

The Use of Information Systems to Improve Academic Supervision in Colleges

Zyad Thalji¹, Hayah Mohamed Abouelnaga², Asma Lutfi Hamad³, Mohammed Abu elaila Ali Baraka Yousif⁴, Mohammed Fahed Tayfour⁵

¹ Management Information System, Imam Abdulrahman Bin Faisal University, Al-Dammam, Saudi Arabia.

² Department of General courses, College of Applied Studies and Community Service, Imam Abdulrahman Bin Faisal, University, Al-Dammam, Saudi Arabia.

³ Department of General courses, College of Applied Studies and Community Service, Imam Abdulrahman Bin Faisal University, Al-Dammam, Saudi Arabia.

⁴ Management Information System, Imam Abdulrahman Bin Faisal University, Al-Dammam, Saudi Arabia.

⁵ Management Information System, Imam Abdulrahman Bin Faisal University, Al-Dammam, Saudi Arabia.

Corresponding author: Zyad Thalji.

Email Zythalji@Iau.Edu.Sa

Abstract

A supervisory service known as academic advice aims to familiarize the student with the university and its scientific departments, the domains in which graduates work, the facets of care, and the services the university offers to its students. The academic advising service assists students in adjusting to the university environment and taking advantage of the opportunities available to them by equipping them with fundamental knowledge and skills that raise their educational attainment. Academic advising is an important link in guiding students to achieve the best performance during the teaching and learning processes, to obtain the best educational outcomes and the best possible academic achievement. Exam anxiety, academic pressures, low achievement, a lack of study time, weak motivation to learn, low self-concept, social and economic pressures, and other issues are common during the university stage and prevent students from adjusting to the university environment. As a result, it becomes urgently necessary to have an advanced academic advising system to address all of these issues and ensure its capacity to achieve psychological harmony. By considering the factors of the student's academic level and university specialty, this study seeks to shed light on the reality of the Faculty of Management Academic Guidance Unit from the perspectives of students and faculty members. The statistical analysis results from the use of various statistical approaches demonstrate that students are generally satisfied with the many dimensions of the questionnaire on the caliber of academic extension services offered by the institution.

Keywords: Academic Guidance, Academic Guidance Units, Academic Advisor, Academic Quality.

I. Introduction

The educational institutions in the developed world that have had a large negative impact on society as a whole, support for the extension side of these institutions has been given a lot of thought. One of the crucial services that has a significant impact on a student's development on the cognitive, academic, and professional levels

is academic counseling. A university student needs access to guidance and counseling services that can help him adjust to the changing university environment and offer him the knowledge and abilities he needs to advance.

The university student's knowledge of the systems and regulations governing the educational process within the university is one

of the means that help him pass the school years without obstacles. It highlights the role of academic counseling in activating the relationship between the student and the faculty, through a system based on introducing the student to the university, its study systems, and the possibilities and study opportunities available in it.

Considering that the student is the focus and purpose of the educational process, and in order to provide the necessary support to the stumbling student during his academic career in order to achieve the flow of the educational plan and end the requirements of the study plan within the available time period, and in order to build the student's independent self-confidence in accordance with the objectives of the academic program, it was necessary to provide Academic advisor from among the faculty members; To supervise students in his department; And to be of assistance in what they may need to assist them in completing the requirements for obtaining a bachelor's degree, completing the requirements for success in academic subjects, and achieving the required skills; And to provide advice and help in reaching a solution to the problems and difficulties students face within the campus undergraduate.

The foundation of academic advising is a set of social, economic, cultural, philosophical, and humanistic ideas. It strives to possess specific qualities relating to adaptation, flexibility, and choice. By concentrating on the success of the educational process and making sure that the student achieves the best scientific results by assisting him or her in selecting the best options in each semester, it attempts to suit the demands of each individual student. This is in line with the study plan created for the student based on their academic standing and development, allowing them to balance their personal situation and educational and environmental needs (Thalji, 2018).

Academic counseling is an important and essential procedure in the educational process that guarantees the establishment of a participatory relationship between the student and the academic advisor in order to reach the learning outcomes of the academic program and

to ensure the success of the student's academic journey and to ensure the achievement of his learning objectives, Modern trends in education are a very complicated topic because they involve a variety of concepts, viewpoints, fads, interests, and other material, social, and natural factors, many of which interact with one another to shape the development of dynamic educational processes for the advancement of human society. The significance of putting the student first while placing more emphasis on the curriculum, which gave educational counseling theories the chance to raise the student's educational level efficiently because of his academic, social, and psychological compatibility. As a result, academic advising programs are crucial to the educational process in order to develop the balanced and integrated human personality in all of its dimensions.

