Students' Perception to Psychological Counselling Services at Omdurman Islamic University in Khartoum State-Sudan

[1]*Eldood Yousif Eldood Ahmed, [2]Husain Abdallah Ahmed, [3]Eman Elkheir Awad

[1]Department of Special Education, Faculty of Education, University of Jazan-K.S.A.
[2,3]Department of Psychology, Faculty of Arts, University of Omdurman Islamic-Sudan

ABSTRACT

This study was conducted during (2012- 2013) in Omdurman Islamic University, Khartoum State-Sudan. The study aimed to investigating the student perception toward psychological counseling services. Researchers used descriptive methods, by applied psychological counseling services questionnaire which designed by researchers. The community of this study consisted of (950) students. Sample was chosen randomly included (61) students included male (29) and female (32). The researchers used statistical package for social sciences program (SPSS). Also, the researcher used a number of statistical processes which are: T-test for one sample, T-test for independent sample, one way analysis of variance (ANOVA). Finally, the results are following: The level of psychological counseling services according to the view of Omdurman Islamic university student, is significant differences in view of students about psychological counseling services according to the gender, no significant differences in view of students about psychological counseling services according to the place of residence, no relationship between the view of students about psychological counseling services and age variable.
Key words: Perception, Psychological Counseling, Counseling Services.

I. INTRODUCTION

The study of Chemba (2009) showed that the term "school counseling" broadly refers to the process of meeting the needs of students in several areas of development, such as academic, career, and personal. Experts agree that professional school counseling programmes should be "comprehensive in scope, preventative in design and developmental in nature." counseling is that while guidance focuses on helping individuals choose what they value most, counseling focuses on helping them make changes". Geoffrey & et al (2012) showed that counseling maintains a small yet growing presence in Jamaica as a profession. Practitioners are confronted with several societal problems. The authors provide a historical overview of Jamaica and a synopsis of the development of counseling. The emergence of counseling services through the limitations of psychiatry and psychology

sets the stage for current practices and notable involvement of guidance counselors. It is concluded that the continued growth and effectiveness of counseling is dependent on overcoming negative attitudes and economic barriers. Meral (2014) point that investigated the activities of school counselors, their perceptions of collaboration with school staff, and their feelings of efficacy when working as school counselors indicated that classroom and group guidance activities were performed regularly at the schools, especially for personal-social needs and student development. Among the responsive services, individual counseling was the activity in which the most time was spent, followed in order by consultation, crisis counseling, and referrals to outside agencies. In addition, personal-social issues and problems were most common in individual interviews and counseling, followed by educational and career issues. All the school counsellors in the study expressed that they perceived themselves as efficacious and

attributed this perception to various counselor-related factors. Furthermore. Wyndolyn & et al (2012) indicated seven primary themes perceived by the participants, some of which included their understanding and purpose of professional school counselors and their perceptions of students who received the most support. Janeé & et al (2015) aimed at explored master's-level counseling students' (N = 804) perceptions of training in the Council for accreditation of counseling and related Educational Programs. Indicate that training perceptions and quantitative research attitudes were low to moderate. Qi & et al (2014) found that female students rated school counselors' availability significantly higher than male students did. Also, students who had received prior counseling services rated counselors significantly higher in the following areas than did students who had never received counseling services: knowledge of achievement tests, friendliness and approachability, understanding students' point of view, advocating for students, promptness in responding to requests, ability to explain things clearly, reliability to keep promises, availability, and overall effectiveness. found an interaction effect between gender and use or nonuse of counseling services. In general, students gave positive evaluations of school counselors and were satisfied with counseling services. Delila & et al (2011) participants reported positive feelings toward their school counselors, they identified specific services school counselors can offer them to optimize academic and personal/social performance. The study of Bo Young & et al (2013) attitudes toward counseling had positive effects on their WTP, whereas the year in college and social stigma had negative effects. The results provide policy makers with preliminary evidence of the monetary value of career counseling. The study of Peiwei. L & et al (2013) pointed that controlling for attitudes toward psychological help-seeking and past counseling experience, academic stress was significantly and positively related to willingness to seek counseling for academic problems. The qualitative analyses revealed positive perceptions of counseling as well as a personal reluctance to seek counseling. Renee & et al (2013) suggest student athletes have strong preferences for counselor characteristics, including familiarity with sports, gender, and age. Neeta & et al(2011) indicated no difference in perceptions of career counseling between a holistic career counseling role induction and one that included socialized male perceptions of

