

 <p>INNOVATIVE JOURNAL ЮНКІВТ</p>	<p>Contents lists available at www.innovativejournal.in</p> <p>INTERNATIONAL JOURNAL OF NURSING DIDACTICS</p> <p>homepage: http://innovativejournal.in/ijnd/index.php/ijnd</p>	 <p>IJND ISSN: 2231-5454</p>
--	---	--

Academic Advising Obstacles from Perspective Academic Advisors Staff and College Students'

Eman Abd ElAlim Etway

Lecturer of nursing administration, Faculty of nursing, Cairo University, Egypt

Email: emabdalim@yahoo.com

DOI: <http://dx.doi.org/10.15520/ijnd.2017.vol7.iss3.196.01-11>

Abstract: Background: Academic advising is an ongoing interactive process involving the student, advisor and institution. Higher education in faculties of nursing faces many academic advising challenges, including changing student demographics, advancing technologies, shrinking resources, and declining public confidence. For many years, postsecondary reform agendas have beckoned colleges and universities to focus intentionally on undergraduate learning and success to address these challenges. **Aim:** investigate the academic advising obstacles from the perspective of the academic advisors and college students. **Design:** descriptive design was utilized in this study. **Subjects:** Convenient sample of academic advisors (No= 40) who were participants in academic Advising program and senior students (No= 150) who had been exposed to academic advising. **Setting:** The present study was carried out in all departments at faculty of nursing, Cairo University. **Tools:** Three tools were used for data collection: the tool were developed and constructed by the investigator based on literature review. **Results & conclusion:** The findings of the present study concluded to both academic advisors and students highly perceived the administrative system obstacles, highly perceived suggested solutions from students and advisors perspectives and there was a statistical significant difference between students' perception of suggested solutions of academic advising obstacles and the number of meetings. **Recommendations:** It is recommended that the faculty administrations should be: review the workload of the faculty staff , determine academic advisor / student ratio, plan and conduct an orientation program for the newly enrolled students to offer necessary information and provide manual academic advising book to students.

Keywords: Academic advising obstacles, academic advisors staff, college students.

INTRODUCTION

Student development is a growth process within the student in which he/she becomes increasingly able to integrate and act on many different experiences and influences (Baker, & Griffin, 2010)). Student development occurs "when students are faced with new challenges in their lives, a response or way to cope with the situation must emerge (Campbell & Nutt, 2008) "In general, development is about becoming a more complex individual. Student development is also a process and each individual's higher education environment will alter that process causing different challenges and obstacles be overcome. It is at the moments of challenge and obstacles when a student's academic advisor can help the individual get back on track of positive development (Evans, 2011& Pang, 2012).

Student development occurs when students are faced with new challenges in their lives, a response or way to cope with the situation must emerge (Gardner, 2009). In general, development is about becoming a more complex individual (McEwen, 2005; as cited in Gardner, 2009). Many theorists classify development into three different categories: psychosocial, social identity, and cognitive-structural development. (Patton, & Renn, 2010).

An increased demand on higher education and student welfare has stressed the role of academic advising and student support (Divaris et al., 2008, and National

Commission for Academic Accreditation and Assessment, 2013) agencies responsible for accrediting higher-education institutions have formed standards to ensure that students have adequate support to alleviate stress, solve problems, and address weaknesses that may reflect negatively on their academic performance. The relationship between a student and their faculty advisor is an important relationship to have. The student has an opportunity to get to know their professional advisor over the course of several years, making it easier for the student to address concerns or ask any questions to their advisor. Academic advising has the advantage of providing students with repeated one-on-one interactions across multiple years (Pizzolato, 2008).

In spite of the increase in the numbers of students enrolled at universities after the Second World War, academic advising still receives little attention since it is considered as one of the basic duties of teachers. As scholars became more interested in research, student's body became more diverse. However due to the admission of the largest possible intake of students, the need for professional advisors and experts as well as comprehensive advising programs increased dramatically. (Bassam, 2015) Additionally academic advising plays a fundamental role in the student's university life beginning from the moment he is admitted to the university until the time he has graduated. An academic advisor is considered a part of the total educational process in the university life. This advisor plays the role of the educator

and his responsibility is to build a relationship of cooperation based on trust and honesty with the student. This would enable the student to decide what and how to be apply the information made available to him by the academic advisor (Hale, 2009& Pitras, 2010).

