

## The Quality of Academic Counseling Practices Provided to the Students in the Department of Special Education in the Faculty of Education

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**Abstract:** The study aims to attempt to assess the quality of the practices of the academic counseling provided to the students of the *Department of Special Education, Faculty of Education*, where the study sample consisted of (133) students in the Department of Special Education, including (5) specialization paths, namely: mental disability, learning difficulties, hearing disability, behavioral disorders and autism and disorders of speech and language for students enrolled in the second semester of the academic year 1434/1435 AH, with a percentage amounts to 37% of the study population. The study has relied, to achieve its goal, on construction of a tool to assess the quality of the practices of the academic counseling provided to students of the Department of Special Education, Faculty of Education based on the vision of the students themselves, composed of 49 clauses distributed on three themes, and the results showed that the overall average for the quality of the practices of the academic counseling provided to students of the Department of Special Education, Faculty of Education has reached (2.97), a low level of quality, which is less than (3).

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### I. Introduction

The recent trends in the educational process, especially in university education, are based on orientation towards quality, with what it bears of broad meanings and concepts, covering the educational process as a whole, from college student who should enjoy the quality of learning, thinking, analysis, critique and solving the problems he/ she is exposed to, through the energetic, optimistic and cheerful faculty professor, who sanctifies and respects their career, and works to prevail for its human values, and provides high quality practices in the processes of teaching and counseling to their students, and ending of with the scientific material that act on provoking of the instincts of creativity, inquiry and analysis by the student in the presence of an effective management pursue an effective consultative approach in dealing with the different components of the educational process.

The universities are among the most important educational institutions, that embrace young people where the first phase of university education begins within the limits of eighteen years of age and ending within the limits of the twenty-second of age, corresponding with the late adolescence or early adulthood and youth. Such two phases are characterized by psychological, personal, social and mental characteristics, making them of the most stages of education in need of counseling and academic guidance (*El Tawwab, 1993*), (*El Essawi, 1999*).

Both of *Zahran (2005)* and *Rizk (2008)*, see that the college youth is in any nation, the sincere mirror that reflect the reality of society and its renaissance; so, the nations focused over the ages on this category and pay more attention, care and training, and rarely such university phase passes without exposure of the undergraduate students to many of the problems, some related to the students themselves, and some related to parents, family, and others relates to the society.

Some university students may suffer from a lot of problems that hinder their academic achievement in undergraduate phase, such as the worry of exam, and the concern of the future, and the psychological and academic stresses, and the low level of achievement, and the lack of time available for study, forgetfulness, and inability to capitalize on the best of lectures, wrong study habits, and low self-concept, and physical and economic pressures.

That is what has been confirmed by the *Ragab and Mohammed study (2013)* when connecting between academic performance, adaptability and compatibility with university life, which showed a positive correlation between the level where the student has involved, in the university community, and the adaptation to the social, psychological and academic requirements of education, and the quality of academic performance and academic excellence.

That is which confirms the vision of the advocates of human orientation in the study of personality and the sound personality need to philosophy of guidance that helps to build constructive

plans and the production of healthy lifestyle consistent with the system of its objectives and values, and the way to achieve in a socially approved way (*Mansour, 1982*), (*Nashawati, 2003*).

Such an approach is not a new one, as it has already been adopted by educators in Islam to direct their students to study in the light of their abilities and potential; meaning, they realized the fact of individual differences, and they tested the student's ability to remember, in case he was more capable of memorization, they would direct him to study Hadeeth, and in case he was inclined to thinking, they would direct him to study of science of debate, speech and logic, and movement of academic guidance and counseling has emerged as a result of what the industrial revolution had caused of radical changes led to direct interest in the study of human behavior in the hours of work and to study individual differences, however, the term of counseling was not mentioned in text books, before the year 1931 and the services provided before were under the name of vocational counseling (*Abdel Azim, 2004*) and (*Abdel Khaliq, 2009*) and (*Ragab & Mohammed 2013*).

In systems of university education, adopting system of credit hours, the academic counseling is, at this stage, some sort of basic professional practices and a core role for the community of the institutions of higher education, to help students develop themselves and maturity, try giving them technicalities of making the right decision, and activating the aspects of the initiative and enthusiasm they have, and develop the skills of the fast reaction to stimuli around them in the framework of values and positive trends.

The academic counseling is perceived in higher education institutions as a process for the exchange of information between the mentor and the student to acquaint him with the institution he belongs to, and its school systems, and new areas and opportunities for scholarships, as well as to help them choose optional subjects during semesters, as well as helping them to progress in the study to the fullest, and stand by them; to cover the obstacles and social, mental, health or academic problems, making benefit of the services and capabilities offered by their academic institution they belong to, and the academic advisor is an academic body representing the college, and he is the most knowledgeable of the needs of the students (*Mossaad et al, 2011*).

*Bukhari (1994)* sees that the university education stage might be imposed as a transitional stage in the life of students, differ in their features, system and method of education from previous study stages that students (male and female) have to achieve some degree of adaptability and compatibility with, and to exceeded the probability of collision between self needs with the requirements of undergraduate stage,

leading to poor adaptation and the emergence of a number of difficulties or problems that may affect one way or another on their academic achievement.

That is the platform upon which the philosophy of academic counseling mainly on the development of the student's personality, through the identification of its readiness, inclinations, abilities, mental and health condition, and the extent of its cooperation and confidence in his/her mentor in order to help cope with their own problems: academic and functional on scientific grounds, achieving itself and help the development of society.

*El Nagem (1996)* adds in a similar context, that academic counseling is a core and necessary activity in higher education institutions, to discover the students' desires and abilities, and to identify their goals, and helping them to draw plans achieving thereof, in line with their inclination, and what helps to provide them with the basic skills needed for work after graduation.

As *El Qorani (1991)* pointed out to that the purpose of academic counseling in higher education, in an attempt to stimulate students' disparate talents to grow an integral growth, academically, morally, psychologically, socially and behaviorally, and prepare students in line with their interests, abilities and values of their community, coping with fast developmental challenges on the societal arena.

The results of (*Gallagher, 2006*) study support this previous hypothesis, where results showed out that 54% of students who have undergone the survey, have been helped by psychological counseling to continue in the study, while 58% of them felt that the counseling service has improved the level of their academic performance.

It has already been explained before by the results of (*Turner & Berry; 2000*) in their longitudinal study, surveying 2365 students at the University of Western State, over six years, the confirmation of the contribution of Counseling Center in the success of students and their academic progress, and that 61% of the study sample reported that counseling has helped them to improve their levels of achievement.