counseling. Tracy & et al (2011) revealed that students did not perceive that they were competent or confident conducting career counseling. Mia & et al (2014) pointed that hispanic students are overrepresented at institutions not offering counseling to their students and underrepresented in institutions offering some form of counseling. Yii-Nii (2012) pointed that counselors highlight diverse and multi-channelled counselling services as key to ever-changing students, and emphasize counseling services to match characteristics, leverage strengths, and complement weaknesses of students. In addition, counselors emphasize the importance of advocacy of counseling services and the establishment of a professional image and reputation for university counseling centers. Yilfashewa (2011) showed that students do not have sufficient knowledge on the kind and the extent of guidance counseling services offered in the university campuses. However, about 80 percent of the respondents claimed that they have favorable attitudes toward the guidance counseling services in general. In the study, examination on the differences with respect to certain variables (such as programs, sex, and locality) in perceptions and attitudes toward the guidance counseling services are vigilantly scrutinized. At the end, pertinent suggestions that would assist Ethiopian universities in the sector of guidance counseling are included. Timothy& et al (2013) found that their professional roles continue to be narrowly focused on special education-related activities, such as individualized assessment and eligibility determination. The current study focused specifically on school psychologists' provision of school-based counseling, perceptions of the importance for school psychologists to assume the responsibility of providing school-based counseling services. Sung-Kyung & et al(2014) indicated that working alliance fully mediated the relationship between client expectations of counseling success and counseling outcome. In addition, moderation of counseling expectations by working alliance on counseling outcome was supported. Fred & et al (2010) pointed that college students revealed more positive attitudes toward counseling than did South Asian students. Second, in terms of mediation, increased personal stigma, but not perceived stigma, expressed by South Asians partially mediated and accounted for 32% of the observed difference in attitudes toward counseling services. These findings support a long-standing conjecture in the literature regarding the increased significance of stigma processes on disparities

in majority-minority help-seeking attitudes. They also suggest that efforts to reduce disparities in attitudes toward counseling for South Asian students specifically should incorporate interventions to reduce the increased stigma expressed by this community, particularly related to a desire for social distance from persons with a mental illness. Jennifer & et al (2014) showed that through in-depth interviews, the authors examined 10 master's-level counseling students' perceptions of gatekeeping. Case analysis resulted in 3 major themes pertaining to the necessity of gatekeeping, vital components, and counseling student characteristics. Brian & et al (2014) investigated college and university counseling center directors' perceptions of the adequacy of the preparation of master's-level counselors for work in college and university counseling centers. Results indicated that counselors were rated on average as prepared; however, many directors had concerns about counselors' ability to work with students presenting more severe mental health issues.

Literature Review

The study conducted by Nathalie (2010) pointed that the qualitative case study explored teachers' perceptions and attitudes toward counselling services and alternative programs for students with emotional and behavioural disabilities. suggested that counselling is an effective method of educating students with disabilities that allows them to gain social, communication, and problem solving skills. Teachers reported alternative programs as being successful in assuring the high school graduation of this population of students. Alternative programs were found successful when they followed untraditional graduation requirements. Students with emotional and behavioural disabilities who received such services gained confidence, academic success and ameliorated their relationships. Geoff & et al (2014) revealed that self-concealment was negatively related to attitudes toward both f2f and online counselling, while openness to experience and disclosure expectations were positively related. However, whereas self-stigma was associated with negative attitudes toward f 2f counselling, it was not related to attitudes toward online counseling. In addition, disclosure expectations accounted for f 2f attitudes more than online attitudes. Jon & et al (2014) found from the difference of actual pre counseling well-being to current well-being scores. Retrospective methods for assessing pre counselling

functioning are best suited for comparison among clients or counseling processes. Marjorie (2010) explored that teacher attitudes and characteristics relating to recognizing and identifying students' needs for family counselling and their self-reported likelihood to refer them for school-based family counseling services. Blanca (2015) point that a need to improve community college counseling services. Thus, based on the research findings and other published research, this study proposes a set of the following: (a) guidelines for applying cultura (culture) to community college counselling that can assist relationship building between students and counsellors; (b) questions that can be included in students' evaluation of counsellors; (c) counsellor interview questions that may elicit behavioural response and assess cultural competence; and (d) community college students' preferred counsellor characteristics that may be used by hiring committees. Christopher (2011) indicated that after watching a simulated video counselling session students placed greater value in video counselling, felt less discomfort with video counselling, and expected video counseling to be an effective and satisfactory approach. Byrne & et al(2014) pointed that the present study explored the use of counseling among counsellor trainees and the characteristics of consumers and non-consumers. Approximately 61% of those surveyed reported that they had received counseling, with the majority being mental health counseling trainees. Non consumers indicated that they coped with problems in other ways but would consider counseling if they experienced trauma. Adebayo I. Onabule & et al (2013) pointed that international students experience significant stressors while studying in American colleges and universities, yet they use psychological services far less than domestic students. Factors such as previous experience with counseling, perceived effectiveness of counselling style, and nationality were found to be factors affecting international students' use of counseling services. Mine & et al (2014) indicated that five main themes: counseling Skills, Specific Skills Training Methods, Perceptions of counseling, Being a Counselor Candidate, the Learning and Teaching Process of counseling Skills. The results also showed that within the scope of systematic counseling skills training programs, using various skill training methods and instructional technologies which are integrated compatibly was effective. At the same time, the results indicated that counseling skills training provided an

