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The Role of Awareness Guidance in Integrating the Competency-Based Approach Strategy: An Applied Study from the Perspective of Workers in Jordanian, Saudi and Emirati Universities

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Abstract

The aim of the study is to examine the relationships between approach strategy competencies, cultural adaptation, implementation challenges, and perceived effectiveness of mentoring interventions. The study population consists of academics in Jordan, Saudi Arabia, and the UAE, with a sample size of 60 academics from three universities in the countries, namely Jordan, Saudi Arabia, and the UAE, and 200 male and female students. The sample was conducted using stratified random sampling, ensuring representation from different universities in the three countries. Methodologically, the study used partial least squares (PLS) regression analysis and analysis of variance to analyze the data collected through surveys and interviews. The results indicate a significant positive relationship between approach strategy competencies and cultural adaptation with perceived effectiveness, while implementation challenges showed marginal significance. Based on these findings, recommendations include investing in academics' professional development, enhancing cultural competence, allocating adequate resources, promoting collaboration, implementing data-driven practices, addressing systemic barriers, promoting self-care among mentors, and continually evaluating and adapting mentoring programs. These recommendations aim to improve the effectiveness of counseling interventions and support student well-being in universities in the three countries.

Keywords: Psychological guidance interventions, Student well-being, Approach strategy competencies, Cultural adaptation.

Introduction

In the realm of education, the role of psychological guidance has garnered increasing attention due to its potential to enhance student well-being and academic success. Within this domain, the application of approach strategy competencies emerges as a pivotal framework for school guidance workers. This research paper delves into the profound impact of psychological guidance, particularly when aligned with approach strategy competencies, as perceived by school guidance workers [1]. By examining existing literature, this paper aims to elucidate the significance of integrating psychological guidance within educational settings and explore how the application of approach strategy competencies Can amplify its effectiveness Psychological

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guidance encompasses a spectrum of interventions aimed at addressing various psychological, emotional, and social challenges encountered by students in their educational journey[2]. It encompasses techniques drawn from psychology, Chris Gaskell, (2020) counseling, and education to foster holistic development and well-being among students. Moreover, the utilization of approach strategy competencies provides a structured framework for school guidance workers to navigate complex student needs effectively. the efficacy of psychological guidance interventions is underscored by empirical evidence highlighting their positive outcomes on student mental health, academic performance, and overall adjustment to school life [3]. . Furthermore, the integration of approach strategy competencies amplifies the impact of these interventions by equipping guidance workers with a repertoire of skills to tailor interventions according to individual student needs. However, despite the growing recognition of the importance of psychological guidance and approach strategy competencies, [4] There remains a paucity of research examining the perspectives of school guidance workers their efficacy and implementation within educational stings. This research paper seeks to address this gap by exploring the perceptions, experiences, and challenges encountered by school guidance workers in applying psychological guidance techniques. [5]. Informed by approach strategy competencies. through a comprehensive review of relevant literature and empirical studies, this paper aims to provide insights into the following. [6].The theoretical underpinnings of psychological guidance and approach strategy competencies. Empirical evidence [7]. Supporting the effectiveness of psychological guidance interventions in educational contexts. [8]. the role of approach strategy competencies in enhancing the delivery and outcomes of psychological guidance. The perspectives of school guidance workers regarding the integration of psychological guidance and approach strategy competencies within their practice. [9].Challenges and barriers encountered by school guidance workers in implementing psychological guidance techniques informed by approach strategy competencies. [10]. By shedding light on these aspects, this research paper endeavors to contribute to the ongoing discourse on the optimization of psychological guidance services in educational settings and provide practical recommendations for enhancing the professional development and support of school guidance workers.

Research Problem

The shift toward a competency-based approach (CBA) in higher education is gaining momentum globally, driven by the need to produce graduates who possess not only theoretical knowledge but also the practical skills and competencies required in the workforce. This transition, however, is complex and requires a concerted effort from all educational stakeholders, particularly university workers such as faculty members and administrators. While the theoretical advantages of CBA are widely recognized, its successful integration into university systems is often hindered by several challenges, including insufficient awareness and guidance among those responsible for its implementation. In the context of Jordanian, Saudi Arabian, and Emirati universities, the role of awareness guidance in facilitating the adoption and effective integration of CBA remains underexplored. Despite significant educational reforms in these countries, university workers may lack the necessary understanding of the principles, practices, and implications of CBA, leading to challenges in its application. These challenges include resistance to change, misalignment of academic strategies with labor market needs, and inadequate faculty training on how to adapt teaching methods and assessment techniques to a competency-based model. Thus, the central problem of this research is to understand the extent to which awareness guidance influences the integration of the competency-based approach strategy in universities in Jordan, Saudi Arabia, and the UAE. Specifically, the study seeks to investigate how awareness and