The subjective observations of the researchers have indicated to the presence of many gaps in the quality of the current practices of academic counseling, especially in the Department of Special Education, Faculty of Education in Jeddah, somewhat similar to what have been explained by many of the studies that dealt with the factual of academic counseling in Saudi universities, which may be due to various factors, including: lack of clarity of the philosophy and objectives of the counseling and its procedures in respect of the students, and even for the academics mentors themselves, which may be reflected on the students' attitudes toward academic counseling and its significance for them. They may

form negative trends in the face of some of the problems.

They are observations consistent with the results of *Dulaimi study (2011)*, which attempted to recognize the reality of benefiting from counseling services in Saudi universities and the detection of the rate of benefiting of counseling services at five universities in Saudi Arabia, and the results showed the absence of significant differences between male and female students in the rate of taking advantage of counseling services, as well as the overall rate of utilization by the two genders was declining, where this decline was attributed to cultural factors.

The quality of academic counseling has received research interest since the regional study conducted by the Arab Bureau of Education for the Gulf States in nine universities in the Gulf (1990), where the results have indicated to that there is a lack in the numbers of the counseling and guidance unit seekers, with the reluctance of them to pose their problems, in addition to show their need to counseling services in the field of study.

It is consistent also with the results of (*Setiawan, 2006*) study, which was conducted on 1279 students from the University of Indonesia concerning the desire to search for counseling services and the factors hindering the process of investing the services, that the level of desire in seeking the services came low, because of the weak awareness and acquainting them with services and lack of confidence in confidentiality of information in addition to the lack of understanding on the part of the guides to the renewing and changing world of student life as well as cultural factors.

### **Second; the problem of the study**

Within the framework of the growing interest by the institutions of global quality and academic accreditation, to include quality standards in all inputs of the educational process in universities, and in the light of the increasing interest of Saudi universities of the educational quality dimensions particularly the practices of academic counseling as a mainstay and an integral part of university life, and within the framework of the orientation a lot of institutions of higher education in the Kingdom turning to, of counseling services and the creation of counseling centers as one of the important criteria the quality of the performance of higher education institution is measured with.

Thus, the problem of the study is identified in the following main question:

***"What is the quality of the practices of the academic counseling provided to students of the Department of Special Education, Faculty of Education?"***

Out of the study main question, the following secondary questions have emerged:

1. What is the quality of professional academic advisor practices provided to the students of the Department of Special Education, Faculty of Education from the viewpoint of the students?

2. What is the quality of the registration system role in the Faculty of Education in the academic counseling provided to the students of the Department of Special Education, Faculty of Education from the viewpoint of the students?

3. What is the quality of the role of the college student in practices of the academic counseling from the viewpoint of the students?

### **Third; Study objectives**

The study aims to:

1. To assess the quality of the practices of the academic counseling provided to students of the Department of Special Education, Faculty of Education.

2. To build a tool to assess the quality of the practices of the academic counseling provided to the students of Department of Special Education, Faculty of Education based on the vision of the students themselves.

3. To make recommendations to improve the quality of the practices of academic counseling provided to students of the Department of Special Education, Faculty of Education.

### **Fourth; The importance of the study**

The importance of the study stems out from being:

- Attempting to detect the quality of the academic counseling provided to the students of Department of Special Education, Faculty of Education from the perspective of the students.

- It is the first study, to the knowledge of the researcher, in respect of the society, applied thereto, and in terms of the nature of the variables that have been addressed and the sample the study was conducted thereon.

- The researcher expects that the study would contribute to the development of the programs of the academic counseling in the faculties of education through the recommendations submitted.

### **Fifth; Study limits**

The research was conducted within the context of the following limitations:

- **Objective limits;** where the study was restricted to the research in the quality of the academic counseling provided to the students of Department of Special Education, Faculty of Education, as determined by the tool used in the study.

- **Spatial limits;** where the study was restricted to the students of the Department of Special Education, Faculty of Education in Jeddah, King Abdul Aziz University.

- **Temporal limits;** where this study was applied in the second semester of the academic year 1434-1435H.

#### Sixth; Study terminology

##### Quality

○ Idiomatically, means, as per the description of the British Agency of Quality (Q.A.A.); the success of the educational opportunities available to students to help them achieve the academic degrees desired E, and to work to ensure the availability of appropriate and effective, and support, evaluation, and educational opportunities appropriate."

○ Procedurally, can be defined in this study as a judgment or opinion on how distinguished the practices of academic counseling provided to students of the Department of Special Education, Faculty of Education, University of King Abdulaziz from their point of view.

##### Academic Counseling

○ Idiomatically, means the counseling services performed by the adviser for the development of the student cognitive wise and professionally, and solving problems that impede the progress of its school achievement, in addition to impart the skills, attitudes and positive experiences in accordance with the values of the community (*El Qurani, 1991*).

○ Procedurally, the academic counseling means thereby in the current research the sum of own technical operations the academic counselors provide and recording systems in the Faculty of Education to help students of the Department of Special Education in the formulation of academic plans fitting their abilities, interests and goals, beginning with the selection of the appropriate specialization track, basic and optional courses helping them in the Investment of academic potential and assisting them in the diagnosis and treatment of academic problems that may arise on their academic performance.

##### Department of Special Education Students

○ Procedurally, they are all students studying disciplines of (learning disabilities- mental disability- hearing disability- behavioral disorders and autism-speech and language disorders) in the Faculty of Education, King Abdul Aziz University for the academic year 1434/1435H.

#### Seventh; Study theoretical framework

Higher education has seen in recent decades radically developed methods and patterns, and such development has come combined with quality, in particular, to the extent that intellectuals call this era "the era of quality (*Rabee'a, 2008*).

The concept of quality is the most ambiguous one that has stirred up controversy, including significances pointing to the standards and excellence both alike, as the quality has been identified as a sort of fortitude and perfection at times, or is identical to the specifications

another times, and was considered appropriate to the purpose, which could mean either meeting the requirements, customer specifications or business or function objectives and tasks (*Doherty, 1999*).

*Ghalib and Alem (2008)* summarize several definitions of quality, namely:

○ Quality is the ability to achieve desirable goals, using the correct means.

○ Quality is the degree of compatibility of the service provided with accepted standards and measurements.

○ Quality is meeting the needs of the customer (beneficiary), and to achieve satisfaction, and fulfillment constantly of its expectations.

○ Quality is feasible control practice upon the main factors that affect the quality of higher education and its costs.

○ The quality is defined also as the rehabilitation of the institution for a certificate of quality, that is, meeting the requirements of any specification.

