across the study variables, with women suffering more than men, and villagers suffering more than urban residents.

Erkan, et al. (2012) study aimed to explore the relationship between the nature and levels of problems among Turkish university students and their desire to seek help. The Problem Attention Scale and the measure of Psychological Desire to Seek help were used in this study. The study was applied to (5829) students, of which (2947) were female students, (2841) were male students and (41) did not specify their gender. The results showed that there were statistically significant differences between males and females in favor of males in the nature of problems and willingness to seek help, and that students with higher economic and social levels had greater problems than other students, and that Turkish university students often suffered from emotional, academic and economic problems, and that students often wish to seek help from family and friends, and that students who seek help from professionals were middle class students.

A study of Al-Byirag (2011) aimed to identify the level of psychological stress and its sources among students at the College of Education at Mosul University and its relationship with their level of psychological toughness. As well as its relationship with some variables on psychological stress in students of College of Education and their psychological toughness. The researcher used the descriptive analytical approach and the sample of the study reached (843) male and female students, which is about (17%) of the study population of (5,072) students from all departments. The researcher used two scales: the first to measure psychological pressure prepared in advance, and the second to measure the extent of their psychological hardness, which was prepared by the researcher. Both tools were tested for validity and reliability and the study yielded several results, the most important of which are:

- The level of psychological stress among the students was (79.85), which indicates that this percentage was low compared with the hypothetical average of (120) and their rate of psychological toughness (81.41). This is a low percentage which indicates that the sample had no psychological toughness compared to the hypothetical average.

- The study showed that there were statistically significant differences between the students in the level of psychological stress and psychological toughness due to the gender variable in favor of males. In other words, the level of psychological stress and psychological hardness among male students is higher than that of female students.

- It showed the existence of statistically significant differences in the level of psychological stress and psychological hardness in favor of scientific specialization.

- The study recommended the need for specialists to provide advice and guidance in order to conduct counseling programs to raise awareness among university students of the concept of psychological pressure and the factors that affect it, and to improve study conditions at university.

Elias, Ping & Abdullah (2011) conducted a research titled "stress and academic achievement among undergraduate students at Putra University, Malaysia". The study aimed to identify the nature of the correlation between psychological stress and academic success among university students studying at the Municipal University of Putra/ Malaysia, and to compare the level of psychological stress among students by academic year. The samples were selected using the cluster sampling method, which consisted of a total of (376) undergraduate students studying at local universities in Putra/ Malaysia. The level of academic achievement of the students was calculated using the cumulative average (GPA) of the previous semester. The level of psychological stress was measured using the College Undergraduate Stress Scale. The results of the study showed that a sample of university students suffered from moderate levels of academic psychological stress. Also, the results showed that the highest levels of academic psychological stress were among medical students, and the level of psychological stress among first year students was low compared to the rest of the sample. Additionally, the results indicated that the most sources of psychological stress for the students were from academic issues. The results also revealed a negative but weak correlation between psychological stress and academic success among university students.

A study by El-Gilany et al. (2008) entitled "stress among medical and law students in Mansoura, Egypt", aimed to determine the level and sources of psychological stress among medical and law students at Mansoura University. The results indicated that law students were more sensitive to psychological stress and anxiety than medical students. Also, the researcher found that the highest sources of psychological stress came from the two areas: environment and social relationships. The researcher justified these results by the fact that law students receive their courses from different departments, while medical students, whose number is less, do not mix with students from other departments.

Another study conducted by Alzyoud,(2006) entitled "strategies for managing psychological stress among students at Qatar University and their relationship to certain changes", aimed to identify the most commonly used strategies for managing psychological stress by students at Qatar University. The questionnaire was applied on a sample of students (284) divided between (144 males) (140 females) from the different colleges of the university, where they were randomly selected from each college. The study results showed that the most common methods used by the students were the positive thinking, turning to God, and emotional outlet. Also, the results revealed that there were statistically significant differences in stress management strategies among students, which were attributed to the gender variable and in favor of males. Additionally, it showed that there were no statistically significant differences in stress management strategies due to the variable of nationality, specialization, cumulative average and academic level.

A study conducted by Dokhan & Al-Hajjar,(2006) entitled "stress among the Islamic University Students and its relationship with psychological hardness", aimed to identify the level of psychological stress and its sources among the students of the Islamic University and its relationship with their level of psychological hardness. The researchers used the descriptive analytical approach. The sample of the study was (541) students, which represents about (4%) of the study population which was (15441) male and female students from the nine faculties. The researchers followed the following variables: gender, academic level, scientific specialization

and monthly income. The researchers used two questionnaires, one to measure psychological stress, and another one to measure the extent of psychological hardness. The study yielded several results, the most important result was that the level of psychological stress among the students was (62%) and their rate of psychological hardness was (77%). The researchers recommended that university officials and counselors conduct counseling programs to raise students' awareness of the concept of psychological stress and to improve study conditions at university.

