

البحث الرابع عشر :

The Reality of Academic Counseling and Student counseling Centers from the Point of view of Academically Probated Students at A'Sharqiyah University (A field study)

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Abstract

The current study aimed to reveal the reality of academic guidance at A'Sharqiyah University from the point of view of students who are academically warned at A'Sharqiyah University, and the study was conducted on a sample of (673) male and female students who are under academic observation, and several statistical methods were used that varied from simple descriptive to binary methods represented by the single variance test. The study concluded that a high percentage of academically probated students pointed to the weakness and negativity of the role of the academic advisor in their academic life, and also indicated their lack of conviction in the role of student counseling, and concluded that there are important statistical differences in the extent to which the academic advisor follows up on students' cases according to the college variable in favor of students of the Faculty of Law, as well as the study showed that there are statistically significant differences in the number of uniforms carried out by students for student guidance according to the gender variable and in favor of females. The study recommended the need to increase attention to the process of academic guidance at A'Sharqiyah University.

Keywords: *Student problems, academic observation, academic advising, gender, college.*

Introduction:

Academic advising is one of the most important pillars on which the higher education system in the Sultanate of Oman is based, especially in the systems that usually adopt the credit hour system as well as the semesters, as academic

advising contributes effectively to helping the student's integration into university environments and their involvement in them, by overcoming all the difficulties that may hinder her academic career, which achieves higher rates of academic achievement. The task of academic guidance is the core of the work of each member of the teaching staff, and their performance to the fullest, and has the most prominent role in the development of students in all academic aspects, the academic advisor helps students adapt to the academic environment and introduces them to their rights and duties regarding their educational career, which contributes to achieving success for them, and also contributes to discovering their abilities, capabilities and choices.

In the appropriate disciplines for them, in addition to overcoming all the difficulties and problems that can affect their academic progress, the most important of these problems are psychological problems, social problems, material problems and behavioral problems, as this stage is the most important stage for them, which is the transitional stage between high school and university, which shows many problems such as choosing a university specialization and the method of studying these courses, and how to register in the compulsory and optional university requirements, as well as building social relations, and The student's ability to express his opinion and form the necessary trends, in addition to his ability to know the laws to convert from one specialization to another, how students develop themselves and know the appropriate ways to apply for the jobs you need as well as methods of differentiation, and this thing requires the presence of an academic advisor to help these students (Ammar, 2015).

Academic advising is one of the main pillars and axes in the educational system, and it is also one of the important services that contribute to influencing the student's academic and professional growth in a positive manner, and the main goal of academic guidance is to help students choose the appropriate specializations for them and according to their academic inclinations, and academic guidance is one of the basic guidelines that the student needs, especially during the university education stage, as it contributes to providing academic support and guidance, in order to benefit from their own abilities and work. To develop their academic skills, and contribute to encouraging them to creative excellence, and the academic advising process helps them to pass the university stage in the specified period and graduate with academic fairness that allows them to join the labor market after they have acquired scientific experience and skills that qualify them to be good individuals for the labor market (Al-Otaibi, 2014).

Higher education institutions seek to achieve their functions and goals successfully in light of the twenty-first century, and this depends on ensuring the quality of higher education outputs and their ability to overcome the challenges they face to apply academic guidance effectively, and at the same time at a lower cost, through the optimal investment of available services, such as material services and human services, within a strategic plan that includes all academic levels. And administrative, which includes procedures and mechanisms of work to implement a clear plan, and many studies pointed to the importance of consolidating the relationship between the student and the university environment, and this contributes to supporting the role of academic guidance that provides assistance and

advice to all students and answers all their inquiries related to regulations, academic graduation requirements, grades and semester averages, courses that contribute to helping students, and the pathFor my science and the specialization most appropriate to their abilities, as well as ways to use the Internet for the speed and accuracy of achievement, and it is preferable for the academic advisor to be familiar with the students' record and respond to their inquiries, and to be able to direct them to the right decisions, so the relationship must be strong and dynamic between the academic advisor and students and is characterized by clarity and transparency, and academic guidance contributes to the development of students' professional personality and supports them during their academic career at the university (Sawsan, 2018).

The university study system is one of the systems that requires many academic procedures, such as deletion, addition, apology, postponement, the presence of elective courses and other compulsory requirements and specialization subjects, as well as a cumulative GPA that the student must maintain high, and many other administrative procedures that must be a guide. The academic is present in it, as the university student is usually in need of academic guidance on an ongoing basis, since he enters the university campus and gets involved. In the first year, he needs to know the university laws, and usually lacks the experiences that qualify him to engage in its society, and here the role and importance of the academic advisor becomes clear. Which helps students adapt to university life, which makes them achieve their future goals and ambitions. In the second year, some students usually face changes in the level of their studies and their tendency to change their university majors

or even their tendency to leave their studies and join the labor market or to transfer to another university, and here it is. The importance of academic guidance is also highlighted in making the student overcome all challenges. As for students in the third year, they have proven themselves in their studies and are equipped with the necessary skills that will help them achieve success. They need an academic advisor to prepare them for the appropriate environment and to achieve their future goals. As for the fourth year, they will be students who will complete When they are studying and are expected to graduate, they are concerned about the job they choose and how to search for it, or even how to continue their higher studies. The academic advisor must help them in properly planning for their professional or academic future (Al-Kandari, 2010).

In an effort by Al-Sharqiya University to raise the academic level of university students and urging faculty members to fully perform their roles in the academic advising process, the university held a workshop entitled The Importance of Academic Advising at Al-Sharqiya University. This workshop was presented by a group of lecturers and academic advising officials at the university. This workshop discussed a group of topics related to academic advising as follows: academic advising and the function and purpose of academic advising. A group of participants agreed that the responsibility is shared between the advisor as well as the lecturer and also the program coordinator. And the deanship in the academic advising process. The attendees also held this discussion to learn about the mechanism of dealing with students at different academic levels. The participants then discussed the role of available resources in the academic advising process in

order to achieve high quality of academic advising. The attendees also discussed the role of academic advising and statistics related to academic advising at A'Sharqiyah University University and early notifications for students. (Sharqiya University,2023).

The problem of the study

The phenomenon of students falling under academic observation and obtaining academic warnings was a clear source of concern at A'Sharqiyah University because of its impact on the social, economic and psychological level of students themselves and their families, and the relationship of academic guidance with students who are academically probated, as academic guidance has an important and prominent role in the possibility of these students falling under academic observation. This is confirmed by the study (Salim, 2020) and his study (Ibrahim, 2021).

