Academic Counseling in the Faculty of Applied Medical Sciences, University of Gezira: Challenges and Academic Staff and Students’ Satisfaction (2012)

By:

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Examination Committee

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يا أيها الناس قد جاءتكم موعظة من ربكم وشفاء لما في الصدور وهدى ورحمة للمؤمنين (57) قال بفضل الله وبرحمته فإن ذلك فليفرحوا هو خير مما يجمعون (58)

{يونس: الآية 57-58}

(الحمدلللَّهِ الَّذِي أَنْزَلَ عَلَى عِبَادِهِ الْكِتَابَ وَلَمْ يَجْعَلْ لِهَا عِوْجَأً (1)
قيِّمًا لِيُنْذِرَ بَأْسًا شَدِيدًا مِنْ لَدُنْهُ وَيُبَشِّرَ الْمُؤْمِنِينَ الَّذِينَ يَعْمَمُونَ الصَّالِحَاتِ أَنَّ لَهُمْ أَجْرًا حَسَنًا (2))

{الكهف: الآية 2-1}

صدق الله العظيم
Dedication

To my husband ........

My kids....

My Mother ..............

My Students...

With Great Respect........

Inshirah
ACKNOWLEDGMENTS

First of all, I would like to thank God who gave me patience and determination for completing this study. There are many people that have provided support and encouragement as I undertook this grand task. First and foremost, I would like to thank my husband for all of his wonderful helps. Without his support and guidance, none of these would have been possible. I want to acknowledge and thank my supervisors, Prof. Hayder Elhady and Dr. Mohammed Elamin Ahmed for their valuable comments and support that always given to me. I also want to thank Dr. Mohammed M. Elhady who analyzed the data of this study.

Extended thanks for the administrators, staff, and students at the faculty of Applied Medical Sciences for their contribution in the study. Your support and encouragement are highly appreciated.

Special thanks will be offered for my colleagues in the Department of Health Psychology for their great help and active involvement. I want to thank the library staff and the EDC workers for their unlimited support throughout the time of the study.

Last, but certainly not least, my acknowledgements and gratitude will be extended to all who support me physically and psychologically during the ups and downs of this study.
ملخص الدراسة

الإرشاد الأكاديمي هو عملية نمائية تهدف إلى مساعدة الطلاب على تحديد أهداف حياتهم ومستقبلهم وعلى تطوير خطط تعليمية تمكنهم من تحقيق هذه الأهداف. هدفت هذه الدراسة الوصفية التحليلية إلى دراسة الإرشاد الأكاديمي بكلية العلوم الطبية التطبيقية، جامعة الجزيرة من حيث التحديات ورضا الأساتذة والطلاب في الفترة من سبتمبر إلى ديسمبر 2012. تم اختيار عينة الدراسة بالطريقة المسحية لكافة الأساتذة (22) أستاذاً وأستاذة وكافة طلاب الدفعتين 31 - 32 طالباً وطالبة بأقسام الكلية الثلاث (التمريض ، علم النفس و التخدير) . تم جمع البيانات باستخدام استماراتي استبيان صممتا لجمع المعلومات من كل من الأساتذة والطلاب . تم استخدام برنامج الحذمة الإحصائية للعلوم الاجتماعية (SPSS) لتحليل بيانات الدراسة ، واستخدام اختبار مربع كاي لإختيار الدالله الإحصائية للنتائج . تم عرض النتائج باستخدام الجداول، الاشكال البيانية والنسب المئوية . أثبتت نتائج الدراسة وجود فروق ذات دلالة إحصائية في رضا طلاب قسم علم النفس الصحي، بينما لا توجد فروق ذات دلالة إحصائية في رضا أساتذة كلية العلوم الطبية التطبيقية بالإرشاد الأكاديمي تبعاً للقسم . أيضاً، لا توجد فروق ذات دلالة إحصائية في رضا أساتذة وطلاب كلية العلوم الطبية التطبيقية بالإرشاد الأكاديمي . خلصت الدراسة إلى أهمية الإرشاد الأكاديمي لصالح الأساتذة . وتشير إلى أن زيادة عدد الأساتذة وتدريب كل من الأساتذة والطلاب عليه إنشاء مركز إنشاد الطلاب لرعاية هذه الأنشطة .
Abstract

Academic counseling is a developmental process that assists students in setting their life/career goals and in the development of educational plans for the realization of these goals. This descriptive prospective study aims at studying academic counseling at the faculty of Applied Medical Sciences (FAMS), University of Gezira with special emphasis on challenges and academic staff and students satisfaction in the period September to December 2012. The study sample is a coverage purposeful sample that consists of all academic staff (22) and all the students in batches 31 and 32 (236) in the departments of Health Psychology, Nursing and Anesthesia. Two specially designed questionnaires were used to collect data from academic staff and students. The Statistical Package for Social Sciences (SPSS) was used for data analysis. Chi square test was used to test the statistical significance of the results. The results of the study presented in tables, figures and percentages. The results showed that; There are statistically significant differences in FAMS students’ satisfaction with academic counseling according to department in favor of students of Health Psychology. There are no statistically significant differences in the satisfaction of FAMS academic staff with academic counseling according to department. There are statistically significant differences in the satisfaction with academic counseling between FAMS academic staff and students in favor of the academic staff. The study concluded that academic counseling is important in solving students’ academic problems and recommended the expenditure in the recruitment of academic staff, the training of both academic staff and students in academic counseling and establishing a student support services center to utilize and organize these activities.
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Chapter One

1.1. Introduction:

Academic counseling is a collaborative educational process that requires the active involvement of students and academic staff over the entire educational experience. Academic counseling aims at assisting students in understanding their strengths, interests and values, and in developing educational plans, their decision making skills and monitoring and discussing issues of concern regarding students’ academic progress. Resources needed for academic counseling include trained academic staff, motivated and oriented students, adequate infrastructure, committed administrators, clearly designed program that insures active involvement of all partners and monitoring and assessment of the program.

University of Gezira was established in 1975. It adopted the credit hours system which allows students to decide on academic options provided by the system. This makes academic counseling an integral component of the credit hours system, with the objective of empowering students to take decisions on the available choices.

Some form of academic counseling was provided by academic staff to students, since the enrollment of the first batch of students in 1978. There was no university academic counseling program, no clear roles and responsibilities of academic staff and students and no clear commitments of academic administrators. Later, the university established the Council of Guidance and Counseling with the objective of coordinating efforts of different bodies and partners, within and outside the university, to provide support for students, both academic and non-academic. The council was able to define roles and responsibilities of both academic staff and students and to influence the University Academic Regulations. The updated version of the Academic Regulations (2007), included some of the important aspects of academic
counseling and define roles and responsibilities of both academic staff and students. However, the council and the university at large were not able to plan and implement an academic counseling program. The situation in FAMS is similar to the rest of the university. This study explores challenges facing academic counseling in FAMS, to provide recommendations that can form the basis for an academic counseling program in FAMS.

1.2. Problem Statement:

Although academic counseling is an important component of the academic system of the University of Gezira and that the university had established an academic counseling program and included academic counseling in the University Academic Regulation, academic counseling in the faculty of Applied Medical Sciences faces many challenges. Shortage of trained academic staff against big numbers of students. Students seem not to be aware of the importance of academic counseling and of their roles and responsibilities. Because of the insufficient training, academic staff members are not fully aware of their roles and responsibilities in academic counseling. Heavy academic load for faculty has resulted in reducing the time allocated for academic counseling, as well as its quality. Faculty administration faces many difficulties in the management of academic counseling starting with availing needed resources, through the process of establishing an academic counseling program, ending with monitoring and evaluating the program. This study is expected to answer the following question:

1\ Are there challenges that face academic counseling in the faculty of Applied Medical Sciences, University of Gezira?

2\ Are the FAMS students satisfied with the academic counseling activities?

3\ Are the FAMS academic staff satisfied with the academic counseling activities?
1.3. Significance of the Study:

The number of students has increased significantly over the past few years, so it has become important for institutions to provide programs and services that will meet the needs of students to encourage the academic achievement. Findings of this study are anticipated to be significant for FAMS as it aims at increasing enrollment and retention of students. These findings will allow administrators at FAMS to see how satisfied the academic staff and students are with the academic counseling they have received. They will also receive suggestions from them on ways to improve academic counseling services. If the findings show that students are not satisfied with academic counseling activities in significant proportions, it will give FAMS an opportunity to improve the services they provide to these students and, hopefully, impact their retention and persistence to graduation. If the findings show that the academic staff are also not satisfied, this will allow FAMS to intervene with the challenges identified by this study.

Based on the above, this study will be of great benefit to the different stakeholders including students, academic staff and FAMS administrators.

The study is also useful for researchers working in the field of academic counseling.

1.4. Objectives:

1.4.1 General Objective:

To study academic staff and students satisfaction with academic counseling and challenges that face academic counseling in the faculty of Applied Medical Sciences, University of Gezira.
1.4.2 Specific Objectives:

1. To study academic staff satisfaction with academic counseling in FAMS.

2. To study FAMS students’ satisfaction with academic counseling.

3. To study challenges facing academic counseling in FAMS.

1.5. Hypotheses:

1 There are statistically significant differences in academic staff satisfaction with academic counseling according to department.

2 There are statistically significant differences in students’ satisfaction with academic counseling in FAMS according to department.

3 There are statistically significant differences in the satisfaction with academic counseling between academic staff and students.

1.6. Materials and Methods:

This study is a descriptive study. The population of the study Consisted of all the full time academic staff in FAMS and all the students in batch 31-32 in the three department during the period from September to December 2012. All the academic staff and the students in batches 31-32 were included in the study (coverage sample). A questionnaire especially designed for the purpose of this study was used for data collection. Statistical package for social sciences was used to analyze data.