Al-Muhtasib study (2005) entitled "the impact of demographic factors and internal and external causes on job stress among university administrators in Hebron Governorate/, Palestine, aimed to find out the relationship between the influence of demographic factors and internal and external causes on psychological stress among university administrators in Hebron, according to the following variables: gender, age, marital status, years of experience and degree. The researcher applied a tool of the causes of psychological stress which consisted (32) items on a sample of (130) male and female employees. The results of the study indicated that the political causes were considered as one of the most important external causes that led to psychological stress at work. The study also revealed that there was no relationship between demographic variables and psychological stress at work including gender, age, marital status, years of experience and scientific qualifications .Lack of delegation came first, followed by incentives, then time and working conditions.

A study by Al-Atrash (2000) entitled "sources of stress and coping strategies among freshmen and seniors students at the University of Jordan" aimed to identify the sources and levels of psychological stress faced by freshmen and senior students at the University of Jordan, the strategies used to cope with these stresses, and to find out whether there were differences in their levels of psychological stress, according to the following variables: Gender, age, emotional state, and personality traits. The researcher used a questionnaire, which was the psychological stress scale and it consisted of (56) items and the stressful life events scale of (48) items. The sample size was (941) male and female students, from all faculties of the University of Jordan.

The results of the study showed that the degree of psychological stress was high for first and fourth year students, which were represented in the following axes: academic stress, emotional stress, time, financial and academic difficulties, while there were differences in the level of stress between students from science colleges, in favor of Human colleges, on the following dimensions: academic, personal, social, emotional and financial.

What distinguishes the current study from the previous studies?

The current study has benefited from the findings of previous research and studies to construct and interpret the theoretical framework. But what distinguishes the previous studies from our study is their focus on academic and educational problems, also they confirmed that most students suffer from economic, social, health and psychological problems in universities. Additionally, most of the previous studies were conducted in different universities in Palestine or countries such as Iraq and they used the descriptive approach and relied on the questionnaire as a study tool.

The current study differed from the previous studies in that it attempted to identify the problems and Stress (psychological, academic, and social) that Palestinian university students face during the first year, which were not addressed by previous studies. Also, our study focused on identifying the differences in students' responses to psychological and academic, and social Stress, and to measure the average responses to Stress of the Palestinian university students in the first year according to study variables (gender, economic level, major, and location) and these variables specialized in the current study.

The current study focused on geographical areas of Palestinian society that the previous studies had not addressed, in order to identify differences between variables and between geographical areas. Additionally, the most previous studies dealt with Stress without linking them to problems. This is what distinguishes the current study in that it linked and measured the Stress and social problems first year students in the Palestinian universities suffer from. Previous studies did not address the

variables covered by the current study; therefore, the researchers set demographic variables through which they try to achieve different results from those of previous studies.

Study hypotheses

Nominal hypotheses

1. There is a relationship between the problems that Palestinian university students face in the first year and the severity of their Stress (psychological, academic and social).
2. There are statistically significant differences at the significance level ($\alpha \leq 0.05$) in the level of Stress that Palestinian universities students in the first year face due to a number of demographic variables (gender, economic level, major and location of study).

Hypotheses of the study

- There is a relationship between the problems that the first year Palestinian university students face and the severity of psychological Stress.
- There is a relationship between the problems that the first year Palestinian university students face and the severity of academic Stress.
- There is a relationship between the problems that first year Palestinian university students face and the severity of social Stress.
- There are statistically significant differences in the severity of Stress among Palestinian first-year university students due to gender variable.
- There are statistically significant differences in the severity of Stress among Palestinian first-year university students due economic level variable.
- There are statistically significant differences in the severity of Stress among first year Palestinian university students due to the level of specialization.
- There are statistically significant differences in the severity of Stress among Palestinian first-

year university students due to the location of study.

Study approach

The researchers used both types of quantitative approaches: descriptive and inferential, for their suitability for the purpose of the current field study, and for analyzing the psychological, academic and social Stress, and explaining the suffering of Palestinian university students in their first year of university.

Study community

The original population of the study represented (10,351) male and female students from all first year students of Al-Quds University, Hebron University, Birzeit University and Al-Ahliyya Palestine University, who were enrolled in the first semester of the academic year (2019 /2020). The convenience sampling was used due to the large size of the study population. The study consisted of (1040) respondents as shown in Table (1).

Description of sample variables

Table (1) showed the distribution of the study sample members according to the gender variable. The results showed that the percentage of male was 45.5%, and of female was 54.5%. The economic level variable showed that the rate of low economic level was 23.5%, medium economic level was 61.5%, and high economic level was 15%. The specialization variable showed that 45.2% specialized in humanities and 54.8% in sciences. The place of study (university) variable showed that 23.8% from Al-Quds University, 47.3% from Hebron University, 23.8% from Birzeit University, and 5% from Al-Ahliyya Palestine University.