The researchers noted that the process of academic advising is limited only to the deletion and addition operations and the registration of materials, and does not address the disclosure of students' abilities and mental potential and reconcile them with the available disciplines, and they do not pay attention to students' own problems that may have an impact on their academic progress, and given the importance of academic guidance and its active role in the stability of students and their achievement of the required success, this study aimed to find out the actual practice of academic guidance at Asharqia University in the Sultanate of Oman from the point of view of students who are academically probated. Identifying the difficulties facing the advising process and trying to develop solutions to them publicly reach the correct and hoped-for practice of academic advising.

Study Questions:

The current study sought to identify the role of academic guidance at A'Sharqiyah University from the point of view of academically probated students, and therefore the problem of the study can be crystallized in the following main question:

- 1- What is the reality of academic guidance at A'Sharqiyah University from the students' point of view?

Three sub-questions arise from this question:

- 1 - Does the students' vision of the dimensions of the academic advising service differ according to gender, college, academic qualification or cumulative average?
- 2- What is the nature and quality of academic counseling services provided by faculty advisors to their students?
- 3- Does the students' vision of the dimensions of the academic advising service differ according to gender, college, academic level or academic average?

Objectives of the study:

The current study aims to: -

- 1- Knowing the role of academic guidance at A'Sharqiyah University from the point of view of the warning students at A'Sharqiyah University.
- 2- Knowing whether there are differences in the students' views on the services provided by the academic guidance at A'Sharqiyah University, due to the gender variable, academic qualification or cumulative average.
- 3- Revealing the reality and nature of the services provided by academic advisors to warning students.

Importance of the study:

The current study derives its importance from the importance of the topic it addressed, which is the role of

academic advising at A'Sharqiyah University, where this service has become a major requirement for students in all academic departments, especially in light of the philosophy that sees academic guidance as an urgent importance and necessity in order to achieve academic goals as well as professional as well as personal in the life of university students.

In light of the above, the importance of this study comes from the fact that it came to focus most of its attention in researching and studying the reality of academic guidance at A'Sharqiyah University, from their point of view students, a dimension that has not been studied in detail and comprehensively by researchers in Omani society, as there is no scientific study - according to the knowledge of the researchers - that searched in this aspect for the role of academic guidance in an in-depth and comprehensive manner, despite its vitality and the depth of its reflections and multiplicity. Except for one study for (Al-Mahrouqia, 2020).

Study Terminology:

1. **Student problems:** It means those difficulties that students are exposed to during their studies, which are believed to have an effective impact on their academic achievement, and these problems are characterized by a set of obstacles and critical situations that accompany students and are reflected in their effects on their academic achievement represented in: the student's own circumstances, study programs, the content of these programs, academic guidance, study habits, faculty members, and the systems and laws in force at the university. (Salim et al., 2020).

2. Academic Advising: It includes two sources:

a. Academic guidance provided by faculty members in the various departments and colleges at the university.

In psychological counseling provided by academic counseling centers through the specialized counselor who works in the Student Counseling Center at the university. (Watfa, 2011).

3. **Academic observation:** A system that the student undergoes when his academic level decreases in the semester and cumulative average, when his average is less than (2.0). (Deanship of Admission and Registration, A'Sharqia University, 2023).

Academic Advising: It is an activity that aims to familiarize students with academic rules and regulations, help them in academic progress, overcome their academic problems, and direct them to specialized units in case of social, psychological or health problems (Academic Advising Guide, and Academic Advising Work Know-how is tasked with **supervising**, coordinating and following up at the level of each academic follow-up department. (Atallah, 2023).

Academic Supervisor: It is one of the faculty members who have experience Objective limits The study is limited to identifying the reality of academic advising by reaching the extent of satisfaction of students and those in charge of both on the counseling services provided and building suggestions that improve and develop the future of the advising system in the academic advising process and write periodic reports on it. (Al-Warthan, 2020).

Previous studies:

Through the researchers' review of previous literature that dealt with the subject of academic advising, it becomes

clear that there is little specialized study that examines this dimension. The researchers also found a group of Arab and foreign studies that examined this subject from different aspects and dimensions. Accordingly, the researchers deliberately presented a group of previous studies on the subject of the study as much as possible, and attempted to present them in an organized manner, taking into account the examination of local and Arab studies separately, and then presenting foreign studies in a sequential and logical manner, as follows: Show:

It became clear from the study of Shaldan and Arhaim (2019), which aimed to know the role of academic advising in Palestinian universities, from the point of view of new students, and ways to improve it. The study was also applied in Islamic universities in Gaza, and the researchers used the descriptive analytical method because it is the most appropriate for such studies. The researchers also used the interview as a tool for their study, and they also used the questionnaire to collect information. The study sample consisted of (285) male and female students in Palestinian universities, and it appeared The results of the study are that the application of academic guidance was to a large extent, and there are no statistically significant differences in the role of academic guidance for new students at the Islamic University of Gaza due to the gender variable. Except for the field of social counseling, which is in favor of females, while it was found that there are statistically significant differences due to the specialization variable, in favor of males. For the literary department, as well as the cumulative average variable, in favor of males with averages of 85% or higher, except for the areas of academic and vocational guidance. This study presented many proposals to improve

the reality of implementing academic guidance for new students at the Islamic University.

Atallah's study (2023) indicates that it aims to reveal the relationship between satisfaction with counseling services, academic integration, and positive orientation toward the future among university students. And to identify the differences between these students in satisfaction with counseling services, academic integration, and positive orientation toward the future according to gender, academic specialization, and the interaction between them, and the possibility of predicting satisfaction with counseling services through academic integration and positive orientation toward the future. The study sample consisted of (189) students from the College of Education in Rustaq at the University of Technology and Applied Sciences in the Sultanate of Oman, including (79) males and (110) females. Data were collected electronically via Google Forms for the following tools: a measure of satisfaction with counseling services, a measure of academic integration, and a measure of positive orientation toward the future (all prepared by the researcher). The results also indicated the possibility of predicting satisfaction with counseling services through academic integration and positive orientation toward the future among university students.

It is clear from the Request study (2023) that the research aims to present a proposed vision for activating digital academic advising as a soft educational force to support the performance of female students in colleges of early childhood education in light of contemporary challenges and developments. student; In order to diagnose the reality and obstacles of digital academic advising in the college, the research reached a set of results in its first axis,

the most important of which are: - The average response rate for the first dimension, "The importance of digital media." Academic guidance for female students reached (0.86), and for the second dimension (requirements for activating digital academic guidance in the college) the rate was (0.88), which is above the upper confidence limit, which indicates their achievement to a large extent, and for the third dimension (mechanisms and applications of digital academic guidance in the college) The average response rate on (the college website, official social media, the educational platform "university course platform," and the student's university academic email) was higher than the upper confidence limit; this indicates that it has been achieved to a large extent, in While the average response rate in the (Digital Academic Advisor) dimension was less than the minimum level of confidence, which indicates that it has not been achieved to a large extent.

