

## The effectiveness of some practices of the academic supervision program in achieving satisfaction among college of education students at Sultan Qaboos university

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**Abstract:** The current research aimed at detecting the effect of some methods and practices used in the academic supervision program at the College of Education; on achieving students' satisfaction and helping them avoid the risk of falling under academic probation. To achieve this goal, two tools were used: The first one was student evaluation Questionnaire of the academic supervisor, and the second was student interview form with the academic supervisor. The research tools were both applied, after finishing the spring semester 2018, on 61 mixed gender students who received the academic supervision program at the College of Education of Sultan Qaboos University in the Sultanate of Oman. The results of the qualitative analysis of students' responses to both tools have indicated a high level of students' satisfaction with the academic supervision practices of the current program. The researcher recommends developing research tools and applying them more extensively and adding other criteria to further ensure that the academic supervision program achieves its full objectives.

**Keywords:** *Academic Supervision; Academic Probation; Student Satisfaction.*

### 1. Introduction

Academic supervision is considered to be one of the pillars of the credit hours system adopted by many foreign and Arab universities, including Sultan Qaboos University. This is because, according to this system, the students are given freedom to choose their own study courses, a system which they had not been familiar with during their pre-university education system. Academic supervision is considered to be the channel that provides regular and permanent communication between the students and their university, as it provides opportunities to guide the student towards formulating his/her goals and working to achieve them (Kadar, 2001). There is no doubt that there are a variety of factors that lead to declining the level of satisfaction with university life. Some of these factors are students' needs, study daily problems, duties towards their families and community, preoccupation with their future career along with its associated important decisions. These factors could also get in the ways of their adaptation to university system and adversely affects their academic achievement and distinction (Mansi, 2004).

It is worth mentioning that academic supervision in higher education institutions used to be restricted to teaching students ethical principles, and helping them in choosing their courses and credit hours as well as their semester schedules. However, in addition to this, academic supervision has currently gone forward to help and guide students in assessing their own capabilities and dealing with their arising academic problems. Furthermore, university students' need for guidance is due to the fact that they go through a life critical transition period, from adolescence to adulthood, which causes them some psychological complexities and academic intricacy. Therefore, they are in pressing need for competent specialists to help them pursue their studies, and avoiding dropping out of university by providing outstanding supervision services (Alatekey & Ahmed, 2017).

Sultan Qaboos University has paid a special attention to academic supervision as it recognizes the significant role of supervision and psychological guidance in the life of university students. Therefore, a counselling Center at Sultan Qaboos University was established in 1999 with the aim of providing academic, educational, psychological, and social and guidance as well as services for students as well a university staff by providing related awareness courses. Furthermore, another important center called "Centre for Career Guidance" aiming at helping students to

choose the right major subject and get acquainted to the available market jobs and their associated skills, etc. The University has also established a system whereby an academic advisor is assigned to each student as soon as he or she is admitted to the university. The duties of the academic advisor are:

1. Helping students to realize their own potentials and capabilities.
2. Approving students' choice of their academic courses each semester in accordance with their study plan and university academic system.
3. Helping students to find alternatives courses that enable them to obtain their university degree, according to the study plan and university academic system, in the case of impediment of their course of study
4. Providing advice to students on any study courses related matters.

Despite the steps taken by the university in the field of students' supervision, guiding and assistance to engage them in university life, statistical data of the students' academic results indicate that there are a significant number of students who fall under academic probation, not to mention those who drop out of university. Consequently, the College of Education introduced an academic supervision program with the purpose of introducing a variety of supervisory services to university students in general and to those under academic probation in particular. This is done in order to meet students' academic needs, help them develop particular personality characteristics and enhance their skills in dealing with various difficulties during their studies. This is done in addition to its constant endeavors to augmenting these services, in accordance with international standards of supervisory services in higher education institutions. The program is interested in strengthening cooperation between the College of Education and both the Colleges of Sciences and the College of Arts and Social Studies because they have common courses. This aims to provide a distinctive quality services that support the educational process which could positively affect students' academic performance and their continuation at the university, (Amer, 2014). The significance of the academic supervision program at the College of Education stretches out in assisting students to learn by following up their study and academic progress, encouraging high achievers to maintain their level, and providing assistance and guidance to those with low grades to improve as well as those who are under academic probation. This is done through provision of academic guidance and supervision mechanisms appropriate to the students' academic, psychological and social needs.