With the large number of students enrolled in education, the issue of not having an academic advisor for every student and female student arose. Even with the presence and availability of this guide, he will not be able to make the best decisions, according to many specialists in the field of education, especially higher education. Academic counseling puts the student on the right track and enables him to make the right decision at the right time. In light of that, it is imperative that there be alternatives and fixes for the problem at hand.

Academic counseling is nowadays receiving great attention in all contemporary academic institutions. As a result of his important role in building the integrated human personality academically, professionally, socially, ethically and psychologically, and qualifying the student to be a good element according to the university mission and preparing him in a preparation that corresponds to his inclinations, abilities, desires and values, which help him adapt to his community, and make him able to cope with the rapid development of his life and challenges and challenges. The societal arena and keeping pace with the modern era in its development, prosperity and growth.

1.1 Previous study

Some studies make reference to situations where the academic adviser must take immediate action. These interventions may be necessary in response to a student's abrupt decline in academic performance without justification, unreasonable requests for deferment or removal from college, negative behavior, uncertainty, frustration, or disregard for their fellow students. (Grites, 2005, Umbach & Wawrzynski, 2005; Pizolato, 2008; O'Banion, 2009; Grites, 2013).

As part of a partnership model for learning, academic guidance is a method used to assist teaching. Students can build the abilities they need to effectively reach their overall goals with regular supervision throughout their university academic experience. It has to do with how academic guidance approaches are to be carried out (Hester, 2008; Museu & Ravello, 2010).

It has to do with how academic guidance approaches are to be carried out (Smith & Allen, 2006; Smith & Zhang, 2009; Starling Miller, 2011; Smith & Allen, 2014). In order for students to identify their life and career goals, choose their courses and academic specialties, and plan their studies appropriately, academic guidance identifies the skills, information, and attitudes they need. (Ender, Winston & Miller, 1982; Gordon & Habley, 2002; Hyun, Quinn, Madon, and Lustig, 2007; Uhlik & Jones, 2008). The Academic Guidance Unit informs the students in a variety of ways, including through the distribution of flyers, brochures, pamphlets, and manuals, as well as by holding a few brief individual meetings or setting up awareness and education seminars on the subject of the academic extension services. By using academic supervision, Grites has created its quadratic model (4 x 4) for student advancement (Perry, 2002; Jones, 2006; Nadler & Simerly, 2006; Chang, 2008; Bitz, 2010; Barker, 2011; Allen, Smith and Muehleck, 2013). He thinks that an academic advisor's and a faculty member's responsibilities should include fostering inclusive student growth.

Positive academic effects on students at various levels are related to the quantity and quality of the advisor's interactions with his students

(Habley, 1994; Habley, 2004; Gordon, Habley & Grites, 2008; Hale, Graham & Johnson, 2009; Donnelly, 2009; Harrison, 2009; Coll & Draves, 2009; Croockston, 2009; Bohonos, 2013; Francis, 2014).

Students' interactions with faculty members, who provide them with academic advice both inside and outside of the classroom, have a favorable effect on their cognitive and intellectual growth, which raises the intrinsic worth of learning and a university education. (Wiseman, 2010). Yarbrough thinks that because of the demands of teaching and research commitments, a faculty member may view academic advising as either an activity or labor that does not fit his or her position or is unrelated to it. (Yarbrough, 2002, Zalabak, 2012).

The extension services structure causes a serious issue for the pupils. The failure of long-term academic mentors to monitor their pupils' academic progress due to a lack of experience and permanent mentor changes being the most significant of these (Pascarella, 2005).

The extension program promotes academic success by offering guidance on the student's performance and academic level, it also helps to ensure that the student makes academic progress. Additionally, it has a significant impact on the student's potential for future professional success. It has evolved into one of the components of excellent education and a key factor in determining a university's academic accreditation in order for the student to reach their objective and a sense of security and self-stability (Vowell, 2003).

Students who got individual and group psychosocial counseling outperformed their peers who did not have access to these programs in terms of academic performance. (Kramer, 2003). The Academic Guidance Units at the university require further research to raise student levels, particularly those of new students who struggle in both their academic and personal life. The Units play a significant role in the provision of their services and in helping to lower the number of students who drop out as a result of academic challenges. (Karimim, Hayasat & Nabulsi, 2010).

Due to their lack of knowledge of these programs, students may not have a strong desire to use the university's extension services. This can be as a result of the academic guidance's ignorance of student life sciences and the issues that they encounter on the academic and personal fronts. According to the research, students who are new to university and who study practical and applied subjects are most likely to utilize the extension services offered by the institution. (Badiab, Khadija & Qashwari, 2006).

