

## Academic Counselling Satisfaction in Al Ahliyya Amman University From Students Point of View

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### Abstract

Academic counseling considered a key stone to higher education in universities. It helps students to raise their awareness of the university rules and regulations, and helps in simplifying and facilitating administrative procedures to provide students with the best quality of services. It also contributes improving and developing of university services connected to academic counselling to the extent that benefits and satisfies the needs of its students. Hence, enhances the students' desire to complete their studies within the standard hours of education. The researcher conducted this study; which is the first one of its type in Al Ahliyya Amman University (AAU); to identify the degree of satisfaction with academic counselling in (AAU) from the point of view of its students, and the relationship of the satisfaction degree with the variables of: Type of faculty, academic year, and nationality. A validated piloted questionnaire, developed by the researcher, was applied on a randomly chosen sample of 370 students of AAU. The results of the study showed that the degree of satisfaction with the academic counselling was (moderate) and that there were no statistically significant differences due to the variables of: Type of faculty, academic year, and nationality.

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**Keywords:** academic, counselling, satisfaction, Al Ahliyya Amman University (AAU), student.

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### INTRODUCTION

There are numerous educational institutions in the community that contribute in disseminating its culture and accomplishing its hopes and future aspirations; and universities are considered the largest of these institutions. The university education is seen as a new transitional phase in students' life which differs in its nature, attributes and education system and methodology compared with the previous stage in school. Moreover, at this stage students differ from each other in the degree of their adaptability and compatibility with the requirements of this new stage where their needs sometimes contradict with the credit hour system requirements relating to the prerequisites for graduation and obtaining the academic degrees they deserve after having completed a number of credit hours. These certificates also are granted to them in line with their study plans and their different specialties. Hence, this kind of challenge leads to a poor level of adaptation with the new circumstances and may cause some difficulties or problems that affect, in one way or another, their university study and delay their graduation time as expected.

To overcome these difficulties and guarantee the successful implementation of the credit hours system at the university, the process of academic counselling was introduced, as it precedes the registration procedures. Both processes (registration and academic counselling) represent the backbone of the credit hours system, because without them it will be difficult to apply this system effectively. The academic counselling process represents a set of procedures through which students choose subject

courses with the help of academic counsellor, taking into account the consistency of these courses in terms of time, and relevance with the approved academic plan designed for students (Shihab, 1986).

The academic counselling is a continuous process that starts from the admission of students and registration of their courses until they complete their graduation requirements. However, students need academic guidance and advise in particular periods, especially when they enroll in the university for the first time, and when they make the actual registration of different educational courses and during every semester (Ahmed, 1985), (Hoveland, 1997) and (Gordan, 2000).

### Problem of the Study

The study problem was identified by the researcher who has been teaching at the university for many years and in line with her experience as the head of the Special Education Center at the University for a period of time. The researcher interviewed a number of students and heard their complaints about the delay in their graduation because of problems related to the guidance and academic counselling. As a result, this study was conducted to investigate the level of satisfaction of students at Al Ahliyya Amman University with the university academic counselling, and the impact of some variables on the degree of satisfaction.

### Objectives of the Study

The study aimed to identify the degree of satisfaction among students at Al Ahliyya Amman University with the university academic counselling services,

and to recognize the impact of some variables including (the type of faculty, academic year, and nationality) on this degree of satisfaction by answering the following questions:

- 1- What is the degree of satisfaction with academic counselling in Al Ahliyya Amman University from the point of view of its students?
- 2- Are there any statistically significant differences at  $(0.05 = \alpha)$  in the degree of satisfaction with the academic counselling in Al Ahliyya Amman University from the point of view of its students, that could be due to the variables of type of faculty, academic years and nationality?

### **Significance of the Study**

Academic Counselling is an essential and pivotal element in the educational system, which is an objective response to the humanitarian, economic and social variables into the educational system and the philosophy of education, as well as being responsive to the needs of the students to complete their university education.

It also contributes in raising students' awareness of the university rules and regulations, within various academic counselling services and consultancy.

Academic counselling also helps simplifying and facilitating administrative procedures to provide students with the best and quality services as desired by all universities.

The significance of the research can be summed up in the following aspects:

- Contributing in the improvement and development of university services connected to academic counselling to the extent that benefits and hence satisfies the needs of its students.
- This research is the first one of its type in AAU, as students are asked to explicitly express the degree of their satisfaction with the university performance, and thus it will raise the awareness of the importance of students' satisfaction with the university services and the quality of education provided for them.