Hamad, Mahmoud (2020), in his study, referred to defining the role of the academic advisor and developing a vision for its application that contributes to developing the academic performance of Assiut University students. The researchers used the descriptive approach. The study sample also included (12) lecturers, as well as (400) students from those universities. The study prepared a questionnaire in order to reveal the importance of the role of the academic advisor for Assiut University students. The results of this study showed that there are no significant differences in the students' averages regarding the importance of applying academic advising, which is attributed to the variables of the type of college. Lecturers' responses to the role of academic advising at Assiut University were based on the need for clarity in the academic advisor's tasks, clarity of

his goals, the mechanism for its implementation, and what the students' needs are.

As indicated by both Al-Mahrouqi and Karadsheh (2018), which sought to present a proposal for the role of academic advising in Egyptian universities, in light of the current challenges by benefiting from these global models in the field of academic advising, as it is one of the most prominent main axes in universities and colleges, as it is one of the most important The urgent necessities for university students' stability in their academic studies and their integration into the university learning environment. To achieve this, the study used the descriptive analytical approach to identify the theoretical framework of the role of academic advising and its emergence in Egyptian universities and colleges, as well as revealing the reality of the role of academic advising in universities and knowing the trends and inclinations of university students and academic advisors towards the role of academic advising. The study came up with a proposal for the role of academic advising in Egyptian universities, methods for implementing the proposal, and what are the obstacles that limit its proposed implementation and how to overcome them.

It was demonstrated from the study of Saleem et al. (2020), which seeks to measure the quality of academic advising services provided as well as student support centers from the point of view of foundation students at Najran University. The researchers used the descriptive analytical approach, and a questionnaire consisting of (37) statements for four axes was distributed. These are the academic advisor, the quality of academic support services, the quality of gifted student support services, and the

quality of complaint services, on a sample of (300) male and female students in the foundation at Najran University. The results of the study indicated that there are no significant differences in the level of quality of academic guidance services due to For the gender variable, the researchers concluded that academic advising services need more efforts related to the quality of academic advising in providing support to foundation year students, as well as student support services for gifted and creative students, and also complaints and suggestions services. The researchers recommended the necessity of adopting clear mechanisms and methods for the process of academic advising. It also enables the provision of all these services to all categories of students and also evaluates the quality of all these services.

It is clear from the study of Al-Dabaa (2023), that the aim of this research is to identify the level of academic advising under the credit hour system from the point of view of students of the Faculty of Education at Sohag University, and to identify the differences in the average grades of academic advising due to their differences. In the variables of gender (male/female), specialization (scientific/literary), and level. The study sample (first level/third level) consists of individuals in the research sample. Education at Sohag University, with the exception of the moral field, which was high. The results also showed that there were no statistically significant differences in the average scores, and there were statistically significant differences at the level of (0.05) in the average scores of academic counseling. From the student's point of view, the academic level is due to the difference in the academic level variable in favor of first-level students.

Gutierrez's (2020) study indicated. From a learning and instructional technology perspective, academic advising has been one of the most overlooked aspects of academic support systems, despite its importance to the learning process and ultimate success of students. The majority of higher education institutions provide simple technical support to academic advisors using basic descriptive statistics. This article presents the overall design and implementation of a learning analytics dashboard for advisors (LADA) to support the decision-making process of academic advisors through comparative and predictive. These results are encouraging for further developments in its contract. We present LADA, a dashboard that supports comparative and predictive analysis. LADA enables ADs to evaluate a greater number of scenarios Transparency in forecasting is needed in order to increase confidence.

On the other hand, Reimers' study (2022) indicates that academic advisors serve as a front-line resource for college students and contribute significantly to students' success. However, the presence of whiteness at work, or the insidious everyday practices that allow whiteness in education to go unchallenged, positions counselors to either perpetuate or deconstruct whiteness in their counseling practices. This paper uses a constructed counternarrative in the tradition of critical race theory by weaving together the narratives of several academic advisors of color working at historically white institutions with other sources to develop an understanding of how whiteness operates within academic advising. Recommendations are offered for counselors and institutions of higher education to move the field of academic advising toward more racialized advising practices that disrupt whiteness.

While Traxel's (2021) study indicates that the advising function has shifted across the higher education landscape, the role of the academic advisor has also evolved. This chapter explores historical and emerging trends in the roles, functions, and professionalization of academic advising while emphasizing the need for institutions to position academic advising within their learning and teaching mission. Utilize the literature surrounding the theories and contexts of academic advising as a profession, as well as research and resources from NACADA: The Global Community for Academic Advising (NACADA), information surrounding the impact and impact of the academic advisor role on students' success and equity will be addressed along with the contexts in which the work is done.

It is evident from the study by Al-Warthan (2020), which focuses on an important element in the university education process and an essential pillar of the quality of its outcomes, which is the academic advising process at the university. Through this research, which aims to measure the extent of satisfaction of Shaqra University students as well as those in charge of the academic advising process and its practices at Shaqra University, which has been reflected positively on educational outcomes. The two samples represent the applied and theoretical side of the research, and the researcher reached a set of conclusions, the most important of which was the agreement between the opinions of both samples on the existence of a gap between application and theory.

As Ibrahim's study (2021) indicated, academic guidance is a major axis in the educational process in higher education institutions in the Arab and Islamic environment.

It is considered a necessary process for dealing with many psychological, social, educational, academic, and humanitarian problems that students may face, and academic guidance programs are considered a service. It is an essential educational tool to provide services to students in educational institutions, as it contributes to supporting and evaluating the educational and pedagogical programs provided, so that students can obtain an integrated academic experience, given that academic guidance is an essential and integral part of the teaching and learning process, but there are many challenges that limit its application.

Through Idris's (2021) study, it is clear that facing increasing pressures to improve participation and attainment, and significant constraints in available revenues and resources, regional Australian universities are looking for opportunities to enhance student retention in a sustainable way that addresses the unique circumstances of regional universities. While counseling delivery models, both nationally and internationally, are mostly centered on a costly and time-poor academic workforce, it is suggested that there is an opportunity to create a counseling workforce from existing institutional support services. This paper provides an analysis of the competencies required for academic advisors and suggests that a model that builds on comprehensive knowledge about course structures, institutional rules, policies and processes already endemic to staff providing student support services, can create an effective student success advisory service using existing professional services staff.