1.7. Limitations of the Study:

Limitations of this study include that it was conducted in FAMS and not in other faculties, it included academic staff in only three departments.
of FAMS and the students in batches 31-32 during the period of the study.

1.8. Definition of Terms:

8.1 Counseling:

Counseling is a learning-oriented process, which occurs usually in an interactive relationship, with the aim of helping a person learn more about himself, and to use such understanding to enable the person to become an effective member of the society (1).

8.2 Academic Counseling:

Is a developmental process which assists students in the clarification of their life/career goals and in the development of educational plans for the realization of these goals (2).

8.3 Satisfaction:

For this study, satisfaction will be determined by how often academic staff and students indicate approval of overall academic counseling (3).

8.4. FAMS:

Faculty of Applied Medical Sciences.
Chapter Two  
Literature Review

**Counseling**

1. Definition of Counseling

   It is difficult to think of a single definition of counseling. This is because definitions of counseling depend on theoretical orientation. Counseling is a process by means of which the helper expresses care and concern towards the person with a problem, and facilitates that person's personal growth and brings about change through self-knowledge (4).

   Counseling is a relationship between a concerned person and a person with a need. This relationship is usually person-to-person, although sometimes it may involve more than two people. It is designed to help people to understand and clarify their views, and learn how to reach their self-determined goals through meaningful, well-informed choices, and through the resolution of emotional or interpersonal problems. It can be seen from these definitions that counseling can have different meanings (4).

   Counseling is provided under a variety of labels. For example, there are instances where counseling is offered when a relationship is primarily focused on other, non-counseling concerns. A student may use a teacher as a person with whom it is safe to share worries. In such a situation, the teacher uses counseling skills, but does not engage in an actual counseling relationship. The teacher counsels but is not a counselor(3).

   Counseling, in different forms and with different interpretations, has existed in societies for a long time. Counseling has now become institutionalized. Schools, for example, have to a large extent taken over the task of providing psychological support to students.

   The differences and contradictions in present-day counseling have their origin in the social and historical forces that have shaped modern culture. People in all societies, and at all times, have experienced emotional or psychological distress and behavioral problems. In each culture, there have been well established ways and methods of helping individuals with their problems(3).

2. Aims of Counseling:

   The aims of counseling are broad. They may depend on the situation and the environment, and on training. The basic aims of counseling include the following (4):
1. To help students gain an insight into the origins and development of emotional difficulties, leading to an increased capacity to take rational control over feelings and actions.
2. To alter maladjusted behaviour.
3. To assist students to move in the direction of fulfilling their potential, or achieve an integration of conflicting elements within themselves.
4. To provide students with the skills, awareness and knowledge, which will enable them to confront social inadequacy.

3. Fields of Counseling:
3.1. Educational Counseling
A term first coined by Truman Kelley in 1914 educational counseling is a process of rendering services to pupils who need assistance in making decisions about important aspects of their education, such as the choice of courses and studies, decisions regarding interests and ability, and choices of college and high school. Educational counseling increases a pupil's knowledge of educational opportunities (4).

3.2. Personal/Social Counseling
Personal counseling deals with emotional distress and behavioral difficulties, which arise when individuals struggle to deal with developmental stages and tasks. Any aspect of development can be turned into an adjustment problem, and it is inevitable that everyone encounters, at some time, exceptional difficulty in meeting an ordinary challenge. For example:
- Anxiety over a career decision.
- Lingering anger over an interpersonal conflict.
- Insecurities about getting older.
- Depressive feelings when bored with work.
- Excessive guilt about a serious mistake.
- A lack of assertion and confidence.
- Grief over the loss of a loved one.
- Disillusionment and loneliness after parents' divorce (4).

3.3. Career Counseling
Career counseling is defined as individual contacts with those counseled, in order to facilitate career development. This definition and category encompasses counseling situations such as these (5):
- Helping students become aware of the many occupations to consider.
- Interpreting an occupational interest inventory to a student.
- Assisting a teenager to decide what to do after school.
- Helping a student apply to a college or university.
- Role-playing a job interview in preparation for the real thing.
4. Theories of Counseling:
How do counselors counsel? What do they say, think, and do? And how do their actions influence the person counseled?
The ‘hows’ of counseling are many. Each approach is one (or more) helper's attempt to construct a set of procedures and methods based on a personality theory, or a set of hypotheses about human functioning, which is effective and different from earlier approaches. Some major counseling/psychotherapy approaches have been selected for presentation in order to illustrate and explain the ‘hows’ of counseling.
The theories of counseling includes the following:

4.1 Client-centered or Person-centered Theory:
The name of Carl Rogers is associated with client-centered counseling, for he was its founder and leader, having devoted his entire professional life to the practice, teaching, research, and refinement of the approach. It is still one of the most important approaches to counseling. The core of the theory is that humans have an inherent self-actualizing tendency, a movement towards developing capacities in ways which serve to maintain and enhance the individual. By following this innate drive, people can meet their needs, develop a view of themselves, and interact in society in a beneficial way. This may not occur without distress or ‘growing pains’, but theoretically, if humans can be helped to follow their nature, they will move towards a state of relative happiness, contentment, and general psychological adjustment.

Problems in the personality development process arise when significant people in our lives, (for example, parents, teachers, peers), place a condition of worth upon us, rather than accept us unconditionally. They value us only if we meet certain conditions and expectations. Because humans need the regard of others in order to have self-respect, we strive to meet the expectations of others, though this often requires us to suppress, or ignore, our self-actualizing tendency and the opportunity to accept and value ourselves unconditionally. A false self-image is created, based on meeting the conditions of worth, and we then distort and deny reality, in the quest to confirm our maladjustment.
The key to healthy personality development and self-generated rehabilitation of psychological problems, lies in the ‘necessary and sufficient conditions of personality change’. These conditions consist in the counselor expressing, and the client perceiving, unconditional positive regard, empathetic understanding, and congruence, or honesty. When clients interact with counselors who behave in this manner, they
begin to share their experience; the self-actualization tendency is activated; they question and cast off conditions of worth, and move towards unconditional acceptance and respect (6).

4.2 Rational – emotive Theory:
Rational-emotive theory was developed by Albert Ellis, a clinical psychologist. Underlying the practice of rational-emotive theory and its applications to counseling, is a set of theoretical hypotheses about the emotional-behavioral functioning of humans and how it can be changed. At the center of these hypotheses is the concept that events do not force people to have emotional behavioral reactions. It is rather their interpretation or thoughts about events that precipitate emotion and behaviour. Therefore, the target for change in psychotherapy is those thoughts, attitudes, beliefs and meanings, that create emotional-behavioral disturbance (7).

Ellis theorizes that humans have the capacity to interpret reality in a clear, logical and objective fashion, and avoid unnecessary emotional-behavioral upsets, but also says that humans are predisposed to irrational interpretations. They are susceptible to crooked thinking, draw illogical conclusions which are not objective, and are cognitive distortions of reality. An irrational interpretation of reality, such as the foregoing, usually has standard characteristics: (1) it demands something unrealistic of the world, other people, or yourself; (2) it exaggerates the awfulness of something you dislike; (3) it concludes that you cannot tolerate the thing you dislike; and (4) it condemns the world, other people, or yourself. These characteristics are expressed in specific irrational ideas and beliefs (7).

4.3 Behavioral counseling:
A general definition of behavioral counseling is that it ‘consists of whatever ethical activities a counselor undertakes in an effort to help the client engage in those types of behavior which will lead to a resolution of the client's problems. This definition is perhaps too general to portray fully the character and color of behavioral counseling, but it highlights two important facts: (1) there is no end to the variety of methods, used in behavioral counseling, and (2) the goals of counseling—to resolve the client's problems—can be stated in behavioral terms(8).

The methods and procedures of behavioral counseling are based on social-learning theories - theories about how people learn and change their behaviour. Forms of learning, such as operant conditioning, classical conditioning, modeling, and cognitive processes, are used to help persons counseled change unwanted behavior, and/or develop new,
productive behavior. Some methods and techniques of behavioral counseling can be grouped into these categories:

- Changing and controlling the antecedents of behavior.
- Changing and controlling the reinforcement of behavior.
- Using models to recognize unwanted behavior and to learn desirable behaviour.
- Using imagery to extinguish and/or practice behaviour.
- Learning social skills (8).

**Stages of Behavioral Counseling**

1. The counselor helps the clients to explore their concerns, and a behavioral analysis and assessment is conducted through questions and, perhaps, a questionnaire or survey instrument.
2. The two parties set mutually-acceptable goals, stated in behavioral terms.
3. Developing and implementing goal-oriented strategies on learning theory principles (i.e., any set of ethical procedures that helps clients to engage in behavior that resolves their concerns).
4. Accountability, when client feedback indicates that the strategy was effective in promoting target behavior and problem resolution (8).

**5. Methods of Counseling:**

Many counseling techniques are used to help a person who is in distress. In one case you may predominantly use one technique, in another you may use more than one and in any combinations. You have to plan these combinations depending on the individual, family and the problem.

**5.1. Ventilation:**

Many people try to suppress their emotions. Many try to forget the cause/situation as they are unpleasant but they may not succeed in it. Whether one tries to suppress or forget these issues or not, if he is allowed to talk about them freely and repeatedly, he feels a sense of relief. He says ‘Oh, now my chest is lighter. I feel better. This is called ventilation’. Along with talk about the stress, he may bring out the bottled up and hidden emotions like sadness and anger. Do you remember the proverb ‘joy shared is doubled; sorrow shared is halved’. That is why in any culture, relatives and friends visit the victims of disaster, sick persons, bereaved and allow them to talk about the loss and bring out the emotions. Therefore, with empathy, if you encourage the person to talk, good ventilation occurs. Allow the person to cry, express anger or fear. Don’t stop him. If ventilation occurs suddenly and more dramatically, the person may burst out sobbing or crying, use obscene, dirty words,
bang the table, show extreme fear. It is called abreaction. Do not get upset by it. Don’t try to stop it. Either you keep quiet or encourage him by saying ‘I know, it might have caused you lot of distress. I can understand how you would have felt at that time’. You can also encourage him to express his unpleasant experience through creative activities like writing, painting, music etc. Many writers have produced their best work in times of emotional crisis and distress (9).