### **Definition of Terminology**

#### Academic counselling:

Guiding students to choose the subjects, realize their study plan and providing them with convenient assistance during the period specified for courses' registration, adding and withdrawing process in line with their academic levels.

#### Academic Counsellor:

The teaching staff member who is responsible for the academic counselling process at the university, through academic counselling instructions and according to the requirements of the course plan. The counsellor also keeps the files of students, knows

about their social, cultural and social background and advises students to refer to the Student Manual that includes main guidelines.

#### Scale/Degree of satisfaction with academic counselling services:

It is a standardized, objective tool designed to identify the degree of satisfaction with academic guidance and counselling services related to human and physical resources that are required for Al Ahliyya Amman University students and that are necessary to achieve greater academic progress and psychological comfort for the university students.

#### Operational definition of the concept of students' satisfaction:

It includes students' estimates of their satisfaction level through their answers on the items included in the scale/degree of satisfaction with the status of academic counselling, from their points of view.

### **Limitations of the Study**

Human component /Sample of the study: the study was applied on a sample of students at Al Ahliyya Amman University.

Time limitation: The study was conducted in the first semester of the academic year 2014-2015.

Spatial limitation: The study was conducted at Al Ahliyya Amman University.

Subject limitation: The focus of the study was to measure the degree of satisfaction among students at Al Ahliyya Amman University with the university academic counselling services. Moreover, the components of the academic counselling were identified as mentioned in the tool of the study.

### **REVIEW OF LITERATURE**

Sawalha & Al Omari, conducted a study, in (2013) aimed to identify the importance of academic needs from the students' point of view in AAU, and how far were they satisfied with the achievement of these needs in the university in four areas: The teaching staff, administrative staff, learning resources, and students' special needs. And the relationship between their satisfaction with the variables of: gender, type of faculty, academic year, and nationality. A sample of (365) students (males and females), was randomly selected and a validated designed questionnaire was applied consisting of 27 items distributed in list of 4.

The results of the study showed that the estimated degree of satisfaction with the academic needs achievement was (moderate) and that there were statistically significant differences due to the variable of nationality, in favor of the non-Jordanian students.

Al Qudha & Khlefat conducted a study in (2013) to explore the satisfaction degree of Mu'tah University students' with their university counselling services. A questionnaire was distributed in the academic year

2011-2012 on a sample comprising (449) students (males and females). The results revealed that the degree of satisfaction with the academic counselling was (moderate) and that there were statistically significant differences due to the variable type of the faculty and in favor of Faculties of Humanities.

The researcher Al Hussaynieh, in (2009), carried out a study in Aleppo to measure students' satisfaction degree in the Faculty of Economics at the University of Aleppo with the administrative and academic performance of their faculty. A questionnaire was designed and distributed on a sample of 290 students (males and females) including graduate (Bachelor) and post-graduate students. The results showed that the overall level of satisfaction with the ten examined domains ranged as good in the performance of the faculty members, acceptable in the domain of scientific research, and weak in the remaining domains. In addition, the results showed that there were no significant differences in the level of satisfaction that could be attributed to the demographic variables (gender, age, the academic status, the type of the secondary school certificate, place of residence and the years of the study).

Al Hajjar and Al Mabhooh conducted a study in (2008) to assess the satisfaction level of students in Al Aqsa university in Palestine with the academic counselling services. The sample of the study comprised (1023) students (males and females) and the findings revealed that the satisfaction level was (moderate) at an average of 60% regarding three domains: communication with staff, registration mechanisms and the course schedule. However, the satisfaction degree related to counselling services was weak, less than 60%.

In (2007), a study was carried out by Sulaiman and Al-Damen to identify students' counselling needs in Sultan Qabous University and the relationship between these needs and the variables of: gender, type of faculty and academic year. The results showed that the academic needs took 1<sup>st</sup> place in importance followed by psychological needs, but no significance to professional needs. Also, there were statistically significant differences in these needs in favor of: female and Faculties of Humanities., but no significant differences to the academic year.

The researchers Alyah, Khalifeh and Sa'adah conducted a study in (2007) to explore the problems facing students in Al Isra'a Private University concerning registration procedures, academic counsellors, and the impact of variables such as gender, type of faculty and specialty on these problems. The researchers developed a questionnaire consisting of (39) items that was applied on a sample of (864) students (males and females) from Al Isra'a Private University. The findings of the study revealed

that most problems detected were relating to the academic counsellor and that there were no statistically significant differences that could be attributed to the variables of gender and the type of faculty.