The academic supervisors put up a lot of work by assisting students with course registration, making time to meet with students, helping those who are having academic challenges, and instructing pre-teaching staff on academic advising, the registration process, and other topics (Lee & EandLocke, 2009).

Teachers that are interested in this area work with students to develop programs that advance their academic and professional objectives. As a result, undergraduate academic counseling is a crucial component of university education. In order to accomplish benefits for the person, the institution, and society, both male and female students need someone to mentor them and help them adapt to the new university life while stressing the characteristics of expectations from them that are relevant to their tendencies and skills.

The main objective of effective academic guidance is to help students discover their capabilities and capabilities in order to make decisions related to the study plan, choose the appropriate type of specialization, and help overcome the difficulties that may hinder the students' academic path. Consequently, the more there is sound and effective academic guidance on the part of officials who understand this system, are aware of its dimensions, and are aware of the philosophy on which it is based, the greater the likelihood that the system will succeed in attracting students to it and achieving the desired goals.

The importance of academic advising at the university lies in helping the student to discover himself and make his own decisions, especially how to overcome the difficulties that hinder his

academic path, in addition to discovering the students' desires and abilities, defining their goals, and helping them to draw up plans that achieve them. In line with their preparations, which helps to equip them with the skills needed by their work after graduation.

One of the people who helps the teaching process is the academic advisor. He is aware of the study schedules and his involvement in academic advising. He possesses the abilities required for academic advice and is qualified to provide academic counseling (Turner & Berry).

2. The Study Problem

2.1 The main question which this study aims to answer:

What is the actual performance of the Faculty of Management Academic Guidance Unit as seen from the perspective of the students? The following questions arise from this question:

- 1- What is the reality of the Faculty of Management Academic Guidance Unit's performance as seen by a sample of instructors from the teaching staff?
2. What are the nature and quality of academic extension services provided by faculty members to their students?
- 3- What are the obstacles that limit the Faculty of Management's Academic Guidance Unit's performance?

2.2 Objectives of the study

The Faculty of Management's Academic Guidance Unit is one of the pillars of the education provided by the university. It aims to guide students by providing them with academic skills that raise the level of their academic achievement so that they achieve the best results and to adapt the university environment enable students to seize the opportunities available to them,

The study aims to Measuring the effectiveness of extension programs and student follow-up

programs in getting out of the state of academic faltering, identify the reality of the Faculty of Management Academic Guidance Unit's services in the from the viewpoints of its students. It aims, also, to identify the academic guidance services that the academic staff members provide to the students.

2.3 The importance of studying

No one, especially those working in the field of higher education, doubts the importance of academic counseling in the university student's career. Rather, there are male and female students who were on the verge of academic failure and thanks to the academic guidance and the help of the academic advisor, he achieved the highest marks in his educational career and there are many studies whose results have proven the importance of counseling. Academic for male and female students

This study will contribute to giving a complete picture of academic advising, the extent of its use, and the obstacles that limit its use. This study will also provide some applicable solutions to overcome the academic advising problems facing educational institutions today, especially in university education. This study will practically help the officials in making decisions aimed at developing and improving the academic advising system in general.

Most students suffer from difficulty registering courses, and this difficulty is due to a lack of understanding of the method of registration, which forces some of them to resort to special student services offices to register courses. Some of the inability above the students to make the most appropriate decision when choosing the academic courses in each semester. These skills are supposed to be helped by the academic advisor to acquire them.

The statistical reports showed that 10% of the total college students enter into academic faltering, especially at the beginning of their university life, and that 5% of these students are dismissed because of that stumbling, Defaulting students may be causes that can be solved by means of follow-up and university counseling, so

this study came to show the effectiveness of these measures, Based on real data.

The Faculty of Management Academic Guidance Unit is one of the pillars of university education in the era of standards. This study is designed to meet the requirements of quality and institutional accreditation as a standard.

One of the advantages of academic counseling is that it works to provide an electronic database for every student, and this helps the academic advisor in calling the student's file electronically and obtaining great information about his major, rate, number of courses passed and the other in which the student has stumbled, and the electronic academic counseling breaks the psychological barrier. And the shyness between the student and the academic advisor, as the student can discuss the academic advisor electronically on topics that he may not be able to directly discuss with him, in addition to that the educational institution that uses the electronic academic advising system can create strong competition between all academic advisors in the various departments of the college. Sometimes there is a general electronic platform at the university level for each college in which there is a different path from the other college, and this helps to generalize any successful experience in academic advising as it helps to create motivational and encouraging programs and initiatives between all departments and different colleges, but this platform helps male and female students to exchange Opinions and information with each other.