increase in professional competency and helped to develop the professional identity of counsellor candidates. Eric & et al (2012)In this qualitative study, eight school counselors participated in a series of reality play counselling trainings introducing techniques appropriate for counselling upper-grade elementary school students to enhance positive relationship building and problem solving skills. Participants were interviewed and their transcripts were analyzed using grounded theory methods which yielded four core categories: positive aspects of perceptions. Walter & et al (2015) demonstrated that being female, teaching at the elementary level, and holding special education certification are predictors of a teacher's positive perception. Sarika & et al (2014) pointed that there were few notable and significant differences in either utilization or perceptions of care, based on sociodemographic or health status characteristics. showing positive perceptions of care suggest that adolescents would be amenable to additional counseling or education services. Ghaleb (2013) pointed that this study examined teachers' attitudes and perceptions toward transition services for students with mild intellectual disability in Saudi Arabia, and also examined the relationship between teachers' attitudes regarding transition services for students with mild intellectual disability and teachers' gender and educational background. The findings indicated that teachers hold positive attitudes toward transition services. Also, this study found no differences in teachers' attitudes based on their gender. Bong & et al(2014) indicated that international students underutilized counselling services in all but one year examined, more female international students used the service than males, the majority of international students who did access counseling services were Asian, and the majority of students who accessed services kept appointments after intake sessions. Limitations and implications of the study are discussed. Lagena (2010) indicated that there is a need for further student training in career transition from the community college to employment. Results from this study indicate that the majority of community college students who responded perceive that more career counseling services would assist them in their transition into the world of work after graduation. Kathleen(2012) investigated differences in perceptions of heterosexual dating IPV and help-seeking recommendations for a friend as a function of scenario type (male perpetrator/female victim and female perpetrator/male victim) and participant sex. The study also examined gender role attitudes and attitudes toward dating violence that have been associated with perceptions of dating showed that women were more likely than men to hold more egalitarian gender role attitudes, be less accepting of dating violence, perceive the behaviours in the dating scenario as more serious, and be more likely to recommend that a friend seek help at the counselling center. Sibel & et al (2012) pointed that positive contribution of the technology and the importance of counseling services were wished to be indicated. School counselling services were conducted to illustrate the importance of online counselling services in the study. and qualitative data analysis was done according to Thematic analysis. Nationality, Gender differences, school counsellors views about online counseling services, school counsellors students' numbers and academicians' views about online counseling services are significant variables for the study. The findings indicate that online counselling services are essential for school environment to make contribution and to provide more services to students about school counseling services. Joshua (2006) pointed that the perceptions of counselling services held by student-athletes might be changing. Time management continues to be a factor in not seeking counseling help for many student-athletes while perceptions of others and social stigma appear to be less important factors for student-athletes than they may have been in the past. Ashley & et al (2014) indicated that these services are underutilized. Perceptions have been linked to therapeutic outcomes and may potentially serve as barriers to treatment. The results of the present study illustrate a range of perceptions and highlight the value of educating future consumers and practitioners about the roles of various MHSPs in providing mental health services. Future research is proposed. Ginger & et al (2008) showed that student perceptions of program cultural ambience predicted positive cognitive attitudes toward racial diversity. Participatory instructional strategies predicted positive affective attitudes toward racial diversity. Eunju & et al (2008) indicated less exposure to counseling, less self-perceived need for counselling, greater discomfort/shame with counselling, less openness to counseling, a greater preference for a directive style, and a greater preference for a flexible counseling format. Language and cultural concerns were barriers to seeking counselling. Maynard & et al (1997) indicate that

scenarios depicting a 15-year-old were rated as less abusive, and less responsibility was attributed to the adult, relative to vignettes involving a 7-year-old. Respondents also rated scenarios depicting opposite-sex interactions as less abusive relative to scenarios describing same-sex interactions. When vignettes depicted a 15-year-old, less blame was attributed to the adult relative to when vignettes depicted a 7-year-old with an adult of either sex, with the least amount of blame being attributed to the adult involved with an adolescent of the opposite-sex. Gender-role attitudes were not significantly related to ratings of abusiveness or attributions of responsibility and blame. Banikiotes& et al(1981) show that (a) S's ratings of comfort in disclosing was greater with female rather than male and with egalitarian rather than traditional Cs, (b) female egalitarian Cs were perceived as most expert, whereas female traditional Cs were perceived as least expert, and (c) male traditional Cs were perceived as least trustworthy. The presence of C gender and C sex role effects and the absence of effects as a function of problem type and Ss' sex role orientation are discussed. Nelson (1933) pointed that most effect sizes for gender have been small to moderate. A social psychological model of gender differences that might inform the research on counselling process and outcome is presented. Nagalakshmi & et al (2002) revealed that patients' positive perceptions of their counsellors. Bett & et al (2013) found that the perception of head teachers and teacher counsellors on the effectiveness of peer counselling among students was negative. It also found that the designation and gender of an individual does not influence their perceptions. Beidoğlu & et al (2015) revealed that the school counsellors had overall positive opinions about the use of ICT in school counselling. No significant differences were found according to gender and age. The study conducted by Repetto (2002) pointed that the first dimension relates to the attitudes of counsellors and beliefs concerning race, culture, ethnic groups, gender and sexual orientations; the need to assess prejudices and stereotypes and to develop counselling that is positive towards multiculturalism, and the way in which the values and thoughts of counsellors can affect the counselling and therapy, positive concept of self and of self-esteem, as well as the development of inter-personal relationships and mutual respect amongst students from different backgrounds. Christopher &et al (2001) expected that men who were gender-role conflicted had negative

reactions to all 3 treatment formats. Janet & et al (1989) showed that the average difference between ratings of men and women is negligible. Furthermore, although the effect sizes are not homogeneous. Ojeda & et al (2011) indicated that perceived educational barriers significantly predicted students' educational aspirations above and beyond the influence of gender, generation level, and parents' education level.