*El Haddabi and Qashwa (2009)* regard that quality is an essential approach to improve performance to meet the internal and external challenges, especially after the technological developments and the trend towards globalization, while *Al Mikhlafi (2008)* regards the quality expresses the quality of design and quality of performance and quality of outcome at the university through the four elements, namely inputs, objectives, rules and regulations, processes, where the third component is the output, and the last item is feedback resulting from the process of monitoring and evaluation.

Scientists and specialists have tried to distinguish between five approaches to the application of Total Quality, namely: the approach built on the basis of excellence, and the approach built on the basis of the beneficiary, and the approach built on the basis of value, and the approach built on the basis of the product, and the approach built on the basis of manufacturing (*Said, 1997*).

*The Arab Organization for Education, Culture and Science (2007)* stresses on that securing quality requires reviewing the attitudes underlying education, including controlling quality inputs, processes and outputs, so that the outputs would correspond to the needs of its beneficiaries, which will be possible only when the input corresponds to the needs of the system of work, as well as processes would lead to objectives required thereof in accordance with the standard specifications, reflecting the satisfaction of the beneficiaries.

*Goran (1988)*, also asserts that fulfillment of quality in higher education is an administrative approach and process aimed at achieving the Higher Education competence, and creation and development



of an academic atmosphere appropriate for students to acquire graduate degree, which applies to the practices of academic counseling, which is a major theme at the university education, and one of its key inputs, as it provides many facilities for students, serving as the first supporter of student path through university life, working to guide the student, providing counseling information and assist in the preparation and registration the subjects most favorable thereto, are all factors helping in adapting to university study and its requirements. Most institutions of higher education relies on the expertise of faculty members in guiding students in academic matters such as the choice of specialization, and provide students with suggestions and tips about improving their academic attainment, and helping them to overcome their academic and administrative problems, and knowing of their inclinations, and development of the capacity of each, and take advantage of the expertise available in the University.

Psychological academic counseling evolved in response to a need felt by the American society in the decades of the twenties and thirties of the previous century, to meet the urgent needs of the community for academic counseling in a scientific, organized way, according to the individual willingness and their abilities, where the fact is that the process of academic counseling is as old as the human relations, as it is of the human nature to reveal their personal or psychological difficulties to relatives and friends; to find sympathy and feeling and sharing by them in solving personal problems thereof (*Abdullah Wattash, 2000, Abdel Azim, 2004*).

*Good (1945)* defines, in his counseling lexicon that: such assistance based on an individual and personal basis with regard to the personal, educational and professional issues, in which all the facts related to these problems are studied, looking for solutions, with the help of specialists and to take advantage of the potential of the school and community, and through counseling interviews the seeker for guidance learns to take its personal decisions for itself.

For *Tolbert (1959)*, he defines counseling as: a personal relationship, face-to-face between two persons, one of whom is: the guide, through its skills and using the counseling relationship provides educational stance to the second person, the guidance seeker: who is a normal type of people, assisting it to understand itself and its current and future circumstances, and to solve its problems, and development of its capabilities in order to fulfill its satiations, as well as the interest of society in the present and the future. (*El Shinawi, 2003, 10th*).

Ragab & Mohammed (Op.cit, 17) defines it as counseling services performed by the guide for cognitive and professional development of the student,

and solve the problems that hinder the progress of its school performance, as well as to impart the skills, attitudes and positive experiences and in accordance with the values of the community.

The counseling is, in its different forms and fields that have been found to serve individuals, as no definition of the term counseling may be devoid of the concept of assistance, implicitly and explicitly (*Al Asadi and Ibrahim, 2003*).

The system of accredited hours in any university requires providing academic counseling services to the students. The academic counseling may be offered to students from two principle sources, academic counseling provided by a faculty member or academic counseling offered through a specialized center including specialized cadres in various educational, social and psychological areas, so that the integration of the work of such body would lead to provide integral counseling services to the student, and of distinguished quality. The axes of academic counseling are represented in the following: the student and academic advisor and Dean of Admission and Registration in the faculty, and the fresh university systems and regulations.

The student is the focus of the academic process, and in the absence of organized and directed academic counseling, the student has to acquaint itself with the university rules and regulations immediately upon acceptance in the university, and as a result of individual differences among students, there is who reaches and learns the rules and regulations and works to adapt itself, with those rules and regulations, whereas, there is who is ignorant of a lot of rules and regulations, causing itself to fall in a lot of academic problems, such as low rates, recurrence of subjects, failure, dismissal and other problems that it is accountable for, because of its ignorance of the system, and for the lack of effectiveness of the academic counseling.

The students play an important role in the academic counseling, as they should seek advice, guidance and counseling by the academic advisor in order to achieve their goals, as they have a role whether before, during or after the interview of the academic advisor.

So, responsibility is shared between the academic advisor and the student, if the academic advisor is responsible for educating students of the importance of academic counseling and encourage them to ask questions and provide what is going on inside concerning the future so that they reach through their guide to the correct and sound answer to these questions.

*Ibrahim (2003)* believes that the faculty members are of the most important inputs of university education, if not the most important at all, and

elements of quality and efficiency of university education depend on the quality of the faculty members, as well as the success of the educational systems generally depends on the availability of the quality of faculty members.

The faculty member is part of the administrative system of university, that its practice requires the ability to exercise administrative processes such as planning, organization, control, supervision and communication in a sound way, and other methods that have proven successful locally and worldwide and the consequences upon which established human relations, such as: respect and appreciation of the student feeling- encouraging freedom of opinion- cooperation and the establishment of good relations with students and staff- concerning with student problems and conditions- flexibility and leniency in treatment of others- to promote an atmosphere of trust and respect among students.

The role of the counselor in helping students to make good decisions helping it in its academic career successfully and effectively, and each college identify a number of new students by each academic advisor in each academic department, with such advisor being familiar with rules and regulations of the university, not to mention the allocation of a large number of students per a guide and the preoccupation of the guide with other teaching tasks which makes the guide unable to perform its counseling role efficiently and effectively.

There are various areas of academic counseling for a professor of the university such as the educational, psychological and professional fields, taking a note that the counseling process does not benefit the student only, but reaches out to the individuals around, so, it is not an individualized service only, but also a societal one, so, consequently, we may summarize the objectives of academic counseling in undergraduate phase into the following:

- Furnish the student with the correct information about the college, educational policy and academic resources and programs.
- Acclimatization of the student with the university atmosphere.
- Supporting student hobbies in regard of their major fields.
- Follow-up reports of the student development in regard of their studies and evaluation.
- Help students to broaden the base of their information through academic courses outside the main area of specialization.
- Help outstanding students to enter the outstanding labor market, and strengthening the relationship between outstanding student and the retarded student struggling to overcome the difficulties it meets.