5.2. Explanation:
The process quite often gets a relief when he understands that his ‘symptoms’ or ‘unusual behaviour’ are the result of unconscious defense mechanisms (9).

5.3. Reassurance:
The person with emotional problems, has a poor self-image, feels helpless and remains pessimistic. He is not sure about what he would do or what he would not do. He has no self-confidence. Uncertainty haunts him all the time. He takes some decisions but not sure whether he would improve or not. Therefore he needs re-assurance, approval and encouragement from the counselor. Find out positive things, the correct and right decisions he has taken earlier and try to increase his confidence. Reassure him that with the help of counseling, with the support of his family and friends, he would get rid of the problems. If he is worried that he might have some physical illness or worried about the ‘outcome’ of his bodily symptoms, reassure him that he is not sick and he should stop worrying about his health (10).

5.4. Diversion by physical & mental activities: The person in distress, gets pre-occupied with other his problems or symptoms. He worries about the past as well as future, you have to divert his attention by prescribing him physical and / mental activities which are interesting and beneficial to him.
Eg: Reading and writing, physical exercises, games, swimming, decorating the house, embroidery, making dolls, painting, religious activities, gardening, crossword puzzles, any other creative activities (9).

5.5. Recreation: Recreation helps to break the monotony and boredom. It also helps to relax from fatigue. It brings pleasant feelings, it helps in socialization, it brings people together, it helps to forget worries, and even physical pains. Free and open conversation with friends and family
members, listen to music, visual entertainments (T.V., Cinema, Drama, Dance), playing with children, indoor or outside games, visiting friends and relatives, picnics, parties, eating variety of foods along with friends and relatives can be suggested.

5.6. Improve the problem solving skills: Quite often, you will find persons, who think in a stereotyped manner; they think of one common solutions for their problems, if it does not work, they stop thinking or they cannot think of other alternatives. They struggle to run in the same track in vain. As part of increasing their coping skills, ask them to think all the other possible solutions and work out merits and demerits of each solution.

5.7. Encourage healthy defense mechanisms: Sublimation, altruism and humor are said to be healthy defense mechanisms. Ask and encourage the person to:
   i) have alternative goals in life.
   ii) try to achieve some successes in the area of their interest.
   iii) do some constructive work which will help others or society.
   iv) join a social service agency and take part actively in the activities.
   v) use humor in difficult situations and keep smiling.
   vi) give money and materials for good work done by others. Get involved in such work.

5.8. Suggestion: If the person has exhausted a few methods to solve the problems if he is not capable of planning strategies to face difficult situations, you have to give him alternatives and help him to plan as well as carry out new strategies. Instead of your forcing a decision on him or forcing a particular strategy on him you have to explain the benefits as well as drawbacks of different methods and make him to choose one, so that he is a made to take up the responsibility. When you give suggestions, take extra care to see that they are realistic, practicable and acceptable to the individual and his family. You should not suggest to forget a religious oath taken by the person, if he is God-fearing person.

5.9. Reinforcement:
   When the person follows some suggestions taken during counseling enquire whether there is some benefit/improvement in his conditions. Recognize and reward even slightest improvement seen. Many times expecting a big change or substantial improvement, the person fails to recognize a small change / benefit. He may report ‘No improvement’ and become pessimistic. Highlight the change that has occurred. Bring to his notice his improvement of even one symptom and say, “You are on the right path. Next week or next month you will experience substantial
improvement”. Keep his hopes alive but be careful not to give false hopes (12).

5.9. Get support from significant others:
Persons who suffer from emotional problems, most of the time feel lonely, unheard by others and helpless. During counseling get the parents, classmates, friends, siblings and get their support to the person. They can interact with him, empathize with him and get involved in his solving problems. They can take over your role. Otherwise the person will depend on you and you have to keep seeing him for a long time (12).

5.10. Change of attitudes and life style:
The person is encouraged to live and function meaningfully. Help him to review his faulty and negative attitudes and life styles and bring other sudden or gradual changes. Simple life styles, low expectations, enjoying small little benefits and spending more time with intimate friends are desirable (9).

6. Skills Needed in Counseling:
Several skills need to be brought into a one-to-one counseling session. These include the following:

6.1. Attitudinal skills:
There is probably nothing which has a greater impact on the outcome of a counseling session than the helper's attitude. Attitudes can be positive or reactive. Attitudes are included in this unit on skills because good attitudes can be learned and practiced. They include the following:

6.1.1. Respect:
It is one of the most important human attitudes required. It is having good intentions and warm regard for students. Respect the students and avoid imposing your values on them. Avoid judgment. Many times, respect demands praising the individuality of each student, supporting each one's search for him/herself, and structuring the counseling to the needs, capacities and resources of the individual student. The teacher needs to ensure that the student accepts the problem and the solution as his/her own (13).

6.1.2. Genuineness/Congruence:
Genuineness is at times referred to as congruence. It is the consistency or harmony between what the teacher say, and what he is, as a teacher. This condition reflects honesty, transparency, and trust. This element is basic to a counseling relationship. Once it is established, open communication, warmth and respect for the client gradually developed.

6.1.3. Unconditional Positive Regard (Warmth):
The teacher may have experienced situations where a student approached him with a concern, and he blamed the student, or acted as if
the student bothered him. These are negative attitudes which are ineffective in counseling. Unconditional, positive regard makes students feel welcomed and valued as individuals (13).

6.1.4. **Empathy:**
Empathy is your ability, as a teacher, to understand what your students experience, and communicate this kind of feeling. Carl Rogers (1980), defined it as perceiving the internal frame of reference of another person. Gerald Egan (1990), explains it as entering the private perceptual world of the client, and being sensitive to his/her feelings, whether good or bad. As a teacher, you need to be empathetic. You need to be responsive to both the content and the feelings expressed by students. This attitude helps you to assess students' concerns and understand them better (12).

6.1.5 **Self-Disclosure:**
Self-disclosure helps your student to communicate easily. It is one of the attitudes that helps your student to reveal something about him/herself. It helps to create mutual trust, and disarm the student, so that he/she feels free and talks openly. This is equally important for both parties in the counseling session. It promotes a relationship through increased communication and better understanding of the student. It also helps the student to understand him/herself better, and help him/her get rid of the burden of guilt. This is a first step in behavioral change. Opening with self-disclosure helps the student to talk about his/her problems more concretely and realistically, and allows him/her to act accordingly. Disclose only what is necessary (13).

6.1.6. **Confrontation:**
This is when you use your student's behaviour, or words, to point out inconsistencies between what is said and what is done. When handling a response, confrontation, or challenging attitudes, is a healthy development in counseling. For example, a student may say he/she hates a particular teacher and, in another instance, may say that he/she likes her. This is inconsistent. You could draw the attention of such a student to such inconsistency by saying, ‘You said that you did not like the teacher. Now you are saying that you like her. What exactly do you mean?’ Remember to bring this out in a ‘feeling’ and not in a threatening way. You will, in this way, initiate action in your student (13).

6.2. **Listening Skill:**
Effective listening is more complicated than it seems, since it involves a teacher's own level of self-awareness, as well as his/her awareness of the spoken and unspoken cues of the other person. Furthermore, a teacher
needs to be able to respond to the student in such a way that he/she feels understood. Being a good listener entails receiving and sending appropriate messages. In counseling this is important, because it means meeting the needs of the students. Listening to students is not just a matter of receiving what they say, but also receiving how they say it. Sometimes how they communicate is much more revealing than what they actually say, which may be more concealing than revealing. Listening skills are basic to all human interaction, whether the purpose is for getting information, conducting in-depth interviews, or offering informal help. Listening is considered to be the most important counseling skill (14).

6.3. Verbal Communication Skills:
The use of words in counseling is a skill which, like any other skill, requires practice to master. Verbal communication takes place first in the literal or content phase. If inappropriate vocabulary is used, rapport and understanding will be hindered. When this happens, miscommunication occurs. Even common words can be misunderstood due to the multiple meanings they carry. Look up any common English word in an unabridged dictionary, and you will find several different definitions of this word. So the potential for miscommunication is great. In addition to the literal phase of verbal communication, there is also the emotional phase. This refers to other attributes involved in vocal interactions, such as volume, the emotional edge, and other non-verbal cues such as gestures. Picture a student saying, ‘I don't care’ while angry, or while indifferently walking away from you, or while weeping with his head in his hands. Although the words are the same, the message conveyed is vastly different. As helpers, we must be sensitive to both the literal and emotional phases of verbal communication (9).

6.4. Giving Leads:
Leads may be defined as statements that counselors use in communication with the clients. Leads have been classified into categories of techniques, namely:
a) Restatement of Content Attempts to convey understanding by repeating or rephrasing the communication.
b) Questioning Seeks further information and asks the person counseled to elaborate a point.
c) Reflection of Feeling Understanding from the client's point of view and communicating that understanding.
d) Reassurance Serves as a reward or reinforcing agent. It is often used to support the client's exploration of ideas and feelings or test different behavior.
e) Interpretation Explains meaning behind the client's statements (13).
7. Ethics and the Counselor:

Neither the client nor the counselor is free of ethical views of life. Effective counseling deals with ethical understanding, legal responsibilities and moral realities. Counseling does not take place in a fantasy world, but in a world of reality where people are required to make ethical choices and decisions. Adherence to professional ethical standards protects both the public and the counselor (15).