Aims of Study

The aims of this study to
a. Explore the level of psychological counseling services according to the view of Omdurman Islamic university student.
b. Know the differences in view of students about psychological counseling services according to the gender.
c. Know the differences in view of students about psychological counseling services according to the place of residence.
d. Know the relationship between the view of students about psychological counseling services and age variable.

Question of Study

1. The question of this study, to verify their aims by answer following question are:
2. What the level of psychological counseling services according to the view of Omdurman Islamic university student?
3. What the differences in view of students about psychological counseling services according to the gender?
4. What the differences in view of students about psychological counseling services according to the place of residence?
5. What the relationship between the view of students about psychological counseling services and age variable?

II. METHODS AND MATERIAL

2.1 Method Research Approach: In a study, the researchers used descriptive method, depend on analytical technique. In addition, were consists of questionnaire adapted by the researcher.

2.2 Study Group:

It formed from male and female student in Omdurman Islamic university, Khartoum state, Sudan (800) of male and female student in Omdurman Islamic university.

2.3 Sampling:

The researchers used a simply random sampling method. The sample was consist of (61) student in Omdurman Islamic university.

2.4 Supervisors-Questionnaire Techniques:

The questionnaire was prepared by the researchers, is formed from (20) phrases distributed into two types positive and negative phrases.

In order to ensure the validity and reliability of the questionnaire form, it distributed to four instructors who had completed their doctorates and this form developed in accordance with the opinions of the instructors, then pilot were conducted and the value of reliability was found. It was about (0.90) and after that, the questionnaire forms became ready for application.

2.5 Practical Procedures:

The principle of voluntarism was the pre-condition of participating in questionnaire. For the questionnaire, an explanation was prepared. The goal of the research and how the study would be carried out were clearly stated in it. In addition, it was emphasized that the identities of the participants would remain confidential. During the questionnaire, written forms were used. Questionnaire took place between 1-2 weeks, and the researcher used E-mailing technique to answering the questionnaire.
2.6 Data Analysis:

After collecting data, the researcher used: T- test for one sample, T-test for independent samples test, one way analysis of variance (ANOVA) and pearson correlation coefficient, to examine the study hypotheses depend to SPSS program.

III. RESULTS

3.1.What the level of psychological counselling services according to the view of Omdurman Islamic university student? To answer this question, the researcher used (T) test for one sample, table (1) shows the result. When we compare the mean respectively (58.18), with standard mean (70). Researchers found the mean is greater than standard mean and the significant level (0.00) is

greater than the sig value (0.05), this is means that the level of psychological counselling services among of Omdurman Islamic university student is significant.

Table 1. Showed the level of psychological counselling services according to the view of Omdurman Islamic university student.

Variable	Mean Standard	Means	Std	T value	Sig
Counseling Services	70	58.2	12.5	36.4	0.00

3.2 What the differences in view of students about psychological counselling services according to the gender? To answer this question, the researcher used (T) test for independent sample, table (2) shows the result. When we compare the mean of male (57.7), with mean of female (58.7). I found the mean is greater than standard mean and the significant level (0.76) is greater than the sig value (0.05), this is means no significant differences of psychological counselling services according to the gender variable.

Table 2. Showed the differences in view of students about psychological counselling services according to the gender

Variable	N	Mean	Std	T Value	df	sig
mail	29	57.7	14.4	-0.31	59	0.8
female	32	58.7	10.7			

3. 3 What the differences in view of students about psychological counselling services according to the place of residence? To answer this question, the researcher used pearson correlation, table (3) shows the result. When we compare the city value (58.10), with village level (56.69). I found the it , greater than significant level (0.05), this is means that no significant differences of psychological counselling services according to the place of residence.

Table 3. Shows the differences in view of students about psychological counseling services according to the place of residence.

Variable	N	Mean	Std	T Value	df	sig
city	43	58.10	12.86	0.64	59	0.5
village	16	56.69	10.04			

3.4 What the relationship between the view of students about psychological counselling services and age variable? To answer this question, the researcher used pearson correlation, table (3) shows the result. When we compare the correlation value (0.23), with standard sigma level (0.08). I found the mean is greater than significant level (0.05) this is means that, no relationship between psychological counselling services and age variable.