2.4 Differences between this study and previous studies

Previous studies that have been written on the subject of the study show that they focused on the reality of academic counseling in general, the extent of its importance to male and female students, the extent to which it is used and activated, and the difficulties and obstacles that prevent the academic advisor from carrying out his guidance tasks to the fullest, and most previous studies have relied on the descriptive approach represented in The questionnaire tool for collecting information and the researcher

benefited from this in defining the theoretical framework for this study, its problem and objectives, and determining the appropriate statistical method for data processing, as well as in presenting and discussing the results.

This study relied on the real data provided by the Deanship of Admission and Registration, and those who participated in the questionnaire, not the opinions of all students, and the teachers in the extension programs. This study is unique from all previous studies in addressing the Faculty of Management Academic Guidance Unit's performance. This study adds to with the previous studies on the spatial limit. Due to the problems facing this university's students, the Faculty of Management and this university's other Faculties are in dire need of academic guidance.

3. Methodology

In the face of the increasing number of students and the great pressure on educational institutions, many institutions, bodies and universities have devised programs and systems to help academic advisors in order to deliver their message to all students associated with them, including electronic academic advising programs, where electronic academic counseling is very important in the educational process because it connects the student In the educational institution in which he learns, transcending the limits of time and place, and the academic advisor, through electronic counseling, remains in constant contact with his students, even during vacation times, and the student may, through the electronic academic advising system, consult the academic counselor in other life matters away from the study and thus Counseling moves from the walls of educational institutions to the wider horizon of life and transforms from being a purely academic

advising to academic, educational, psychological, social, family, and even functional guidance, as some counselors have great information and life experiences that may benefit their students and change their life path for the better.

The study used the random sampling method, and it selected a group of male and female students who are currently studying. The study uses a questionnaire to show the strengths and weaknesses of the academic supervision system. The researcher used the analytical descriptive method. This method aims to study phenomena, attitudes, and relationships as they exist and to obtain an accurate description of them. This helps to identify them and to either explain the existing problems or to answer their own questions, i.e., the method that describes and interprets what is happening in relation to the problem.

3.1 Sample Size and Measurement of Construct Size.

The research focused on the Imam Abdulrahman bin Faisal University-affiliated College of Applied Studies and Community Service in Dammam, Kingdom of Saudi Arabia. The four years of college education are divided into two years for basic topic prerequisites and two years for specialized subject requirements. The college offers five majors: business administration, financial management, marketing, and management information systems. For the sixth major, the student must qualify during the first two years of study by taking general education courses. There are eight study levels, with two levels per academic year. 2902 college students made up the research's study community during the course of the investigation. Table 1 shows the descriptive data of Demographic community study.

Table (1) the descriptive of Demographic data of study community(report from student information system).

coding	Variables	Singular	#
GEN=2020	Gender	Male	882

		Female	2020
SPE	Specialization	Public	879
		Finance	360
		Accounting	405
		Mis	407
		Administration	472
		Marketing	379
ACL	Academic level	The first	219
		The second	218
		The third	218
		The fourth	217
		The Fifth	825
		The six	215
		The seventh	776
		The eight	214

3.2 The study sample.

The distribution of the replies is shown in Table 2 of the study's stratified random sample. There were 645 respondents that responded to the questionnaire; all responses were appropriate for the study and none were disqualified. All six

majors and all eight levels were represented in the sample. The number of students who responded to the survey is displayed in Table 2 by their majors and grade levels. According to the researcher, this means that the study is objective because it included data from all levels and specializations.

Table (2) the descriptive of Demographic data.

coding	Variables	Singular	#	%
GEN	Gender	Male	307	34.80
		Female	338	16.73
SPE	Specialization	Public	252	28.66
		Finance	43	11.94
		Accounting	93	22.96
		Mis	139	34.15
		Administration	61	12.92

		Marketing	57	15.03
ACL	Academic level	The first	24	10.95
		The second	103	47.24
		The third	30	13.761
		The fourth	101	46.54
		The Fifth	30	3.636
		The six	173	80.46
		The seventh	77	9.92
		The eight	107	50
GPA	Grade point average	Excellent	222	34.42
		Very good	277	42.95
		Good	129	20.00
		Acceptable	15	2.33
		Under warning	2	0.31

4. Results and Discussion

Academic guidance is very important for any university because of its pivotal role in whether the university is successful in achieving its vision, mission, and goals. Academic guidance seeks to provide an appropriate learning environment for students, who are at the center of the educational process, to stimulate their creativity, overcome their difficulties and solve their academic problems. The first part of the study presents and explains the answers to the questions.

Main Question (MQ): What is the reality of the Faculty of Management Academic Guidance Unit's performance from the students' point of view?

In order to answer the main question, there are three sub-questions (QA, QB and QC). Each sub-question has four questions to cover the intellectual answer in each question.