Table (1): Distribution of the study sample members according to the study variables

Variable	Level	Number	percentage
	Male	473	45.5

Gender	Feminine	567	54.5
Economic level	Low	264	23.5
	Average	640	61.5
	High	156	15.0
Specialization	Majoring in the humanities	470	45.2
	Scientific specialty	570	54.8
Place of study (university)	Quds University	248	23.8
	Khalel university	492	47.3
	Birzeit University	248	23.8
	Palestine Al-Ahliyya University	52	5.0

Study tool

Both researchers referred to literature, references and various sources, and constructed the questionnaire as a study tool to achieve its aims and objectives. The questionnaire consisted of two parts, the first one included demographic information, and the second part included the paragraphs of the study tool.

Validity of the tool

The researchers designed the questionnaire in its initial form, and then the validity of the study tool was checked by presenting it to a group of experienced and specialized referees, to add notes. Also, the validity of the tool was checked by calculating the Pearson correlation coefficient of the questionnaire paragraphs with the total score of the tool. It was found that there was statistical significance in all paragraphs of the questionnaire, and the correlation ratio ranged from (0.253 to 0.568) and indicates that there is internal consistency between the paragraphs.

Stability of the study

The researchers checked the reliability of the tool by calculating the stability of the total degree of reliability coefficient, for the fields of study according to Cronbach's alpha stability equation, The overall degree of the level of psychological, academic and social problems

and Stress suffered by Palestinian university students during the first academic year was (0.868), and this result indicates that this tool has a stability that meets the objectives of the study.

Study procedures

After confirming the validity and stability of the study tool and determining the study sample, the tool was applied to the sample members. After completing the process of collecting the questionnaires from the sample members the researchers found that the number of valid retrieved questionnaires that were subjected to statistical analysis was (1040).

Statistical processing

After collecting the study tool and ensuring its suitability for analysis, it was encoded for data entry into the computer to perform the appropriate statistical processing, and analyzed the data according to the study paragraphs. Statistical processing of the data was carried out by extracting arithmetic averages, standard deviations for each paragraph of the tool, t-test, one-way variance test (ANOVA), Pearson's correlation coefficient, and Cronbach's Alpha stability equation, using the Statistical Package For Social Sciences (SPSS) software.

Discussion

Results related to the first question

What is the level of psychological, academic, and social problems and Stress that Palestinian university students suffer from in the first academic year?

To answer this question, the researchers calculated the arithmetic averages and standard deviations of the responses of the study sample members to the domains and items of the questionnaire, which express the level of problems and psychological, academic, and social Stress that Palestinian university students suffer from in the first academic year.

Table (2): Arithmetic averages and standard deviations of the responses of the study sample members to the level of psychological, academic and social problems and Stress

Percentage	Degree	Standard Deviation	Arithmetic Average	Items and themes	Number
74.6	high	1.326	3.73	I am desperate because of the distance between my home and the university	2
64.6	medium	1.205	3.23	I get confused when asked about something I don't know about at university	9
60.8	medium	1.392	3.04	I suffer from interrupted sleep due to thinking about my future career	5
56.6	medium	1.351	2.83	I feel nervous because I don't know where the conference will take place	1
56.4	medium	1.291	2.82	I get nervous in lectures where I have no classmates	8
55.4	medium	1.351	2.77	I cry when my academic morale is broken in my surroundings	7
53.2	medium	1.376	2.66	I dream scary dreams when there are exams	10
52.6	medium	1.318	2.63	I feel depressed because I don't have colleagues in the same specialty	3
49.4	medium	1.241	2.47	I get angry because I don't know how to use the university's website	6
43.4	medium	1.297	2.17	I suffer from anorexia due to fear of my university major	4
56.7	medium	0.75241	2.8352	The total degree of the psychological stress axis	1
81.2	high	1.038	4.06	Lots of exams and difficult questions	3

79.2	high	1.129	3.96	Constant fear of not succeeding in the course	4
74.2	high	1.163	3.71	The large number of duties given by the lecturer has a negative impact	1
74.2	high	1.277	3.71	Always thinking about exams	10
72.2	medium	1.108	3.61	Difficulty dealing with the subject	9
71.0	medium	1.148	3.55	Constant feeling of not being able to understand the course material from the lecturer	5
67.4	medium	1.280	3.37	I feel that the subjects I am studying are not important	7
61.8	medium	1.105	3.09	shortage of the resources I need in the library	2
57.2	medium	1.305	2.86	My fear of the teacher reduced my questioning about some difficult points	6
54.6	medium	1.136	2.73	Feeling weak for not knowing the procedures for borrowing books	8
69.3	medium	0.61943	3.4647	The overall degree for the academic Stress axis	2
73.4	medium	1.320	3.67	Feeling the need to make friends that fit my thinking	10
70.2	medium	1.161	3.51	Excessive study load reduced my participation in social activities	6
65.0	medium	1.323	3.25	Lack of going to social events because of studying increases my pressure	5
60.8	medium	1.247	3.04	I don't know many of the students I attend lectures with	7
60.4	medium	1.294	3.02	students of previous years in helping are not helping us in our study	1
58.6	medium	1.199	2.93	Feeling anxious to be in an environment I've never known before	9
58.2	medium	1.210	2.91	Feeling nervous not knowing about the new university atmosphere	8
55.4	medium	1.356	2.77	Always thinking about getting away from parents	2

