Saudi Bachelor Nursing Students' Perceptions of Academic Advising: Descriptive Quantitative Study

Jawaher Abdullah Bin Jumah[1*], Nazirah Omar Nouh[2], Reemah Faltah[3], Maha Alonazi[4]

[1]*Assistant Head of Nursing Administration & Education Department College of Nursing King Saud University Riyadh, Saudi Arabia*
[2]*Lecturer Riydah Elm University, Riyadh, Saudi Arabia*
[3,4]*Specialist College of NursingKing Saud University Riyadh, Saudi Arabia*

KEYWORDS	ABSTRACT
Academic Advising, Nursing Students, Achievement, Perception, Nursing Education, Learning Outcomes	Academic advising is identified as a progression to assist the students in determining their competencies which would guide them to find and develop their academic identity and ensure which study program and major would fit their capabilities within the facilitated opportunities. Aim This descriptive quantitative research was to analyze the relationship between undergraduate students and their academic advisors, evaluate the obstacles of the academic advising process from their' perception, and assess the resolutions of the academic advising. Methods: This descriptive quantitative study was conducted on a convenience sample of 200 nursing students in different courses and levels in the College of Nursing at King Saud University using demographically collected data. ResultsThere was a significant indication of a relationship between social demographic data and student perception of academic advising. Conclusions Implementing academic advisory could improve the students' achievements and overcome learning obstacles that could affect nursing students' learning outcomes. Suitable supervision from academic affairs strengthens their positions.

1. Introduction

Academic advising is a critical educational process in higher education in which students are assisted to explore their learning opportunities through interaction with their advisors to recognize and solve any academic issues that support students to be successful in their profession and help them succeed in their academic and professional careers (Mohammed, 2021). Academic advising is identified as a progression to assist the students in determining their competencies and choose adequate study programs and majors that would fit their needs to facilitate overcoming any obstacles (Selim, Omar, Awad, Miligi, & Ayoub, 2023). In addition to experiencing elevated stress known in most university students, nursing students get more stress in realizing that they have to Most of university students are known to have an experience of elevated stress, especially nursing students who have to care for patients after graduation.

In nursing education, academic advising is required to enhance nursing students' provision to help them attain their objectives (Onieva-Zafra, et. al., 2020), to build new criteria, and to improve the students' professional achievements (Onieva-Zafra, et. al., 2020; Riley, Collins, & Collins, 2019; Yale, 2019).

Academic advisers offered a unique perspective and expertise working on the front lines with students. Additionally, the roles of advisers examine, debate, and analyze the organizational, institutional, and stakeholder educational practices and policies. One main function of educational organizations is an understanding of the quality of the relationship between academic advisors and students that recognizes the quality and the dimensions of this dynamic relation. Additionally, refining, academic advising is a vital key to advancing learning skills, academic attainment, and learning outcomes of nursing students (McGill, Ali, Barton, 2020; Mohammed, 2021).

Despite its importance, it has been reported that academic advising did not reach an desirable level of acceptability among stakeholders. However there are many satisfied participants among the advisors

who reflect the benefit of the advisee in gaining from suggestions and engagements through the span of their study, still, the interactions between students and their advisee must be improved extensively (Golshah, Sadegh, & Rezaie, 2021).The reconditions of this qualitative research were to encourage the universities to establish the schemes of academic advisers to support the freshmen in accomplishing both academic and personal objectives and desires in their professional skills (Chan, et. al., 2019). Core values for advising which are considered critical to the way that advising is done are reflected in the actions of advising and are meaningful to the function of advising (Yale, 2019; Riley, et. al., 2019).

Students' achievement increased through an effective relationship between students and their advisees. The purpose of this study was to examine the nursing student's perceptions of the characteristics and functions of effective academic advisors. The outcomes of this study showed that effective academic advising is an essential process to increase the student's interest in completing their education based on the university rules and regulations. Additionally, trustworthiness was the singular characteristic defined by the participants. However, most of the students reported that the functions of the advisors were not effective. However, this conclusion, though supported by numerous reports, it would not be generally accepted until larger sample populations would be involved. One implication of this study was to conduct further studies with different populations (McGill, 2019).