The results of the analysis of students' responses to the three sub-questions are presented and discussed separately.

QA. What is the reality of the Faculty of Management Academic Guidance Unit's performance from the students' perspective?

QA1. The Academic Advisor explains to me the connection between the courses and provides details of the department's study plan.

QA2. The Academic Advisor maintains the privacy of my personal information.

QA3. I do not feel that my Academic Advisor finds me boring because I am in his office.

QA4. My Academic Advisor helps me to choose and make decisions about the hours of my studies

QB. What are the nature and the quality of the academic extension services that faculty members provide to their students?

QB1. Does the Faculty of Management Academic Guidance Unit provide a diagram showing its facilities and the locations of the Academic Advisor services?

QB2. Is the Academic Advisor present during office hours for academic guidance?

QB3. Are there clear announcements and guidelines in the department to help me to obtain the appropriate academic guidance?

QB4. Does the department give you the opportunity to change your Academic Advisor whenever you want?

QC. What are the obstacles that limit the Faculty of Management Academic Guidance Unit's performance?

QC1. Does the Faculty of Management Academic Guidance Unit employ information technology in the extension service for students?

QC2. When you face non-academic difficulties, does your Academic Advisor refer you to the Faculty of Management Academic Guidance Unit?

QC3. Does your Academic Advisor help you to improve your educational skills?

QC4. Does the Academic Advisor help you to record the hours that are compatible with your abilities and the university system?

Table 3 shows the three sub-questions as well as the 12 questions that stem from them.

In interpreting the answers to the questions, we see that the calculated values of the arithmetic mean to sub-question (QA) and the questions that stem from its (QA1), (QA2), (QA3) and (QA4)) The calculated values are higher than four. This means that the study sample supports the hypothesis that the academic advisor explains the relationship between the courses and the study plan. The Academic Advisors maintain the privacy of students' data and are not bothered about reviewing the students' performances in their offices.

The responses to QB1 answer have a mean value of 3.05 and $t=48.13$. This means that there are no plans for the Faculty of Management Academic Guidance Unit's location within the university. The mean value of the answers to Question QB2 is the highest out of the responses to the four

questions. This indicates that the Academic Advisors are present in their offices in office hours. The means of the responses to QB3 and QB4 are less than four. This indicates that there are not enough advertisements informing students about the Faculty of Management Academic Guidance Unit and its opening times and means that the student cannot easily change his or her Academic Advisor.

The responses to QC sub-questions QC1, QC2, QC3 and QC4 are close to the arithmetic mean of 4. This indicates that the students are satisfied with the information technology and additional services provided by the Academic Advisor.

The students' perceptions of the reality of academic guidance, revealed through the three dimensions of the study tool, show that there is general satisfaction with the extension service. Also, without knowing the role and importance of the academic guidance, the students have a good level of awareness of its vital role. Also, in many ways, the students' evaluation of the relationship with their mentors is good as is the case for the levels of their evaluation of the process of academic guidance in all the university department extension units and in other universities where these are at acceptable levels.

Despite their general satisfaction with academic guidance, some students' responses reveal that there is a need for greater attention to be given to the extension service in the academic department which are still in their infancy (officially launched during 2010/2011). Therefore, these needs require to be further crystallized. This can be achieved by educating mentors and training them to acquire more knowledge and skills in the field of academic guidance. In addition, there is a need to identify the beneficiaries and the target audience and to raise awareness of the importance and vitality of the service to ensure that students use it as much as possible.

Table (3) the three sub-questions and the 12 questions of this study.

	The Questions	t	Mean	Lower	Upper
QA1	The Academic Advisor explains to me the connection between the courses and provides details of the department's study plan.	123.491	4.11765	4.052	4.1833
QA2	The Academic Advisor maintains the privacy of my personal information.	83.146	4	3.9053	4.0947
QA3	I do not feel that my Academic Advisor finds me boring because I am in his office.	220.973	4.82353	4.7806	4.8665
QA4	My Academic Advisor helps me to choose and make decisions about the hours of my studies	91.082	4	3.9136	4.0864
QA	What is the reality of the Faculty of Management Academic Guidance Unit's performance from the students' perspective?	129.673	4.23529 5	4.16287 5	4.30772 5
QB1	Does the Faculty of Management Academic Guidance Unit provide a diagram showing its facilities and the locations of the Academic Advisor services?	48.131	3.05882	2.9338	3.1839
QB2	Is the Academic Advisor present during office hours for academic guidance?	74.676	4.11765	4.0091	4.2262
QB3	Are there clear announcements and guidelines in the department to help me to obtain the appropriate academic guidance?	83.539	3.64706	3.5612	3.733
QB4	Does the department give you the opportunity to change your Academic Advisor whenever you want?	60.128	3.17647	3.0725	3.2804
QB	What are the nature and the quality of the academic extension services that faculty members provide to their students?	66.6185	3.5	3.39415	3.60587 5
QC1	Does the Faculty of Management Academic Guidance Unit employ information technology in the extension service for students?	93.538	3.64706	3.5703	3.7238
QC2	When you face non-academic difficulties, does your Academic Advisor refer you to the Faculty of Management Academic Guidance Unit?	174.374	4.23529	4.1875	4.2831
QC3	Does your Academic Advisor help you to improve your educational skills?	94.908	3.94118	3.8595	4.0229
QC4	Does the Academic Advisor help you to record the hours that are compatible with your abilities and the university system?	91.082	4	3.9136	4.0864
QC	What are the obstacles that limit the Faculty of	113.475	3.95588	3.88272	4.02905