#### International Literature

A study was carried out by the researcher McGhie in (2009) to identify the needs of first-year students at the Faculty of Economics and Administrative Sciences in the Western Cape University in South Africa, and explore the challenges they face and the role of the faculty teaching staff in supporting them and upgrade their academic level and enhance their chance to get future jobs after graduation. The study was applied on a sample of students comprising 708 students. The results indicated that 32% of the students satisfied their needs in the learning process.

Baykal *et al* conducted a research in (2005) at the University of Istanbul in Turkey, in order to measure the degree of satisfaction of students in the Faculty of Nursing with educational services provided by the university through the satisfaction scale developed by the researchers. The sample of the study included 320 faculty students from different levels/ years of study. The results showed that the average of satisfaction ranged from high to low in different years, and it was found that students in the Faculty of Nursing at the University declared that if they were given the opportunity to choose for their major, then they will choose another specialty because the faculty failed to satisfy their desires and meet their needs.

Kara and Deshield also conducted a study in (2004), in the United States to recognize the level of satisfaction of students studying business administration at the University of Pennsylvania with its services to meet their educational needs and desires. The sample consisted of 134 students who want to stay in faculty or in the university. The researchers applied the scale of students' educational needs, which was prepared for the purpose of the study, and the results of the study indicated that there was a high level of satisfaction among students as the university succeeded to meet to their needs and educational desires. The findings also showed that the educational institutions that give more importance to students' needs and interests do have a greater opportunity to satisfy the needs of students and their desires, and thus they will manage to retain them for a long time until they graduate.

#### **METHODOLOGY**

The study is a descriptive cross sectional survey

#### **Population and sample of the study**

The population of the study consisted of (6178) students from Al Ahliyya Amman University in the academic year 2014-2015.

A representative sample of (370) students was selected in a stratified randomized method taking into account variables of the study (type of faculty, academic year, and nationality).

The researcher received back (347) questionnaires, of which (13) questionnaires were excluded due to incomplete answers by the respondents, and thus the final sample of the study comprised (334) students, as in the table (1).

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

Variables	Categories	Number	Percentage %
Faculty	Scientific Faculty	226	%67.7
	Faculties of Arts	108	%32.3
	Total	334	%100
Academic Year	First year	133	%39.8
	Second year	81	%24.2
	Third year	61	%18.3
	Fourth year or above	59	%17.7
	Total	334	%100
Nationality	Jordanian	133	%39.8
	Non-Jordanian	201	%60.2
	Total	334	%100

**Tools of the Study**

A questionnaire has been developed in line with the theoretical literature on the subject of the study. (29) Items were identified to represent the most important academic counselling and guidance services, and they were distributed into two sub-domains, namely: academic counsellor tasks, measured by (16) items, which are from numbers (1-16), and the requirements of the counselling process and measured by (13) items, which are from numbers (17-29).

The response to the survey questionnaire was designed according to the five-item Likert scale, as follows: At a very high level (5 points), high level (4 points), and medium level (3 points), weak/poor level (2 points) and very poor/weak (1 point).

The questionnaire was placed on the cover page to clarify the aim of the study for the respondents, and make them aware of its domains. It also included general guidelines to explain how to answer all the items of the questionnaire, as well as preliminary data of members of the study sample in terms of type of faculty, academic year, and nationality.

**Validity and Reliability of the Study Tool**

The validity and reliability of the study tool were verified before it was applied on the original study sample as follows:

Validity of the study tool:

A- External Validity (validation committee):

The researcher tested the validity of the tool by submitting it to (10) members of the validation committee who are professors at different universities and specialized in psychology and

special education, directors of assessment and assessment center and the Dean of students' affairs. These experts examined the quality of the items' content, their linguistic accuracy, relevance to specific domains, and what they see fit for amendments, either by deletion, addition or integration.

After the copies of the questionnaire were returned, the researcher examined the adjustments and the suggestions recommended by the validation committee. The standard of compliance of the committee was (70%), or by agreement (7) members from the validation committee to approve amendment, deletion and addition. Thus views of these members were taken into account in making necessary changes and adjustments, including the re-formulation of the language of some paragraphs.

B- Internal Validity (piloting):

In order to ascertain the internal consistency of the tool study after the completion of the validation procedures, it was applied on a sample outside the study population, which comprised 30 students from AAU in Jordan. Then, the consistency correlation coefficients were calculated according to (Pearson Correlation) for all items included in the tool with the domain. The values of the correlation coefficients are clarified in Table 2.