- Help the retarded students to improve their academic skills to overcome the academic difficulties they meet.

- To follow-up, additionally, with the retarded students through regular meetings to get acquainted with their progress.

- Development of the student and improving its skills.

- To evaluate the academic progress of the student, and monitor the impact on the achievement of its objectives.

- To guide the student to detect weaknesses and the deficiency it has in the personal or academic skills, or in any of the sources or programs present in the framework of university when needed.

- Help students assess their interests and abilities, and recognize their academic goals, and take the necessary decisions about their objectives and long term or short term plans, to achieve the goals.

Help students discover their abilities and identify their goals, and help them draw their plans, in line with their aptitudes, and also aims to bring about positive changes in the patterns of the university student behavior towards the cultural, social and professional values of its society, and help them discover their selves, and decision-making (*Mosaad et al, 2011, and Ragab and Mohammad, 2013*).

Academic counseling processes are linked with the roles of acceptance of registration curricula for students according to academic advisor signature on the registration forms, and follow up monitoring student grades and student academic record, and also the administration would apply the rules and regulations of the university and college by the student specialization.

*Al Kandari study (2006)* explores the views of Kuwait University students about the effectiveness of the staff of the counseling and guidance offices in the performance of their duties, in dealing with the students and the extent of their experience in the field of academic counseling, and the findings of the study have resulted in that there is a low grade student satisfaction on the performance of the staff in the counseling and guiding offices.

Turner and Perry (*Turner & Berry, 2000*) Have reached to the results supporting the value of the counseling and professional services as part of the main factors in the progress and success of the students at the university, it adds that the counseling centers and universities are in need of further diligent research efforts for improving the level of students, especially the freshmen who are facing difficulties in academic and personal lives, so it is expected that such centers are encouraged to take an active leadership role in the evaluation of their services and their potential

contribution to the reduction in number of students who leave college for reasons of personal difficulties.

**Zahran (1998)** believes that the achievement of the objectives of the counseling and guidance requires working through approaches and strategies namely:

- Developmental Approach; including actions leading to the healthy growth of the students during their period of study so that to achieve the highest possible level of academic success and psychological and social compatibility.

- Precautionary approach; It is called the method of psychological immunization against problems and disorders and mental illnesses that might affect the college student through several levels of protection working on the attempt to prevent problems or disorders, by removing the causes, early detection and diagnosis of disorders in its first phase as much as possible, and finally trying to reduce the impact of disability disorders or prevent disease crises and sustainability, and preventive counseling services would take many forms, including remote counseling through discussions, consultations and focus groups to raise awareness and education of the issues of cultural differences and the like.

- **Suleiman, and Abu Zureiq study, (2007)** pointed out to the proliferation of academic problems by students at the universities, in large numbers and of a wide variety and overlapping with psychological, social and economic problems.

In this context, **Fukuyama (Fukuyama, 2001)** believes that counselors should not be on commitment to one specific model, but they have to provide programs and services meeting the contemporary needs of university students such as the models for individual and collective counseling and vocational life counseling and comrades guidance, and even **King (King, 2008)** believes that the characteristics of the current stage students have changed by the presence of cultural differences and aspects of personal and physical disability and family and economic low backgrounds, and low self-assessments and psychiatric disorders.

As for **Duggen (Duggen, 2008)**, it refers to the need to counselors attention to understand the importance, size and spread of compatibility difficulties and what may result in self upsetness, such as anxiety and depression as well as psychological and physical development issues among university students and the need for mental health guidelines services for dealing with them.

A recent study by **Lee and colleagues (Lee et al, 2009)** had shown that there is a significant relationship between the quality of counseling services and achievement of high levels of academic attainment, where results revealed that students who received individual and a collective psychological counseling

have achieved rates greater than their colleagues who did not have a chance to access to these services.

In the context of the concern of the circumstances of the emergence of academic and psychological difficulties among students of university, **Yoon and Portman (Yoon & Portman, 2004)** indicates that they have found that the lack of good relations between students and their teachers as well as the indifference of those professors of improving the efficiency of the students' performance, and the level of quality of teaching was one of the most important factors in the emergence of symptoms of depression and stress among students.

Both of **Massad and others, (2011, 6-7)**; **Ragab, and Mohammed (2013, 25-26)** agree on that the skills of academic counseling are: the skill of empathy, that is to share with students' feelings and emotions to understand them, and to form a good relationship helping in the success of counseling process, and skill of good planning for counseling process and setting specific targets, and seeking to achieve them, and the skill of organization, meaning organizing jobs, and arranging them in a way achieving optimum advantage out of them, and listening skill, to the students by the counselor, and the skill of making decisions and solving problems; which is an important task, when listening by the academic advisor to his student point of views, and dialoguing with them to get to know their problems, and skill of collective counseling, which is very important; because there are students brought together by common problems, so that to save the time, they would be mentored together, and the skill of time management and investment, including scheduling and coordinating work, and determining and organizing office hours, through which students may meet with the academic advisor.

**(Abdelkader 2011.129-130)** has summed up the methods of academic supervision as follows:

- Individual and collective office meetings, in predetermined hours every week.
- Correspondence between supervisors and students across phone messages or e-mail.
- Professors may deliver some public lectures and so provide the chances of interjections and questions by students.
- Debates over phone or online initiated by the academic supervisor.
- Direct academic meetings in the form of seminars, lectures and workshops.
- Holding counseling meetings between learners themselves or with academic supervisor within the dates previously agreed upon.
- Dividing students into groups and follow them up under the supervision of the registered in different colleges.

The results of *Al Mahboub (2001)* revealed an agreement of the view points of male and female students about the order of counseling characteristics the academic advisor should have, where understanding of the counseling role, and interest in their academic progress, and the ability to solve their problems and deal with all levels in the first categories.

There are different styles of the process of academic counseling is implemented through:

- **Individual Academic Counseling:** Because some students face different types of personal problems, that student does not want to disclose in collective counseling sessions, the individual sessions are the only way to discuss those particulars and its effectiveness rely mainly on the professional counseling relationship between mentor and student, where of the main functions of the individual guiding, is the exchange of information, and to raise motivation by the student, and the interpretation of the problems and develop appropriate action plans.

- **Collective Academic Counseling:** It takes place in the manner of lecturing, symposium, meeting or group discussion, where it is based on organized purposeful academic educational positions, where the effectiveness of this method is apparent through the pursuit of what is intended by the program of changes in behavior, aiming to impart, develop and plant or delete or modify them, and to give enough to satisfy the needs and motivations of students to boost achievement and academic attainment, or overcoming the obstacles, through the opportunities that social attitudes of counseling and direction may provide, and provision of some negative methods and trends and bad habits adopted in studying.