	Management Academic Guidance Unit's performance?	5	25	5	
QM	Main Question: What is the reality of the Faculty of Management Academic Guidance Unit's performance from the students' point of view??	103.2557	3.89705917	3.81325	3.98088333

Discussion

Like any service that is provided to university students, academic counseling, despite its utmost importance, has not been done as required. Rather, there are studies that have proven dissatisfaction on the part of students about applying academic counseling.

The success of the open academic advising project, where the mentor became the sponsor of his students not only academically, but also psychologically, socially and healthily, all through open academic counseling, and the results of the Dawah study did not mention any difficulties or obstacles when launching the open academic advising system at the university nor did they refer to The existence of significant differences in the students' benefit from the open academic advising system in terms of gender or specialization. As for the academic level, the results indicated differences in favor of first-level students, as they were more beneficial than their colleagues studying at the eighth level. The study confirmed that to ensure the success of this service, it is necessary the availability of many things, including the necessity of the availability of all elements of academic guidance in order to improve the outcomes of education because of its clear relationship in presenting.

The work on developing a proposed concept for how to build a relationship between the academic advisor and his students in the field of academic advising, which has proven the effectiveness of the positive relationship between the mentor and his students in overcoming the academic problems that students face.

Planning the future of a student's life is one of the main tasks of an academic advising job, which is an unconventional job that stems from the academic advisor's interest in his students. Therefore, this study emphasizes the importance of academic advising that includes guidance for

future planning, such as jobs required in the labor market, qualifications, training courses, and international certificates for each major.

The Academic Supervision Unit in the college trains faculty members on the tasks of academic advising required of them, and this training prepares members to communicate with students, and provides them with accurate information about the university system, registration in it, and adding and removing courses so that they can guide students from the beginning of their enrollment in the university, and the goal of This model is the follow-up of students in a program prepared by the university specifically to follow up students from their registration at the university until their graduation, and it is considered the basis for the success of counseling in the college.

The lack of satisfaction on the part of students and faculty members with regard to the academic advising system at the university, as the faculty members reported that the rules and regulations of the academic advising system are unclear, and students reported that they did not fully benefit from the academic advising system to the point that there are students who entered and graduated from the university and did not meet One academic advisor This study recommended the necessity of developing the academic advising system at the university in a better way than it is.

The university student's need for academic guidance increases during certain periods, such as the application period to enroll in the study for the first time, when the actual registration of various academic courses begins, and when there are obstacles facing the student's career during his university studies.

Considering that academic counseling is an integral part of the educational program, therefore, the National Commission for Academic Accreditation and Assessment has set

a number of indicators for it when formulating academic accreditation standards to diagnose the strengths and weaknesses of the academic advising program.

Conclusion

The transitional stage between adolescence and adulthood is of great importance in building the individual's personality; developing the level of his or her thinking and culture; and imparting a set of values, customs, and traditions that help him or her to achieve personal harmony and with their community. In addition to be a preparation stage, charged with anxiety, of the individual's life, the sense of identity necessitates the need to prepare the university student psychologically and socially to conform with the community and the data of that age.

There is an academic advising system that already exists and is present on the ground, but the effectiveness of this system is non-existent, which makes university students and students benefit from this system almost limited.

Through the research analysis, most students, who experienced difficulties, received advice and guidance from their friends in the first instance and from the Academic Advisor in the second instance.

One of the reasons for the students' failure may be because they are unfamiliar with all the information and university regulations that benefit and enable them to overcome the experienced obstacle. This study's results point to some important points and offer some recommendations on upgrading University Counseling to meet the students' needs.

The researcher suggests that, in the light of the global system, the university educational system be reviewed so that, from the outset, the student chooses the specialty commensurate with his or her potential and abilities and remains in that area until graduating from the university and beginning his or her professional career. In addition, the researcher recommends that the university establishes short meetings and seminars so that new students can be lectured by

graduate students from the same faculty and learn from their experiences.