On the other hand, Makhoulfi (2017) believes that his study, which aimed to reveal the reality of the need for academic guidance among first-year students, and the study

sample consisted of (146) male and female students, who were selected by a simple random method. The study relied on the descriptive analytical approach, To achieve the objectives of the study, the study prepared a questionnaire to measure the need for academic guidance, after ensuring its validity and reliability. This data was analyzed based on the Pearson correlation coefficient (Pearson), and the arithmetic means, as well as the standard deviations, were extracted using the (SPSS) program. The results showed that first-year students need academic guidance more than other students, such as (psychological, academic, and social needs). The results also indicated that there were statistically significant differences attributed to the female variable in the need for academic guidance, while the results in psychological and academic needs were in favor of males. The researchers recommend a set of recommendations that would help first-year students.

Comment on previous studies:

It is noticeable from previous studies that they all agree on the importance of academic advising as an important element that greatly influences the course of the educational process and all its dimensions and course in university education. Previous studies also agree that the descriptive approach is the ideal approach in this type of study. Most studies tend to apply the questionnaire tool and apply it to a standardized, random sample of male and female students in order to reach practical, credible and influential results. It is clear that many of these studies pay great attention to students' opinions about academic advising practices, operations, and activities. In this context, most researchers believe that the academic advising process is a type of partnership between students and the college to which they belong, represented by academic advisors.

Hence the importance of the current study, which focuses on the gap that exists between the theoretical frameworks of academic advising and its actual practices, which makes students' dissatisfaction with its activities and practices expected. The study seeks to reach the causes and effects of this gap and provides recommendations in order to bridge this gap between theory and practice. The current study is distinguished from previous studies in that the focus is not only on students and their opinion on academic advising practices. The study pays attention to the other aspect of the advising process, which is the aspect related to those in charge of advising and those responsible for setting and implementing its policies. In this context, this study was applied to all students at Al-Sharqiya University who are under academic observation as a sample for the study. This study also seeks to provide recommendations and proposals to overcome the gap between reality and what is hoped for in academic advising and its practices at Al-Sharqiya University.

Study Methodology and Tools:

Study Methodology:

The researchers relied on the descriptive analytical approach to analyze the phenomenon and examine it from different aspects and dimensions. The data was collected by an electronic questionnaire prepared by the researchers for the purpose of the study and distributed to all academically probated students, who met the conditions of this study, and was distributed in cooperation with the Deanship of Admission and Registration.

Study population and limitations:

The study population included all students enrolled in the study at A'Sharqiyah University and who are under

academic observation during the time period (fall 2023), and their number is about (1266) male and female students from various faculties of the university. The study population was determined in cooperation with the Deanship of Admission and Registration, and the members of the study community, represented by the 637 students under academic observation, were also identified during the time period between (110 2023 to 1512 2024).

Study sample and its characteristics:

The study sample was selected to be from the samples (random), and they were reached by the study tool (electronic questionnaire) where it was directed to all A'Sharqiyah University students under academic observation, who expressed their desire to answer the study questions. The number of students who responded and filled out the questionnaire reached (637) male and female students under academic observation, out of the total total number of students under academic observation at A'Sharqiyah University during the period of application of the study, which is reflected in the credibility of this study and the accuracy of its results and its placement.

Data Collection Tool:

The study relied mainly on the questionnaire as a tool for data collection, which was built in a way that qualifies it to collect and measure all aspects of the phenomenon under study with much depth and comprehensiveness. The study tool has been developed and built based on the accumulated evaluative review of the literature and previous studies related to the subject of study. The study questionnaire included various questions about the demographic, social and economic backgrounds of students under academic

observation, as well as questions about the academic advising process and the extent to which the students under study are convinced of their role in helping them get out of the circles of academic observation, and the study questionnaire included various questions about the views of the students under study towards the reality of academic guidance in helping them overcome the problems that hinder their academic career, and the extent of their convictions in these roles.

Authenticity and reliability of the study tool: Believe the questionnaire

It means the clarity of the questionnaire and the objectivity of the questions, paragraphs and vocabulary contained therein, its validity for statistical analysis, its ability (questionnaire) to measure and preview the subject of the study, and its accuracy in measuring and achieving the objectives for which it was designed. The questionnaire was presented to a group of specialists and academics, numbering 7 arbitrators, and it was conducted based on their guidance and suggestions - the required amendments and many proposed questions were added to produce the questionnaire in its final form.

Resolution stability

A pre-test was conducted a week before the start of collecting its results, with the aim of testing the study questions on a limited sample of members of the original sample of the study of students under academic observation, who meet the conditions of the study and match the characteristics of the sample, in order to ensure the accuracy of the questionnaire questions and their suitability to the nature of the phenomenon under study. The realism and

accuracy of the questions and the stability and homogeneity of their results were also ascertained, and the results of the stability coefficient (Reliability) indicates that there is a clear homogeneity in the results. Where the correlation coefficient (Correlation) between the paragraphs (0.88) and directly and positively, which means that there is stability in measurement and stability in the results, and this enhances the credibility of the study data clearly and significantly.

Statistical methods used in the study:

In order to process and analyze the study data accurately and clearly, several appropriate statistical methods were selected, ranging from simple descriptive statistical models for the study variables, represented in relative and frequency distributions (Percentage), and binary descriptive statistical models represented by the Chi-Square analysis model. In order to reveal the views of students under academic observation at A'Sharqiyah University towards the role of academic guidance in helping them overcome this academic problem, and to reveal the direction of concentration of these relative differences, and in favor of whom they are concentrated.

This model of analysis is one of the most appropriate statistical models for the nature of the phenomenon under study, especially when the data are classified within a nominal scale and arranged in the form of frequencies and ratios. The One way (ANOVA) model, which is usually used to detect differences in the density and concentration of relative distributions, and to show the statistical significance between variables and their categories as a result of the study (2013). Presentation and discussion of the results of the study: This part of the study is based on analyzing and



presenting the results of the study using multiple and appropriate statistical models, with the aim of identifying the views of students under academic observation at A'Sharqiyah University about the university's counseling process, and previewing their role in helping them get out of their difficult academic circumstances, and to achieve a more in-depth understanding of the merits. And the specificity of the relationship between these processes on the one hand and the attitudes of students under academic observation on the other.

First: The demographic and social background of students under academic observation The following is a detailed presentation of the most important backgrounds and demographic and social characteristics of students under academic observation at A'Sharqiyah University.