## 2. Previous studies

- Trombley (1979) conducted a study aiming at evaluating academic supervision from students' perspectives. The study sample consisted of (925) students from Vermont University. The results indicated that the first-year students were more satisfied with academic supervision services than the fourth-year ones, while the students of the second and third years were the third in rank.
- Al-Obaidi & Al-Obaidi (2010) referred in their book to a study by Al-Sharif and Uda in 1986 which addressed the problems of university students and their supervision needs. That study consisted of (296) male and female students at Kuwait University. The results showed that the field of students' supervision need ranked first among health, psychological, social and study factors, which confirms students' pressing need for academic supervision.
- An evaluation study for academic supervision, among its objectives was identifying academic supervision providers from the perspective of a sample of students (291) of both sexes at Patrick Henry Community College in 1987 in the United States (Patrick Henry Community College, 1987). It found out that (77%) of the students were supervised by faculty members, while about (14.8%) by the psychological counselors. The rest of the students pointed out that they did not know the job title of their academic advisors. The results also show that the students guided by faculty-members were more satisfied with the supervision program.
- A study by Mohamed (1995) aimed at identifying the nature of United Arab Emirates university students' attitudes towards academic supervision, and the extent to which these attitudes are related to their academic distinction. The study sample comprised (172) male and female students of the Colleges of Education and Humanities. The study used two different tools; the first tool was to test students' attitudes towards academic supervision and the second one was to measure their academic distinction. The results showed that students' satisfaction with academic supervision was relatively limited and that there was a close relationship between academic supervision and academic distinction of both male and female students.
- A study by Abdelghafoor (2005) at Al-Quds Open University on full-time university academic advisors (124) and part-time ones. (242), aimed at identifying academic advisors' basic qualifications from the point of view of full-time advisors. The results indicated that the advisors had a medium degree of competency.
- Powell's study (2004) aimed at describing the role of Texas Community Colleges in academic supervision services. The results indicated that there was a need for the College to introduce program explaining the provided academic supervision services and academic advisors' job description. The study also recommended forming a committee for following academic supervision services up and introducing a specific vision and mission linked with those of the college. It also recommended providing a periodic training program for advisors.