The importance of developing an electronic academic advising system, and training students and academic advisors on the use of technology in the academic advising process, such as e-mails, web pages, and the function of the blackboard system in academic advising is highlighted. Which provides direct solutions, so that it can guide students to the best possible solutions.

Statements and Declarations

Funding: This research received no external funding.

This Study did not require ethical approval.

Informed Consent Statement: Not applicable.

Data Availability Statement: The data presented in this study are available in article

Conflicts of Interest: The author declares no conflict of interest.

Author contribution.

Dr. Mohammad (abstract, theoretical framework, introduction, literature review and discussion).

Dr. Zyad (theoretical framework, report, discussion, conclusion, data collection and analysis and narratives).

Declarations Competing interests None.

References

- [1] Allen, J; Smith, C and Muehleck, J (2013) "What kinds of advising are important to community college pre- and post-transfer students? *Community College Review*, (41) 4, pp. 330 – 345.
- [2] Bada, N; Khadija A and Qashwari, S (2006): Academic Guidance Guidelines for Quality of University Education, Academic Guidance Program for University Education, First Arab Conference

- (University Quality and Licensing and Accreditation Requirements), UAE, 1
- [3] Barker, M (2011) "Racial context, currency, and connections. Black doctoral student and white advisor perspectives on cross-race advising". *Innovations in education and Teaching International*, (48) 4, pp.387-400.
- [4] Bitz, K (2010) "Measuring advisor relationship perceptions among first-year students at small Midwestern university", *NACADA Journal*, (30) 2, pp.53-60.
- [5] Bohonos, J (2013) "Key theories of Lev Vygotsky and John Dewey: implications for academic advising theory. Academic Advising Today", June .www.nacada.ksu.edu/Resources/Academic-advising-today.aspx.
- [6] Chang, H (2008) "Help-seeking for stressful events among Chinese college students in Taiwan; Poles of gender prior of counseling and help seeking attitudes", *Journal of college student development*, (49) 1, pp.
- [7] Coll, J and Draves, P (2009) "Traditional age students: worldview and satisfaction with advising; a homogeneous study of students and advisors", *The College Student Affairs Journal* (30) 1, pp. 215-221.
- [8] Croockston, B (2009) "A developmental view of academic advising as teaching", *NACADA Journal*, (29) 1, pp.78-82 .
- [9] Donnelly, N (2009) "A national survey of academic advising job satisfaction", *NACADA Journal*, (29) 1, pp. 5- 15.
- [10] Francis, T (2014) "Conversational advising: an organic approach . Academic Advising Today", June .www.nacada.ksu.edu/Resources/Academic-advising-today.aspx
- [11] *Indonesian undergraduate students* ,British Journal of guidance and, Counseling. Aug volume
- [12] Habley, W (1994) "Fire,(ready , aim) . Is criticism of faculty advising warranted?", *NACADA Journal*, (6) 2, p.99-105.
- [13] Habley, W (2004) The status of academic advising: findings from the ACT sixth annual survey . National Academic Advising Association Monograph Series Number 10 . Manhattan, Kansas, pp. 1- 70.
- [14] Hale, M; Graham, D and Johnson, D (2009) "Are students more satisfied with academic advising when there is congruence between current and preferred advising styles? . *College Student Journal*, (34) 2, pp.313-324.
- [15] Harrison,E (2009) "faculty perceptions of academic advising ; I get no respect", *Nursing Education*, (30) 4, pp. 229 – 233
- [16] Hester, E (2008) , "Student evaluation of advising beyond the mean", *College Teaching*, (56) 1, pp. 35-38.
- [17] Hyun, J Quinn, B; Madon, T and Lusting, S (2006) "Graduate student mental Health needs Assessment and utilization of counseling services" *Journal of college student development*. (47) 3, pp (May /Jun
- [18] Gordon, v and Hapley, w (2002) *Academic Advising; A comprehensive handbook*, San Francisco, Jossey Bass, 2002.
- [19] Gordon,V; Habley,W and Grites,T (2008) *Academic advising: A comprehensive handbook, 2th edition* San Francisco, Ca. Jossey-Bass.
- [20] Jones, G *faculty Academic Advising, An examination of student and faculty members perception of first- year Experience* ,paper presented at National conference on students Retention (New or lease, L.A.7dy 8-11 2006)ERIC) Document Reproduction service Nazed 454889
- [21] Grites , T (2013) "Developmental academic advising : A 40 – year context", *NACADA journal*, (33) 1, pp. 5-15 .
- [22] Karimim, R; Hayasat, M and Nabulsi, Z (2010) "Academic guidance from the point of view of the academic advisor, students and staff of the Admission and Registration Unit at the University of Balqa", *Egyptian Association for reading and knowledge* (104), pp. 241-271.
- [23] Kramer, Cary L.E.D, (2003) *Faculty Advising Examined Enhancing the Potential of College Faculty as Advisors* ,Boston; Anker Publishing Company,Inc) .For NACAOA.
- [24] Lee, D and Oison, EandLocke. B (2009) "The effects of college counseling services on academic performance and retention, *Journal of College Student's Development Moy*, (50) 3, pp.305-319.
- [25] Mastrodicassa, J. (2008) *But you teach chemistry how congruence Advice ne at*