Table (1) Frequency and relative distributions of students under academic probation by gender

Statistical significance(sig)	Chi square ² □	Percent% The ratio	Frequencythe number	Gender
.000	677	%75	477	male
		%24	160	female
		%100	637	the total

It is noted from the results of Table No. (1) that the percentage of male students under academic observation has increased, as their percentage constituted an estimated three-quarters of the study sample, and a percentage that reached (75)On the other hand, the percentage of female students under academic probation reached a quarter of the sample, with a percentage of approximately (24%), and this result means that there is a clear and tangible increase in the percentage of males under academic observation compared to females, and this result is consistent with the results of

previous local studies, which confirmed a higher percentage of male students under academic observation at A'Sharqiyah University compared to females (Al-Mahrouqiya, 2018).

schedule(2) Frequency and relative distributions of students under academic observation according to their current age

Statistical significance (sig)	Chi square ²	Percent% The ratio	Frequency the number	Current age
.000	1125	%9.5	60	19 One year or less
		%71.4	475	from 20 to 22 year
		%15.7	80	from 23 to 24 year
		%3.4	22	25 One year or more
		%100	637	the total

The results of Table (2) related to the relative distributions of the current age variable of students under academic observation show that there is a clear concentration in the percentages of students in the age group (20-22 years), and a percentage of (71.4%), and this result is consistent with the nature of the members of the study sample and their privacy - and the nature of the age and transition stage they are going through, noting that there is (9.5%) of the students under study over the age of 20 years.

schedule(3) Frequency and Relative Distributions of Students Under Academic Observation by Marital Status

Statistical significance (sig)	Chi square ²	Percent% The ratio	Frequency the number	marital status
.000	1102	%96.1	570	Single/bachelorette
		%5.3	30	Married/married
		%3.5	20	Widower/widow
		%.2	17	Missing cases
		%100	637	the total

The results of Table (3) show that most of the students under academic observation are unmarried students, with a percentage of (1.69%), while the results showed that there are only (5.3%) of students who are currently married. The previous results in this regard confirm the depth of the importance of students' social backgrounds in determining

the likelihood of university students falling under the circles of academic observation, especially their social backgrounds, due to the nature of the responsibilities that can be placed on married students and the multiplicity of their social and economic responsibilities that can distract their efforts and weaken them and thus benefit them from their ability to achieve academically (Watfa, 2011).

schedule(4) Frequency and relative distributions of students under observation by colleges in which they study

Percent% The ratio	Frequencythe number	the college
18.7%	45	Faculty of Arts and Humanities
% 19.9	123	College Engineering
11.5%	33	College of Business Administration
% 11.5	71	School of Law
18.6%	16	Faculty of Applied Science
% 4.8	30	Rights
% 100	637	the total

As for the nature of the colleges to which the students under academic observation belong, the results of Table (4) show that they are concentrated in the College of Engineering, which ranked first with a percentage of (19.9%), and in second place came the College of Arts and Humanities with a percentage of (18.7%), while in third place came the College of Applied Sciences with a percentage of (18.6%), and the College of Business Administration ranked fourth, with a percentage of (11.5%), followed by that law with a percentage of (11.3%). Through this finding, it seems that the quality of the college has an important impact on determining the likelihood of students falling under academic observation, and it also seems to have a clear correlation

with the academic conditions of students within these colleges.

schedule(5) Frequency and relative distributions of students under academic observation according to their probability of developing a special or chronic mother

Statistical significance(sig)	Chi square ² □	Percent% The ratio	Frequencythe number	Special or chronic diseases
.000	275	%16.5	102	Yes
		%83.4	516	no
		% .7	1	Missing cases
		%100	637	the total

The results of Table (5) indicate that a prominent percentage of students under academic observation at A'Sharqiyah University suffer from some types of private and chronic land mother, by (16.5%), compared to (83.4%) did not indicate their suffering for any of this mother land. Academic circumstances, a finding that deserves further research and investigation.

schedule(6) Frequency and relative distributions of students under observation according to the degree of academic observation in which they are classified

Statistical significance(si g)	Chi square ² □	Percent% The ratio	Frequencythe number	The degree of academic observation at which he is currently classified
.000	445	%60.3	373	first
		%22.2	137	second
		%11.5	71	Third
		%6	37	Four or more
		% .2	1	Missing cases
		%100	637	the total

The results of Table (6) show that the majority of students under study are under first-class academic observation by (60.3%), followed by students under second-class academic observation (22.2%). On the other hand, the rest of the students were distributed between the third degree by (11.5%), and the fourth degree by (6.0%), and

this result shows that most of the students under observation at Asharqia University are concentrated at the first and second degree.

schedule(7) Frequency and relative distributions of students under academic observation according to their percentage in secondary school

Statistical significance(sig)	Chi square ² □	Percent% The ratio	Frequencythe number	Percentage of students in high school
.000	1519	%.8	5	69% or less
		%.7.4	46	%.79 %.70
		%.53.8	333	%.89-%.80
		%.32.5	201	90% and more
		%.5.5	34	Missing cases
		%.100	637	the total

The results of Table (7) show that the percentage of students with averages (90 and above) in the high school exam and those under academic observation reaches (32.5%), thus constituting a third of the sample members, and the percentage of students with rates ranging between (80-89) to (53.8%), which means that most of the students under academic observation are students with a high percentage in secondary or general diploma, a result consistent with the general context of the admission system at A'Sharqiyah University. Which depends on attracting students with the highest grades in the high school exam in the Sultanate and who are usually accepted in scientific colleges that use English as the language of instruction. Some previous studies indicate in this regard that the level of achievement in the high school exam is a translation of the social and economic conditions of students, which means that the children of economically and socially well-off social strata get better grades in high school, and their chances of obtaining university seats, especially in scientific colleges, increase, and this result also means that there are other circumstances beyond those economic and social

conditions that affect the student and hinder his achievement at the academic level and may be related to the inputs of the college itself and teaching methods. Considering the faculty member and methods of delivering information to students (Watfa, 2011).

In general, the results of this part of the study show a high percentage of male students under academic observation to constitute two-thirds of the study sample, and most of them were distinguished as single unmarried, and the study also showed that there is a clear percentage of students under academic observation - the study sample - who suffer from some chronic and special diseases, which can stand behind the decline in their academic achievement. The nature of their circumstances is different, taking into account that they already differ among themselves in the nature of their responses and reactions to these challenges (Watfa, 2011). The results of the chi-square in this regard also confirm the importance of differences in the demographic and social background of students in their fall under academic observation, as most of the effects of these variables were statistically significant at the level of significance (0.05% or less), a result that deserves further research, investigation and inspection.