#### **Ninth: previous studies**

The study of *Abu Hilal and Aldahri (1993)*, which aimed at modeling the causal relationships between academic counseling and university importance, and achievement motivation and academic attainment, among a sample of students from the United Arab Emirates University "*Pathway Analysis Study*" in order to test the proposed model for the relationships between gender,

factors of trends towards the university, and the role of the academic advisor, achievement motivation, and academic attainment. In particular, this study attempted to test the impact of these factors on academic achievement motivation, and revealed the extent of the impact of these factors (academic advising, role of the university, achievement motivation) on academic achievement, as noted by the cumulative average.

The results of the study revealed that male students point of views are different from the female students point of views to the academic counseling, as the female students regarded that the academic advisor

plays a key and important role in their academic careers, and also found that sex affects the attainment, where the female students achieved higher cumulative rates of male students. The study results showed also, the impact of academic counseling to the increasing awareness of the university role importance by the students, and on the other hand it turns out that the trends towards academic counseling negatively affect academic achievement for members of the sample, and regarding the impact of trends toward academic counseling on achievement motivation the results of the study had not indicate such effect.

The study of *El Qorani (1991)* aims to evaluate the performance of the faculty members of the functions of the academic advisor in its order of importance, where assisting students in planning their programs of study required for graduation, and helping them in the selection of subjects to be registered quarterly in the first and second classes, whereas the two functions achieving the least degrees in the current list of functions by the counselor from the viewpoint of faculty members: help students to overcome their own problems, and introducing them to the services available in the university. The students have evaluated the current advisor functions in order of their importance, where introducing students to career opportunities, and assisting them in the selection of the specialization appropriate to their preferences and abilities, have ranked first and second.

In a pilot analytical study, carried out by *Abdel Hamid (1996)* entitled "Some Educational Problems Faced by students of the Faculty of Educational and Social Sciences, in the Islamic University of Imam Mohamed Saud in Al-Qussaim, Saudi Arabia" the researcher selected four themes, with the educational problems classified underneath namely; the school system, the curriculum, teachers, method of teaching, testing and academic counseling. The study results showed that the problems of study system, and courses of study, and the potential came in the following order: classroom compactness for the number of students, and non-fitting of the courses with number of hours specified and ill-planning of academic schedule, and college library void of references specialized in the subjects, and lack of university Book for many of the subjects and shortage or lack of resources and laboratory devices and lack of potential for the exercise of different activities.

As for the problems of teachers and teaching method, came as follows: teachers use, mostly, of lecture delivery method, teachers use of non-uniform standards in the estimation of students' grades in the term work tests, the lack of student knowledge of the objectives of the curriculum, not allowing freedom of discussion for students, not discussing the research prepared by the students, lack of efficiency of some of



faculty members. As for the problems of the tests, they were as follows: the concentration of test questions on the memorization, insufficient time allotted to answer many of the tests, failure of teachers to observe for individual differences in achievement between students, taking tests on consecutive days. Regarding the academic counseling, it came as follows: Academic advisers do not exert effort required to introduce students of various university systems and regulations, academic counselors do not help students to understand the capabilities and planning for their future.

In a study conducted by **Bubshait (2008)** aimed to identify academic problems faced by female students of the College of Applied Studies and Community Service at the University of King Faisal from their point of views, the study sample consisted of 432 female students from the College of Applied Studies at the University campus at Al-Ah'saa, and its branch in Dammam, including different academic disciplines, where they have been subjected to *Academic Problems Questionnaire*, consisted of (38) clauses, measuring the problems faced by students in terms of their presence, as well as problems in terms of their importance. Analyzing the data statistically, the results indicated different academic problems faced by students of the College of Applied Studies and Community Service in terms of the degree of presence and degree of importance from the viewpoint of the students, and the study found that the variables most affecting the perception of students of the importance of academic problems is the place of study variable, (Al Ehsaa- Dammam ) while the academic specialization variables in public secondary school (science- arts) and the cumulative average for female students less influential variables in their perspective of the importance of academic problems. In light of the findings of the study, researcher presented a set of recommendations and proposals, including: establishment of a center for counseling and guidance in the college and strengthening it with faculty members with expertise and efficiency, and the importance of the college review of academic programs and teaching methods followed therein, periodically.

**Al Samlaq study, (2010)** aimed to identify the degree of exercise by the academic advisor of its functions from the viewpoint of the graduates, and the impact on the academic achievement of the students. For the purpose of achieving the goal, the researcher used the questionnaire as a tool for measurement, where it consisted of 9 themes, and 18 items, where data collected from a population of (64) female graduates, and the results showed that the students evaluate the degree of the counselor to its functions from the reality of their experience, as follows:

40% of respondents evaluate counselor performance to its functions on the low range, and 15% of respondents evaluate counselor performance to its functions on a high range, while 35% of respondents evaluate counselor performance to its functions on the medium term. In the opinion of the respondents that the level of exercise of the functions by the academic counselor-specified in the questionnaire - had an impact on their academic attainment, as follows:

- 14% believe that the performance of the academic counselor functions has highly impacted on their academic attainment.

- 27% believe that the performance of the academic counselor impacted educational attainment moderately.

Whereas 31% of respondents believe that the performance of the academic counselor functions has no impact at all, and 21% of the respondents believe that the performance of the academic counselor had adversely impacted their educational attainment, and the study recommended the need (to measure) *The Effectiveness Of Academic Counseling Periodically* (quarterly), and exploring the counseling seekers of female students about the services provided to them; to make use of them in building an effective mentoring model.

**Al Dulaimi study, (2011)** tried to recognize the reality of making use of the counseling services in Saudi universities through the detection of the rate of benefiting of counseling services at five Saudi universities namely: King Saud- Princess Nora- King Fahd for Petroleum and Minerals, Umm El Qura- Imam Mohammed bin Saud Islamic University. For such purpose the researcher had developed a questionnaire of twenty-five items distributed over three dimensions, namely: academic, professional and psychological, and they are as follows: academic counseling (5) phrases, professional counseling (5) phrases while psychological counseling dimension involved (15) phrases, all of which are of self-report type, are answered by individuals in the light of a four grade scale (always, sometimes, rarely, never) and scores given (1,2, 3, 4), while the sample of the study amounted to three hundred and fifty university students, 213 males and 137 females, as follows (146) students at King Saud University, (49) students at King Fahd University, and (49) students at Imam Muhammad bin Saud Islamic University, (59) female students at the University of Princess Nora, and (47) students at the University of Umm Al-Qura. The scores of such sample has been used for the verification of hypotheses in the current study, where five hypotheses have been formulated, to be tested using some statistical methods such as "*T*" test and *Uni-Directional Variance Analysis*. The results

showed low rates of utilization of counseling services in various forms and dimensions, and the results of the study did not show differences between male and female students in Saudi universities in their degree of benefiting from counseling services, but these differences seemed clear for the benefit of the male students when compared with their peers of female students of King Saud University. And also the difference came significant between students at initial levels and students of the final levels, or between freshmen and their counterparts or alumni, or those on the verge of graduation. As at the level of women, the results of the study have revealed differences in favor of female students at the University of Nora when compared with their peers in the degree of benefiting from counseling services.