Table 4. Showed the relationship between the view of students about psychological counselling services and age variable

Variable	Correlation value	Sig
Counselling & age	0.23	0.08

IV. DISCUSSION

When the researcher analysed the data the results are as following:

1. The level of psychological counseling services among Omdurman Islamic university student is positive, this means psychological counseling services is good. This result is On line many studies. Walter & et al (2015) indicated that female, teaching at the elementary level, and holding special education certification are predictors of a teacher's positive perception. Qi & et al (2014) students gave positive evaluations of school counselors and were satisfied with counseling services. Nathalie (2010) pointed that counseling is an effective method of educating students with disabilities that allows them to gain social, communication, and problem solving skills. Bo Young & et al (2013) pointed that attitudes toward counseling had positive effects on their WTP. Brian & et al (2014) indicated that teachers hold positive attitudes toward transition services. Ginger & et al (2008) showed that student perceptions of program cultural ambience predicted positive cognitive attitudes toward racial diversity. Joshua(2006) suggested that the perceptions of counseling services held by student-athletes might be changing. Eric& Mary A. Clark (2012)Indicate that positive aspects of perception of counseling. Eunju& et al (2008) indicated less exposure to counseling. Marjorie (2010) indicated that teacher attitudes and characteristics relating to recognizing and

identifying students' needs for family counseling and their self-reported likelihood to refer them for school-based family counseling services. Delila &et al (2011) indicate that positive feelings toward their school counselors. Peiwei & et al (2013) positive perceptions of counseling as well as a personal reluctance to seek counseling. Byrne & et al (2014) showed that systematic counseling skills training programs are integrated compatibly was effective, an increase in professional competency and helped to develop the professional identity of counselor candidates. Christopher (2011) Mine & et al(2014) indicate that perceptions of counseling was effective. Amita (2014) indicated that perceptions have been linked to therapeutic outcomes and may potentially serve as barriers to treatment. Nagalakshmi & et al (2002) revealed that patients' positive perceptions of their counselors. Beidoğlu & et al (2015) revealed that the school counselors had overall positive opinions about the use of ICT in school counseling. Repetto (2002) pointed that the need to assess prejudices and stereotypes and to develop counseling that is positive towards multiculturalism. Neeta & et al (2011) indicate that influence of role induction on men's perceptions of career counseling and attitudes toward seeking professional help. Disagreement the study conducted by, Janeé & et al (2015) indicate that Training perceptions and quantitative research attitudes were low to moderate. Sigilai (2013) found that the perception of head teachers and teacher counselors on the effectiveness of peer counseling among students was negative. Bett & et al (2013) found that the perception of head teachers and teacher counselors on the effectiveness of peer counseling among students was negative. Mia & et al (2014) Hispanic students are overrepresented at institutions not offering counseling to their students and underrepresented in institutions offering some form of counseling. Yilfashewa (2011) indicate that students do not have sufficient knowledge the extent of guidance counseling services offered in the university campuses. However, about 80 % of the respondents claimed that they have favorable attitudes toward the guidance counseling services in general. Tracy & et al (2011) revealed that students did not perceive that they were competent or confident conducting career counseling. Renee & et al (2013) point that student athletes have strong preferences for counselor characteristics. Geoff & et al (2014) Indicate that negative attitudes toward counseling, it was not related to attitudes toward online counseling. Bett & et al (2013) found that the perception of head teachers and teacher counselors on the effectiveness of peer counseling among students was negative.

2. There is no significant differences in view of students about psychological counseling services according to

the gender. On line The study conducted by Ghaleb (2013) indicate that no differences in teachers' attitudes based on their gender. Bett & et al (2013) found that the gender of an individual does not influence their perceptions. Maynard & et al (1997) indicate that Gender-role attitudes were not significantly related to ratings of abusiveness or attributions of responsibility and blame. Christopher & et al (2001) expected that men who were gender-role conflicted had negative reactions to all 3 treatment formats. Nelson, Mary(1933) pointed that most effect sizes for gender have been small to moderate. A social psychological model of gender differences that might inform the research on counseling process and outcome is presented. In addition this result is not agreed the study of, Banikiotes & et al (1981) showed the presence of counseling gender effects as a function of problem type. Qi & et al (2014) indicated that female students rated school counselors' availability significantly higher than male students did in addition point that an interaction effect between gender and use or nonuse of counseling services. Yilfashewa (2011) indicated that differences with respect to in perceptions and attitudes toward the guidance counseling services according to sex. Robert & et al (2014) indicated that more female international students used the service than males, the majority of international students who did access counseling services were Asian, and the majority of students who accessed services kept appointments after intake sessions. Kathleen (2012) showed that women were more likely than men to hold more egalitarian gender role attitudes. Walter &et al (2015) demonstrated that being female, teaching at the elementary level, and holding special education certification are predictors of a teacher's positive perception. Janet& et al (1989) showed that the average difference between ratings of men and women is negligible. Beidoğlu & et al (2015) pointed that no significant differences were found according to gender. Repetto (2002) specialists in the subject consider that multiculturalism should include differences based on gender. Sibel & et al (2012) indicate that counseling services are significant differences according to the gender variable.

3. There are significant differences in view of students about psychological counseling services according to the place of residence (culture). On line the study conducted by Shali & et al (2007) showed that the effect of this cultural difference in focus on how people remember and perceive. Repetto (2002) pointed that multiculturalism should include differences based on levels of acculturation, as well as the development of inter-personal relationships and mutual respect amongst students from different backgrounds. Gašević (2015) indicate that the respondents were in the action stage had exhibited a lesser level of resistance to treatment.

4. no relationship between the view of students about psychological counselling services and age variable. On line the study conducted by Renee & et al (2013pointed that student athletes have strong preferences for counsellor characteristics, including age. Beidoğlu & et al (2015) indicate that no significant differences were found according to age. Repetto (2002) indicate that multiculturalism should include differences based on age.