Second: The role of the academic advising process in helping students under academic probation:

The objectives of this part of the study focus on trying to uncover and analyze the role of the academic advising process from the point of view of students under academic probation. Through this presentation, we seek to provide more in-depth knowledge of the nature of the connections that may arise between students being under academic probation on the one hand and the academic advising process on the other hand. On the other hand; The academic advising process is considered an elemental Fundamental in

maintaining students' achievement and supporting them academically, because of the organized communication channels it provides between students and the university administration. For its role in guiding students and enabling them to achieve their ambitions and reach their aspirations of graduating and obtaining a university degree. It also appears that the academic advising process that takes place within colleges, as confirmed by the results of some previous studies, has an important role in the student's success and overcoming many of the difficulties that may arise during his university life, and can constitute important and reliable sources, references, and cognitive systems for students and elements that can be relied upon to achieve adaptation. Appropriate with the university environment, and overcoming all obstacles that may stand in their way at the academic level (Al-Daman and Suleiman 2004, Al-Tahan and Abu Attia 2002)The following is a detailed presentation of these results:

schedule(8) Frequency and relative distributions of students under academic observation according to the academic advisor's follow-up of students' academic status

Statistical significance(sig)	Chi square ² □	Percent% The ratio	Frequencythe number	Follow up with the academic advisor
.000	63	%33.9	210	Yes
		%56.9	408	no
		%0.2	1	the missing
		%100	637	the total

The results are shown in the table(8)An increase in the percentage of students who confirmed that there is no follow-up by advisors in colleges regarding their academic conditions, at a rate of(65.9%), compared to its percentage(33.9%)Of the students under study who indicated that there was academic follow-up by their academic advisor in the college, and this result as a whole confirms the weakness of the follow-up of the academic advisors in the colleges on

the conditions of students under academic supervision, and the lack of clarity of their roles in this regard despite the sensitivity of the circumstances that the students are going through and the intensity of their need for the guidance process. And guidance. This result is consistent with what was concluded by the study of Al-Zubaidi et al(2002), Kazem and Al-Ghanbousi (2004)About the weak role of the academic advisor in the process of guiding students and helping them improve their academic conditions.

schedule(9) Table (9) Frequency and relative distributions of the views of students under academic observation of the role of the academic supervisor in improving their academic conditions

Statistical significance(sig)	Chi square ₂	Percent%The ratio	Frequencythe number	The role of the academic advisor in improving the academic conditions of students
.000	183	%11.0	68	Yes
		%55.4	343	somewhat
		%33.4	207	Rather, he had a negative and weak role
		%0.2	1	the missing
		%100	637	the total

The results of Table (9) show that the attitudes of the students under study regarding the effectiveness of the role of the academic supervisor in improving their academic conditions, and the extent of his success in helping them overcome their difficult academic circumstances, the emergence of negative and clear reactions about the role of the academic supervisor, as more than a third of the sample indicated that the role of the advisor was not positive in improving their academic conditions, but was negative and weak by (33.4%), compared to (55.4%) of students who indicated the limited role of the advisor in this Matter. Some previous studies in this regard, such as Al-Khawaldeh and Al-Gharaibeh (2000), indicate that the problem of students falling under academic observation may intersect with the

weakness of the academic advisor's experience in dealing with this segment of students with academic specificity, and may also intersect with his weak ability to touch the psychological needs of these students accurately, and because of his lack of knowledge and knowledge of the university's regulations and laws accurately, which leads to deepening the problems of these students and increasing the deterioration of their academic conditions, which is the same conclusion he concluded. Al-Mashani (2001).

On the negative roles of academic supervisors towards students under academic observation and the lack of clarity of their roles in this regard. This finding is consistent with the findings of Yarbog (2002), which concluded that students usually doubt the accuracy of the information received by the academic supervisor and usually generate negative thoughts and convictions about their ability to help them and improve their academic conditions. This result is also consistent with the findings of the study of Al-Khawaldeh and Al-Gharaibeh (2000) about the weak role played by the supervisor to improve the conditions of students academically, and help them overcome the repercussions of this phenomenon psychologically and socially. It also agrees with the findings of the study of Al Mushrif (2000), which confirmed the weak conviction of students in the academic supervisor and the role he plays.

This result, as confirmed by the results of Al-Azmi's study (2013), was attributed to considerations related to the psychological conditions of students under academic observation and their increased sensitivity, and considerations related to the feelings of frustration and helplessness that they may suffer from due to the deterioration of their academic conditions, as well as considerations related to the attribution operations carried out by some students to justify their academic shortcomings

by placing blame and responsibility on the academic supervisor and holding him accountable for all the responsibilities of their academic shortcomings (Kazem and Al-Ghanbousi, (2004).

schedule(10) Frequency and relative distributions of students under academic observation according to the reason for their decline in academic achievement

Statistical significance (sig)	Chi square χ^2	percent% The ratio	Frequency the number	The main reason for the decline in student academic achievement
.000	5973	%0.5	3	Because I don't want to get sicka Yes already
		%0.8	5	I don't have enough time to studya Yes
		%5.7	35	EjSeeThe complex procedures and instructions followed within the university
		%1.0	6	My health conditions
		%0.3	2	My lack of understanding of lectures
		%0.3	2	Difficulties related to subtractionCoursesDrSeeSee and its timings
		%0.6	4	Density of the number of students in classrooms
		%0.3	2	My addiction to using the Internet(For othersStuff study)
		%2.6	16	My inability to manage and organize my time
		%1.1	7	My personal and family circumstances
		%0.3	2	My difficult financial circumstances
		%0.3	2	The circumstances surrounding me changed and I was away from my family
		%0.6	4	I did not get the specialty I wanted
		%1.3	8	Weak role of the academic advisor
		%83.8	519	Multiple reasons(More than one reason)
		%0.3	2	the missing
		%100	637	the total

The results of Table (10) show that there is a set of multiple and overlapping reasons behind students' academic decline and not a single reason, and perhaps the most important of them - according to the views of

these students - are those reasons related to the complex procedures and instructions followed within the university, and then came the reasons related to difficulties related to the inability of students to manage and organize time, then the reasons related to the weakness of the role of the academic supervisor, as well as the reasons related to the weakness of the role of the academic advisor as one of the most important reasons driving or The motivation for them to fall under academic observation. It is a result that converges with the conclusions of the study of Mansi (2004) and Al-Rashed (2003) on the importance of the multiplicity of reasons behind the failure of students academically and the weak role of the academic advisor in this regard.

schedule(11) Frequency and relative distributions of students under academic observation according to their conviction in the role of the academic advisor

Statistical significance (sig)	Chi square ² □	Percent%The ratio	Frequencythe number	The student's conviction in the role of the academic advisor
.000	105	%17.9	111	I have great conviction in his role
		%32.1	199	sometimes
		%37.6	233	I have no conviction in the role he plays
		%12.1	75	On the contrary, his role was negative
		%1.2	3	the missing
		%100	637	the total

Reviews the table(11)The extent of students' conviction in the role of the academic advisor. The results confirm the high percentage of students under academic supervision who indicated their lack of conviction in the role of the academic advisor and expressed their dissatisfaction with his roles in this regard, by a percentage of(37.6%). As he went(12.1%) Of the students enrolled in the courseIt is

necessary to confirm the negative role of the academic advisor in this regard. On the other hand, he pointed out(17.9%)Only that they have a great conviction in the importance of the role of the academic advisor in the college and its effectiveness in helping them improve their conditions and get out of the circle of academic observation.