- Orientation?* Paper personnel Administration, Seattle, WA March 2008 (ERIK (op cit no ED
- [26] Museus, S and Ravello, J (2010) "Characteristics of academic advising that contribute to racial and ethnic minority student at predominantly white institutions", *NACADA Journal*, (30) 1, pp..47-55.
- [27] Nadler, s and Simerly, R (2006) "The effect of listening on the formation of student trust and commitment in Academic Advising A study at a united state university", *International Journal of management*, (23) 2, pp.
- [28] Noel, L (2009) "The 2009 National Online Learners Priorities Report" , Summary , pp.1-18.
- [29] O'Banion, T (2009) "An academic advising model", *NACADA Journal*, (29) 1, pp.83-89.
- [30] Pascarella, E and Terenzini, p (2005) "How college affects students ; volume 2 . A third decade of research. San Francisco, Jossy-Bass.
- [31] Paul, W ; Smith , K and Dochney, B (2012) "Advising as servant leadership", *NACADA Journal* , (33) 1, p.p 53-60.
- [32] Perry, J, C() *faculty A advising survey (1996 THRPUGH 2001* (Fox Valley Technical Call Appleton ,WI (ERIK) 0P cit no ED 4578852
- [33] Pizolato, J (2008) "Advisor , teacher, partner :using the learning partnerships model to reshape academic advising", *About Campus*,Vol (13) 1, pp.19-25.
- [34] Stiawan, J (2006) "*Willingness to seek counseling ,and facts that facilitate and inhibit the seeking, of counseling in*
- [35] Smith,C and Allen, J (2006) "Essential Functions of academic advising what students want and what they get", *NACADA Journal* , (26) 1, pp.56-66 .
- [36] Smih, C and Allen, J (2014) "Does contact with advisors predict judgments and attitudes consistent with student success? A multi-institutional study", *NACADA Journal* , (34) 1, pp. 1-14.
- [37] Smith ,W and Zhang , P (2009) "Student perceptions and expenses with key factors during the transition from high school to college", *College Student Journal*, (43) 2, pp. 643-657.
- [38] Starling, p and Miller,G (2011) : Negative thought patterns of undecided community college students : implications for counselors and advisors .*Community College Journal of Research and Practice*, (33) 10, p.756-772.
- [39] Thalji, Z (2018) "Academic Guidance between Theory and Practice: Applied Study for Mining Data on the Applied Studies and Community Service College", *International Journal of Applied Engineering Research*, (13) 24, pp. 16848-16859.
- [40] Turner, A and Berry, T (2008) "Counseling Center contribons to student Retention and Graduation A longitudinal Assessment", *Journal of College Student Deaelopmrt* , (44) 1, pp.
- [41] Uhlik, K and Jones, P (2008) "Academic advisors learning styles establishing a baseline and examining implications", *NACADA Journal*, (28) 2, pp. 44- 57.
- [42] Umbach, p and Wawrzyneski, M (2005) "Faculty do matter ,the role of college faculty in student learning and engagement", . *Research in Higher Education*, (46) 2, pp.153-184.
- [43] Vowell, F and Farren ,P (2003) *Expectations and training of faculty advisors* . In G L Krammer (Ed.) Faculty advising examined; enhancing the potential of college faculty as advisors ,p55-87 .Boston.
- [44] Winston , R; Ender, S and Miller, T (1982) "Developmental approaches to academic advising New directions for student services", no: (17). San Francisco, Ca, Jossy-Bass.
- [45] Wiseman, C and Messitt, H (2010) "Identifying components of a successful faculty –advisor program, *NACADA Journal*, (30) 2, pp. 35-47.
- [46] Yarbrough, D (2002) "The engagement model for effective academic advising with undergraduate college students and student organizations", *Journal of Humanistic Counseling Education and Development*, (4) 1, pp. 61-68.
- [47] Zalabak, P 9 (2012) "Advisors as interaction designers", *NACADA Journal*, (32) 1, pp. 12- 16.