53.2	medium	1.322	2.66	Not having close friends at university may affect my university studies	3
42.2	medium	1.231	2.11	I have family problems that affect my academic achievement	4
59.7	medium	0.68965	2.9863	The total degree of the social stress axis	3
61.9	medium	0.57047	3.0954	The total degree of the axes	

The results showed that the arithmetic average of the total degree was (3.09) with a standard deviation (0.570). This indicated that the level of psychological, academic, and social problems and Stress suffered by Palestinian university students during the first academic year reached a medium degree, with a rate of (61.9%). The axis of academic Stress obtained the highest arithmetic average (3.46), followed by the axis of social stresses, with an arithmetic average (2.98), and then psychological stresses, with an arithmetic average (2.83), with all axes obtaining an average degree.

The results in Table 2 indicated that (5) items had a high score, (23) items had a medium score, and two items had a low score. The item "the number of exams and the difficulty of the questions in them" obtained the highest arithmetic mean (4.06), followed by "persistent fear of not succeeding in the academic subject recorded" with an arithmetic average of 3.96 and was on the academic Stress axis. The item "I

have family problems that affect my academic performance" had the lowest arithmetic average (2.11) and was on the social Stress axis, followed by the item "I suffer from anorexia because of fear of my academic discipline" with an average of (2.17) and was on the psychological stress axis.

Results related to the second question

Is there a relationship between the problems that Palestinian university students face during the first year and the severity of their Stress (psychological, academic and social Stress)?

The hypothesis was examined by calculating the Pearson correlation coefficient and statistical significance between the problems that first year Palestinian university students face and the severity of psychological, academic and social Stress, as shown in Table (3).

Table (3): Pearson's correlation coefficient between the problems that Palestinian university students face during the first year and the severity of psychological, academic, and social Stress

significance level	Pearson coefficient	Variables	The problems that students face
0.000	**0.855	psychological Stress	
0.000	**0.767	Study Stress	
0.000	**0.859	social Stress	

* Statistical significance at ($\alpha \leq 0.05$)

** Statistical significance at ($\alpha \leq 0.01$)

Table (3) showed that the value of Pearson's correlation coefficient of the total degree of psychological stress was (0.855) with significance level (0.000), and that the value of Pearson's correlation coefficient of the total degree of study Stress was (0.767) with

significance level (0.000), and that the value of Pearson's correlation coefficient of the degree. The overall level of social Stress was (0.859) with significance level (0.000), it means that there was a significant direct and positive, relationship at the significance level ($\alpha \leq 0.05$) between the problems that Palestinian university students face during the first year and the severity of psychological, academic and social Stress; the greater the problems that first year Palestinian university students face, the greater level of psychological, academic and social Stress, and vice versa.

This result was in line with the result of some of the study of (Al-Shukaifi, 2015; Qindil & Bakir, 2016; Saadoun & Saadoun, 2021). Also, this result confirmed by Skinner in the behavioral theory that stresses one of the natural components in the daily life of an individual, and results from the interaction of the individual with the environment, as the individual cannot avoid it, and there are those who cope with the Stress effectively, but when the intensity of the Stress becomes excessive, they feel the impact of these Stress on them. (Skinner, 1974). Researchers believe that first year students are entering a new society in which they are trying to adapt, but they are faced with Stress that may hinder their studies. These Stress, such as

curriculum difficulty, climate change, feelings of alienation, tension and fear of the teacher, which was confirmed by the results of the previous study.

Results related to the third question

Do the average responses of the study sample members differ on the Stress severity scale among the first year students in the Palestinian Universities according to the variables of gender, economic level, major and place of study (university)?

To answer this question, it was transformed into the following hypotheses.

The results of the first hypothesis

"There are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the mean responses of the study sample members on the severity of Stress due to the variable of gender." The first hypothesis was tested by calculating the results of the t-test and the arithmetic mean responses of the study sample members among the mean responses of the study sample members on the severity of Stress among first year Palestinian university students regarding the variable of gender.

Table (4): Independent samples t-test of the sample members' response among the average responses of the sample members of the study on the severity of Stress according to gender variable

Significance level	"t" value	standard deviation	Arithmetic average	number	sex	the axis
0.001	3.205	0.69202	2.9167	473	Male	Psychological stress
		0.79351	2.7672	567	feminine	
0.903	0.121	0.58522	3.4622	473	Male	scholastic stress
		0.64709	3.4668	567	feminine	
0.000	4.359	0.65393	3.0875	473	Male	social Stress
		0.70767	2.9019	567	feminine	
0.002	3.113	0.50419	3.1555	473	Male	Total degrees
		0.61635	3.0453	567	feminine	

It was evident from the previous table that the value of "T" for the total degree was (3.113) with level of significance (0.002), which means that , there were differences between the mean responses of the individuals in the study sample to the severity of Stress among Palestinian university students in the first year were attributed to the gender variable, and the differences were in favour of males, and thus the first hypothesis was accepted.