In general, this result shows the lack of conviction of most university studentsA'Sharqiyah University Those under academic supervision play the role of academic advisor in colleges. Some students even went so far as to confirm the negativity of his role, and that it has a negative impact on them and deepens their academic suffering. This result is consistent with the results of DrSeePrevious SAT that confirmed QARaStudents fall under academic supervision, with increasing cases of dissatisfaction and satisfaction with the role played by the academic advisor(The mother and fatherSeeYep,2000; Saadeh et al.,2007).

Third: The Role of Academic Advising Centers from the point of view of students under academic observation

This part of the study is mainly based on an attempt to monitor and preview the role of academic advising from the point of view of students under academic observation in helping them overcome the academic problems they suffer from, by showing and revealing the extent to which these students frequent academic advising, and the number of meetings that take place with the specialist in academic advising, and the following is a presentation of the most important of these results:

The results of Table (12) show a clear and significant decrease in the percentage of students under academic observation who visit the Student Counseling Center at the university - which is an important means that can be

schedule(12) Frequency and relative distributions of students under academic observation according to their frequency to student counseling centers

Statistical significance(sig)	Chi square ² □	Percent% The ratio	Frequencythe number	Student visit to the Student Counseling Center
.000	137	%26.3	163	Yes
		%73.5	455	no
		%0.2	2	the missing
		%100	637	the total

relied upon to help get them out of their critical academic circumstances, and help them reach specific measures through which these academic and psychological problems can be overcome, as most of the students under study indicated by (73.5%) that they had never visited the student counseling, compared to (26.3%) only who indicated that they had previously They may visit the Student Counseling Center, a result that clearly contradicts the results of previous studies that confirmed the high rates of visiting students under academic observation to the Student Counseling Center, which attributed it to the sensitivity and embarrassment of their academic and psychological position on the one hand, and their quest to seek help in getting rid of obstacles to their educational attainment and in the hope of improving their conditions on the other hand, thus leaving the circles of academic observation.

As for the number of meetings that took place between students under academic observation with the student counseling specialist, the results of Table (13) indicate a decrease in the number of these meetings, as most of the students under study indicated that they did not meet with the counseling specialist or that they met them only once and by (78.5%), on the other hand, (15.7%) of the

students indicated that they did not meet any of the counseling specialist except (2-4) times, and (3.7%) of the students indicated that they met with their advisors (5-9) times, a result that shows the decrease in the number of meetings that take place between the academic advisor and students under academic observation at A'Sharqiyah University.

schedule(13) Frequency and relative distributions of students under observation according to the number of meetings that took place with the counseling specialist at the Student Counseling Center

Statistical significance(sig)	Chi square ² □	percent% The ratio	Frequencythe number	Number of meetings
.000	5506.6340	%78.5	486	One or less
		%15.7	97	4-2
		%3.7	23	9-5
		%1.9	12	10And more
		%0.2	1	the lost
		%100	619	the total

In general, this result confirms the existence of a deficiency in the communication process between students under academic observation and specialists in the Student Counseling Center, and this is evident from the lack of uniforms carried out by such students' academic advising, and the small number of meetings that took place between the two parties. This result can be attributed to the difficult psychological conditions that these students go through as a result of falling under academic observation and feeling afraid of the consequences of this academic problem, such as their fear of the negative view of others towards them if they know that they frequent the Student Counseling Center and receive help from one of its specialists, and it may also be due to their lack of conviction in the role of the Student Counseling Center or the existence of convictions and preconceptions about the center's function.

It is clear from the above that the views of students under academic observation regarding the role of academic advising and the Student Counseling Center are marred by clear dissatisfaction and negative convictions about these academic channels in helping them get them out of their circumstances. The results also show that students under academic observation at A'Sharqiyah University have recorded low levels of satisfaction, whether towards the role of the academic supervisor or the direction of student counseling, and they also showed a weak conviction in the ability of the academic advisor to help them overcome their deteriorating academic conditions that they are going through. This raises an important question about the ability of academic supervisors and student counseling centers at A'Sharqiyah University to touch the needs of students and their ability to play the roles expected of them, and thus help them improve their academic conditions.

The results of the chi-square in this regard confirm the importance of statistical differences in the role of academic advisors and supervisors in the occurrence of students - according to their point of view - under academic observation, as most of their effects were statistically significant and important at the level of significance (0.05% or less).

Fourth: Results of one-way analysis of variance(One way ANOVA)

This part of the study is devoted to trying to detect and identify whether there are statistically significant differences at the level of significance (50.%) for the academic advising process for students under academic observation according

to the gender variable and the college. The following is a detailed presentation of the most important results:

1. The results of the analysis of the single variance of the attitudes of students under academic observation, the direction of the academic advising process according to the gender variable:

schedule(14) Results of One way ANOVA for the attitudes and attitudes of students under study towards the work of academic advisors and supervisors according to the gender variable

Statistical significancesig.	Test aluef	Mean Square	Degree of reedom	Sum of square	Variable name
.692	.157	.063	1	.063	Number of meetings
.951	.004	.001	1	.001	The role of the academic supervisor in improving your academic conditions?
.501	.453	.385	1	.385	The role of the academic advisor in your college in advice and guidance?
.843	.039	.009	1	.009	The academic supervisor follows up on the student's "academic status"?
.615	.253	411091176.8	1	0.0041	How many meetings were held with the counseling specialist at the Student Counseling Center?
.005	8.056	1.549	1	1.549	When you were under academic probation, did you visit the Student Counseling Center?
.445	.584	7.210	1	7.210	(The main reason) for returning your academic achievement?

The results of Table (14) show that the behavior of students related to their visit to the Academic Advising Center has significant differences according to the gender variation of the respondent, which confirms that there are clear differences in students' attitudes towards visiting

academic advising according to the gender difference of students. This means that there is a clear and important disparity in the behavior of students towards visiting the student counseling center between males and females.