Finally: As to realize the students not to the availability of psychological counselling services, researcher believe on the importance of the availability of psychological counselling services at universities, which confirms the help of psychological counselling centers in the treatment of students' problems and academic, emotional, social, and related psychological stability on campus, which is reflected a negative impact on academic performance, and academic achievement. In addition researcher fund it natural that the sexes need for psychological counselling services desperately and very an urgent as a result of the size of the problems facing the student at the university level. In addition researcher pointed that age is an impact on the nature of the students' perception of the availability of psychological counselling services, and the reason for that older students understand the importance of psychological counselling more than others.

V. CONCLUSION

This study was conducted during (2012- 2013) in Omdurman Islamic University, Khartoum State- Sudan. The study aimed to investigating the student perception toward psychological counseling services. Finally, the results are following: The level of psychological counseling services according to the view of Omdurman Islamic university student, is significant differences in view of students about psychological counseling services according to the gender, no significant differences in view of students about psychological counseling services according to the place of residence, no relationship between the view of students about psychological counseling services and age variable.

VI. REFRENCES

[1] Adebayo I. Onabule & Susan R. Boes (2013)International Students' Likelihood to Seek Counseling While Studying Abroad, *Journal of International Students*, v(3) n1 p52-59 Spr 2013, *http://jistudents.org*

[2] Ashley M. Ackerman , Richard.A. Wantaz, Michael. W. Firmin, Dawn. C. Poindexter @ Amita.L. Pujara (2014)Mental Health Service Providers: College Student Perceptions of Helper Effectiveness, Professional Counselor, v(4) n1 p49-57 2014, *http://tpcjournal.nbcc.org*

[3] Beidoğlua. M, Dincyurekb. S & Akintugb. Y (2015)The opinions of school counselors on the use of information and communication technologies in school counseling practices: North Cyprus schools. Computers in Human Behavior, v(52), 2015, P 466–471.

[4] Bett. C. Judith & Sigilai. M. Richard (2013) ptions between Head Teachers and Teacher Counselors of the Effectiveness of Peer Counseling Among Students in Public Secondary Schools in Molo Sub-County, Kenya. *International Journal of Humanities and Social Science* V(3) n10 , May 2013.

[5] Blanca E. Arteaga (2015)Applying Cultura in the Community College Counseling Practice, *Community College Journal of Research and Practice*, v(39)n8 p708-726 2015, *http://www.tandf.co.uk/journals*

[6] Bo Young. C, Hee. J. Lee, Areum. K, Daeyeon. C. Boram & Min. S. Lee (2013)The Economic Value of Career Counseling Services for College Students in South Korea, Career Development Quarterly, v(61) n2 p168-178 Jun 2013, *http://www.wiley.com/WileyCDA*

[7] Brian M. Shaw, Theodore.P. Remley , Christine. W (2014)The Preparation of Master's-Level Professional Counselors for Positions in College and University Counseling Centers, *Journal of College Counseling*, v(17) n3 p236-248 Oct 2014, *http://www.wiley.com/WileyCDA*

[8] Byrne, J. Stephen& Shufelt, Brett(2014)Factors for Personal Counseling among Counseling Trainees, Counselor Education and Supervision, v(53)n3 p178-189. Sep 2014, *http://www.wiley.com/WileyCDA*

[9] Chemba. R (2009)Gender Issues in Counseling and Guidance in Post-Primary Education - Advocacy Brief, Bangkok: UNESCO Bangkok, 2009.

[10] Christopher J. Quarto (2011)Influencing College Students' Perceptions of Videocounseling, *Journal of College Student Psychotherapy,* v(25)n4 p311-325 2011, *http://www.tandf.co.uk/journals*

[11] Christopher. B & Lawrence I. Marks (2001) College men's affective reactions to individual therapy, psychoeducational workshops, and men's support group brochures: The influence of gender-role conflict and power dynamics upon help-seeking attitudes. Psychotherapy: Theory, Research, Practice, Training, v (38)n3 , 2001, 297-305.

[12] Delila. O, Tiffany. A. Stewart & Rhonda. M. Bryant (2011)Urban African American Males' Perceptions of School Counseling Services, Urban Education, v46 n2 p165-177 Mar 2011, *http://sagepub.com*

[13] Delila. O; Tiffany A. Stewart & Rhonda M. Bryant (2012)Urban African American High School Female Adolescents' Perceptions, Attitudes, and Experiences with Professional School Counselors: A Pilot Study, *Georgia School Counselors Association Journal*, v(18) n1, p34-41 Nov 2011, *http://www.gaschoolcounselors.com*

[14] Eric S. Davis & Mary Ann. Clark (2012)Elementary School Counselors' Perceptions of Reality Play Counseling in Students' Relationship Building and Problem-Solving Skills, *Journal of School Counseling*, v(10) 11, 2012 , *http://jsc.montana.edu*

[15] Eunju. Y& David A. Jepsen (2008)Expectations of and Attitudes toward Counseling: A Comparison of Asian International and U.S. Graduate Students, *International Journal for the Advancement of Counseling*, v30 n2 p116-127 Jun 2008, *http://www.springerlink.com*

[16] Fred. L; Radhika. R & Stephen P. Hinshaw (2010)Mental Illness Stigma as a Mediator of Differences in Caucasian and South Asian College Students' Attitudes toward Psychological Counseling, *Journal of Counseling Psychology*, v(57)n4 p484-490 Oct 2010, *http://www.apa.org/publications*

[17] Gašević. R. Gabrijela (2015) The challenges of creating the treatment readiness scale for youths taking part in mandatory psychosocial counseling, University of Zagreb, Faculty of Education and Rehabilitation Sciences, Croatia, Children and Youth Services Review, v(54), July 2015, Pages 8–19.