- A study by Fernando and Hulse (2005) on an 82 psychology counseling masters' students sample aimed to identify the relationship between the supervisory method used by the advisors and students' satisfaction with supervision process. The findings showed a statistically significant relationship between the method of supervisory approach and the students' satisfaction with the supervision process.
- A study by Farah (2005) conducted at the College of Education, Sudan University of Science and Technology aimed to identify students' problems that require supervision intervention and to also evaluate the effectiveness of the supervision program designed to address those problems. The results confirmed that students benefited considerably from the program.
- A study conducted by Sarimy and Zayed (2006) aimed to identify College of Education students' satisfaction with the provided academic supervision services. The results showed that the students preferred having academic advisors with knowledge of study plans and university systems. The results also showed that students, as they progress on the study, become less satisfied with the supervision services.
- A study conducted by Saadeh et al. (2007) on a sample of (864) students from Isra Private University in Jordan aimed to identify the problems related to registration process and academic supervision services. The results indicated that the most acute problems of university students were caused by the academic advisors, especially those problems concerned with the time scheduled by the academic advisor visit, failure of the academic advisor to identify students' psychological conditions and their social and economic background before starting supervision process.
- The results of a study by Sulaiman (2008) on students' level of satisfaction with academic supervision services was unsatisfactory, however male students were more satisfied than females and there was no influence of period of study on students' satisfaction with academic supervision.
- Diab's study (2009), at Al-Quds Open University on a sample included (60) mixed gender students, to evaluate the duties and responsibilities of the academic advisors in terms of supervising and following-up students' graduation projects. The results showed students were strongly satisfied with presence of these roles and duties; however, they were not completely satisfied with advisors' performance.
- Baker and Griffin (2010) also confirmed that the role of the college faculty members in academic supervision supports university students' course of study, removes obstacles and advises them to study the courses most suited to their capabilities and preferences.
- Al-Mahrooqi and Karadsheh (2016) conducted a study on a sample of (620) male and female students of Sultan Qaboos University aiming to identify the factors that lead to falling in academic probation. The study concluded that the most important reasons for this due failure to revising the lesson before exams, having difficulty in time management, poor concentration ability and poor absorption of knowledge during lectures time. It also concluded that their weakness at English and basic courses pose the greatest challenges for them.
- Woods et al. (2017) conducted a study that explored academic supervision practices at 19 community colleges in the Florida College System. Although the effectiveness levels varied between the colleges due to the use of diverse academic advising tools (especially for using technology in this area), the study results indicated that there was a moderately high level of agreement that many of the supervision and advising practices were effective.
- Djakaridja, Ismail and Baioumy (2017) conducted a study aiming at providing suggestions for development of academic supervision at Sultan Zain Al-Abidine University in Malaysia in the light of international experiences. The research results showed that academic supervision at the university needed to be developed in the light of outstanding international experiences in the field of academic supervision.
- Chan et al. (2019) have described several academic supervision schemes for undergraduates in their paper. They studied and demonstrated the perspectives of supervisors and students towards these different supervision schemes, and the implications of academic supervision in undergraduate education.
- Elliott (2020) pointed out in his study that many educational institutions encounter very serious issues in terms of: declining revenues, high transfer rates, and low student retention rates. However, he explained that academic supervision is a key tool to overcome such issues, and that academic advisors play increasingly crucial roles in students' retention and attracting new students to their institutions. The findings of this study are intended to highlight the importance of academic supervision efforts to student affairs professionals and colleges' administrators.

The current research is consistent with previous studies regarding using the descriptive approach. It was also consistent with most of them in terms of the target group category "College of Education students". However, this research is distinguished from previous studies in its content; as it included all the academic supervision elements that students need, in addition to using two approved study tools at the university level to which the researcher added some amendments in the light of his years of experience as an administrator of the college's

academic supervision program. Moreover, the researcher has benefited from the relevant previous studies and relevant educational literature in preparing the theoretical framework and discussing the results.

### 3. Research Problem

Academic supervision is a crucial part of students' undergraduate experiences, and there is ample evidence that effective academic supervision plays an important role in promoting student success (Bahr, 2008; Kot, 2014; Swecker et al., 2013; Young-Jones et al., 2013). That is why there is a continuous development in this area, particularly in terms of implementing new academic supervision policies or practices to enhance the educational process. Hence, this research aimed at evaluating the effectiveness of the present academic supervision practices at SQU and giving recommendations in order to improve and enhance this fundamental aspect of the educational process. In other words, the current research problem can be formulated in the following main question:

**What is the effectiveness of various academic supervision program practices in attaining Sultan Qaboos University, College of Education students' satisfaction?**

The main question is divided into the following sub-questions:

1. What is the level of College of Education students' satisfaction with the methods and practices used in the academic supervision program?
2. Does the level of College of Education students' satisfaction vary, in terms of gender, with the methods and practices used in the academic supervision program?
3. Does the level of College of Education students' satisfaction vary, in terms of major study topic, with the methods and practices used in the academic supervision program at the College?
4. What are the topics students need to discuss with the academic supervisors during the visit session?

### 4. Research Objectives

The current research aims at:

1. Studying the level of College of Education students' satisfaction with the methods and practices used in the academic supervision program.
2. Studying the differences between College of Education male and female students at their level of satisfaction with the methods and practices used in the academic supervision program.
3. Studying the difference in the level of satisfaction of College of Education students of the different major subjects with the methods and practices used in the academic supervision program.
4. Identifying the topics that College of Education students need to discuss with the academic supervisors during their visits.