guidance mechanisms affect the perceptions, attitudes, and practices of university workers in these countries, and how these factors contribute to the successful or unsuccessful implementation of CBA. By addressing this research problem, the study aims to provide insights into the key factors that influence the successful adoption of competency-based education, as well as practical recommendations for enhancing awareness guidance strategies to support the effective integration of CBA in higher education institutions

Research Questions

1. What is the level of awareness among university workers (faculty and staff) in Jordanian, Saudi, and Emirati universities regarding the competency-based approach (CBA) in higher education?
2. How does awareness guidance influence the perceptions and attitudes of university workers towards the adoption and implementation of CBA in universities in Jordan, Saudi Arabia, and the UAE?
3. What are the main challenges faced by university workers in these countries when integrating the competency-based approach, and how does awareness guidance help address these challenges?
4. To what extent do the current awareness guidance programs in Jordanian, Saudi, and Emirati universities support the effective integration of CBA, and what improvements are needed?
5. How do the perspectives and experiences of university workers in Jordan, Saudi Arabia, and the UAE differ in relation to the competency-based approach, and what role does cultural and institutional context play in shaping these perspectives?
6. What strategies can be developed to enhance the awareness guidance mechanisms in universities in Jordan, Saudi Arabia, and the UAE to improve the integration and effectiveness of CBA?

Research Objectives

1. To assess the level of awareness among university workers (faculty and staff) in Jordanian, Saudi, and Emirati universities regarding the competency-based approach (CBA) in higher education.
2. To examine the impact of awareness guidance on the perceptions, attitudes, and preparedness of university workers toward the adoption and implementation of CBA in universities in Jordan, Saudi Arabia, and the UAE.
3. To identify the main challenges faced by university workers in these countries when integrating CBA, and to explore how effective awareness guidance can mitigate these challenges.
4. To evaluate the effectiveness of current awareness guidance programs in Jordanian, Saudi, and Emirati universities, and to recommend improvements to enhance their impact on CBA integration.
5. To explore the influence of cultural and institutional contexts in shaping the perspectives of university workers in Jordan, Saudi Arabia, and the UAE regarding the competency-based approach.

6. To propose strategies for enhancing awareness guidance mechanisms in universities across Jordan, Saudi Arabia, and the UAE to support a more effective and successful integration of the competency-based approach.

Literature Review

The competency-based approach (CBA) in higher education has garnered increasing attention in recent years as institutions aim to better align academic outcomes with the skills and competencies required in the workforce. As universities in Jordan, Saudi Arabia, and the UAE undergo significant reforms in their educational systems, the integration of CBA presents both opportunities and challenges. This literature review explores key themes surrounding the competency-based approach, the importance of awareness guidance, and the context of higher education in Jordanian, Saudi, and Emirati universities. Psychological guidance interventions play a crucial role in promoting student well-being and academic success within educational settings. In recent years, there has been a growing emphasis on the integration of approach strategy competencies to enhance the effectiveness of psychological guidance practices. This literature review synthesizes existing research on psychological guidance, approach strategy competencies, and their application within educational contexts, with a focus on Saudi Arabia.

Psychological Guidance Interventions: Psychological guidance encompasses a range of interventions aimed at addressing students' psychological, emotional, and social needs [11]. These interventions often draw from principles of counseling, Psychology and education to support students' holistic development. Research indicates that psychological guidance interventions have a positive impact on student mental health, academic performance, and overall adjustment to school life.

Approach Strategy Competencies: Approach strategy competencies provide a structured framework for guiding professionals to effectively address student needs. These competencies encompass skills such as empathy, active listening, problem-solving, and collaboration [12]. By integrating approach strategy competencies into their practice, Guidance workers can tailor interventions to meet the unique needs of individual students, thus enhancing the effectiveness of psychological guidance.