On the other hand, the results found that most of the students' attitudes related to their attitudes towards the role of the academic supervisor in improving their academic conditions, and the extent of their conviction in the role of the academic advisor in the process of academic advice and guidance, and the extent to which he follows up on the academic status of students, or with regard to the number of meetings that took place with social workers, do not have any significant statistical impact according to their gender variation. This result confirms that there are no significant differences in these attitudes due to the gender disparity of students.

2. The results of the analysis of the single variance of the attitudes of students under academic observation towards the academic advising process according to the type of college:

The results of Table (15) show that students' attitudes towards the academic advisor's follow-up of their academic status vary significantly according to the type of college in which the students study. This indicates that there are statistically significant differences in the attitudes of A'Sharqiyah University students under academic observation towards their conviction of the role of the academic advisor in guiding and directing them according to the different type of college in which they study.

schedule(15)The results of the single variance (One way ANOVA) of the attitudes and attitudes of the students under study towards the work of academic advisors and supervisors according to the variable of the type of college in which they study

Statistical significance	Test value	Mean Square	Degree of freedom Df	Sum of Square	Variable name
.939	.365	.146	8	1.169	Number of meetings
.061	1.875	.732	8	5.858	Does your academic supervisor have a role in improving your academic conditions?
.156	1.495	1.263	8	10.100	How convinced are you of the role of the academic advisor in your college in advising and guiding you?
.020	2.299	.508	8	4.065	The academic supervisor follows up on your "academic status"?
.473	.952	1542969923	8	1.234	How many meetings were held with the counseling specialist at the Student Counseling Center?
.262	1.260	.244	8	1.954	Do students visit the Student Counseling Center?
.062	1.874	22.862	8	182.895	(The main reason) for improving students' academic achievement?

On the other hand, the results of the same table show that there are no differences in the attitudes of the students under study towards the role of the academic supervisor in improving their academic conditions, and their conviction in his role in advice and guidance. The results also showed that there were no differences in the

number of meetings that took place with the counseling specialist at the Student Counseling Center, and that students visited this academic advisor when they fell under academic observation, or with regard to the reason for the decline in their academic achievement according to the difference in the colleges in which they study. This finding confirms that there are no significant differences among students under academic observation according to the type of college in which these students study.

Results and recommendations of the study

This study aimed specifically to try to identify the attitudes and attitudes of students under academic observation at A'Sharqiyah University towards the role of the academic advisor and student counseling centers and to investigate and preview these aspects with much comprehensiveness and depth, and then try to come up with a set of practical recommendations that can contribute to addressing or reducing this phenomenon. The study aimed to collect data on students who fell under academic observation (ranging from first to sixth degree observation) at A'Sharqiyah University, and who as a result were referred to specialized administrative committees to follow up on their academic conditions, or were issued academic sanctions. The sample size of the study was (637) male and female students who are currently under academic observation, and the data were collected by means of a special electronic questionnaire prepared for this purpose. The descriptive approach was used to analyze and examine the phenomenon, and it was also based on it not to refer in depth to the literature and previous studies conducted on this subject, and to draw the most important results and employ them to serve the purposes of the study.

In order to process and analyze the study data accurately and clearly, several appropriate statistical methods were selected, distributed at two levels of analysis:

The first level: simple descriptive statistical models for the study variables, and these simple models are represented in relative and frequency distributions (Percentage).

The second level: binary descriptive statistical models, represented by the Chi-Square analysis model, in an effort to reveal the different determinants and reasons why students fall under academic observation at A'Sharqiyah University, and to reveal the direction of concentration of these relative differences, and in favor of those whose impact is concentrated. The One way ANOVA model was also used to reveal whether there were statistical differences in the views of these students towards the role of academic advising according to gender and college, and the SPSS program was used to process data and conduct appropriate statistical analyzes.

Study results:

The study, which was devoted to examining and investigating the views of students and their fall under academic observation at A'Sharqiyah University towards the role of student academic guidance and the effectiveness of their roles in removing these students from their deteriorating academic conditions or conditions, concluded for a set of results, namely:

- 1- The results indicate that a high percentage of students under study indicated the weakness of the academic advisor's follow-up to their academic status, and indicated the negativity of his role and their lack of conviction in the process of guidance and guidance that

he performs. Most of the students under study also indicated that the role of the advisor in improving their academic conditions was weak and absent.

- 2- The results show the low number of student visits and the lack of meetings with the counseling specialist at the Student Counseling Center, a result that must be stopped, studied and analyzed due to the importance of the issue of communication between students and the academic supervisor.
- 3- The results of the study show that the loss of social and cultural frameworks and the weak conviction of students in the role of academic guidance among students are important drivers towards students falling under academic observation.
- 4- The results of the study show that there are statistically significant differences in the uniforms made by the students under study according to the gender variable.
- 5- The results of the study show that there are statistically significant differences in the extent to which the academic advisor follows up on the condition of students under academic observation according to the type of college.

Study recommendations:

- 1- It is clear that the academic supervision that students receive is below the level of their expectations, a result that confirms the need to pay attention to the counseling process at A'Sharqiyah University and those who carry it out, and also emphasizes the importance of repaying attention to their roles, and the need to provide them with sufficient knowledge regarding the university's systems, and ways to deal

with such segments of students due to the sensitivity of the psychological and social conditions they are going through as a result of placing them under academic observation.

- 2- It seems that many of the academic advisors from the faculty members are expatriates who come from different environments and cultures from the environment and culture of the Omani student, which causes confusion and lack of clarity of the messages exchanged between the two parties during the academic advising process, and the accompanying reluctance of students from the advising process. It may also lead to students being reluctant to express their problems due to this cultural and psychological gap, worsening their academic situation.
- 3- Despite the critical attitudes experienced by students under observation and the sensitivity of their psychological and social conditions, most of the research efforts that have been made have not been exposed to the details of this phenomenon, especially in terms of the academic advising process and the accompanying factors and variables, which keeps the field open for further research to uncover the ambiguity and ambiguity that surrounds this phenomenon and its causes.

In light of the above, it is clear the importance of circumventing the circumstances and aspects related to academic guidance and student counseling centers, as they may constitute important entrances that can be bet on to achieve a more in-depth understanding of the phenomenon under study, especially due to the nature of the problems and difficulties that may permeate the lives of university

students. Especially since the relevant local literature that examined this phenomenon was not decisive and deep in this regard, and did not touch the essence of the problem that students suffer from at the psychological, social and economic levels, and did not contribute to dismantling its details in a fundamental way, which requires more research efforts in this field. It seems that such phenomena will remain controversial due to the intensity of ambiguity and overlap in their joints, which confirms the need for more comprehensive and in-depth research efforts to investigate and examine this phenomenon in much detail.

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