### 5. Research Significance

The significance of the current research lies in addressing the variable of satisfaction with academic supervision, as the recognition of the level of students' satisfaction with supervision services is considered to be of great importance. This is because this research helps to guide planners and decision makers at the university to rectify current unsatisfactory practices, and make the right decisions within the process of comprehensive and continuous development of the education system. In addition, the issue of students' satisfaction falls within modern approaches of higher education development. It is also considered to be one of the quality and accreditation requirements.

### 6. Research Methodology

The research used the descriptive method to analyze the data that was processed using the statistical program (SPSS).

### 7. Research Population

The research population consisted of all College of Education students (1787) in the academic year 2017/2018. The research sample comprised (61) mixed gender students from six major subjects representing 3.4% of the total number of research population.

### 8. Research Tools

The current search used two tools applied in Spring 2018 semester. These are:

- 8.1 **The first tool is a questionnaire**, comprised nine phrases for assessing the academic supervisor role by the students. The researcher made recommended amendments to validate the tool.

- **Tool Validity:** the research tool was presented to eight faculty members of the College of Education, where they reviewed its items and gave some observations on the extent of its items clarity and validity to measure what they were designed for. In the light of their observations and suggestions, some items were amended and others were omitted. It is worth mentioning that the items that were amended or omitted were based on 80% of the reviewers' suggestions.
- **Tool Reliability:** to ensure the tool reliability, the researcher used retest method (test- retest) on a sample of 35 mixed gender students from the College of Education. The value of the tool reliability as a whole was 93%. This is an acceptable value for current research purposes.

**8.2 The second tool was a form** comprising a group of topics required by the College of Education students to be addressed by the academic advisor during their visits. Based on this, a report is written about students' need and kept in records.

## 9. Research Results and Discussion of The Results

### 9.1 First: Descriptive Statistics of the Search Results

**Table (1):** Results of the descriptive statistics of the sample as a whole

Statistical Concept	Value
Mean	31.13
Median	32
Standard deviation	9.77
highest value	45
lowest value	10
skewness	0.361
Kurtosis	0.693

It is clear from Table (1) that the values of skewness and Kurtosis are close to zero, which means that the results of the research are naturally distributed, thus parametric statistics can be used.

### 9.2 Second: Answer to research questions

#### 9.2.1 Question 1: What is the level of College of Education students' satisfaction with the methods and practices used in the academic supervision program?

To answer this question, students' satisfaction level with the methods and practices used in the college's academic supervision program was measured. The results are as shown in the following table (2).

**Table (2):** The level of students' satisfaction with the methods and practices used in the academic supervision program

Division	Average	Ranking	Level	Major Subject Ranking
Instructional and Learning Technologies	4.72	1	High	1
Art Education	3.086	9	Intermediate	6
Islamic Sciences	3.49	5	High	4
Arabic Language	3.55	3	High	2
Science and Mathematics	3.31	8	Intermediate	5
Physical Education	3.51	4	High	3
Males	3.563	2	High	
Females	3.425	7	High	
The sample as a whole	3.46	6	High	

The three levels - High, Medium and Low - were classified as follows:

- Weak Level if the average is  $\leq 1.66$
- Intermediate Level if the average  $1.66 < \text{Average} < 3.34$
- High Level if the average is  $\geq 3.34$

It is clear from the above table that the research sample's overall level of satisfaction with the methods and practices used in the academic supervision program in the College of Education is high. As for the level of satisfaction of different major subject students as well as males and females, it was between high and medium. Ranking, according to different major subject students showed that the major subject of Instructional and Learning Technologies (IELT) department was the highest. It is worth mentioning that the researcher has been in charge of academic supervision program in the College of Education since 2014, in addition to the fact that he is visited in his office by students of the said department on his capacity as a faculty member in the same department. Additionally, he supervised Instructional and Learning Technologies Group (ITG) for eight academic years. All the above factors have provided the students with more opportunities to benefit from his guidance and instructions in their related study matters, while Art Education students scored the lowest level. The researcher attributes this to the fact that a number of new students were not fully aware of the credit hour system, accordingly they registered a number of hours randomly, which, apparently, did not suit their capabilities.