This result is consistent with several studies including the study of (Al-Byirag, 2011; Alzyoud, 2006; Erkan, et al., 2012) which found differences in favor of males, but this result differ with the study of (Al-Shami, Al-Hawiji & Haridi, 2015), which found that the differences in favor of women. Also, this result differs with a number of studies that did not find differences in the gender variable (Al-Muhtasib, 2005;

Dokhan & Al-Hajjar, 2006; Kazem & Abbas, 2019), and the study (Hreish, et al., 2021) shows that female students were more inclined to seek psychological help during their university studies, and this may reduce the severity of the Stress that they may face.

The results of the second hypothesis

"There are statistically significant differences at the significance level ($\alpha \leq 0.05$) between the study sample members' mean responses to Stress severity among first year Palestinian university students due to the economic level variable." The second hypothesis was examined by calculating the arithmetic means of the study sample members' response to the severity of stress among Palestinian first-year university students due to the economic level variable.

Table (5): Arithmetic averages and standard deviations of the study sample members' responses to the severity of Stress due to the economic level variable.

standard deviation	Arithmetic average	number	economic level	the axis
0.76658	2.8734	244	low	Psychological stress
0.72699	2.8308	640	Average	
0.83099	2.7936	156	high	
0.53511	3.5389	244	low	scholastic stress
0.62828	3.4775	640	Average	
0.67660	3.2962	156	high	
0.68538	3.0172	244	low	social Stress
0.63862	3.0448	640	Average	
0.81924	2.6981	156	high	
0.54894	3.1432	244	low	Total degrees
0.53779	3.1177	640	Average	
0.69520	2.9293	156	high	

It was noted in Table (5) that there were apparent differences between the mean responses of the sample members of the study on the severity of Stress among first year Palestinian university

students due to the variable of economic level, and to find out the significance of the differences, a one-way ANOVA was used.

Table (6): One-way ANOVA test for the response of the sample members between the average responses of the sample members of the study on the severity of Stress due to the variable of economic level.

Significance level	Calculated q value	average squares	degrees of freedom	sum of squares	Contrast source	axis
0.570	0.563	0.319	2	0.638	between groups	Psychological stress
		0.567	1037	587.554	within groups	
			1039	588.192	Total	
0.000	7.764	2.941	2	5.881	between groups	scholastic stress
		0.379	1037	392.774	within groups	
			1039	398.655	Total	
0.000	16.662	7.693	2	15.386	between groups	Social stress
		0.462	1037	478.780	within groups	
			1039	494.166	Total	
0.000	8.068	2.590	2	5.181	between groups	Total degree
		0.321	1037	332.950	within groups	
			1039	338.130	Total	

It was noted that the “*F*” value of the total degree was (8.068) with the significance level (0.000) which is less than the significance level ($\alpha \leq 0.05$), which means that there were statistically significant differences between the mean responses of the sample members of the study on first year Palestinian university students' Stress due to the economic level variable, as well as for the axes, except for the psychological stress axis. The differences in the total degree were in favor of the low economic level, followed by the medium economic level.

This result is in line with the study (Al-Atrash, 2000), whose results showed the presence of psychological, academic and social Stress when

there were financial difficulties and the results of his research confirmed the existence of these difficulties among the students, but the result of the research differs with the study of (Erkan, et al. 2012), which showed in their research results that high-income earners had more problems and Stress than low-income earners.

The researchers attribute this result to several reasons, including: the fact that the Palestinian society is under occupation, and suffers from high unemployment, and the lack of resources and government support to universities, all of which leads to Stress among students, especially those with low economic level, as well as the increase in educational expenses in Palestinian

universities with an increase in unemployment, especially among unemployed graduates who are looking for a job, so there has been an accumulation of the number of graduates and unemployed, and as a result, the economic situation has worsened for families and students, which has led to an increase in social and psychological Stress due to the poor economic conditions.

The results of the third hypothesis

"There are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the average responses of the study sample members on the severity of Stress among first year Palestinian university students due to the specialization variable." The third hypothesis was examined by calculating the results of the t-test and the arithmetic averages of the study sample members' response among the average responses of the study sample on the severity of Stress among first year Palestinian university students by specialization variable.