Table (2): Values of correlation coefficient to measure internal consistency of items with overall degree of related domain

Academic Counselling			
Tasks of academic counselor		Requirements of counselling process	
Number of item	Correlation coefficient	Number of item	Correlation coefficient
1	**0.784	17	**0.860
2	**0.806	18	**0.857
3	**0.891	19	**0.871
4	**0.879	20	**0.801
5	**0.829	21	**0.696
6	**0.826	22	**0.866
7	**0.758	23	**0.823
8	**0.859	24	**0.840
9	**0.845	25	**0.829
10	**0.811	26	**0.777
11	**0.844	27	**0.826
12	**0.759	28	**0.871
13	**0.896	29	**0.826
14	**0.823		
15	**0.918		
16	**0.846		

\*\* Statistically significant correlation coefficient at ( $\alpha \leq 0.05$ )

The results in Table (2) showed that the correlation coefficients of each item with the total degree of the related domain was positive and statistically

significant at the level value ( $\alpha \leq 0.05$ ) which reveals that the items are consistent with related domains. In light of the results of the internal consistency no item was deleted from the study tool.

The reliability coefficients were extracted using "Cronbach's alpha coefficients equation," and the results were as shown in Table 3.

C- Reliability of the study tool:

Table (3): Reliability coefficients of the tool of the study using "Cronbach's alpha" equation

Reliability coefficient	Number of items	Sub-domains	Domain
0.950	16	Tasks of academic counsellor	Academic counseling
0.942	13	Requirements of counselling process	
0.955	29	Academic counselling (in general)	

The reliability coefficients are appropriate for the purposes of this study where as the value of the total degree of academic counselling was (0.955), and thus, we can describe this study to have a high level of reliability. The data collected through applying the study tool are acceptable and reliable.

The final design of the tool included positive items as well as a negative item, where there was a negative item (number 28) in the domain of academic counselling, while the remaining items were positive. The negative formulation of the items was taken into account during the amendment procedures, so the negative items get the following trend: to a very large degree/extent = 1, to a large degree/extent = 2, moderately= 3, poor/ weak degree/extent = 4 and, very poor/weak degree (extent) = 5.

**STATISTICAL ANALYSIS**

To answer the questions of the study some statistical procedures were applied using the following statistical methods:

- Applying means and standard deviations, to answer the first and the second questions related to the degree of students' satisfaction at AAU with academic counselling services, from their point of view.
- Using "T" Test (Independent Samples T-test) to detect differences in students' estimates of the degree of satisfaction with academic counselling services depending on the variables of : the type of faculty and nationality, in the second question of the study.
- Utilizing one-way analysis of variance (One Way ANOVA), to detect the differences among students' estimates of the degree of satisfaction with academic counselling services depending on the variable of the academic year, in the second question of the study.

For the purposes of interpreting the mean of the respondents' answers, according to the five-item Likert scale in answering the items of the tool, the degree of students' satisfaction at AAU with academic counselling services was calculated in accordance with the formula of the range as the interval width was determined with the following equation:

Interval width= Range /number of categories (high, moderate and low).

Range= the highest value of the categories of answers – the lowest value of the categories of answers

Range = 5 - 1= 4

So the internal width = 4/3=1.33

The means will be as follows:

- The mean between (3.68-5.00) indicates that the level of students' satisfaction at AAU with academic counselling services is high.
- The mean between (3.67-2.34) shows that the level of students' satisfaction at AAU with academic counselling services is moderate.
- The mean between (2.33-1.00) shows that the level of students' satisfaction at AAU with academic counselling services is low.

**RESULTS & DISCUSSION**

**The results of the first question: " What is the degree of satisfaction with the academic counselling services at Al Ahliyya Amman University among its students, from their points of view?"**

To answer this question, the mean, standard deviation and the order of the answers of Al- AAU students' satisfaction with the status of academic counselling relating to two domains in the tool (academic counsellor tasks and the requirements of academic counselling) were calculated.

Table (4) shows means and standard deviations and order of the sample estimates of these two domains which measure the satisfaction degree in general.