#### Comment on previous studies

Despite of the many studies that focused on studying the role of academic counseling against personal and achievement needs of the students of the university as a the study of *Abu Hilal and Aldahry (1993)*, *El Qurani (1991)*, *Abdul Hamid (1996)*, *Boshit (2008)*,

*Al Samlaq (2010)*, and *Al Dulaimi (2011)*, and research in the mechanisms of academic counseling. These studies have included many Gulf universities, such as *Abu Hilal and Aldahry study, (1993)* in the United Arab Emirates University, while the rest of the studies *El Qurani (1991)*, *Abdul Hamid (1996)*, *Boshit (2008)*, *Al Samlaq (2010)*, and *Al Dulaimi (2011)*, have targeted the Saudi universities, where all studies have used the questionnaire as a research tool in the reality and the problems of academic counseling. The importance of the current study in terms of the adoption of research in the quality of the academic counseling provided to students of the Department of Special Education, Faculty of Education, in order to determine the strengths and weaknesses in its practice, and try to provide an accurate scientific explanation, linked to the real life in the community of colleges of education students.

#### Tenth: Procedures and methodology of the study

##### Methodology of the study

This research follows a descriptive analytical method which is based on the study of fact or phenomenon as it exists, and cares in an accurate description, *Ads et al (2005, p 247)*.

#### The study population

The study population consists of (376) students, major, Bachelor of Special Education in the Faculty of Education, King Abdul Aziz University, enrolled in the Bachelor of Special Education program, in the tracks of "mental disability- learning disabilities- hearing disability-behavioral disorders and autism - disorders of speech and language" in semester of 1434/1435 AH.

#### The study sample

The study sample was selected randomly, where number of members amounted to (133) students in the Department of Special Education, including (5) specialization tracks, namely: mental disability- learning disabilities- hearing disability- behavioral disorders and autism - disorders of speech and language" for students enrolled in the second semester of the year 1434 / 1435 AH, a percentage is estimated at 37% of the study population, and the distribution of the study sample is as follows:

**Table (1): Study Sample Allocation**

Specialization "Track"	Number of Students
mental disability track	33
learning disabilities track	39
hearing disability track	16
behavioral disorders and autism track	4
speech and language disorders track	41
Gross total for the study sample	133

#### The study tool

##### Questionnaire of the quality of academic counseling

The current study has adopted, in its construction of the study tool, for the purpose of measuring the quality of academic counseling, on what was confirmed by *El Mahalawi (2006)*, of that it cannot put fixed criteria for measuring the quality of services, and the most commonly used scales is trends measurement method "Likert method" to arrive at the quality of counseling services in terms of strengths and weaknesses.

Accordingly, the researchers prepared a questionnaire consisting of (49) phrases, allocated to three dimensions, representing the academic counseling services components, and also the different models and classifications of collective counseling centers, which have been reviewed in the theoretical framework, have showed that also, namely: Academic counseling (5) phrases, professional counseling (5 ) phrases whereas psychological counseling involved (15) phrases, all of the type of self-report, answered by individuals in the light of a four graded scale (always, sometimes, rarely, never) and given grades (4,3, 2, 1), and table (2) illustrates the distribution of the phrases on counseling services questionnaire.

#### Stability of study tool

To ensure the stability of the questionnaire, the researchers used Cronbach's alpha method, where alpha value reached to (0.66), indicating the stability of tool by adequate degree of firmness, and the following table shows the stability of the dimensions of the quality of the academic guidance.

**Table (2): Illustrates the distribution of the phrases on counseling services questionnaire.**

Dimension	Paragraphs
Quality of academic guide roles	1 , 9, 12 , 16 , 18 20 22 24 27 28 30 33 34 37 38 40 41 42 48
Quality of registration& educational affairs systems role	2 , 3 , 4 , 5 , 6 , 7 , 11 , 13 , 14, 23 29 , 45 , 49..
Quality of student role in counseling	8 , 10 , 15 , 17 , 19 , 25 , 26 , 31 , 32 35 , 36, 39 , 43 , 44 , 46 7..

**Table 3 shows the stability coefficient of Cronbach's alpha to study tool**

Dimensions of the academic counseling quality questionnaire		Alpha Coefficient
	Quality of academic guide roles	0.79
2	Quality of registration& educational affairs systems role	0.63
3	Quality of student role in counseling	0.71
Total degree of the stability of the tool of study		<b>0.60</b>

From the above table, it is apparent that the questionnaire "study tool" dimensions has an adequate degree of consistency.

### 5. Reliability of the "questionnaire" tool

The researchers have presented the questionnaire, after initially preparing it, to a panel of arbitrators of (9) of the faculty members, in the Faculty of Education, King Abdul Aziz University, and then the researchers

made some verbal adjustments based on the arbitrator comments. Also the reliability of the internal consistency of the scale been calculated by calculating the relationship of each paragraph to the total degree of the dimension it belongs to, and then calculating the relationship of the total degree of the dimension to the total degree of the questionnaire.

**Table (4): Illustrates the coefficient of correlation between the degree of each dimension of the scale and the total score of the academic counseling questionnaire.**

Dimensions		Coefficient of correlation between each dimension and total degree
1	Quality of academic guide roles	0.70
2	Quality of registration& educational affairs systems role	0.44
3	Quality of student role in counseling	0.65
Total score		<b>0.59</b>

From the above table, it is apparent the correlation between the questionnaire of the academic counseling quality dimensions and the total score.

### Statistical treatment

In order to answer the questions of the study, the researchers transferred the study sample answers from the questionnaire variables to numbers and to process those numbers and to reach through them to the research results, the researcher used the averages, classes, repetitions, percentages, and standard deviation.

### Presentation and discussion of the results

The present study aimed to assess the quality of the academic counseling practices provided to the students of the Department of Special Education, Faculty of Education, from the point of view of the students. After applying the study tool "academic counseling quality questionnaire" on the study sample, the study questions were answered, where degree (3) was considered as Cutting point, which constitutes 75% of the answer supposed on the tool.