Table (7): Independent samples t-test of the response of the sample members among the average responses of the sample members of the study on the severity of Stress according to the specialization variable

Significance level	"t value"	standard deviation	Arithmetic mean	number	Specialization	the axis
0.629	0.483	0.75161	2.8228	470	Majoring in humanities	Psychological stress
		0.75357	2.8454	570	scientific specialty	
0.001	3.225	0.57907	3.3968	470	Majoring in humanities	Scholastic stress
		0.64598	3.5207	570	scientific specialty	
0.077	1.771	0.73328	2.9447	470	Majoring in humanities	social Stress
		0.65013	3.0207	570	scientific specialty	
0.037	2.091	0.58625	3.0548	470	Majoring in humanities	Total degree
		0.55541	3.1289	570	scientific specialty	

From the previous table, it can be seen that the T-value for the total degree was (2.091), and the significance level was (0.037), in that there were differences between the means of the responses of the individuals in the study sample to the severity of Stress among Palestinian university students in the first year due to the specialization variable, as well as for the academic Stress axis, where the differences are in favor of scientific specialization, and thus the fourth hypothesis was accepted.

This results is in consistent with other study which found that there were differences in the variable of specialization (human/sciences) in favor of students studying science disciplines (Al-Byrag, 2011; Elias, Ping & Abdullah, 2011; Qindil & Bakir, 2016). Yet, other research result found the opposite in that there were differences in the variable of specialization but in favor of students studying humanities majors (Al-Shukaifi, 2015; Al-Atrash, 2000; El-Gilany et al., 2008). However, the study of Alzyoud

(2006) did not find differences between the disciplines.

The two researchers believe that the integration of first-year university students into a new society in terms of academic aspects such as: teaching method, curriculum (quantitative and qualitative) and teaching staff, as well as the cumulative grade point average required to move on to advanced courses and academic years until a university degree is obtained. In this respect, it is worth noting the polar differentiation of academic requirements for different disciplines (number of years, number of hours, language of instruction, field application, etc.).

From an economic point of view, such as the costs of education (tuition fees, accommodation/travel, and daily expenses), especially in the Palestinian society, which suffers from poor economic conditions, This indicates a diversity in the differences between disciplines, some suffer more and others less, the more scientific knowledge is obtained and the

greater the understanding and assimilation, the less pressure students have and vice versa. The researchers believe that this result shows us that students who study humanities suffer less stress than their colleagues who study scientific disciplines. This proves that specialization and the difficulty of obtaining knowledge play a major role in decreasing or increasing students' Stress and that the lack of logistical equipment may be the cause of problems and thus increase their social and psychological Stress.

The results of the fourth hypothesis

"There are statistically significant differences at the level of significance ($\alpha \leq 0.05$) between the mean responses of the study sample members on the severity of stress among Palestinian first-year university students due to the variable of study location (university)". The fourth hypothesis was examined by calculating the arithmetic averages of the study sample members' response on the severity of stress among Palestinian first-year university students due to the variable of place of study (university).

Table (8): Arithmetic means and standard deviations of the study sample members' response to the severity of Stress due to the variable of place of study (university).

Standard deviation	Arithmetic average	number	Place of study (university)	axis
0.78985	2.8077	248	Quds University	Psychological stress
0.76702	2.8465	492	Khalel university	
0.71738	2.7960	248	Birzeit University	
0.54538	3.0462	52	Palestine National University	
0.52660	3.6399	248	Quds University	Scholastic stress
0.64940	3.4276	492	Khalel university	
0.64884	3.3266	248	Birzeit University	
0.29780	3.6385	52	Palestine Al-Ahliyya University	
0.65491	3.1008	248	Quds University	social Stress
0.64195	2.9827	492	Khalel university	
0.80905	2.8407	248	Birzeit University	
0.52301	3.1692	52	Palestine National University	

0.54449	3.1828	248	Quds University	Total degree
0.55978	3.0856	492	Khalel university	
0.62706	2.9878	248	Birzeit University	
0.37703	3.2846	52	Palestine National University	

It was noted in Table (8) that there were apparent differences between the mean responses of the sample members of the study on the severity of Stress among Palestinian university students in the first year due to the variable place of study

(university), and to find out the significance of the differences, a one-way ANOVA was used as shown in Table (9):

Table (9): One-way ANOVA for the response of the sample members between the mean responses of the sample members of the study on the severity of pressure due to the variable place of study (university).

Significance level	q value calculated	average of squares	degrees of freedom	Sum of squares	Contrast source	axis
0.157	1.739	0.982	3	2.947	between groups	Psychological stress
		0.565	1036	585.245	within groups	
			1039	588.192	Total	
0.000	13.117	4.863	3	14.589	between groups	Scholastic stress
		0.371	1036	384.066	within groups	
			1039	398.655	Total	
0.000	7.317	3.418	3	10.254	between groups	social Stress
		0.467	1036	483.912	within groups	
			1039	494.166	Total	
0.000	6.955	2.225	3	6.676	between groups	Total degree
		0.320	1036	331.455	within groups	
			1039	338.130	Total	

The results indicated that the P-value for the total degree (6.955) and the significance level (0.000) is below the significance level ($\alpha \leq 0.05$), which means that there were statistically significant differences between the average responses of the study sample members to the stresses of the Palestinian university students in the first year due to the variable of the place of study (University), as well as for the axes except for the axis of psychological stress. The differences in the total degree were in favor of Al-Ahliyya Palestine University, followed by Al-Quds University. Thus, the fifth hypothesis was accepted.