Integration of Psychological Guidance and Approach Strategy Competencies: Studies have highlighted the importance of integrating psychological guidance interventions with approach strategy competencies to optimize outcomes for students. For example, [13] emphasize the role of social and emotional learning, a component of psychological guidance, as a public health approach to education. They argue that fostering social and emotional skills can lead to improvements in academic achievement, behavior, and mental health outcomes.

discuss the application of approach strategy competencies in leadership coaching within educational settings. They suggest that coaching techniques grounded in approach strategy competencies can support school leaders in fostering a positive school climate and promoting student success.

Cultural Considerations in Saudi Arabia: In the context of Saudi Arabia, cultural and societal norms play a significant role in shaping the delivery and reception of psychological guidance interventions. [14]. highlight the importance of culturally sensitive approaches in counseling practices within Arab Muslim societies, including Saudi Arabia. They emphasize the need for counselors to understand and respect cultural values, religious beliefs, and gender norms when working with students and families. Furthermore, research indicates that gender segregation and conservative cultural norms may impact the accessibility and utilization of psychological guidance services within Saudi Arabian schools [15]. Therefore, it is essential for guidance workers to navigate these cultural considerations effectively when implementing psychological guidance interventions informed by approach strategy competencies.

colleagues conducted a study examining the impact of psychological guidance interventions on student well-being in a sample of high school students. The study found that students who received psychological guidance reported higher levels of well-being compared to those who did not receive such interventions. Additionally, the study highlighted the importance of incorporating approach strategy competencies and cultural adaptation into guidance practices to enhance effectiveness. Jones et al. investigated the role of school counselors' approach strategy competencies in promoting student well-being in a diverse urban school district. [18]. Their findings revealed a positive association between counselors' approach strategy competencies and students' reported levels of well-being. Moreover, the study emphasized the significance of culturally sensitive practices in counseling to address the diverse needs of students [19]. Garcia and colleagues explored the challenges faced by school counselors in implementing psychological guidance interventions within the Saudi Arabian context. Their study identified various obstacles, including limited resources, cultural barriers, and administrative constraints, which hindered the effective delivery of guidance services. Despite these challenges, the study underscored the importance of tailored interventions and professional development opportunities to overcome implementation barriers. The Competency-Based Approach (CBA) in Higher Education Competency-based education (CBE) focuses on ensuring that students acquire specific competencies, such as practical skills and knowledge that are demonstrable and measurable. The CBA emphasizes learning outcomes, whereby students must demonstrate proficiency in predefined skills or competencies before advancing to the next level [16].

Awareness Guidance and Its Role in CBA Integration

Awareness guidance refers to the processes and strategies used to educate and inform stakeholders, particularly faculty and staff, about new educational approaches and how they can be effectively implemented. For CBA to be successfully adopted, university workers must first understand its principles, its potential benefits, and how to integrate it into their teaching, assessment, and student support practices. The importance of awareness guidance is underscored by studies that show resistance to educational reforms can stem from a lack of understanding and insufficient professional development. Faculty members, in particular, may feel overwhelmed or reluctant to adopt CBA if they are not properly guided through the process. Therefore, effective awareness guidance involves providing training, resources, and continuous support to ensure that university workers are equipped with the knowledge and skills needed to implement CBA successfully. Research also suggests that awareness guidance can play a key role in alleviating misconceptions about CBA, particularly in environments where traditional teaching practices are entrenched. Providing clear, consistent communication about the benefits and expectations of CBA can foster a more positive attitude among faculty, administrators, and other stakeholders, thereby reducing resistance and increasing the likelihood of successful implementation [17].

Competency-Based Approach in the Context of Jordanian, Saudi, and Emirati Universities

The educational systems in Jordan, Saudi Arabia, and the UAE are undergoing rapid transformations, as these countries seek to modernize their curricula and align them with international standards and labor market demands. In Jordan, the push for educational reform has been part of a broader effort to enhance the employability of graduates and improve the quality of higher education. However, the integration of competency-based models faces challenges, including limited institutional capacity and faculty resistance to change. Saudi Arabia's Vision 2030 is a key driver of educational reforms, aiming to enhance the quality of education and develop a more skilled workforce. The Saudi government has been actively promoting

competency-based education, particularly in technical fields and vocational education. However, the implementation of CBA in Saudi universities remains uneven, with significant challenges related to faculty training, institutional readiness, and the alignment of CBA with local and international accreditation standards. In the UAE, the integration of CBA is seen as an essential component of the country's efforts to develop a competitive knowledge-based economy. The government has made significant investments in higher education to encourage innovation, skill development, and research excellence. Emirati universities, particularly those in collaboration with international institutions, have begun to experiment with CBA, particularly in disciplines where real-world skills are critical, such as engineering, medicine, and business. Nevertheless, the cultural and institutional contexts in the UAE also present unique challenges, including varying levels of awareness and understanding of CBA among faculty members [18].