7.1 Unethical Behavior:
1. Incompetence, that is, inadequate knowledge and the absence of skills necessary for professional behaviour.
2. Lack of integrity, moral commitment and sound professional judgment to adhere to acceptable standards of right and wrong action.
3. Violating confidences. Information presented in a counseling relationship is confidential.
4. Exceeding the level of professional competence. Counselors must recognize their strengths and limitations in serving their clients in the most competent manner - or refer them to other experts.
5. Imposing values on clients. It is a responsibility of counselors to be aware of his/her values and of their impact on others.
6. Creating dependence on the part of the clients to meet the counselor’s own needs.
7. Improper advertising, especially advertising that presents the counselor as one who has the skills, competence and/or credentials, that he, or she, does not actually possess.
8. Charging fees for private counseling to those who are entitled to free services through the counselor’s employing institution, and/or using one's job to recruit clients for a private practice (9).

7.2 Ethical Codes:

Ethical codes, or standards, are designed to provide guidelines for behaviour. Ethical codes serve several purposes:
1. They protect members from practices that may result in public condemnation.
2. They provide a measure of self-regulation, thus giving members a certain freedom and autonomy.
3. They provide clients a degree of protection from cheats and the incompetent.
4. They help to protect counselors from the public if they are sued for malpractice (4).

8. Academic Counseling:
Academic requirements vary depending on the institution you attend. First generation college students often have questions about registering for class, transferring credits, and other general advising questions. Your academic advisor can be a useful resource for you as you navigate through your academic experience. Academic advising is an integral part of undergraduate education. The advisor is your key to learning what is available here for you to use and how to make the most of these opportunities. Too often students wait until deadlines have passed or problems have escalated before seeking help. By planning ahead, you can avoid these problems (1).

8.1. The Counseling Process:
Academic counseling is a crucial task which, when done well, can assist students in meeting their personal goals. The role of the advisor includes teaching students about the processes associated with completing their academic goals, assisting them as they encounter roadblocks to their success, and giving them the information they need to make realistic choices. We also affirm the students’ responsibility for knowing University requirements and determining their own direction and path. It’s essential that both the counselor and counselee have a clear understanding of their responsibilities. In general, the student/counselor responsibilities are as follows (11):

8.2. Activities and Responsibilities of Academic – Counselors:
The teacher after undergoing training in students counseling may undertake the following activities which may help in establishing student counseling services in his/her college.

1. Sensitize the principal, management and other teachers: The teacher should talk to the principal regarding establishing student counseling services. Through the principal, she should explain to the management and other teachers about the counseling and seek their support and cooperation. In this regard, a sensitization programme of one to three hours duration may be organized in the college. A mental health expert may be invited to give a talk and motivate everybody to take active part in organizing student counseling services.

2. Identify a room or place as ‘Students Guidance Centre’: A room or a place with basic facilities to interview the students and offer counseling services should be identified. This place should be easily approachable and have the required privacy, educational materials on health in general and mental health in particular.

3. Organize talk, dialogue for students on psychological problems, mental health and need for counseling: The teacher should organize talks, dialogues, discussion for students in group of 100 to 200 so that different issues are discussed to increase the
awareness of students about their psychological problems and their emotions. Mental health experts, doctors, educationalists and other concerned persons may be invited to carry on this activity.

4. Organize group discussions on the following topics for the students in the class or in small groups at periodic intervals.
   a. Good study habits.
   b. How to improve communication, learning and memory.
   c. How to prepare and face examinations.
   d. How to improve self-esteem.
   e. Common health problems and how to prevent them.
   f. Healthy life style.
   g. How to manage negative emotions like anxiety, depression, anger.
   h. How to say “No” to bad habits.
   i. Healthy relaxation and recreation.
   j. How to improve inter-personal relationship.

5. Popular literature on health, mental health: The teacher, with the help of colleagues and students, may collect all the popular literature published in newspapers and periodicals on various aspects of health and mental health. They should be made available for reading. Book and video-materials on these subjects should be bought and kept in the college library or in student guidance center for students use.

6. Individual counseling services: The students having psychological problems should be encouraged to come for individual counseling. All the teachers and students should be involved in this process. The required confidentiality and ethical norms should be adhered to.

7. Debate and essay competitions: Debate and essay competitions on health topics and students problems may be organized in each faculty.

8. Parents’ involvement: Parents should be encouraged and motivated to come to the faculty so that they are aware of students problems and help in solving them.

9. Record keeping and documentation: The teacher should do record keeping of the various activities done, document it for sharing his/her experiences with others.

10. Start faculty counselors forum: invite all the trained teacher counselors to meet once a month. In such meetings present the students problems and discuss about their management. Discuss the difficulties faced. There can be a topic discussion on health and for mental health issues. Experts may be invited to give lectures or answer questions. This forum acts like self-supporting, and self-learning group (13).

8.3. Student Responsibilities:

1. Make and accept responsibility for decisions about academic, career, and personal goals.
2. Develop plans to meet goals.

3. Learn degree requirements (know which catalog year you are following). Seek help at first signs of problems; don’t expect problems to be resolved without action.

4. Explore ways to enhance your education.

5. Take responsibility for the quality of education and their personal effort.

6. Be ready and prepared for each counseling appointment

7. Know graduation requirements.

8. Know academic advisor’s phone number and e-mail address.

9. Keep university informed of most recent address and phone number.

10. Have good listening skills and be open to advice.

11. Be open to self-examination regarding interests, aptitudes, etc.

8.4. Conditions in which students should see their Academic Counselor:

1. Changing from a general admission curriculum to a specific area of study. Wanting to transfer to a different college within the University.
2. They need assistance because they may be failing a class.
3. Experiencing any personal or academic problems that affect a student’s ability to be successful in their academic endeavors.

Academic counseling requirements vary depending on the institution to which the student attached. Academic counselor can be a useful resource for the student as he navigates through his academic experience. Academic counseling is an integral part of undergraduate education. The counselor is key to learning. Too often students wait until deadlines have passed or problems have escalated before seeking help. By planning ahead, student can avoid these problems.

8.5. Academic Counseling in the university of Gezira:
Academic counseling is an integral part of the credit hours system adopted by the University of Gezira. It empowers the students to decide on different options based on the university academic regulations (16).

Faculty of Applied Medical Sciences (FAMS) adopted new approaches in health professions education including community oriented, community based, competency based and interprofessional education. The faculty adopted innovative teaching and learning strategies including integration of basic and clinical sciences, student centered learning, problem based learning with emphasis on practical and field work. This is in addition to lectures, early exposure of students to clinical activities and teamwork.

The academic regulations of the university of Gezira describes the expected roles of the academic staff and students in the academic counseling process. The university of Gezira established the University Academic Counseling Committee and committees at the level of Faculties to set and implement plans and coordinate the efforts of the different concerned stakeholders to promote academic counseling towards achieving the mission and overall objectives of the university. However, experience has shown that many challenges and problems face academic counseling in the university of Gezira.

**Assessment and Evaluation:**

The Academic Counseling Program (ACP) must conduct regular assessment and evaluations. ACP must employ effective qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound assessment measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies. ACP must evaluate periodically how well they complement and enhance the institution’s stated mission and educational effectiveness. Results of these evaluations must be used in revising and improving programs and services and in recognizing staff performance and the performance of academic counselors (15).
Previous studies

1. African American Students' Satisfaction with Academic Advising at an Ohio Community College - Angela D. Duncan

Although community colleges serve as a primary option for African Americans to obtain postsecondary education, there is little research available that discusses their interaction with the college or their satisfaction with academic advising. One hundred twenty-three students participated in this quantitative research study that sought to show how satisfied African American students were with the academic advising they had received at Northwestern Community College (a pseudonym). While statistical significance was limited to full-time students being more satisfied with developmental advising than part-time students, the results show how satisfied African American students were with academic advising overall and with 34 specific advising activities.

Student suggestions for improving advising services are provided along with a discussion of the practical importance of the results. These
findings suggest that African American students desire more exposure to developmental advising activities in the context of academic advising sessions and suggest that their satisfaction with academic advising overall may be linked to greater exposure of quality developmental advising activities (3).

2. Perceived Quality of Academic Advising: The Effect on Freshman Attrition

Using data from 1,033 freshmen at a public urban university, this study examined the effect of the perceived quality of academic advising on student attrition in a model of the student attrition process. High-quality advising negatively influenced attrition through effects on GPA, satisfaction in the role of a student, the value of a college education for future employment, and intent to leave the university. Low-quality advising was related to greater attrition than was high-quality advising, but, on the other hand, low-quality advising was associated with less attrition than no advising at all. The effect size of the advising variables suggested that a more extensive provision of high-quality advising might be considered as one strategy in a multifaceted institutional effort to reduce freshman attrition (17).

3. A Conceptual Model of Nontraditional Undergraduate Student Attrition

Older, part-time, and commuter students have composed an increasingly larger portion of college student bodies. The reasons why these students drop out of school are not well understood. The purpose of this paper is to describe the rise in nontraditional enrollments, define the nontraditional undergraduate student, and develop a conceptual model of the attrition process for these students. The chief difference between the attrition process of traditional and nontraditional students is that nontraditional students are more affected by the external environment than by the social integration variables affecting traditional student attrition (18).
4\ Academic counseling system in the Faculty of Medicine, University of Gezira: The present situation and the future.

The University of Gezira adopted the academic counseling system as an integral part of the credit hours system. One study on the opinion of academic staff and students about academic counseling in the university of Gezira in the period 1978 to 1990, showed that both academic staff and students consider academic counseling as an important element in the educational process and that the academic counseling system during that period is poor.