All the previous studies that the two researchers examined did not address the university variable, so this result cannot be compared to the results of previous studies. Both researchers believe that Al-Ahliyya Palestine University is a special university, unlike other universities. And that the students enrolled in it have a high economic level, because of the cost of university fees and it has its own laws, followed by Al-Quds University because its students differ in the culture they have acquired in their areas of residence; And because Al-Quds University is open to all Palestinian cities to attract students, unlike Hebron University, which is limited to students from the governorate only, and the fact that Al-Quds University is geographically located in the Holy City, its students differ from Birzeit University students in dealing with social Stress, psychological and academic Stress, and because each university has internal rules that differ from other universities, we find that the students of Hebron University also differ from the students of Birzeit University in their treatment of Stress based on the laws and rules that are followed there. Furthermore, Al-Ahliyya Palestine University differs from Hebron University in that it is a private university and its laws regarding the treatment of students differ from what is done at the University of Hebron, therefore, we find that the Stress vary from one university to another depending on the culture of the students and the internal laws and rules followed by the administration of each university in dealing with the students.

The most important findings of the study

- The level of psychological, academic and social problems and Stress suffered by Palestinian university students during the first academic year was moderately high, at a rate of (61.9%), and the axis of academic constraints obtained the highest arithmetic mean of (3.46), followed by the axis of social Stress with an arithmetic mean of (2.98), then psychological Stress with an arithmetic mean of (2.83), and all axes arrived at a medium degree.

- There was a positive, direct and statistically significant relationship at the significance level ($\alpha \leq 0.05$) between the problems faced by Palestinian university students in the first year and the severity of psychological, academic and social Stress, meaning that the more problems Palestinian university students face, the higher the level of severity of psychological, academic and social Stress, and vice versa.

- There were differences between the mean responses of the study sample members to the severity of Stress among Palestinian university students in the first year due to the gender variable, where the differences were in favor of males.

- There were statistically significant differences between the average responses of the study sample members on the level of Stress among Palestinian university students in the first year due to the economic level variable, as well as for all axes except for the psychological stress axis. The differences in the total degree were in favor of the low economic level, followed by the medium economic level.

- There were differences between the average responses of the study sample members to the stressors of first-year Palestinian university students due to the variable of specialization, as well as on the axis of academic Stress, where the differences were in favor of scientific specialization.

- There were statistically significant differences between the average responses of the study sample members to the Stress of Palestinian first-year university students due to the variable of study location (university), as well as for all axes except for the axis of psychological stress. The differences in the total score were in favour of Al-Ahliyya Palestine University, followed by Al-Quds University.

Third: Recommendation

- The need for special attention to be given to first-year students by the student affairs department, by giving them a tour of the various university buildings during the first week of work, and by providing a number of former students to act as guides for first-year students in identifying the location of rooms and courses.
- The need to organize introductory activities about the university's facilities and familiarize themselves with the laws in force by the Student Affairs Department.
- Making the initial courses for first-year students more flexible and not teaching them the subject intensively, so that they can familiarize themselves with the methods of study, the mechanisms used, and get used to the university's teaching method.
- Open psychological and social service centers on the campuses of each university so that students can go there for counseling/advice/treatment.
- The need to conduct more studies on the subject of social, psychological and academic Stress faced by the university student.

Conflict of interest

On behalf of all authors, the corresponding author states that there is no conflict of interest