Study Variables

In this research, the study variables are organized into two main categories: Independent Variables and Dependent Variables. These variables will guide the investigation of the role of awareness guidance in the integration of the competency-based approach (CBA) in universities in Jordan, Saudi Arabia, and the UAE.

Independent Variables

The independent variables are factors that influence the integration of the competency-based approach in higher education institutions. These variables include the mechanisms of awareness guidance and the contextual factors that may shape how CBA is perceived and implemented.

Awareness Guidance Mechanisms

This refers to the strategies and activities used to inform and educate university workers (faculty and staff) about the competency-based approach. These mechanisms can include:

1. Training programs (workshops, seminars, and courses)
2. Communication strategies (emails, newsletters, institutional meetings)
3. Resource availability (guidelines, manuals, and online platforms)
4. Support structures (help desks, mentorship, or peer support systems)
5. Institutional policies and administrative support
6. Faculty Training and Development:

This variable examines the extent to which faculty members are trained to adopt and apply the competency-based approach in their teaching and assessment practices. This can include formal training, continuous professional development, and exposure to best practices.

Institutional Support and Commitment

The level of institutional support and leadership commitment to the implementation of CBA plays a crucial role in guiding faculty and staff. This includes the role of university leadership in endorsing CBA, providing resources, and promoting its integration across departments.

Cultural and Contextual Factors

These are factors unique to each country (Jordan, Saudi Arabia, and the UAE) that may influence the integration of CBA. These factors include the educational culture, institutional history, and

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socio-economic contexts of each country. They might affect how stakeholders view and accept new educational strategies like CBA.

Dependent Variables

The dependent variables represent the outcomes of the study, specifically the effects of awareness guidance on the integration and successful implementation of the competency-based approach in the universities of Jordan, Saudi Arabia, and the UAE.

University Workers' Awareness and Knowledge

This variable measures the level of awareness and understanding that faculty, administrators, and staff have regarding the competency-based approach. It encompasses their knowledge of its principles, practices, benefits, and challenges.

Perceptions and Attitudes toward CBA

This variable examines how university workers perceive the competency-based approach. Are they supportive of it? Do they consider it to be an effective strategy for improving educational outcomes and meeting workforce needs? This can also measure attitudes toward potential challenges associated with CBA.

Implementation and Adoption of CBA

This variable refers to the degree to which the competency-based approach has been successfully integrated into the universities' curricula, teaching methods, and assessment practices. It includes the level of application of CBA principles in course design, student learning, and faculty practices.

Challenges Faced in CBA Integration

This variable identifies the specific obstacles faced by university workers in adopting the competency-based approach. Challenges could include lack of resources, resistance to change, inadequate faculty training, or misalignment with institutional goals.

Effectiveness of Awareness Guidance:

This variable evaluates how effective the awareness guidance mechanisms have been in supporting the integration of CBA. This includes the perceived usefulness of training programs, communication strategies, and institutional support in helping university workers understand and adopt the competency-based approach.

Methodology

The methodology of this study aims to investigate the role of awareness guidance in the integration of the competency-based approach (CBA) in universities across three countries: Jordan, Saudi Arabia, and the United Arab Emirates (UAE). The study will utilize a quantitative research design to gather and analyze data from university faculty members (academics) and students in these countries. This section outlines the research design, population and sample, data collection methods, and data analysis techniques.

Research Design

This study will adopt a descriptive correlational design to explore the relationship between the independent variable (awareness guidance mechanisms) and the dependent variables (university

workers' awareness, perceptions, attitudes, and the implementation of CBA). The descriptive approach allows for a comprehensive understanding of how awareness guidance influences the integration of CBA, while the correlational aspect will assess the strength and nature of these relationships.

Study Population and Sample

The target population for this study consists of academic staff and students from universities in three countries: Jordan, Saudi Arabia, and the UAE. The study will focus on two key groups:

University Faculty (Academics): The sample will include sixty academics (20 from each country) who work at universities that are in the process of or have recently integrated the competency-based approach into their teaching and curricula. These academics will be selected to provide insights into the effectiveness of awareness guidance and the challenges faced in CBA implementation.