[18] Geoff. J. Bathje, Eunha. K , Ellen. R , Aam. M. Bassiouny & Taehoon. K (2014)Attitudes toward Face-to-Face and Online Counseling: Roles of Self-Concealment, Openness to Experience, Loss of Face, Stigma, and Disclosure Expectations among Korean College Students, *International Journal for the Advancement of Counseling*, v(36) n4 p408-422 Dec 2014, *http://www.springerlink.com*

[19] Geoffrey J. Palmer; Ransford W. Palmer & Jacqueline.P (2012)Evolution of Counseling in Jamaica: Past, Present, and Future Trends, *Journal of Counseling & Development*, v(90) n1 p97-101 Jan 2012*http://www.wiley.com/WileyCDA*

[20] Ghaleb. A (2013)Transition Services for Students with Mild Intellectual Disability in Saudi Arabia, *Education and Training in Autism and Developmental Disabilities*, v48 n4 p531-544 Dec 2013, *http://daddcec.org/Publications/ETADDJournal.aspx*

[21] Ginger L. Dickson; David A. Jepsen & Phillip W. Barbee (2008)Exploring the Relationships among Multicultural Training Experiences and Attitudes toward Diversity among Counseling Students, *Journal of Multicultural Counseling and Development*, v(36)n2 p113 Apr 2008, *http://www.counseling.org*

[22] Janeé M. Steele & Glinda J. Rawls (2015) Quantitative Research Attitudes and Research Training Perceptions among Master's-Level Students, Counselor Education and Supervision, v(54) n2 p134-146 Jun 2015 , *http://www.wiley.com/WileyCDA*

[23] Jennifer M. Foster; Monica. L &Tracy S. Hutchinson (2014)Students' Perspectives on Gatekeeping in Counselor Education: A Case Study, Counselor Education and Supervision, v53 n3 p190-203 Sep 2014, *http://www.wiley.com/WileyCDA*

[24] Joshua C. Watson (2006)Student-Athletes and Counseling: Factors Influencing the Decision to Seek Counseling Services, *College Student Journal*, v(40)n1 p35-42 Mar 2006 *http://www.projectinnovation.biz/csj.html*

[25] Kathleen M. Hutchinson (2012)Predictors of College Students' Dating Violence Perceptions and Help-Seeking Recommendations, Pro Quest LLC, Ph.D. Dissertation, The University of Akron, *http://www.proquest.com/en-US/products/dissertations/individuals.shtml*

[26] Lagena Arlette. L. Bradley (2010)Helping Prepare Community College Students to Make the Transition from College to Work, Pro Quest LLC, Ph.D. Dissertation, Mississippi State University, *http://www.proquest.com/en-US/products/dissertations/individuals.shtml*

[27] Marjorie. S. Star (2010)Teachers' Perceptions of Students' Needs for Family Counseling and Attitudes toward School-Based Family Counseling, Pro Quest LLC, Ph.D. Dissertation, Capella University, *http://www.proquest.com/en-US/products/dissertations/individuals.shtml*

[28] Maynard. C &Michael Wiederman(1997)Undergraduate students' perceptions of child sexual abuse: Effects of age, sex, and gender-role attitudes,Child Abuse & Neglect, v(21)n9 , September 1997, Pages 833–844.

[29] Meral. A (2014) Atici, Meral(2014)Examination of School Counselors' Activities: From the Perspectives of Counselor Efficacy and Collaboration with School Staff, Educational Sciences: Theory and Practice, v(14) n6 , p2107-2120 2014, *http://www.edam.com.tr/estp.asp*

[30] Mia. O; Damian. H & Kobitta. H (2014)Racial Disparities, Perceptions, and Evaluations: Counseling Model Choice and the Florida College System, *Community College Journal of Research and Practice*, v(38) n12, p1142-1156 2014, *http://www.tandf.co.uk/journals*

[31] Mine. A; Baris. Y & Ismet. K (2014)Opinions of Counselor Candidates Regarding Counseling Skills Training, Educational Sciences: Theory and Practice, v(14) n3 p879-886 2014 *http://www.edam.com.tr/estp.asp*

[32] Nagalakshmi. D. Kasarabada, Hser. Y, Sharon. M. Boles & Huang. C.Yu(2002) Do patients' perceptions of their counselors influence outcomes of drug treatment? *Journal of Substance Abuse Treatment*, v(23)n4, December 2002, Pages 327–334

[33] Nathalie. N (2010)Alternative Programs: Assuring Graduation for High School Students with Emotional and Behavioral Disabilities, Pro Quest LLC, Ph.D. Dissertation, Capella University, *http://www.proquest.com/en-US/products/dissertations/individuals.shtml*

[34] Neeta. K, Fowell. H, Kraemer. M. Smothers & Stephen. R. Wester (2011)The Exploration of Role Induction as a Potential Method for Improving Men's Perceptions of Career Counseling, *Career Development Quarterly*, v(59) n3 p219-231 Mar 2011, *http://www.ncda.org*

[35] Nelson. L. Mary (1933) A current perspective on gender differences: plications for research in counseling. *Journal of Counseling Psychology*, v(40)n2 ,Apr 1993, 200-209.