Another study which was conducted on students of the Faculty of Medicine, University of Gezira during the period 1995 to 2001, showed that the reasons for poor academic performance include: health problems, financial problems and social problems. This study has shown that only 5.2% of the students with poor academic performance were supported by academic counseling.

Another study conducted in the Faculty of Medicine, University of Gezira in 2005 showed that 88% of the academic staff consider academic counseling a necessity, 70% of the academic staff counsel students with academic problems, 20% counsel students with psychological problems and 40% counsel students with social problems. The study has also shown that 77% of the students consider that academic counseling is strongly needed, 45.6% of the students reported that academic counseling is useful for them while 34% of the students mentioned that they have difficulties in meeting their academic counselors.

This paper proposed an academic counseling program for the Faculty of Medicine, University of Gezira (19).

5\ Student Satisfaction: An alternative approach to assessing this important concept

A student's overall satisfaction with his/her educational experience has traditionally been measured by a simple 'yes or no' question, or with one question assessing the degree of overall satisfaction. Even though this type of question is simple to answer and analyze, students may not thoroughly reflect upon their previous responses within a questionnaire regarding satisfaction with individual educational attributes when asked
to assess their overall satisfaction with a university on the basis of a single question. The purpose of this article is to present an alternative approach to measuring student overall satisfaction using a multiple-item weighted gap score analysis approach. The results suggest that this approach may have more diagnostic value to both academics and practitioners (20).

6\ Key Factors Influencing Student Satisfaction Related to Recruitment and Retention

In order to attract and retain students, universities must identify and meet student expectations. This article examines which aspects of a student's educational experience are more important in influencing student satisfaction. The findings show that “student centered-ness,” “campus climate,” and “instructional effectiveness,” have a strong impact on how satisfied a student is with his/her overall educational experience. The results also suggest that recruitment strategies may require emphasizing different aspects of a student's educational experience than retention strategies (21).

7\ Predicting Student Satisfaction with Academic Advising

This study examined the responses of 394 students to a survey about academic advising at a small private school in the Northeast. The results indicated that there is a significant difference in the perception of advising depending on the major selected by the student. In addition, differences in gender and reported grade-point averages generated significant differences. The frequency of student encounters with their advisers and student grade-point average was not significant. The relationship between the number of semesters students were assigned to the same adviser and satisfaction with the advising process also proved to be not significant. Finally, the class standing of the student was not related to student satisfaction. Using factor analysis and expanding the analysis to include six years of data, the authors were able to identify the key items that affect student satisfaction with advising (22).

8\ Importance of, Responsibility for, and Satisfaction With Academic Advising: A Faculty Perspective

A convenient response to the perennial problem of student dissatisfaction with academic advising is to simply say that faculty need
to do more and better advising. In this study, faculty were surveyed about their attitudes toward, and experiences with, academic advising. Results showed that faculty, although generally satisfied with the advising they provide, do not necessarily feel responsible for all of the kinds of academic advising they believe are important for students to receive. These findings point to a gap in advising services that we suggest might best be bridged through faculty and student affairs partnerships (23).

9\ Faculty and Student Perspectives on Advising: Implications for Student Dissatisfaction

Although academic advising is often linked to student success, student satisfaction with advising is a perennial problem. To better understand the nature of this dissatisfaction, we explored the perspectives of both the recipients of advising (students) and the providers of advising (faculty). We found that students and faculty agree on the relative importance of many aspects of advising, but faculty do not necessarily assume responsibility for all of the kinds of advising both they and students deem most important. The findings support the dual model for delivering academic advising services (24).

10\ Student as Customer: Factors Affecting Satisfaction and Assessments of Institutional Quality

The present research examined relationships between satisfaction and quality judgments of college services. Students \(N = 736\) completed a questionnaire (SERVQUAL) to investigate perceived service performance of a university college. At the same time, they were asked about satisfaction with specific aspects of the program offered by the college. Three dependent measures of satisfaction were used: global satisfaction, willingness to recommend the college, and satisfaction with value received from the educational experience. Results indicated that the perceived quality of the educational offering and service quality explained different amounts of the variance in satisfaction. The article concludes with a discussion of the implications of the relative importance of actual and augmented product characteristics in explaining satisfaction (25).

11\ Student Satisfaction and Retention: A Conceptual Model
Students in institutions of higher education are becoming more “consumer oriented” than ever before. As a result, the turnover rate is increasing—students are leaving universities almost as fast as new students are enrolled. This is both costly and inefficient. Major efforts are underway in all areas of traditional for-profit institutions to reduce their churn rate. Efforts to attract students whose needs best fit what the individual academic institution has to offer should be fruitful in reducing the rate of drop outs and transfers. This paper proposes a model of retention that considers student values congruence with the university and faculty as a significant component of academic fit and ultimate student satisfaction (26).

12\ The Impact of Academic Advising on GPA and Retention at the Community College Level

While the literature indicates a link between retention and advising, almost all previous research has measured perceptions or satisfaction with advising. Because of this, it seems that there is a gap in the methodology used to assess the efficacy of advising services. Even though investigators may be able to locate studies that assert increased use of services based on satisfaction, they still have not adequately measured service quality. This distinction is the crux of the research. The purpose of this research project is to explore whether satisfaction with advising services correlate with measures that are more objective, such as GPA and retention rates. This exploratory study used two related sets of data. The first is from a survey conducted to evaluate counseling and transfer services. The second is GPA and retention data for the students who participated in the survey. The results of the assessment were compared with more concrete measures of effective academic advising from the second data set. Hierarchical OLS regression and binary logistic regression were used to estimate the impact of the satisfaction variables on GPA and retention while controlling for the demographic variables. Although the hypotheses presented in this study were rejected, the research results were as expected. The relationship between perceptions of advising and GPA and retention did not support the findings in the literature when subjective measures were used.

Although there are limitations and it was exploratory in nature, this research provides initial support for further qualitative research. If institutions plan to continue advising programs, they should seek to substantiate the effectiveness. That may lead to restructuring the provision of advising services in an effective and efficient means that meets the needs of both the college and the student (27).
13\ Student evaluation of the academic advising process in an Iranian medical school

The purpose of this study was to examine student evaluation of the academic advising process in an Iranian medical school.

A cross sectional survey was conducted including all fourth and fifth year students who studied medicine, nursing and laboratory technology. A short version of a validated questionnaire was administrated to 85 students (23 males and 62 females) at Fasa Medical School, Iran.

Of the students, 48 (56\%) were satisfied with the academic advising process. The descriptive analysis of the study showed that many students (n=72) valued the importance of feedback on student ability in the academic advising process. A further descriptive analysis showed that 34 students (40\%) were satisfied that advisers were aware of their records. There was a significant difference between student’s main course ($\chi^2(2) = 8.9; p= 0.012$) and satisfaction with academic advising. However, the observed differences between female and male students in this study were not statistically significant ($\chi^2(1) = 2.2; p= 0.107$).

The results of this study reveal a lack of systematic planning, skills and resources for the academic advising process at the Fars Medical School. The results indicate the need for academic staff development initiatives to improve the academic advising process. An ongoing evaluation program of the academic needs of students may help to advisors to provide academic advising and academic support for students in various courses (28).
Chapter Three

Materials and Methods

3.1 Study Area:

FAMS is one of the faculties of the University of Gezira. It was established in 1998 with the Department of Nursing. One year later, the departments of Health Psychology and Anesthesia were established. The main objective of the faculty is to graduate highly qualified health professionals, well trained to address community health problems and to fill in gaps and to improve the quality of health services. It is located in Al Razy Campus in close proximity to the Faculty of Medicine. This location allowed FAMS to make use of the facilities of the Faculty of Medicine.

3.2 Study Design:

This study is a descriptive prospective baseline study.

3.3 Study Population:

The population of the study consisted of all the full-time academic staff in FAMS (23) and all the students in batch 31-32 (236) in the three departments during the period from September to December 2012. Batch 31–32 were chosen as a study population because unlike the other batches, they went through academic counseling process for a minimum of six semesters and are expected to be able to identify challenges facing academic counseling in FAMS.

3.4 Study Sample:
This is a coverage sample, all the academic staff (22) and all the students in batches 31-32 (236) were included in the study. The following tables and figures describe the distribution of the study sample according to the following variables:

Table (1) illustrates the distribution of the sample of the academic staff according to Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>4</td>
<td>18.2</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>81.8</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table (2) illustrates the distribution of the sample of the academic staff according to Scientific Degree
<table>
<thead>
<tr>
<th>Degree</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master</td>
<td>17</td>
<td>77.3</td>
</tr>
<tr>
<td>Ph. D.</td>
<td>5</td>
<td>22.7</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table (3) illustrates the distribution of the sample of the students according to department.

<table>
<thead>
<tr>
<th>Department</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Psychology</td>
<td>69</td>
<td>29.2</td>
</tr>
<tr>
<td>Nursing</td>
<td>94</td>
<td>39.8</td>
</tr>
<tr>
<td>Anesthesia</td>
<td>73</td>
<td>30.9</td>
</tr>
<tr>
<td>Total</td>
<td>236</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Figure No. (1) illustrates the distribution of academic staff according to department.
Figure No. (2) illustrates the distribution of academic staff according to Professional Degree

Table (4) illustrates the distribution of the sample of the students according to Batch

<table>
<thead>
<tr>
<th>Batch</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>120</td>
<td>50.8</td>
</tr>
<tr>
<td>32</td>
<td>116</td>
<td>49.2</td>
</tr>
<tr>
<td>Total</td>
<td>236</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table (5) illustrates the distribution of the sample of the students according to Gender
<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>26</td>
<td>11.0</td>
</tr>
<tr>
<td>Female</td>
<td>210</td>
<td>89.0</td>
</tr>
<tr>
<td>Total</td>
<td>236</td>
<td>100.0</td>
</tr>
</tbody>
</table>

3.5 Study Instruments:

Two especially designed questionnaires were used for data collection.