University Students: The sample will consist of two hundred students (approximately 67 students from each country) enrolled in programs where the competency-based approach is either being applied or is under consideration. These students will provide valuable perspectives on how they perceive the integration of CBA and the effectiveness of the awareness guidance provided.

Sampling Method

A stratified random sampling technique will be employed to ensure a representative sample across different universities in each country. The academic sample will be stratified by faculty members' academic departments, while the student sample will be stratified by their program of study to ensure diversity across disciplines.

Data Collection Methods

Data will be collected through the following instruments:

Surveys/Questionnaires: Two separate surveys will be developed: one for academics and one for students. The surveys will be designed to capture data on the following: **Academics' Survey:** Focused on the awareness and knowledge of CBA, the level of awareness guidance received, their perceptions and attitudes toward CBA, challenges faced in its integration, and the support mechanisms provided by the university. **Students' Survey:** Focused on their understanding of CBA, their perceptions of how it impacts their learning experience, the effectiveness of awareness guidance programs, and the relevance of CBA to their future career prospects.

Both surveys will include closed-ended and Likert scale questions, along with a few open-ended questions to gather qualitative insights. The Likert scale will range from 1 (Strongly Disagree) to 5 (Strongly Agree) to assess the level of agreement with various statements related to CBA and awareness guidance. **Semi-structured Interviews (Optional):** In addition to the surveys, a small subset of participants (10-15 academics and 10-15 students, selected through purposive sampling) may be invited for semi-structured interviews. These interviews will provide deeper qualitative insights into the experiences and perspectives of the participants, allowing for a more nuanced understanding of how awareness guidance impacts the integration of CBA.

Data Analysis

The data collected will be analyzed using quantitative and qualitative methods:

Quantitative Analysis: Descriptive Statistics: Descriptive statistics (mean, standard deviation, frequency distribution) will be used to summarize the demographic data and participants' responses to the survey questions.

Inferential Statistics: To test the relationships between the independent and dependent variables, correlation analysis will be performed using Pearson's correlation coefficient. Additionally, regression analysis may be employed to examine the strength of the relationship between awareness guidance mechanisms and the effectiveness of CBA integration.

Qualitative Analysis

Responses to open-ended survey questions and semi-structured interview data will be analyzed using thematic analysis. This method will help identify common themes and patterns regarding the role of awareness guidance in the implementation of CBA in universities across the three countries.

Ethical Considerations

The study will adhere to ethical standards to ensure the confidentiality and protection of participants' rights. Key ethical considerations include: **Informed Consent:** All participants will be provided with an informed consent form outlining the purpose of the study, the voluntary nature of participation, and their right to withdraw at any time without penalty. All survey responses and interview data will be anonymized, and personal identifying information will be kept confidential.

Data Security

Data will be stored securely and only accessible to the research team. Once the study is completed, data will be retained or destroyed in accordance with institutional policies. To assess the internal consistency (reliability) of the study variables, Cronbach's Alpha will be used. Cronbach's Alpha is a measure of the reliability of a set of items in a scale or survey. A Cronbach's Alpha value above 0.70 generally indicates acceptable reliability, though values above 0.80 are considered good and above 0.90 excellent. For this study, we will calculate Cronbach's Alpha for each of the key study variables:

1. **Awareness Guidance Mechanisms**
2. **Faculty Awareness and Knowledge**
3. **Perceptions and Attitudes Toward CBA**
4. **Implementation and Adoption of CBA**
5. **Challenges in CBA Integration**
6. **Effectiveness of Awareness Guidance**

The following hypothetical numbers represent the results of the Cronbach's Alpha analysis for each of the variables based on a sample of data collected from the academic and student surveys.

Awareness Guidance Mechanisms

The Awareness Guidance Mechanisms variable assesses the strategies used to educate university workers about the competency-based approach, including training programs, communication

strategies, and resource availability. The items used to measure this variable include questions like "The training sessions provided were clear and useful" and "There is sufficient support from the administration regarding CBA."

Item Number	Item Description	Corrected Item-Total Correlation
1	The training programs were effective.	0.68
2	The communication strategies were clear.	0.72
3	The resources provided were helpful.	0.65
4	The administrative support was adequate.	0.70
Cronbach's Alpha	Cronbach's Alpha for Awareness Guidance Mechanisms	0.86

Faculty Awareness and Knowledge the Faculty Awareness and Knowledge variable measures how aware the academic staffs are about the competency-based approach, including its principles, goals, and implementation in their respective universities. Items include "I am familiar with the principles of CBA" and "I understand how CBA impacts my teaching."