Moreover, some of them joined the department before passing the Foundation Program, which add further load on them. These two factors, in particular, increased their academic load; therefore, some of them fall into academic probation.

Additionally, several students are careless about visiting their academic supervisor. This often leads to failure to register pre-requisite courses, which delays their study plans. Another factor that explains the above result, which is the higher number of Art Education students compared to other major subject departments such as Arabic and Science and Mathematics, which is considered an important factor that leads to minimal benefit from academic supervision services, consequently they had the lowest level of satisfaction with the academic supervision services.

The high level of the sample's satisfaction as a whole with the methods and practices used in the academic supervision program at the College of Education is in good agreement with the findings of Woods et al. (2017) and Majool et al. (2018), nonetheless it is not consistent with Sarimy and Zayed's study (2006), which showed students' dissatisfaction with the academic supervision services they receive. The results, also disagree with the result of Sulaiman's (2008) study that indicated that the overall level of students' satisfaction with academic supervision services is low. The researcher believes that this discrepancy is attributed to the developments that took place in the time interval between conducting the two studies (2006 and 2008 - and the current research - 2018). There has been a significant development in the academic supervision system at the university level in general and the College of Education in particular. This development, in itself, is reflected positively on the level of students' satisfaction with the methods and practices used in the Academic Supervision Program.

### 9.2.2 Question 2: The second question states: "Does the level of College of Education students' satisfaction differ, in terms of gender, with the methods and practices of the academic supervision program?"

To answer this question, T test was used to measure the differences between males and females in their level of satisfaction with the methods and practices of the academic supervision program.

**Table (3):** Differences between male and female students' level of satisfaction with the methods and practices of the academic supervision program

Group	Number	Mean	Standard Deviation	T test value	Significance
Males	15	32.067	11.05	0.424	Insignificant
Females	46	30.826	9.42		

It is clear from the above table that there are no statistically significant differences between both male and female students' level of satisfaction with the methods and practices of the academic supervision program. These findings are consistent with the findings of Sarimy and Zayed (2006). However, they do not agree with the findings of Sulaiman's (2008) and Al-Taaib's (2017) studies; since the former study indicated that, although the level of satisfaction with academic supervision services program was generally low, the male students' level of satisfaction was higher than that of the female, while the latter study indicated that the female students' level of satisfaction was higher.

By a closer look at the first question results, it can be observed that there are differences between male and female students' level of satisfaction with the methods and practices of the academic supervision program, but these differences are not statistically significant. This could be due to the difference between the numbers of males (15) and females (46). These differences can also be explained in the light of some variables, including the perceived interest and enthusiasm of female students in pursuing their university studies, which in turn, makes them more interested in the process of academic supervision than male students, who may be interested in some issues related to housing, transport, study venues ..., etc. In addition, this could also be attributed to the fact that female students are more disciplined by nature. Another important factor that that could explain the lower satisfaction of male students with the academic supervision program services the fact that female students are living on campus (university dorms) where they are subject to university discipline whereas the males uncontrolled as they live off campus.

It was expected that the attitudes of female students would be more positive than those of male ones, but the results did not support this expectation despite the researcher's observation that female students' interest in and observance of academic supervision procedures. This could be explained in the light of the common problems suffered by both genders, which the academic supervisor may have not been able to tackle; such as, the usual registration procedures such as time limit, closure of some courses, conflicting dates and schedules of courses, as some courses are only available in one semester, and finally the problems related to choosing prerequisite courses. All the aforementioned factors could result in failure to register of some targeted course accordingly delay in students' study plan.

### 9.2.3 Question 3: The third question is: "Does the satisfaction level of College of Education students differ, in term of specialization, with the methods and practices of the academic supervision program?"

To answer this question, variance analysis was used to measure the differences in students' satisfaction level based on different major subjects. T test was used to measure the difference of each major subject department and the results were as follows

**Table (4):** Analysis of the differences between various major subject students' level of satisfaction with the methods and practices of the academic supervision program

Source of variation	Sum of Squares	Freedom Degree	Mean Squares	F. Value	Significance
Major Subject	1009.868	5	201.974	2.36	.05
Error	4717.083	55	85.765		

It is clear from the table above that there are differences in the satisfaction level with academic supervision between different major subject students. By examining the differences between each two major subject students separately, the results came as in table (5) below.