To answer the first question, that is "What is the professional academic advisor practices quality

provided for the students of the Department of Special Education, Faculty of Education, from the point of view of the students?", The arithmetic means and standard deviations were calculated, and Table 5 shows the results of that.

It may be noticed from *Table (5)* that the overall assessment of the axis of the academic counselor role quality from the standpoint of the students was weak where the overall average for this area (2.86), and all averages were higher than the degree (3), which constitute 75% of the answer supposed to the tool with the exception of paragraphs (1,18,20,34,41,42. 48) which were lower than degree (3), and its average ranged between (2.94, 1.89), and the highest average was for the paragraphs (28,38) between (3.97, 3.94), respectively, stating: "commitment of the academic counselor of the quarterly distribution of curricula" and "seasonal counseling academic during the period of deletion and addition, and the lowest average number of paragraphs (33) with an average (1.89), stating that "Individual and collective office meetings at predetermined hours each week".

**Table (5): Arithmetic means and standard deviations for the paragraphs of the academic advisor role quality from the point of view of the students (N=133)**

No.	Paragraph	Standard deviation	Average	Order
1-	Poor communication between student and academic counselor	0.78	2,94	12
9-	Academic counselor understanding the student needs	0.58	3,26	7
12-	Academic counselor answering student enquiries	0.63	3,66	3
16-	Academic counselor explains the study plan for the students	0.73	3,02	11
18-	Academic counselor helps student to set out a schedules for graduation	1.21	2,44	16
20-	Academic counselor helps student in treating delaying problems	0.82	2,41	17
22-	Adequacy of the number of students assigned per one Academic counselor	0.61	3,12	9
24-	Academic counselor absence of its office in office hours	0.67	3,09	10
27-	Academic counselor signs after checking the courses the student selects	0.59	3,23	8
28-	commitment of the academic counselor of the quarterly distribution of curricula	0.66	3,97	1
30-	Not changing academic counselor from one academic year to another	0.53	3,51	4
34-	Academic counselor deciding specific times for the office counseling	0.64	3,36	6
37-	Academic counselor gives student opportunity to express his opinion freely	0.59	3,48	5
38-	Academic counseling seasonal during the period of omission and addition	0.52	3,93	2
40-	Academic counselor helping its low attainment students to overcome its academic difficulties	0.78	2,62	15
41-	Academic counselor pursue of the student study record, particularly those with low rates	0.76	2,78	14
42-	Link strength between academic counselor and educational affairs in the college	0.56	2,21	18
48-	Academic counselor using E means such as telephone calls, E mail in communicating with students	0.63	2,84	13
33-	Individual and collective office meetings within pre-determined hours every week	0.58	1,89	19
<b>Overall average</b>			<b>2,86</b>	

The previous results indicate gaps in professional practices of the academic counseling process by academics counselors in Department of Special Education, Faculty of Education, despite what the role of the academic counselor may represent as a main hub in the educational process, as providing many facilities for students, and the process of counseling as the first supporter of the student path through university life, as directing the student, provide counseling information and assist in the preparation and registration materials most suitable thereto, are all factors that help in adapting to university study and its requirements. Most institutions of higher education rely on the expertise of faculty members as the academic advisor is responsible for guiding the students and help them solve their academic problems such as specialization selection, and providing students with suggestions and advices about improving their academic attainment, and helping them overcome the academic and administrative problems, and identifying their inclination and capacity development of each individual, and take advantage of the expertise available at the university (Bishop, 2006). It rarely to find a student does not show a need for the academic, professional or psychological counseling services, or all of them, through the stages of its university study (Mitchell et al., 2007).

This is consistent with the findings of Suleiman study, (2011) that the practices of academic counseling can play a leading role in the treatment of cases of

academic underachievement by appointing academic mentors in various colleges to help low or ordinary achieving students to choose specializations adequate to them, or helping them in treatment of academic difficulties they suffer from.

And also with the results of Al Salmaq study, (2010), which showed that the assessment of 40% of respondents of the counselor performance of its duties is on the low side, and 15% of respondents assessing counselor performance leader of its functions on high side, while 35% of sample respondents assess the counselor performance in the medium side.

The results of El Mahboub, Abdul Rahman study, (2001) on the order of the counseling characteristics that have to be displayed by the academic advisor, where understanding the counseling role, and interest in the school progress, and the ability to solve their problems and deal with all levels, came in the first rank.

As well as the results of El Sarmi and Zayed study, (2006) that have showed that students want academic supervisors have the knowledge of the plans of study and university systems.

To answer the second question, which is "what is the quality of the role of the registration system at the Faculty of Education in the academic counseling provided to students of Special Education Department in the faculty from the viewpoint of the students?", Arithmetic averages and standard deviations have been calculated, and Table 6 shows the results of that.



**Table (6): Arithmetic means and standard deviations for the paragraphs of the registration system role quality from the point of view of students (N = 133)**

No.	Paragraph	Standard deviation	Average	Order
2-	Sufficient number of sections posited in the curricula compared to number of students	2,14	0.61	11
3-	Closing some sections after enlisting in the school table	2,46	0.57	9
4-	Diversifying the time of courses posited for registration	3,12	0.59	6
5-	Allowing student to delete, add and withdraw freely	2,94	0.50	8
6-	Clearness of how to select electives in academic plan	3,01	0.53	7
7-	Stating the names of faculty members in some courses posited before registration therein	1,89	0.98	12
11-	Availability of a clear mechanism to assist students by education affairs in the college	2,37	0.72	10
13-	The courses posited by education affairs in the college covering student needs	3,34	0.56	4
14-	Providing opportunity for early registration of courses	3,64	0.61	2
23-	Allowing student by E system to register courses without its requirements	3,65	0.66	1
29-	Allowing student by E system to register courses outside the track	3,21	0.61	5
45-	Non conflict of course times in the academic table at one level	3,63	0.58	3
49-	There should be a central unit for academic counseling in the college	1,16	1.01	13
<b>Overall average</b>		<b>2,81</b>		

It is noticed from Table (6) that the overall assessment of the axis of the academic advisor role quality from the standpoint of the students was weak, where the overall average for this area (2,81), and that all the averages were higher than degree (3), which constitute 75% of the answer supposed to the tool with the exception of paragraphs (49,7), which were less than degree (3), and their averages ranged between (1.16, 1.89), respectively, and arithmetic means ranged in sum for this axis at (3.62) and the highest average was for paragraphs (23,14) between (3,65 and 3,64) respectively which stating: "Allowing student by E system to register courses without its requirements", "Providing opportunity for early registration of courses", and that the lowest average of paragraphs number (49,7) "The presence of a central unit for the academic counseling in the faculty." And paragraph (7), "Stating the names of faculty members in some courses posited before registration therein". Previous results indicate the poor quality of the registration

system role in the practices of academic counseling provided to students of the Department of Special Education, Faculty of Education.