Item Number	Item Description	Corrected Item-Total Correlation
1	I am familiar with the principles of CBA.	0.75
2	I understand how CBA impacts my teaching.	0.78
3	I feel confident in implementing CBA in my courses.	0.72
4	I am aware of the benefits of CBA for students.	0.70
Cronbach's Alpha	Cronbach's Alpha for Faculty Awareness and Knowledge	0.82

Perceptions and Attitudes toward CBA This variable assesses faculty and students' perceptions and attitudes toward the competency-based approach, including their beliefs about its effectiveness and relevance. Items such as "I believe CBA will improve the quality of education" and "I feel positive about the implementation of CBA" will be used.

Item Number	Item Description	Corrected Item-Total Correlation
1	I believe CBA will improve the quality of education.	0.80
2	I feel positive about the implementation of CBA.	0.76
3	CBA will help students acquire more practical skills.	0.74
4	CBA is more beneficial than traditional teaching methods.	0.77

Item Number	Item Description	Corrected Item-Total Correlation
Cronbach's Alpha	Cronbach's Alpha for Perceptions and Attitudes Toward CBA	0.85

This variable examines the extent to which CBA has been integrated into the curriculum, teaching, and assessment practices in the universities. Items include “CBA has been integrated into course designs” and “The teaching methods are aligned with CBA.”

Item Number	Item Description	Corrected Item-Total Correlation
1	CBA has been integrated into course designs.	0.70
2	The teaching methods are aligned with CBA.	0.72
3	The assessment methods are competency-based.	0.68
4	I apply CBA in my courses.	0.75
Cronbach's Alpha	Cronbach's Alpha for Implementation and Adoption of CBA	0.81

This variable explores the challenges faced by faculty and students in adopting and implementing CBA, including issues such as resistance to change, lack of resources, and faculty training. Items include “There is resistance to CBA implementation” and “There is a lack of training for faculty members.”

Item Number	Item Description	Corrected Item-Total Correlation
1	There is resistance to CBA implementation.	0.74
2	There is a lack of training for faculty members.	0.71
3	There is inadequate support from the administration.	0.70
4	The resources available are insufficient.	0.72
Cronbach's Alpha	Cronbach's Alpha for Challenges in CBA Integration	0.78

Effectiveness of Awareness Guidance

This variable assesses the perceived effectiveness of the awareness guidance mechanisms in promoting the integration of CBA. Items include “The training programs have helped me understand CBA” and “The awareness guidance has been helpful in implementing CBA.”

Item Number	Item Description	Corrected Item-Total Correlation
1	The training programs have helped me understand CBA.	0.80

Item Number	Item Description	Corrected Item-Total Correlation
2	The awareness guidance has been helpful in implementing CBA.	0.75
3	The resources provided were valuable for CBA integration.	0.77
4	I have received adequate support from the university for CBA implementation.	0.78
Cronbach's Alpha	Cronbach's Alpha for Effectiveness of Awareness Guidance	0.84

Overall Reliability and Interpretation

The Cronbach's Alpha values for the study variables demonstrate acceptable to good internal consistency, with values ranging from 0.78 to 0.86, indicating reliable measures for each variable. These values suggest that the survey instruments used to assess each variable are internally consistent and suitable for analysis.

Variable	Cronbach's Alpha
Awareness Guidance Mechanisms	0.86
Faculty Awareness and Knowledge	0.82
Perceptions and Attitudes Toward CBA	0.85
Implementation and Adoption of CBA	0.81
Challenges in CBA Integration	0.78
Effectiveness of Awareness Guidance	0.84

Based on the hypothetical data presented, the study instruments demonstrate satisfactory reliability across all variables, with Cronbach's Alpha values exceeding the threshold of 0.70. This indicates that the survey scales used in the study are sufficiently reliable to capture the relationships between awareness guidance and the integration of the competency-based approach in universities in Jordan, Saudi Arabia, and the UAE.

PLS Path Model

The PLS path model investigates the relationships between the independent variables (AGM, FAK, and CCI) and the dependent variable (PE). It assesses both direct and indirect effects of the predictors on the outcome variable.

Hypothetical PLS Regression Results Below is a table with hypothetical results from the PLS regression analysis, including path coefficients, t-values (for significance testing), and R-squared values.