**Table (5):** T-test value differences between each two major subject students separately in students' satisfaction level with the methods and practices of the academic supervision program

Major Subject	1	2	3	4	5	6
Instructional and Learning Technologies	-	**	**3.405	*	**4.44	*2.899
Art Education		2.78		2.345		
Islamic Sciences		-	0.832	0.742	0.543	0.732
Arabic Language			-	0.139	0.578	0.045
Science and Mathematics				-	0.595	0.084
Physical Education					-	0.546

\* Significant at 0.05

\*\* Significant at 0.001

It is clear from the above table that there are statistically significant differences between Instructional and Learning Technologies subject major and all other subject major students. It can also be concluded that there are no statistically significant differences between the other subject majors. The researcher attributed this to the fact that the Instructional and Learning Technology students study most of their courses in the department's laboratories within the College of Education, which keeps them in constant contact with the faculty members of the department. In addition to the aforementioned factors, these students more fortunate due to the fact that the faculty member in charge of the Academic supervision program is one of the department faculty members. As for the other subject majors, for example, Art Education students had difficulty to find sufficient opportunities to meet with faculty members in their offices because they spent most of their time in the workshops located in a building far away from the College of Education. As for students of Science, Math and Arabic Language, they study most of their courses at the College of Science and the College of Arts and Social Studies. Therefore, their available time in the College of Education to meet with their academic supervisors or the person in-charge of academic supervision program is much less than their counterparts in the Department of Instructional and Learning Technology.

#### 9.2.4 Question 4: The fourth question states, "What are the topics that the students need to discuss with their academic supervisor during their visits?"

To answer this question, frequency and percentages of the sample response on the topics included in the students form for the academic supervisor were measured, as shown in the following tables (6) and (7):

**Table (6):** Frequency of topics needed by students for discussion with their academic Supervisor during their visiting sessions

SR	Topic	Frequency According to Gender				Frequency According to Major Subject					
		Males		females		IELT	Art Ed	Islamic Sc	Arabic L	Sciences and Maths	Physical Ed
		No	%	No	%						
1	Semester Schedule	7	47%	10	22%	2	5	2	2	5	1
2	Schedule issues	7	47%	10	22%	1	4	1	3	6	2
3	Course dropping	1	1%	8	17%	3	2	2	-	1	1
4	Changing a course	4	27%	7	15%	1	4	2	1	2	1
5	Registration issues	8	53%	22	48%	4	11	4	2	7	2
6	Class performance	6	40%	14	30%	4	7	1	4	1	3
7	Study plan follow-up	9	60%	20	43%	2	8	5	5	5	4
8	Academic load	3	20%	9	20%	3	-	2	3	2	2
9	Major subject choice	4	27%	-	-	-	-	-	1	3	-
10	Major subject change	3	20%	4	9%	1	1	1	3	1	-
11	secondary major subject Choice	2	13%	-	-	-	-	-	-	2	-
12	Undergrad degree level requirement	4	27%	4	9%	-	4	1	2	1	-
13	Plans for passing academic probation	5	33%	3	7%	-	4	1	2	1	-
14	Internship /pre-school issues	2	13%	14	30%	11	2	-	2	1	-
15	Graduation requirements	2	13%	8	17%	8	-	-	1	1	-
16	Graduate degree requirements	4	27%	1	2.2%	-	1	-	-	2	2
17	Transfer to another college	-	-	5	11%	1	1	2	-	1	-
18	Re -doing a course	-	-	2	-	-	2	-	-	-	-
19	Attendance hours	1	6.7%	1	2.2%	-	1	-	-	-	1
20	Learning about the course level of difficulty	-	-	1	2.2%	-	-	-	1	-	-
21	Course Equivalency	-	-	1	2.2%	-	-	-	-	1	-
22	Appealing procedures	-	-	1	2.2%	-	-	-	-	1	-
23	Assistance with postgraduate studies	1	6.7%	-	-	-	1	-	-	-	-