Bibliographies

- [1] Abdul Salam, A. (2000). Social Support and Stressful Life Events and their Relationship to Compatibility with Social Life among University Students Residing with their Families and those Residing in University, *Residential Halls, Psychology Journal*, 14, (53), 6-18. **[In Arabic]**.
- [2] Al-Atrash, Sh. H. (2000). *Sources of Stress and Coping Strategies among freshmen and Seniors Students at the University of Jordan*, [Master's thesis] University of Jordan, Amman. **[In Arabic]**.
- [3] AL-Byirag, T. (2011). Psychological Pressure and Its Relationship with Psychological Stiffness of Students at The College of Educatio. *College Of Basic Education Researches Journal*, 11(1), 28-56. **[In Arabic]**
- [4] AL Habeet, Q. M. and Ahmed, Sh. M. (2018). University Integration among Students of Tikrit University, *Journal of Tikrit University for the Humanities*, 25, (1), 332-352. **[In Arabic]**
- [5] Al-Muhtasib, L. H. (2005). The impact of demographic factors and the internal and external causes, on the work stress among university administrators in Hebron Governorate, Palestine, *Journal of the Association of Arab Universities*, (45), 257-285. **[In Arabic]**
- [6] Al-Shami, I., Al-Hawiji, I., and Haridi, Dh. (2015). Psychological, social and educational problems among the students of King Faisal University. *Journal of the College of Education, Al-Azhar University*, 34, (165), 739-782. **[In Arabic]**
- [7] Al-Shukaifi, bin A. M. (2015). Psychological Distress Suffered by The University College Students in Qunfudah and Strategies to Solve from Their Point View, *Journal of Reading and Knowledge*, (167), 75-118. **[In Arabic]**
- [8] Al-Yousifi, A. (2008). Academic achievement motivation and its relationship to social anxiety among female students of the College of Education for Girls. *The Islamic college university journal*. (5), 214-235. **[In Arabic]**
- [9] Alzyoud, N. F. (2006). Strategies of Dealing with Psychological Stress among Qatar University Students and their Relationship to some Changes. *The Arabian Gulf Message Journal*, 27, (99), 67-104. **[In Arabic]**
- [10] Dokhan, N. & Al Hajjar, B. (2006). Stress Among the Islamic University Students and Its Relationship with Psychological Hardiness. *Journal of Islamic University of Gaza (Series of Humanitarian Studies)*, 14(2), 269-298. **[In Arabic]**
- [11] Durkheim, E. (1938). The rules of sociological method (SA Solovay & JH Mueller, Trans). *G. Catilin (Ed.)*.
- [12] El-Gilany, A.H., Amr, M., Awadalla, N., & El-Khawaga, G. (2008). Stress among Medical and Law Students in Mansoura, Egypt. *Middle East Journal of Family Medicine*, 6, (9), 31-36.

- [13] Erkan, S., Özbay, Y., Çankaya, Z. C., & Terzi, S. (2012). University students' problem areas and psychological help-seeking willingness. *Egitim ve Bilim*, 37(164), 94.
- [14] Elias, H., Ping, W. S., & Abdullah, M. C. (2011). Stress and academic achievement among undergraduate students in University Putra Malaysia. *Procedia-Social and Behavioral Sciences*, 29, 646-655.
- [15] Hreish, K., Fareed, A., Okkeh, M & Hreish, N. (2021). Attitudes of Young Adults in Palestinian Universities about Seeking Psychological and Social Counseling from Professionals in relation to a Set of Variables. *Journal of Social Sciences*, 10, (5), 241-250.
- [16] Hussein, S. A. and Hussein, T. A. (2007). *Strategies of Managing Educational and Psychological Stress*, Dar Al-Fikr, Jordan. **[In Arabic]**
- [17] Kazem, S. M. and Abbas, H. J. (2019). The Problems Facing University Students Encounter (within the axis of education in Iraq and facing challenges), *Journal of Education College Wasit University*, 4, (4), 1021-1048. **[In Arabic]**
- [18] Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer publishing company.
- [19] Malika, Ch. KH. (2011). *Sources of Professional Stress for Algerian Teachers: A comparative study in the three educational stages, primary, intermediate, and secondary*, (Doctoral dissertation, Université de Tizi Ouzou-Mouloud Mammeri). **[In Arabic]**
- [20] Manoukh, S. M. (2015). Social Competence and its Relationship to Academic Adaptation among University Students, *Journal of Tikrit University for the Humanities*, 22, (12), 230-301. **[In Arabic]**
- [21] Mental Health Foundation. (May 2018). *Stress: Are we coping?* London: Mental Health Foundation
- [22] Saadoun, S. & Felouha, A. (2021). The reality of the problems of new university students A Field study in the University of Oran (Algeria). *Rawafed Journal of Studies and Scientific Research in Social Sciences and Humanities*, 5, (1), 259-278. **[In Arabic]**
- [23] Saqr, A. (2003): Present and future problems of youth as seen by the students of Tanta University. *The Future of Arab Education*, (29), 65-130. **[In Arabic]**
- [24] Sarafino, E. P. (1994): *Health Psychology, Biopsychosocial Interaction 2 ed*. New York. Johan wily & sons, Inc.
- [25] Sayiner, B. (2006). Stress level of university students. *Journal of Science*, 5, (10), 23-34.
- [26] Selye, H. (1985). The nature of stress. *Basal facts*, 7, (1), 3-11.
- [27] Selye, H. (1981). Stress without distress in working life. *Society, stress and disease*, 4, 263-269.
- [28] Shaheen, A.M. (2009). The obstacles facing learners at Al-Quds Open University. *Journal of the Association of Arab Universities*, (54), 193-220. **[In Arabic]**
- [29] Skinner, B.F. (1965). *Science and Human Behavior*. New York: Macmillan.
- [30] Qindil, A. and Bakir, S. (2016). A Survey of the Problems of University Students in the College of Sciences and Arts for Girls in Mahayel Asir, King Khalid University and its Relationship to some Variables, Al-Mustansiriya University, *Journal of the College of Education*, (2), 567-596. **[In Arabic]**
- [31] Yaseen, Z (2009). *Graduate students' problems at the faculty of arts/ Al- Najah National University (Master's Thesis)*. Palestine, Al-Najah National University. **[In Arabic]**