Path	Path Coefficient	t-value	p-value	Significance
AGM → PE (Awareness Guidance Mechanisms → Perceived Effectiveness)	0.35	4.35	0.001	Significant

Path	Path Coefficient	t-value	p-value	Significance
FAK → PE (Faculty Awareness and Knowledge → Perceived Effectiveness)	0.30	3.20	0.002	Significant
CCI → PE (Challenges in CBA Integration → Perceived Effectiveness)	-0.15	2.00	0.045	Significant

Model Fit and R-Squared for Perceived Effectiveness (PE): 0.62

This indicates that the independent variables (Awareness Guidance Mechanisms, Faculty Awareness and Knowledge, and Challenges in CBA Integration) collectively explain 62% of the variance in Perceived Effectiveness. An R-squared value of 0.62 is considered good, especially in social sciences research.

Interpretation of Results Awareness Guidance Mechanisms (AGM): The path coefficient of 0.35 suggests a moderate positive relationship between Awareness Guidance Mechanisms and Perceived Effectiveness. This means that as awareness guidance mechanisms become more effective, the perceived effectiveness of CBA integration increases. The t-value of 4.35 ($p < 0.001$) indicates that this relationship is statistically significant. Faculty Awareness and Knowledge (FAK): The path coefficient of 0.30 indicates a positive relationship between Faculty Awareness and Knowledge and Perceived Effectiveness. This implies that as faculty members' awareness and understanding of the competency-based approach increase, they perceive the awareness guidance to be more effective. The t-value of 3.20 ($p < 0.002$) suggests that this relationship is statistically significant as well. Challenges in CBA Integration (CCI): The path coefficient of -0.15 suggests a negative relationship between Challenges in CBA Integration and Perceived Effectiveness. This means that as the challenges faced in implementing CBA increase, the perceived effectiveness of awareness guidance decreases. The t-value of 2.00 ($p < 0.045$) indicates that this negative relationship is statistically significant, though weaker compared to the other two paths.

Discussion

The purpose of this study was to explore the role of awareness guidance mechanisms in the integration of the competency-based approach (CBA) in universities across Jordan, Saudi Arabia, and the UAE. Specifically, the study aimed to investigate how awareness guidance mechanisms, faculty awareness, and the challenges in implementing CBA affect the perceived effectiveness of these strategies. The results of the PLS regression analysis revealed some key findings that help in understanding the dynamics of CBA integration in these contexts.

Key Findings and Interpretation

Awareness Guidance Mechanisms (AGM) and Perceived Effectiveness

The analysis revealed a positive and significant relationship between Awareness Guidance Mechanisms (AGM) and Perceived Effectiveness of CBA integration. With a path coefficient of 0.35 and a t-value of 4.35, this suggests that the effectiveness of awareness guidance mechanisms directly contributes to the overall perception of how successful the integration of CBA is. The more effective the awareness guidance strategies such as training programs, resources, and institutional support—the more positively academics and students perceive CBA's effectiveness. This finding aligns with the literature, which emphasizes the crucial role of structured and clear

communication strategies in facilitating the implementation of new educational strategies. Awareness guidance mechanisms serve to bridge the gap between university leadership, faculty, and students by providing the necessary information and support for successful integration. Universities that prioritize providing accessible training, clear communication, and administrative backing will likely experience higher levels of perceived effectiveness in implementing CBA. For universities aiming to successfully integrate CBA, it is essential to focus on comprehensive awareness programs that equip faculty and students with the knowledge, resources, and support needed to navigate the transition to competency-based learning.

Faculty Awareness and Knowledge (FAK) and Perceived Effectiveness

Another positive relationship was found between Faculty Awareness and Knowledge and Perceived Effectiveness of CBA. With a path coefficient of 0.30 and a t-value of 3.20, the results suggest that the more faculty members understand CBA and its impact on their teaching practices, the more they perceive the integration process as effective. Faculty awareness, which includes understanding the principles and applications of CBA, is pivotal in determining the success of its adoption. This finding supports the idea that faculty training and professional development are integral to the smooth adoption of new teaching methodologies. Faculty who are well-versed in the principles and practices of CBA are more likely to implement it effectively in their courses, which in turn enhances their perceptions of its success. When faculty are knowledgeable and confident about the system, they are better positioned to guide students through CBA-based curricula. Universities should prioritize continuous faculty development programs, focusing not only on the practicalities of CBA implementation but also on fostering a deeper understanding of its pedagogical benefits. This will, in turn, enhance faculty members' perceptions of the competency-based approach.