[36] Ojeda. L & Lisa Y. Flores (2011)The Influence of Gender, Generation Level, Parents' Education Level, and Perceived Barriers on the Educational Aspirations of Mexican American High School Students. Article first published online: 23 DEC 2011.

[37] Paul G. Banikiotes & Thomas V. Merluzzi (1981)Impact of counselor gender and counselor sex role orientation on perceived counselor characteristics. *Journal of Counseling Psychology*, v(28)4,Jul 1981, 342-348.

[38] Peiwei. L; Wong, Y. Joel & Paul. T (2013)Asian International Students' Willingness to Seek Counseling: A Mixed-Methods Study, *International Journal for the Advancement of Counseling*, v(35) n1, p1-15 Mar 2013, *http://www.springerlink.com*

[39] Qi. S; Xi. L& Wade. L(2014)Students' Perceptions of School Counselors: An Investigation of Two High Schools in Beijing, China, Professional Counselor, v(4) n5, p519-530 2014Web site: *http://tpcjournal.nbcc.org*

[40] Renee L. Lopez & Jacob J. Levy (2013)Student Athletes' Perceived Barriers to and Preferences for Seeking Counseling, *Journal of College Counseling*, v(16) n1, p19-31 Apr 2013, *http://www.wiley.com/WileyCDA*

[41] Repetto. E(2002) ROSS-CULTURAL COUNSELING: PROBLEMS AND PROSPECTS, Orientación y Sociedad , 2002, v(3)p2,12.

[42] Robert. B. Hwang & James. B (2014)international Students' Utilization of Counseling Services, *College Student Journal*, v(48)n3 p347-354 Fall 2014, *http://www.projectinnovation.biz/csj.html*

[43] Sarika R. Parasuraman& Leiyu. S (2014)The Role of School-Based Health Centers in Increasing Universal and Targeted Delivery of Primary and Preventive Care among Adolescents, *Journal of School Health*, v(84)n8 p524-532 Aug 2014, *http://www.wiley.com/WileyCDA*

[44] Shali. Wu & Keysar. B (2007)The Effect of Culture on Perspective Taking, The University of Chicago, *Association for Psychological Science*, v(18)n 7,p601.

[45] Sibel. D& Gulen.U(2012)Conduct of Psychological Counseling and Guidance Services over the Internet: Converging Communications, *Turkish Online Journal of Educational Technology* - TOJET, v(11) n3 p77-81 Jul 2012, *http://www.tojet.net*

[46] Sung-Kyung. Y, Sehee. H , Nanhee. S & Karen. M. O'Brien (2014)Working Alliance as a Mediator and Moderator between Expectations for Counseling Success and Counseling Outcome among Korean Clients, Asia Pacific Education Review, v(15)n2, p271-281 Jun 2014, *http://www.springerlink.com*

[47] Timothy A. Hanchon &, Lori N. Fernald (2013)The Provision of Counseling Services among School Psychologists: An Exploration of Training, Current Practices, and Perceptions, Psychology in the Schools, v(50) n7, p651-671 Aug 2013, *http://www.wiley.com/WileyCDA*

[48] Tracy M. Lara; William B. Kline & Donald. P (2011)Attitudes Regarding Career Counseling: Perceptions and Experiences of Counselors-in-Training, Career Development Quarterly, v(59) n5 p428-440 Sep 2011, *http://www.ncda.org*

[49] Walter. C, Susan. S. Edgar-Smith, Ruth. B. Palmer, Stephaine. C , David. D.& Weihe. C (2015)An Examination of In-Service Teacher Attitudes toward Students with Autism Spectrum Disorder: Implications for Professional Practice, Current Issues in Education, v(18) n2 May 2015, *http://cie.asu.edu*

[50] Wyndolyn M. A. Ludwikowski, David. V ,Ian. P. Armstrong & John. M(2008)Helping Counselor Trainees Overcome Barriers to Seeking Help, *Journal of Humanistic Counseling*, Education and Development, v(47) n1, p71 Spr 2008, *http://www.counseling.org*

[51] Yii-Nii. L (2012)female Veteran Counselors Regarding Student Characteristics and Resultant Service Strategies in Taiwan, *College Student Journal*, v(46) n4, p730-747 Dec 2012, *http://www.projectinnovation.biz/csj.html*

[52] Yilfashewa. S (2011)Revitalizing Quality Using Guidance Counseling in Ethiopian Higher Education Institutions: Exploring Students' Views and Attitudes at Haramaya University, Online Submission, *International Journal of Instruction* v(4) n2 p161-192 Jul 2011.