Table (4): Means and standard deviations of Al Ahliyya Amman University students' satisfaction with Academic counselling in general

Domain	Mean	Standard deviation	Order	Satisfaction degree
Tasks of academic counselor	3.63	0.73	1	Medium
Requirements of counselling process	3.52	0.76	2	Medium
Academic counselling (in general)	3.58	0.67	-	Medium

Table (4) revealed that Al-AAU Students' estimates of the degree of satisfaction with their academic counselling services in general was moderate, as the mean of the estimates of the respondents was (3.58) at a standard deviation (0.67). As for the level of satisfaction with the status of academic counselling in the sub- domains, the academic counsellor tasks came in first place with a mean of (3.63) at a standard deviation of (0.73) and moderate level of satisfaction, followed by the academic counselling requirements with a mean of (3.52) at a standard deviation of (0.76) and moderate level of satisfaction.

These results indicate that academic counselling services do not meet students' needs and they are below the level of their high expectations, and this

Table (5): (Independent Samples T-test) results to identify statistically significant differences among in the sample satisfaction with the status of academic counselling, according to the variable of the faculty

Tool domains		Faculty	Number	Mean	Standard deviation	T- value	Significance level
Academic counselling	Tasks of academic counsellor	Scientific	226	3.60	0.70	0.854-	0.394
		Arts	108	3.68	0.80		
	Requirements of counselling process	Scientific	226	3.52	0.74	0.062	0.951
		Arts	108	3.51	0.80		
	Academic counselling (in general)	Scientific	226	3.56	0.64	0.483-	0.629
		Arts	108	3.60	0.73		

The means shown in the table (5) indicate that there are virtual differences in the sample estimates of the degree of satisfaction with the status of academic counselling in AAU, depending on the variable of the faculty (Faculties of Sciences, Faculties of Arts). "T" analysis was made for independent samples, to detect the significance of differences in the sample estimates in the light of the faculty variable, where the results showed that the differences in the sample estimates of the degree of satisfaction with academic counselling in AAU, in general and in sub-domains, were not statistically significant. The calculated "T" values were ranging between (-1.809) and (0.062), and these values are not statistically significant at the level of the specified value ( $\alpha=0.05$ ).

Thus, we can say that the degrees of satisfaction of students in the faculties of Sciences and the faculties

means that it is necessary to increase interest in the academic counseling services due to their importance in achieving quality university education. The results of this study agreed with the results of studies conducted by Sawalha, & Al Omari in (2013), and Al Qudha, & Khlefat in (2012), Al Hajjaj & Al Mabhooh in (2008), which showed that the results of students' level of satisfaction with educational services in general was moderate.

**The results of the second question:" Are there any statistically significant differences at ( $0.05=\alpha$ ) in the degree of satisfaction with the academic counselling services at Al Ahliyya Amman University among its students, from their points of view, that could be due to the variables of type of faculty, academic years and nationality?"**

The results related to differences in the satisfaction degree among students at AAU with the status of academic counselling, according to the variable of the faculty:

The means and standard deviations of the sample estimates of students' satisfaction according to the variable of the faculty (Faculties of Sciences or faculties of Arts), were extracted and the "Independent Samples T-test" was made on independent samples. The results are shown in Table (5).

of Arts in AAU about the status of academic counselling are completely the same, and thus we can say that the variable of the faculty has no influence in the degree of satisfaction. The researcher explains this result arguing that students have an objective and unprejudiced view towards academic counselling in the University regardless of their majors or specialties. The findings of this study are in agreement with previous studies conducted by Alyah, Khalifeh and Sa'ada (2007), and vary from the study of Sulaiman and Al Damen, (2007).

The results related to differences among students at Al Ahliyya Amman University in the satisfaction degree with the status of academic counselling, according to the variable of the academic year.

The means and standard deviations of the sample estimates of students' satisfaction according to the

variable of the academic year (First, second, third fourth and above),were extracted. The results are shown in Table (6).

Table (6): Means and standard deviations of AAU students' satisfaction with Academic counselling, according to the variable of academic year

Tool domains		Descriptive statistics	Academic year			
			First year	Second year	Third year	Fourth year or above
Academic counselling	Tasks of academic counselor	Mean	3.73	3.54	3.63	3.53
		Standard deviation	0.75	0.66	0.72	0.80
	Requirements of counselling process	Mean	3.49	3.65	3.53	3.38
		Standard deviation	0.78	0.78	0.70	0.73
	Academic counselling (in general)	Mean	3.62	3.59	3.58	3.46
		Standard deviation	0.69	0.64	0.64	0.70

The means shown in the table (6) indicate that there are virtual differences in the sample estimates of the degree of satisfaction with the status of academic counselling in Al Ahliyya Amman University,

depending on the variable of the academic year (First, second, third fourth and above. (One Way ANOVA) analysis was made and the results are clarified in Table (7).