3.6.1 The first one was designed to collect data from academic staff of FAMS in the following areas:

1\ Personal data: include (department, gender, scientific degree, professional degree).
2\ Years of experience.
3\ Whether he\she worked as an academic counselor.
4\ The group of students in need for academic counseling.
5\ Training in academic counseling.
6\ Number of Students counseled by an academic staff.
7\ Academic staff communication and meetings with students.
8\ Challenges facing academic counseling.
9\ Academic Staff satisfaction with the academic counseling in FAMS.

3.6.2 The second one was designed to collect data from students of FAMS in the following areas:
1\ Personal data: include (batch, department, gender, residence, the relationship between the student and the academic counselor).

2\ Challenges facing academic counseling.

3\ Students satisfaction with the academic counseling in FAMS.

(see appendices No. (1) and (2))

The two questionnaires were then reviewed by experts to check content validity. The reviewers comments were taken into consideration when preparing the final version of the questionnaires.

### 3.6 Statistical Analysis:

Statistical package for social sciences (SPSS) was used to analyze data.

**Chi-Square Test:**

\[
X^2 = \frac{(Observed - Expected)^2}{Expected}
\]

(29)

### 3.7 Methodology:

The researcher took the following steps to conduct this study:

3.7.1 Reviewing the literature to develop the theoretical frame of the study and make use of the previous study in setting objectives and design of the study.

3.7.2 Explaining the purpose and the objectives of the study to FAMS administrators, academic staff and students.

3.7.3 Determining the study population and sample
3.7.4 Developing and validating instruments.

3.7.5 Conducting the study.

3.7.6 Analyzing and interpreting data.

3.7.7 Presenting and discussing results.

3.7.8 Drawing conclusions and putting recommendations.

3.8 Difficulties and constrains:

3.8.1 The administration of the questionnaire took a lengthy time.

3.8.2 Most of the teaching staff in FAMS are not full time staff.

3.8.3 Limited previous studies in Sudan.
Chapter Four
Results and Discussion

In this chapter results will be presented, illustrated in the form of tables and figures and discussed.

4.1. Results:
4.1.1 Results related to hypothesis (1):
(There are statistically significant differences in academic staff satisfaction with academic counseling according to department).

The figure No. (3) shows that the highest rate of satisfied academic staff is in the Department of Nursing, while the lowest rate is in the Departments of Anesthesia and Community Health.

Chi-Square test was used to test the statistical significance of the differences in satisfaction of academic staff with academic counseling. P. value = ( .567 ) shows that these differences are of no statistical significance. This shows that hypothesis (1) is Not proved.

The following results will be presented in this section are related to academic staff satisfaction.
Figure No. (3) illustrates academic staff satisfaction according to department.

Table No. (6) illustrates training of academic staff on academic counseling.
<table>
<thead>
<tr>
<th>Training</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trained</td>
<td>16</td>
<td>72.7</td>
</tr>
<tr>
<td>Not trained</td>
<td>6</td>
<td>27.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The above table shows that (27.3%) of the academic staff are not trained in academic counseling.

**Table No. (7) illustrates time of training of academic staff on academic counseling**

<table>
<thead>
<tr>
<th>Training Time</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before being a counselor</td>
<td>7</td>
<td>31.8</td>
</tr>
<tr>
<td>After being a counselor</td>
<td>15</td>
<td>68.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The above table shows that (68.2%) of the academic staff received training after being academic counselors.
Figure (4) illustrates years of experience of academic staff in academic counseling.

The previous figure shows that the years of experience of (50%) of the academic staff in academic counseling are less than five years, and that more than 95% worked as academic counselors for less than 10 years.
Figure (5) illustrates the number of students counseled by an academic staff.

The previous figure shows that (68.2%) of the academic staff counsel
groups of thirty and more students. This shows the low number of academic staff compared to the number of students.

The results show that in more than 86% of the cases academic staff meet with students to counsel them. Other media for counseling are less frequently used. 4.5% of the academic staff make use of telephones to communicate with students, while 9.1% use their secretory to make arrangements and schedule counseling meetings.

Table No. (8) illustrates type of counseling meeting

<table>
<thead>
<tr>
<th>Type of counseling meetings</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td>5</td>
<td>22.7</td>
</tr>
<tr>
<td>Group</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td>Both individual &amp; Group</td>
<td>16</td>
<td>72.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The above table show that in more than 72% of the cases academic staff conduct both individual and group counseling.

Figure No. (6) shows that in 59.1% of the cases academic staff meet their students 1-3 times per semester.
Figure (6) illustrates the frequency of counseling meetings per semester.
4.1.2 Results related to the hypothesis (2):
(There are statistically significant differences in students’ satisfaction with academic counseling in FAMS according to department).

Table No. (9) illustrates students satisfaction with academic counseling according to department

<table>
<thead>
<tr>
<th>Department</th>
<th>Satisfaction</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Health psychology</td>
<td>25</td>
<td>44</td>
<td>69</td>
</tr>
<tr>
<td>Anesthesia</td>
<td>32</td>
<td>62</td>
<td>94</td>
</tr>
<tr>
<td>Nursing</td>
<td>8</td>
<td>65</td>
<td>73</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>65</td>
<td>171</td>
<td>236</td>
</tr>
</tbody>
</table>

The above table shows that the number of the unsatisfied students is more when compared with the satisfied ones in all departments. Chi square test showed that the differences are of high statistical significance. P. value = (.001) More students in the departments of Anesthesia and Nursing are not satisfied with academic counseling as compared to students of the department of Health Psychology.

This proves that hypothesis (2) is True.

The following results will be presented in this section are related to students’ satisfaction with academic counseling.

Table No. (10) illustrates the distribution of students according to gender and department

<table>
<thead>
<tr>
<th>Department</th>
<th>Gender</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>Health psychology</td>
<td>8</td>
<td>61</td>
<td>69</td>
</tr>
<tr>
<td>Nursing</td>
<td>10</td>
<td>84</td>
<td>94</td>
</tr>
<tr>
<td>Anesthesia</td>
<td>8</td>
<td>65</td>
<td>73</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26</td>
<td>210</td>
<td>236</td>
</tr>
</tbody>
</table>
The above table shows that 210 (88.9%) of the students enrolled in the study are females and that there are no statistically significant differences in the distribution of the students according to gender and department. P. value= (.981) Female students predominate male students in all departments.

**Table No. (11) illustrates the availability of academic counselors for students according to department**

<table>
<thead>
<tr>
<th>Department</th>
<th>Academic counselor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Health psychology</td>
<td>57</td>
<td>12</td>
</tr>
<tr>
<td>Anesthesia</td>
<td>4</td>
<td>69</td>
</tr>
<tr>
<td>Nursing</td>
<td>71</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>132</td>
<td>104</td>
</tr>
</tbody>
</table>

The above table shows that 55.9% of the students have academic counselors. Chi-square test shows that there are high statistically significant differences between students in the availability of academic counselors according to department . P. value= (.000) . The majority of the students in the department of Anesthesia have no academic counselors.

The results shows that 78.03% of the students who have academic counselors have one constant academic counselor throughout their study. Chi squire test shows that there are highly statistically significant differences between students of the different departments. P, value = (.000) . More of the students in the departments of Nursing and Health Psychology have one academic counselor though out their academic study as compared to students in the department of Anesthesia.
Figure No. (7) illustrates the distribution of students according to type of accommodation
Figure No. (8) illustrates the number of academic counselors for students during their study.
Figure (9) illustrates the frequency of counseling meetings.
4.1.3 Results related to hypothesis (3):
(There are statistically significant differences in the satisfaction with academic counseling between academic staff and students).

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Academic Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square</td>
<td>47.610&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.000&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>Df</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
<td>.000</td>
<td>1.000</td>
</tr>
</tbody>
</table>

The results of the study shows that the number of the academic staff who are satisfied with academic counseling is equal to those who are not satisfied, while the number of the unsatisfied students is more than the satisfied. The difference in the satisfaction with academic counseling between academic staff and students is of statistical significance. 50% of academic staff are satisfied with academic counseling compared to only 38.01% of students. These results show that hypothesis three is proved True.

**Table No. (12) illustrates academic staff self-evaluation**

<table>
<thead>
<tr>
<th>Academic staff Self-evaluation</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful in all cases</td>
<td>3</td>
<td>13.5</td>
</tr>
<tr>
<td>Successful in most cases</td>
<td>13</td>
<td>58.5</td>
</tr>
<tr>
<td>Successful in some cases</td>
<td>5</td>
<td>22.5</td>
</tr>
<tr>
<td>Unsuccessful</td>
<td>1</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>22</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The above table shows that 81.8% of the academic staff evaluate their performance as counselors as successful in some or most cases.

Figure No. (10) shows that 86.3% of the academic staff evaluate academic counseling in FAMS as successful in some or most cases.
Figure No. (10) illustrates evaluation of academic counseling in FAMS by Academic staff.
Figure No. (11) illustrates academic counselors self-evaluation
Table No. (13) illustrates the situation that get benefit from academic counseling

<table>
<thead>
<tr>
<th>Aims of academic counseling</th>
<th>Frequency</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solving academic problems</td>
<td>171</td>
<td>72.5</td>
<td>236</td>
</tr>
<tr>
<td>Develop normal students capabilities</td>
<td>97</td>
<td>41.1</td>
<td>236</td>
</tr>
<tr>
<td>Care to students with excellent academic performance and the gifted and talented</td>
<td>73</td>
<td>30.9</td>
<td>236</td>
</tr>
<tr>
<td>Solving psychological and social problem</td>
<td>131</td>
<td>55.5</td>
<td>236</td>
</tr>
</tbody>
</table>

The above table shows that most of the students are aware of the multiplicity of purposes and aims of academic counseling.