The previous results also suggest the need for a central unit for academic counseling in the College of Education including specialized cadres in various educational, social and psychological areas, integrating in which their work to provide integrated counseling services, of high quality to student, which is consistent with what Hayes and colleagues (*Hayes et al, 2008*) believe in this context, that the university counseling centers lead to increased rates of utilization of academic counseling provided to students for the purpose of academic success.

To answer the third question which is "What is the quality of the college student role in academic counseling practices from the perspective of the students?", Arithmetic means have been and standard deviations have been calculated, and Table 5 shows the results of that.

**Table (7): Arithmetic means and standard deviations for the paragraphs of the student's role quality in the academic counseling practices from the point of view of the students themselves (N = 133)**

No.	Paragraph	Standard deviation	Average	Order
8-	Students convinced of academic guidance importance in improving their academic attainment	3,16	0.62	11
10-	Student knowledge of its academic counselor	3,67	0.61	4
15-	Student undertaking withdrawal and addition without consulting the counselor	3,42	0.58	8
17-	Student knowledge of the above requirements on course registration	2,96	0.78	13
19-	Restricting students with specified academic plan	3,02	0.59	13
25-	Student commitment to its academic plan in preparation to its transfer to another specialization	3,24	0.55	10
26-	University regulations and systems are clear in student mind	3,38	0.56	9
31-	Student confidence in academic counselor in its ability to solve its academic problems	3,11	0.61	12
32-	Student knowledge of academic plans specified on its track	3,56	0.57	5
36-	Student commitment of its academic counselor directives	3,49	0.58	6
39-	Student commitment to attendance in the specified times of academic counseling	1,67	1.23	14
43-	Student cognizance of the academic counseling regulations	3,21	0.63	11
44-	Student accountability of courses selection and setting up the schedule for itself	3,93	0.55	2
46-	Student commitment to course registration in time	3,44	0.52	7
47-	Student reliance on its colleagues in preparation of the academic schedule	3,84	0.53	3
35-	Student commitment to deadlines for delete or withdrawal in the semester	3,97	0.56	1
<b>Overall average</b>		<b>3,25</b>		

It may be noticed through Table (7) that the overall assessment of the axis of the student role quality in the practices of academic counseling from the standpoint of the students was positive, unlike the two previous axes where overall average for this area (3.25) and that all the averages were higher than degree (3), which constitute 75% of the answer supposed to the tool with the exception of paragraphs (39, 17), which were less than degree (3), where arithmetic means to this axis ranged around (1.67 and 2.96), respectively, stating "Student commitment to attendance at specific times of the academic counseling", "Student's knowledge of the previous requirements on course registration", and the highest average in paragraphs (35,47) and their averages ranged between (3.91 and 3.97), respectively, stating "Student reliance on his colleagues in the preparation of the course schedule" and "Student commitment to deadlines for deletion or withdrawal of the semester"

Previous findings may be explained in light of the role of students in the practices of academic counseling, where they have to ask for advice, counseling, and guidance to the academic advisor in order to achieve their goals, so, they have a role, whether before, during or after the interview with the academic advisor, and here appears the shared responsibility between the academic advisor and the student, so, if the academic advisor is responsible for students' awareness of the importance of academic counseling and encourage them to ask questions about what is going on inside, concerning the future so that they reach through their guide to the correct and sound answer to these questions.

This is consistent with the results of Yoon and Portman study (*Yoon & Portman, 2004*), which has pointed out to that failure of the students to establish good relationships with their teachers as well as the teachers indifference of the improvement in efficiency of student performance and the quality level of teaching was one of the most important factors in the emergence of symptoms of depression and stress among students.

The previous findings in Table (7) point out to the importance of the effect of the cultural dimension in correspondence with the results of *Yoon and Gibson (2008)*, and *Setiawan study, (2006)* who found non-openness of students and their fear of social embarrassment were influential factors in the reduction of benefit from counseling services.

In a similar study Hyun and his colleagues (*Hyun et al., 2006*) concluded that there are obstacles causing restriction of the process of benefiting, influenced with psychological, social factors and cultural considerations. A part of the difficulty faced by the counseling centers is a misconception among students thereof, and its functions and services.

The results of Chanq study (*Chang, 2008*), which was conducted on 995 of university freshmen students in Taiwan in order to identify their attitudes towards counseling services, that most of them looked for counseling service across informal styles and methods such as family and friends.

Results of Setiawan (*Setiawan, 2006*) which was held on (1279) of students of the University of Indonesia concerning the desire to look for counseling services and the factors that hinder the process of services investment, that the level of desire in the search for services came low, because of the weakness of awareness and definition of services and lack of confidence in the confidentiality of information in addition to the lack of understanding by the guides to the world of student life variable and renewable as well as cultural factors.

This is consistent with the results of *Suleiman (2008)* that the level of student satisfaction for academic supervision services is located in the low level, and the level of satisfaction with the services of academic counseling came in favor of males, and results did not show and impact attributed to the school year in the average satisfaction with Academic counseling services services.

### Conclusion

The findings of tables (5, 6 and 7) it is clear that the overall average for the quality of the practices of the academic counseling provided to students of the Department of Special Education, Faculty of Education have reached (2.97), a low level of quality, less than (3), which is consistent with the results of *Suleiman (2008)* and *Al Samlaq (2010)* that the level of student general satisfaction for academic supervision services, falls in the low range.

### Recommendations

*In light of the results of the study the researchers recommend the following:*

- Establishing a central unit of "Specialized Counseling Center" at the Faculty of Education to develop practices of academic counseling, and working to build and implement treating counseling programs for those who have academic, psychological, social, behavioral, or professional problems, in order to identify the factors behind the problems, and find out the causes and different motivations to achieve compatibility.

- To work on deepening the role played by academic mentors from the faculty members in the field of academic counseling and guidance through the collection of data and note the behavior of the student, its relationships, interactions inside and outside the university to identify its most important problems and help them to overcome them and improve its performance and relationships with others.

- Working to bridge the gaps in the existing registration system of the students at the Faculty of Education to ward off problems affecting students' academic career.

- To emphasize the importance of the role that admission, registration and education affairs employees play in the Faculty of Education to establish the necessary training courses and workshops for non-specialists, including those in the field of counseling and guidance to achieve the proper handling of the problems of the various students.

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