Moreover, there are differences between counseling services and academic advising. Academic Advising services supply learners with support through assignments and careers. On the other hand, counseling services benefit learners known to have mental or psychological health problems. who have any problems related to health mentally or psychological, and social manners (Selim, et. al, 2023; McGill, Ali, Barton, 2020). Through the COVID-19 pandemic has disordered nursing education and required the switch to the distant and virtual modes of teaching for theory and clinical courses (Dewart, Corcoran, Thirsk, & Petrovic, 2020). The findings of this analytical cross-sectional research design study revealed that the major difficulty was associated with advisee rather than other difficulties, as reported from the nursing students` opinions. Also, the result showed that nursing students` levels varied significantly with advisee` difficulties (El-Sheikh, Gazar, & Zoromba, 2019) .

The academic advising process is engaging sequences of deliberate interactions between learners and their advisees to assist them in facilitating their learning process. The recommendations of creating a training session to advance academic advising (El-Sheikh, et al., 2019).

There is a gap in the literature that sufficiently analyzes and suggests means of promoting effective and interactive academic advising and strengthening the relationships between learners and their advisors. This study contributes in this direction.

Significance of the Research Problem

Powerful academic advising is an effective process that expedites learner's development which creates a meaningful investment in students` ability and the academic institutions as well (Walker, 2020). Leaders in higher education are facing tremendous changes that call for creating more policies and standards for practice as a framework. One of these changes is an academic advising in which advisors should have conscious about their enormous roles. As a result, it is important to ask what constitutes good academic advising, beginning with an understanding of the nature of the advisor-advisee relationship. Academic advising is vital in the learning process that requires special

attention. Exploring the importance of the academic advising will support the achievement of the nursing students in their academic period (Hart-Baldridge, 2020; Holland, Westwood, & Hanif, 2020). Globally, and more specifically in Saudi Arabia, the obstacles that students face during their academic study is frequently explored and analyzed aiming at improving the academic advising process. The relationship between nursing students and their academic advisors is the key for students to be successful in their journey which will increase the need to investigate.

The purpose of this descriptive quantitative research was 1) To analyse the relationship between undergraduate students and academic advisors, 2) To evaluate the obstacles of the academic advising process from the perception of the students, and 3)To assess the resolutions of the academic advising process from the perception of the students which would enhance and advance the student's learning outcomes. Moreover, the result of this study would be counted as a foundation to build new criteria and to improve the professional achievements of the students.

Research Methods & Results

Study Design:

A descriptive quantitative design study aimed to systematically and truthfully explore the views of female students regarding academic guidance, especially the type of "relationship between the student and the academic advisor (Polit & Beck, 2017). Descriptive design studies are an important method to evaluate the proportion of a nursing population with learning preferences in Saudi Arabia. The study was conducted in the College of Nursing, girl's campus at King Saud University in Saudi Arabia. The convenience sample was used to recruit undergraduate nursing students who were willing to share their experiences and nursing students who were proficient in English language. A sample of 400 nursing students was recruited from different courses and different levels who were enrolled in the first and second semesters of the academic year from August 2021- July 2022.

Sample of the Study

Method

The study was approved by the Institutional Review Board of the College of Medicine, King Saud University. The objectives and process of the research study were explained to the participants. Participants were informed that participation in this descriptive quantitative study was voluntary and they were informed that they had the right to withdraw from the study anytime during the study if they wanted to withdraw from the study. Written informed consent was distributed and collected with students' signatures. Anonymity and confidentiality were sustained during the study, and the principal researcher created a password to protect the data which was known by the coauthor of the study as well.

Data Collection

The data of this descriptive quantitative research was collected by using a demographic questionnaire which was developed by the researchers to control the homogeneity of the population. A seven-item researcher-developed demographic questionnaire was used to describe the participants and define any potential mediating variables that might affect the nursing students' perceptions of academic advising.

Saudi undergraduate nursing students' perceptions of academic advising questionnaire were developed by the researchers to evaluate the nursing students 'perception of academic advising. A 28-

item multiple-choice questionnaire was developed by the researchers to analyze nursing students' perceptions of academic advising with a 5-Likert scale to assess the nursing students' perceptions of academic advising. The validity of the Saudi undergraduate nursing student's perceptions of the academic advising questionnaire was conducted by applying a pilot study and the reliability of the Saudi undergraduate nursing students' perceptions of the academic advising questionnaire was conducted by a panel of academic experts.