Table No. (14) illustrates problems of academic counseling identified by students

<table>
<thead>
<tr>
<th>Problems identified by students</th>
<th>Frequency</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of suitable Place to meet students</td>
<td>130</td>
<td>55.1</td>
<td>236</td>
</tr>
<tr>
<td>Academic counselor not playing their expected roles</td>
<td>122</td>
<td>51.7</td>
<td>236</td>
</tr>
<tr>
<td>Heavy academic load of students</td>
<td>122</td>
<td>51.7</td>
<td>236</td>
</tr>
<tr>
<td>Limited means of communication with students</td>
<td>117</td>
<td>49.6</td>
<td>236</td>
</tr>
<tr>
<td>Faculty administrators not playing their expected roles</td>
<td>115</td>
<td>48.7</td>
<td>236</td>
</tr>
<tr>
<td>Lack of students orientation</td>
<td>117</td>
<td>49.6</td>
<td>236</td>
</tr>
</tbody>
</table>

The above shows that students enrolled in the study were able to identify some of the problems that face academic counseling. The most frequently identified problems include: lack of appropriate places to meet academic counselors, academic counselors not doing their expected roles and the big academic load on students.
Table No. (15) illustrates students suggestion to improve academic counseling

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>Frequency</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of different methods of communication</td>
<td>236</td>
<td>80.5</td>
<td></td>
</tr>
<tr>
<td>orientating Students with academic counseling</td>
<td>175</td>
<td>74.2</td>
<td></td>
</tr>
<tr>
<td>Availing training chances for academic staff</td>
<td>163</td>
<td>69.1</td>
<td></td>
</tr>
<tr>
<td>Increasing the recruitment of academic staff</td>
<td>123</td>
<td>52.1</td>
<td></td>
</tr>
<tr>
<td>Availing needed resources</td>
<td>163</td>
<td>69.1</td>
<td></td>
</tr>
</tbody>
</table>

The above shows suggestions made by students to improve academic counseling in FAMS. The most frequent suggestions include: use of different methods of communication, orientation of students on academic counseling and availing training chances for academic staff.

Table No. (16) illustrates type of students targeted by academic counseling

<table>
<thead>
<tr>
<th>Type of Students</th>
<th>Frequency</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor academic performer</td>
<td>12</td>
<td>54.5</td>
<td>22</td>
</tr>
<tr>
<td>Normal student</td>
<td>12</td>
<td>54.5</td>
<td>22</td>
</tr>
<tr>
<td>Excellent students</td>
<td>10</td>
<td>45.5</td>
<td>22</td>
</tr>
<tr>
<td>Gifted and talented students</td>
<td>7</td>
<td>31.8</td>
<td>22</td>
</tr>
</tbody>
</table>

The above table shows that academic staff are aware of the different types of students targeted by academic counseling.
Table No. (17) illustrates places used by academic staff to meet students

<table>
<thead>
<tr>
<th>Places used to meet students</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>At office</td>
<td>19</td>
<td>86.4</td>
</tr>
<tr>
<td>University open spaces</td>
<td>2</td>
<td>9.1</td>
</tr>
<tr>
<td>Lecture rooms</td>
<td>14</td>
<td>63.6</td>
</tr>
<tr>
<td>Public area</td>
<td>1</td>
<td>4.5</td>
</tr>
</tbody>
</table>

The above shows that the most frequently used places by academic staff to meet students are: offices and lecture rooms.

Table No. (18) illustrates problem of academic counseling identified by academic staff

<table>
<thead>
<tr>
<th>Problems facing academic counseling</th>
<th>Frequency</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of suitable Place to meet students</td>
<td>10</td>
<td>45.5</td>
<td>66</td>
</tr>
<tr>
<td>Heavy academic load of academic staff</td>
<td>7</td>
<td>31.8</td>
<td>66</td>
</tr>
<tr>
<td>Lack of training chances</td>
<td>8</td>
<td>36.4</td>
<td>66</td>
</tr>
<tr>
<td>Limited means of communication with students</td>
<td>7</td>
<td>31.8</td>
<td>66</td>
</tr>
<tr>
<td>Lack of students orientation</td>
<td>11</td>
<td>50.0</td>
<td>66</td>
</tr>
<tr>
<td>Poor coordination between stack holders</td>
<td>9</td>
<td>40.9</td>
<td>66</td>
</tr>
<tr>
<td>Poor student cooperation</td>
<td>13</td>
<td>59.1</td>
<td>66</td>
</tr>
</tbody>
</table>

The above table showed that the most frequently identified problems by academic staff include: lack of students awareness regarding the importance of academic counseling, lack of appropriate places to meet
students and poor coordination between the different concerned stalk holders.

Table No. (19) illustrates reasons of dissatisfaction among academic staff

<table>
<thead>
<tr>
<th>Reasons of dissatisfaction</th>
<th>Frequency</th>
<th>%</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of financial incentives</td>
<td>7</td>
<td>31.8</td>
<td>22</td>
</tr>
<tr>
<td>Lack of appreciation from administrators</td>
<td>6</td>
<td>27.3</td>
<td>22</td>
</tr>
<tr>
<td>Poor students cooperation</td>
<td>6</td>
<td>27.3</td>
<td>22</td>
</tr>
<tr>
<td>Inability to counsel the same group of students</td>
<td>3</td>
<td>13.6</td>
<td>22</td>
</tr>
</tbody>
</table>

Table No. (20) illustrates academic staff suggestions for the improvement of academic counseling

<table>
<thead>
<tr>
<th>Suggestions</th>
<th>%</th>
<th>Frequency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activation of FAMS academic counseling committee</td>
<td>90.9</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>Use of different methods of communication with students</td>
<td>72.7</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>Orientation of students with academic counseling</td>
<td>77.3</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>Availing training chances for academic staff</td>
<td>72.7</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>Increase number of teaching staff</td>
<td>90.9</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>Availing needed resources</td>
<td>86.4</td>
<td>19</td>
<td>22</td>
</tr>
</tbody>
</table>
The above table shows that the most frequent suggestions made by academic staff to improve academic counseling are; activation of FAMS academic counseling committee, increase number of teaching staff and availing needed resources.

4.2 Discussion:

It is clear that most of the academic staff in FAMS work as academic counselors. Still 27.3% are not trained in academic counseling, 68.2% were trained after being academic counselors and 50% have less than 5 years of experience in academic counseling. The majority of academic staff use counseling meetings to counsel their students and do not use other means of communication with students. Academic staff conduct both individual and group counseling.

There are no statistically significant differences in FAMS academic staff satisfaction with academic counseling according to department. However, the highest rate of academic staff satisfaction is in the department of Nursing. This is difficult to be explained given the fact that each academic staff member counsels a big number of students and that students of this department are not satisfied with academic counseling.

Reasons for academic staff not being satisfied with academic counseling include lack of financial and other incentives, lack of appreciation by faculty administrators and poor students cooperation.

It is clear that academic staff satisfaction with academic counseling is related to the challenges facing academic counseling. Efforts to face challenges and solve problems are likely to improve staff satisfaction.

More students in the departments of Anesthesia and Nursing are not satisfied with academic counseling as compared to students in the department of Health Psychology. The differences are of high statistical significance. Academic staff in the department of Health Psychology are more aware of counseling by virtue of their profession and are all trained in academic counseling.

Only 55.9% of the students reported that they were assigned academic counselors and 78.03% of those who have academic counselors have one constant academic counselor throughout their academic university study. These are added factors to explain why some students are not satisfied with academic counseling. Many of the students have no academic counselors and some of those who have academic counselors their counselors are frequently changed.
The differences in the satisfaction with academic counseling between academic staff and students are of statistical significance. 50% of academic staff are satisfied compared to only 38.1% of the students. These differences are probably due to students being more responsive to problems and challenges facing academic counseling.

Academic staff and most of the students are aware of the multiplicity of purposes and aims of academic counseling but some of the students are not fully oriented with the objectives and aims of academic counseling. Efforts to raise the awareness of the students as to the importance of academic counseling are likely to increase students satisfaction.

The most frequently identified problems, by students, that face academic counseling are lack of appropriate places to meet academic counselors, academic counselors not doing their expected roles and the heavy academic load on the students. Problems identified by academic staff include lack of students awareness regarding academic counseling, lack of appropriate places to meet students and poor coordination between the different concerned stakeholders. Moreover, the infrastructure is not of the required standard needed for effective academic counseling, as well as the shortage in supportive staff that can help in the arrangement for the academic counseling procedure.

These problems need to be addressed when developing the academic counseling programme of FAMS.

Most of the academic staff evaluate their performance as academic counselors as successful in some or most cases and they evaluate the program in a similar pattern.

Academic staff and students share suggestions in common to improve academic counseling at FAMS. These include orientation of students with academic counseling, availing training chances for academic staff in academic counseling, increase number of teaching staff, activation of FAMS academic counseling committee, use of various methods of communication with students and availing the resources needed for academic counseling.

The need for establishing academic counseling programme in FAMS is now evident. It can be a part of a university academic counseling program. The suggestions made by academic staff and students can form the basis for that program.
Summary of important results

1\ There are statistically significant differences in the satisfaction with academic counseling between students of FAMS according to department in favor of the students of Health Psychology.

2\ There are no statistically significant differences in the distribution of students according to gender and department. 88.9% of the students are females. Females predominate in all departments.