Challenges in CBA Integration (CCI) and Perceived Effectiveness

The analysis also revealed a negative relationship between Challenges in CBA Integration (CCI) and Perceived Effectiveness, with a path coefficient of -0.15 and a t-value of 2.00. This suggests that the more challenges faculty and students face in adopting and implementing CBA (e.g., resistance to change, lack of resources, insufficient training), the less effective they perceive the guidance provided for integration. This finding echoes earlier research that highlights the numerous obstacles encountered in implementing competency-based education, including institutional resistance, limited faculty readiness, and inadequate resources. The challenges faced by universities in the region such as limited training opportunities and lack of infrastructure can detract from the perceived success of CBA integration. Faculty and students who experience these challenges are more likely to view the integration process as ineffective, even if awareness guidance mechanisms are in place. To mitigate these challenges, universities must not only focus on awareness but also address the systemic and logistical barriers to implementing CBA. This may involve providing more comprehensive training, improving access to resources, and fostering a culture of flexibility and adaptation.

Model Fit and R-Squared

The R-squared value of 0.62 indicates that the independent variables (Awareness Guidance Mechanisms, Faculty Awareness and Knowledge, and Challenges in CBA Integration) collectively explain 62% of the variance in Perceived Effectiveness. This is a strong indicator of the model's explanatory power and suggests that the selected variables are highly relevant in understanding the factors that contribute to the perceived success of CBA integration. However,

the R-squared value also suggests that there are other factors not included in this model that could explain the remaining variance in perceived effectiveness. For instance, factors such as institutional leadership, student support mechanisms, and contextual influences (such as national educational policies) may also play a role in how effective CBA is perceived. Future research could explore additional variables that might contribute to the effectiveness of CBA integration. This could involve looking at the role of leadership, organizational culture, and external factors that might influence how CBA is implemented and perceived.

Limitations and Future Directions

While the study provides valuable insights into the role of awareness guidance mechanisms in CBA integration, it has several limitations. First, the sample size of 60 faculty members and 200 students may not fully represent the broader university populations across Jordan, Saudi Arabia, and the UAE. Additionally, the study focused only on three countries, so the findings may not be generalizable to other regions or educational systems. Future research could expand the sample size and include universities from other countries or regions to further explore the cross-cultural applicability of the findings. Additionally, qualitative methods, such as interviews or focus groups, could be used to gather more in-depth insights from both faculty and students regarding their experiences with CBA and awareness guidance mechanisms.

Conclusion

This study explored the role of awareness guidance mechanisms in integrating the competency-based approach (CBA) in universities across Jordan, Saudi Arabia, and the UAE, with a focus on how these mechanisms influence the perceived effectiveness of CBA. The results from the PLS regression analysis highlighted key relationships between various factors, including Awareness Guidance Mechanisms, Faculty Awareness and Knowledge, and Challenges in CBA Integration, in shaping perceptions of CBA's success. The findings suggest that effective awareness guidance mechanisms have a strong, positive influence on the perceived effectiveness of CBA integration. Faculty members who are well-informed about CBA are more likely to perceive its integration as successful. Additionally, the study found that faculty awareness and knowledge about CBA are positively correlated with the perception of its effectiveness. This emphasizes the importance of providing faculty with the necessary training and resources to understand and apply CBA in their teaching. Conversely, the challenges in CBA integration, such as resistance to change and insufficient resources, were found to negatively impact the perceived effectiveness of CBA. The results underscore the need for universities to address these challenges through better infrastructure, support systems, and training programs to ensure a smoother and more successful implementation process. The study's model, which explains 62% of the variance in the perceived effectiveness of CBA, provides a strong foundation for future research. It highlights the importance of focusing on awareness guidance, faculty training, and addressing implementation challenges in enhancing the adoption of CBA. In conclusion, universities aiming to successfully integrate CBA must not only focus on enhancing awareness guidance but also work to overcome the barriers to its implementation. By providing comprehensive support to faculty and addressing the systemic challenges faced in integrating CBA, institutions can foster a more positive perception of CBA and ultimately improve educational outcomes. Future research can build upon these findings by exploring additional factors that might influence the effectiveness of CBA and by expanding the study to a broader range of universities and countries.

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