Reliability assumptions estimated the method's strength and internal consistency of measurement instruments (Polit & Beck, 2017). The study included 200 Saudi undergraduate nursing students from different courses who were enrolled in the first and the second semester of the 2020-2021 academic year of the College of Nursing at King Saud University, Riyadh City, Saudi Arabia. Data analysis was analyzed using a Statistical Package for the Social Science (SPSS) (SPSS, 2022). Descriptive statistics including frequency and percentage was used to characterize the study sample. Inferential statistics was used to predict the association among variables. Paired t-test was used to compare social demographic data and the perception of the student. $P<0.05$ was considered significant toward academic advice. The researchers used T-test for dependent variables to compare between social demographic data, and the nursing students 'perception of academic advising with the significant value of 0.05 which indicated that the hypothesis was tested

In addition, each participant provided written informed consent before starting the study and the principal researcher created a password to protect the confidentiality of the participants which was known by the coauthor of the study as well.

Statistical Analysis:

Data analysis was analyzed using a Statistical Package for the Social Science (SPSS) (SPSS, 2022). Descriptive statistics including frequency and percentage was used to characterize the study sample. Inferential statistics was used to predict the association among variables. T test was used to compare between social demographic data and the perception of the student toward academic advice. The researchers used Paired t-test for dependent variables to compare between social demographic data, and the nursing students 'perception of academic advising that indicated significant value of 0.05 which specified that the hypothesis was tested. H0= there is a relationship between social demographic data and the perception of the student toward academic advising. While, H1= there is no relationship between social demographic data and the perception of the student toward academic advice. If the significant value sig less than 0.05 there was no relationship between social demographic data and the perception of the student toward academic advice. Also, if the significant value sig more than 0.05 here was relationship between social demographic data and the perception of the student toward academic advice. As a result, there was a significance indicated that there was a relationship between social demographic data and the perception of the student toward academic advising.

Table 1. Relationship between social demographic data and perception of the nursing students

	mean	St. deviation	Significant value(sig)
social demographic data& perception of student toward	1.79056	0.33647	0.00

academic advice			

The significant value sig = 0.00 more than 0.05 that means there is a significance of relationship between social demographic data and perception of the nursing students toward academic advising.

Discussion

Academic advising is a critical component in the academic in which it is facilitated the interaction between students and advisors to recognize and solve any academic issue that supports students to be successful in their profession. In addition, it helped students to be succeeded in their academic and professional careers (Ab Latif, & Nor, 2019; McGill, 2019). The results showed that the relationship between nursing students and their advisories had a positive view of the academic environment. The relationship between nursing students and their academic advisors are the key for students to be successful in their journey which will increase the need to investigate.

Lately, academic advising is engaging in a series of deliberate interactions between students and their advisors to help them in their learning. It is generally recognized as a relational process that takes place between students and advisers. Consequently, the promotion of effective relationships and processes is both essential in advising (Alshuaybat, 2021;Walker, 2020). The literature sights that there is a gap, even though there is no doubt of the importance of interaction and relation between students and academic advising, but there are students who prefers asking their colleagues more than advisors.

Conclusion

Exploring the importance of academic advising will support the achievement of nursing students in their academic period. Globally, the obstacles that students faced during their academic study were explored and there is an inquiry that must be explored, mainly in Saudi Arabia. In conclusion, the implementation of academic advisory could improve the student's achievements to overcome learning obstacles that could affect nursing students learning outcomes. Suitable supervision from academic affairs in the college and university would support faculty advisory and strengthen their positions which would enhance students` achievements during the study years. There is a need to conduct further studies to evaluate the communication tools between nursing students and their advisories. The results of these future studies will be a guide for the advisories to establish effective communication tools to offer the assistance needed by nursing students.

Reference

[1] Ab Latif, R., & Nor, M. Z. M. (2019). Stressors and Coping Strategies During Clinical Practice

[2] Among Diploma Nursing Students. The Malaysian Journal of Medical Sciences: MJMS, 26(2), 88.