Table (7): The results of One Way ANOVA Analysis of Al Ahliyya Amman University students' satisfaction with Academic counselling, according to the variable of academic year

Domains of the tool		Source of variation	Total of square numbers	Degrees of freedom	Mean of square numbers	Calculated "f" value	Significance level
Academic counselling	Tasks of academic counsellor	Among groups	2.589	3	0.863	1.611	0.187
		Within groups	176.743	330	0.536		
		Total	179.332	333			
	Requirements of counselling process	Among groups	2.767	3	0.922	1.610	0.187
		Within groups	189.065	330	0.573		
		Total	191.831	333			
	Academic counselling (in general)	Among groups	1.073	3	0.358	0.793	0.498
		Within groups	148.828	330	0.451		
		Total	149.901	333			

The results in Table (7) show that there were no statistically significant differences that could be attributed to the academic year in the sample estimates of the degree of satisfaction with the status of academic counselling in Al Ahliyya Amman University in general and in sub-domains, where the "F" calculated differences values ranged between (0.246) and (1.611), and these values are not statistically significant at the level of the specified ( $\alpha = 0.05$ ).

This result means that the degree of satisfaction of students in Al Ahliyya Amman University, with the status of academic counselling is the same regardless of the academic year they attend, which means that academic year, is not considered an influential impact on the degree of satisfaction. We can explain this result in the light of the nature of the academic guidance services as the university provides students with similar services of counselling and assistance to some extent to all students regardless of their academic year. These findings are consistent results with the studies of : Sulaiman and Al-Damen, (2007), and Al Hussayniah (2009).

The results related to differences among students at Al Ahliyya Amman University in the satisfaction degree with the status of academic counselling, according to the variable of the nationality.

The means and standard deviations of the sample estimates of the study tool were extracted depending on the variable of nationality (Jordanian, non-Jordanian), and "T" Test for independent samples was used " Independent Samples T-test, and the results were explained in the table (8).

The means shown in the table (8) indicate that there are virtual differences in the sample estimates of the degree of satisfaction with the status of academic counselling in Al Ahliyya Amman University, depending on the variable of nationality (Jordanian and non-Jordanian)."T" analysis was made for independent samples, to detect the significance of differences in the sample estimates in the light of the faculty variable, where the results showed that the differences in the sample estimates of the degree of satisfaction with academic counselling in Al Ahliyya Amman University, in general and in sub-domains, were not statistically significant. The calculated "T" values were ranging between (1.869) and (0.083-),

and these values are not statistically significant at the level of the specified value ( $\alpha = 0.05$ ).

Table (8): The results of (Independent Samples T-test) of Al Ahliyya Amman University students' satisfaction with Academic counselling , according to the variable of nationality

Domains of the tool		Nationality	Number	Mean	Standard deviation	Calculated "T" value	Significance level
Academic counselling	Tasks of academic counsellor	Jordanian	133	3.69	0.72	1.298	0.195
		Non-Jordanian	201	3.58	0.74		
	Requirements of counselling process	Jordanian	133	3.55	0.78	0.644	0.52
		Non-Jordanian	201	3.49	0.75		
	Academic counselling (in general)	Jordanian	133	3.63	0.68	1.109	0.268
		Non-Jordanian	201	3.54	0.66		

Thus, we can say that the degrees of satisfaction of students in Al Ahliyya Amman University about the status of academic counselling are completely the same, and thus we can say that the variable of the nationality has no influence in the degree of satisfaction. The researcher explains this result arguing that students have similar access to academic counselling services and assistance in the University regardless of their nationality. The findings of this study are different from previous studies conducted by Sawalha & Al Omari (2013), which showed that there is a kind of difference in the degree of students' satisfaction with administrative services that vary according to the nationality variant.

**RECOMMENDATIONS**

1. Further studies are needed to evaluate the reasons behind dissatisfaction from the point of view of students, for the sake of improvement in these fields and hence improving the academic counselling and educational programs.
2. To disseminate the results of this study with the decision-makers and the relevant authorities in Al Ahliyya Amman University to benefit from them in achieving a high degree of students' satisfaction, and take appropriate decisions to assess the quality of educational services provided at the university, which help raise the level in the ranking of esteemed and prominent universities locally and regionally.
3. Based on the results of the study, that indicate that the degree of students' satisfaction Al Ahliyya Amman University with the level of academic counselling services is moderate, there is a pressing need to establish and activate the Counselling Center and upgrade the level of the academic counselling process, to bridge the gap between the current status and what is desired.

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