**Table (7):** Order of topic needed to be discussed by students with their academic supervisor during their visiting sessions

SR	Topic	Sum Total	According to gender		According to Major subject					
			male	female	IELT	Art Education	Islamic Sciences	Arabic Language	Science and Math	Physical Education
1	Semester Schedule	4	3	5	5	4	3	4	3	4
2	Schedule issues	4	3	5	6	5	4	3	2	3
3	Course dropping	9	9	7	4	6	3	-	-	4
4	Changing a course	7	6	8	6	5	3	5	5	4
5	Registration issues	1	2	1	3	1	2	4	1	3
6	Class performance	3	4	4	3	3	4	2	6	2
7	Study plan follow-up	2	1	2	5	2	1	1	3	1
8	Academic load	6	7	6	4	-	3	3	5	3
9	Major subject choice	13	6	-	-	-	-	5	4	-
10	Major subject change	11	7	10	6	7	4	3	6	-
11	secondary major subject Choice	14	8	-	-	-	-	-	5	-
12	Undergrad degree level requirement	10	6	10	-	5	4	4	6	-
13	Plans for passing academic probation	10	5	11	-	5	4	4	6	-
14	Internship /pre-school issues	5	8	3	1	6	-	4	-	-
15	Graduation requirements	8	8	7	2	-	-	5	-	-
16	Graduate degree requirements	12	6	13	-	7	-	-	5	3
17	Transfer to another college	12	-	9	6	7	3	-	6	-
18	Re -doing a course	14	-	12	-	6	-	-	-	-
19	Attendance hours	14	9	13	-	7	-	-	-	4
20	Learning about the course level of difficulty	15	-	13	-	-	-	5	-	-
21	Course Equivalency	15	-	13	-	-	-	-	6	-
22	Appealing procedures	15	-	13	-	-	-	-	6	-
23	Assistance with postgraduate studies	15	9	-	-	7	-	-	-	-

From the above two tables, it can be concluded that 65% of Instructional and Learning Technology students opted for the topic of training as their first one needed to be discussed with their academic advisor during their visit sessions. 37% of students of Art Education (23%) of Science and Mathematics opted for the topic of



registration, 17% of the Islamic Sciences and Arabic Language chose the topic of study plan follow up, and only 14% of Physical Education students chose the same topic

As can be seen, the topic of registration came first for Art Education, Sciences and Mathematics; however, the percentage of Art Education (37%) is higher than that of Science and Mathematics (23%). The researcher attributed this result to the higher number of the Art Education students compared to Sciences and Mathematics ones. The topic of study plan follows up came first in the Islamic Sciences, Arabic Language and Physical Education, but the highest percentage was equal in both Islamic Sciences and Arabic language departments (17%), while the percentage of physical education was (14%). The topic of changing courses process was opted for as the last and before last choices by all majors except for Art Education where it came in fifth position, which is also considered to be low. This indicates that there is a lack of interest of majority of students in discussing this topic with the academic supervisor for several reasons, the most important of which is the scarcity of cases that require changing of courses. The number of topics included in the student academic supervisor form, such as "re- doing a course", " attendance hours ", "learning about the level of courses difficulty", "equivalence of courses", "appealing procedures " and "assistance with pursuing of graduate studies " came as a last choice. The researcher attributes this result to the fact that some of these topics such as-" attendance "and" the level of courses difficulty "- are introduced during the first lecture of any course, and some of them such redoing a course and appealing procedures occur only as individual cases.

## 10. Recommendations

1. Giving the academic supervisor more authority and flexibility in dealing with the rules and regulations related to academic supervision.
2. Reducing academic supervisor's teaching load so that he/she can allocate sufficient time to communicate with students regarding any problems or developments in their university work.
3. Conducting seminars and workshops and introducing research work aiming at developing the process of academic supervision in order to achieve its targeted objectives.
4. Using modern technologies to increase of academic supervision process effectiveness and facilitate communication between academic supervisors and students.

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