[3] Alshuaybat, W. (2021). Factors Affecting Students' Satisfaction with Academic Advisory

[4] Services in Jordan: a Case Study of al Shoubak College. Eurasian Journal Educ Res, 95, 98–117.

[5] Chan Z.C.Y., Chan H.Y., Chow H.C.J., Choy S.N., Ng K.Y., Wong K.Y., Yu P.K.

[6] (2019). Academic advising in undergraduate education: A systematic review. Nurse Education Today, 75, pp. 58-74.

[7] Dewart ,G., Corcoran, L., Thirsk, L., Petrovic, K., (2020). Nursing Education in a Pandemic: Academic Challenges in Response to COVID-19. Nurse Education Today.92(104471).

[8] El-Sheikh , O. Y., Mohammed, B. A., EL-Gazar, H. E., & Zoromba, M. (2019). Developing

[9] Corrective Actions to Improve Academic Advising Process. American Journal of Nursing Research, 7(3), 286-292. http://pubs.sciepub.com/ajnr/7/3/8 DOI:10.12691/ajnr-7-3-8.

[10] Golshah, A., Sadegh, S., & Rezaie, L. (2021). Dental Students' Satisfaction with Academic

a. Advisors: a Qualitative Study. Educational Research in Medical Sciences, 10(2).

[11] Hart-Baldridge, E. (2020). Faculty Advisor Perspectives of Academic Advising. NACADA

a. Journal, 40, 10–22. doi: 10.12930/nacada-18-25

[12] Holland, C., Westwood, C., & Hanif, N. (2020, September). Underestimating the Relationship

[13] Between Academic Advising and Attainment: a Case Study in Practice. Frontiers in Education, 5,145.

[14] McGill, C. M. (2019) The Professionalization of Academic Advising: A Structured Literature

[15] Review. NACADA Journal, 39(1), pp. 89-100.

[16] McGill, C. , Ali, M. , Barton, D. (2020). Skills and Competencies for Effective Academic

[17] Advising and Personal Tutoring. Frontiers in Education, 5(135), 1-11.

[18] https://doi.org/10.3389/feduc.2020.00135.

[19] Mohammed, S. G. (2021). Under & Postgraduates Nursing Students` Satisfaction with Academic

[20] Advising Management: a Comparative Study. The Malaysian Journal of Nursing (MJN), 13(1), 36-41.

[21] Onieva-Zafra, M. D., Fernández-Muñoz, J. J., Fernández-Martínez, E., García-Sánchez, F. J.,

[22] Abreu-Sánchez, A., & Parra-Fernández, M. L. (2020). Anxiety, Perceived Stress and Coping Strategies in Nursing Students: a Cross-Sectional, Correlational, Descriptive Study. BMC Medical Education, 20, 1-9.

[23] Polit, D. F., & Beck, C. T. (2017). Nursing Research: Generating and Assessing Evidence for

[24] Nursing Practice. (10th edition). Philadelphia: Wolterrs Kluwer.

[25] Riley, J. M., Collins, D., & Collins, J.. (2019). Nursing Students' Commitment and the

[26] Mediating Effect of Stress. Nurse Education Today, 76(172), 7.

[27] Selim, A., Omar, A., Awad, Sh., Miligi, E., & Ayoub, N. (2023). Validation of Student

[28] Academic Advising and Counseling Evaluation Tool Among Undergraduate Nursing Students. BMC Medical Education, 23(139), 1-10. https://doi.org/10.1186/s12909-023-04115-5

[29] Statistical Package for the Social Sciences (SPSS). (2022). Predictive Analytic Software

[30] (PASW) Statistics GradPack 25.0. Chicago, IL: Author.

[31] Walker, B. W. (2020). Professional Standards and Recognition for UK Personal Tutoring and

[32] Advising. Frontiers in Education, 5, 531451. doi: 10.3389/feduc.2020.531451

[33] Yale, A. (2019). The Personal Tutor–Student Relationship: Student Expectations and

[34] Experiences of Personal Tutoring in Higher Education. J. Further High. Educ. 43, 533–544. doi: 10.1080/0309877x.2017.1377164