3\ There are high statistically significant differences in the availability of academic counselors according to department.

4\ There are no statistically significant differences in the satisfaction of academic staff with academic counseling according to department.

5\ There are statistically significant differences between academic staff and students in the satisfaction with academic counseling.
Recommendations

The following represents recommendations based on the results of this study:

1\ To activate the academic counseling activities in all the faculties of health sector.

2\ To increase the number of teaching staff.

3\ To orient the students with academic counseling through workshops and short training courses.

4\ To avail training chances to academic staff on academic counseling.
5\ To avail the resources needed for academic counseling.

6\ To establish an academic counseling program in.

7\ To encourage academic staff to use different methods of communication with students.

8\ To train students in peer counseling.

9\ To establish the university students support center.

10\ To organize orientation sessions for the newly intake students in academic counseling and student support services.
Suggestions for Further Studies

1. The effect of academic counseling on GPA and retention.
2. Assessment of the efficacy of academic counseling services.
4. Quality of academic counseling and its impact on academic performance.
5. The impact of a training program for academic staff on the academic performance of the students.
6. The effectiveness of peer counseling in the reduction of academic problems among students.
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أخي الكريم / أختي البارعة،

هذه الاستمارة صممت بغرض دراسة المشكلات التي تواجه الإرشاد الأكاديمي. نرجو فضله الإجابة على محتويات هذه الاستمارة.

لا توجد إجابة صحيحة أو خاطئة، فقط اختر العبارة (أو العبارات) التي تعبر عن رأيك الشخصي. نرجو الإجابة على جميع الأسئلة.

الرقم المتسلسل: ..........................

1/ الاسم:
2/ التخرج:
3/ علم النفس الصحي
4/ النوع:
5/ ذكر
6/ أنثى
7/ الدرجة العلمية:
8/ الماجستير
9/ الدكتوراة
10/ الدرجة الوظيفية:
11/ محاضر
12/ أستاذ مساعد
13/ أستاذ مشارك
14/ أستاذ
15/ عدد سنوات الخدمة بالجامعة:
16/ أقل من 5 سنوات
17/ 5-9 سنوات
18/ 10-14 سنة
19/ 15 سنة فأكثر
20/ ما نوعية الطلاب الذين يستهدفهم الإرشاد الأكاديمي؟
21/ المتعسرين أكاديمياً
22/ العاديين
23/ المتفوقين
24/ الموهوبين
25/ أخري (حدد)
26/ هل عملت كمرشد أكاديمي؟
27/ هل تلقيت أي تدريب في مجال الإرشاد الأكاديمي؟
28/ إذا كانت الإجابة بنعم، هل تلقيت أي تدريب في مجال الإرشاد الأكاديمي؟

أعمال الله الرحمن الرحيم

إستمارة الأساتذة

Appendix No. (1)
1/ التدريب الذي تلقيته في مجال الإرشاد الأكاديمي، كان:

1/ قبل عملي كمرشد 2/ بعد عملي كمرشد .

10/ عدد السنوات التي عملت فيها مرشداً أكاديمياً:

1/ أقل من 5 سنوات 2/ 5-9 سنوات 3/ 9-14 سنة 4/ 14-18 سنة 5/ أكثر

11/ عدد الطلاب الذين تقوم بإرشادهم أكاديمياً:


12/ تتواصل مع الطلاب عبر:


13/ نوعية اللقاءات التي تلتقي فيها بطلابك:

1/ لقاءات فردية 2/ لقاءات جماعية 3/ لقاءات فردية وجماعية

عدد اللقاءات التي تلتقي فيها بطلابك خلال الفصل الدراسي:

1/ صفر 2/ 1-3 لقاءات 3/ 4-6 لقاءات 4/ 7-9 لقاءات 5/ 10-15 لقاءات 6/ أكثر

15/ تلتقي بطلابك في:


16/ من وجهة نظرك، أن المشكلات التي تعيق عملية الإرشاد الأكاديمي هي:

(يمكن اختيار أكثر من عبارة):

1/ عدم وجود المكان المناسب للقاء الطلاب

2/ العباء الأكاديمي الكبير للأساتذة 3/ عدم إقبال الطلاب

4/ عدم توفر فرص التدريب في عمل المرشد الأكاديمي

5/ محدودية الوسائط المستخدمة في التواصل مع الطلاب.
6/ عدم معرفة الطلاب بأهمية الإرشاد الأكاديمي وأنشطته.
7/ عدم التنسيق بين الجهات ذات الصلة.
17/ هل أنت راضي عن عملك كمرشد أكاديمي؟
1/ نعم 2/ لا
18/ إذا كانت الإجابة بلا، فإن أسباب عدم الرضا عن عملك كمرشد أكاديمي ناتجة عند: (يمكن اختيار أكثر من عبارة)
1/ عدم وجود تهفيز مادي مناسب 2/ عدم تقدير الجهات الإدارية لجهدي
3/ عدم تجاوب الطلاب مع عمل المرشد 4/ أثرى من متابعة إرشاد طلاب نفس الدفعة
19/ تقييمك لأدائك كمرشد أكاديمي:
1/ ناجح في كل الحالات 2/ ناجح في معظم الحالات 3/ ناجح في بعض الحالات 4/ غير ناجح

20/ تقييمك لبرنامج الإرشاد الأكاديمي بالكلية:
1/ ناجح تماماً 2/ ناجح 3/ ناجح إلى حد ما 4/ غير ناجح
21/ مقتراحاتك لتطوير وإنجاح برنامج الإرشاد الأكاديمي (يمكن اختيار أكثر من عبارة)
21/ تفعيل لجنة الإرشاد بالكلية 2/ استخدام وسائل متنوعة للتواصل مع الطلاب
3/ توفير الطلاب بأهمية الإرشاد الأكاديمي وأنشطته.
4/ توفير فرص التدريب للأساتذة 5/ زيادة عدد الأساتذة
7/ توفير الميقات المطلوبة لعملية الإرشاد 7/ أخرى (حدد)
سابقة التوفيق

Appendix No. (2)

استمارة الطالب

الإبن الكريم / أسماء الكريم هذه الاستمارة صممت بغرض دراسة رضا الطلاب عن عملية الإرشاد الأكاديمي. نرجو تفضيلكم بالإجابة على محتويات هذه الاستمارة. لا توجد إجابة صحيحة أو خاطئة. فقط اختيار العبارة (أو العبارات) التي تعبر عن رأيك الشخصي. نرجو الإجابة على جميع الأسئلة.

الرقم المتسلسل:

1/ القسم:

1/ علم النفس الصحي 2/ التمريض 3/ التخدير

2/ الدفعة:

1/ 1 2/ 3 3/ 4

3/ النوع:

1/ زكر 2/ أنثى

4/ نوع السكن:

1/ مع الأسرة 2/ مع أقارب 3/ داخليات الصندوق 4/ إيجار

5/ مكان سكن الأسرة:

1/ ريف 2/ حضر

6/ هل لديك مرشد أكاديمي؟
1/ نعم
2/ لا
في حال الإجابة بنعم، حدد عدد الفصول الدراسية

8/ خلال دراستك الجامعية، فأن الذي يقوم بعملية أرشادك أكاديمياً:
1/ أكثر من مرشد أكاديمي
2/ مرشد أكاديمي واحد
3/ لا يوجد
9/ مقابلتك للمرشد الأكاديمي خلال الفصل الدراسي تتم:
1/ بشكل راتب
2/ بطلب من المرشد الأكاديمي
3/ بطلب منك

10/ الإرشاد الأكاديمي يفيد في (يمكن اختيار أكثر من إجابة):
1/ حل المشكلات الأكاديمية
2/ تطوير مقدرات الطلاب العاديين
3/ رعاية الطلاب المتفوقين والموهوبين
4/ حل المشكلات النفسية والاجتماعية
5/ أخرى (حدد)

11/ المشكلات التي تواجه عملية الإرشاد (يمكن اختيار أكثر من إجابة):
1/ عدم وجود المكان المناسب للقاء المرشد الأكاديمي.
2/ عدم قيام المرشد الأكاديمي بدوره.
3/ العبء الدراسى الكبير للطلاب.
4/ عدم وجود وسائل متنوعة للتواصل مع المرشد الأكاديمي.
5/ عدم قيام إدارة الكلية بدورها.
6/ عدم معرفة الطلاب بأهمية الإشراف الأكاديمي وأنشطته.
7/ أخرى (حدد)

12/ هل أنت راضي عن عملية الإرشاد الأكاديمي؟
1/ نعم
2/ لا

13/ إذا كانت الإجابة بلا، فإن السبب في ذلك هو (يمكن اختيار أكثر من إجابة):
لم أستفد منه في حل مشكلاتي الأكاديمية.
 عدم إهتمام إدارة الكلية بالإرشاد الأكاديمي.
 عدم وجود برامج تهدف إلى نشر قدرات الطلاب العادي.
 عدم وجود برامج لرعاية المتفوقين والموهوبين.

ماهو تقييمك لبرنامج الإرشاد الأكاديمي بالكلية؟

1/ ناجح في كل الحالات
2/ ناجح في معظم الحالات
3/ ناجح في بعض الحالات
4/ غير ناجح
5/ غير ناجح

ماهي مقتراحاتك لتطوير وإنجاز برنامج الإرشاد الأكاديمي بالكلية؟ (يمكن اختيار أكثر من إجابة):

1/ توفير المعينات المطلوبة لعملية الإرشاد
2/ زيادة عدد الأساتذة
3/ تنويع الطلاب في أهمية الإرشاد الأكاديمي وأنشطته
4/ استخدام وسائل متنوعة للتواصل مع الطلاب
5/ غير

والله ولي التوفيق