Students at different years of study experience different and unique problems and therefore are likely to perceive the need for help differently, and vary at the rate at which they seek academic advising. For example, first year students are expected to need a lot of help in subject and career choices than students in the subsequent years. Once students settle down and acquire adequate information about university life, they may not require a lot of assistance from their academic advisors. (Alexitch, 2002 & Hollis,).In addition, faculty development in the area of academic advising contributes to improve services to students (Divaris et al., 2008). The purpose of academic education may simply be interpreted as to guide students through the academic life and getting a degree which suites their needs and the society. However, there are more fundamental educational aspects of academic advising that affects their ability of problem solving, reasoning and decision making as well as helping them to feel belonged to the institution and therefore improving the quality of their studies. (Hale , 2009)

In this context, Abdel Hadi and Azzeh (2012) focused on the significance of the advising relationship which is considered as a fundamental element in the process of advising. They base their view on (Shbiyl, 2004) which states that successful advising is the basis in bringing about a change in behavior. If the student feels secure and free from any threats, he will be able to go over his previous experiences and fully assimilate them with the help and support of the advisor. This true perception of experiences would release the motivating force of the student to fulfill the goals of academic advising. Advising alone is not enough to bring about the desired change. However, positive advising relationship is a prerequisite for academic advising. Mohammed, (2005) reinforced this view when he found out that one of the main reasons that obstructed academic advising and established distrust was the difficulty the student faced in dealing with the academic advisor who was unavailable. Hence, this made it difficult for the student to deal and understand him. This academic advisor was ignorant of the rules and regulations and did not have the enough time for academic advising.

Academic advising is defined as, “ a process which aims to help students discover their capabilities and potentials in order to help them make decisions related to their study program, selection of major study courses, and to assist them in overcoming difficulties which might obstruct the students’ academic or study progress (Hollis, 2009).) Academic advising takes place in "situations in which an institutional representative gives insight or direction to a college student about an academic, social, or personal matter. The nature of this direction might be to inform, suggest, counsel, discipline, coach, mentor, or even teach (Fassaert,, 2007)

Academic advising is a developmental process which assists students in the clarification of their life/career goals and in

the development of educational plans for the realization of these goals. It is a decision-making process by which students realize their maximum educational potential through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary. (Pardee, 2004& Hunter, 2007).

Academic advisors help students plan their academic careers through the creation of a partnership. This includes preparing for registration, resolving academic problems, and offering academic/educational advice. Academic advisors should also be able to assist students with planning for internships and employment opportunities within their disciplines as well as advising about graduate and professional school applications. Also, academic advisors should listen carefully when personal problems are revealed and, when necessary, make referrals to the relevant office (Kuhn, 2006). Also, academic advisors assist students in developing educational plans Consistent with their life goals. Academic advisors at the university level provide information about academic progress and degree requirements, and carefully review students’ academic and educational needs, performance, and challenges (Di Fabio, & Bernaud, 2008). Advisors should help students identify the problem as specifically as possible and to explore reasons why the problem is occurring. For example, if advisees are not doing well in a course, advisors should help advisees identify the particular assignments or tests that are leading to poor grades and examine the current study strategies that are not working well. Asking specific questions can help advisees move from a general notion of the problem to a clear understanding of the problem and its origins. (Gordon 2008)

The absence of an effective academic advising at the university leads to a waste of the educational process and leads students to commit certain negative behaviors that are in breach of the university’s rules. This is due to the absence of a clear understanding of the philosophy of academic advising, its objectives, and concept or procedures by both students and academic advisors. These problems undoubtedly influence students’ attitudes towards academic advising and academic performance.(Pargett, 2011).

However, in Arab universities, academic advising interest has increased due to the development of the higher educational system besides the application of the credit hour system. Since the higher education system is different from lower education systems, students’ coexistence with the university’s system has caused them several problems in relation to adaptation. A system which students did not know about throughout their general education is the credit hour system which gives students the freedom to select courses of their choice. In this regard, Atiyat & Mufti (2005) indicates that the transfer of a student from the secondary stage to the university stage creates new conditions that the student has to adapt to; otherwise, the student will face some maladjustment problems.

According to Gordon (2009), professional preparation challenges include working with students who lack maturity and motivation, have personal or family issues, have issues adjusting to college life, have a low academic self-concept, and do not place their education as a top priority. These challenges can be displayed through resistance to suggestions from advisors, excuses about low test scores or grades, not showing up for an appointment, lack of motivation, and lack of interest in education and advising.

Academic advisors face various challenges related to their professional preparation and to the institutional support they receive. Training is essential to the development of the advisor, but funding and resources are limited. Whatever the challenge, academic advisors must develop a strong advisor-advisee relationship with academically underprepared students to help them succeed and develop (Morano, 2014)

The university suggested some methods to improve the quality of academic advisors to managing academic advising obstacles by hiring and retaining superior advising personnel and enhancing the skills of those excellent academic advisors through training and other activities. To retain excellent advisors, should be providing incentives for the personnel to remain in the advising community. In order to improve new advisor training, should be gather input from various stakeholders across the campus for suggestions on various types of training needed and to help identify gaps in the present training. To improve advising skills of present advisors, we will develop a yearly compliance training module that all academic advisors must complete and hold an all advisor workshop in the fall semesters to discuss any new policies and procedures and other matters related to academic advising. (Miller, Murray 2005 & Pang, 2012) added the faculty administration should improve access to advising for students by partner with Student Affairs to use ask rowdy system.) Pang, (2012) can be defined ask rowdy as intelligent response system that can provide students the answers to a myriad of routine questions, reducing the load on the student financial aid and enrollment services center staff and reducing the wait times for students to see advisors

SIGNIFICANCE OF THE STUDY

The absence of an effective academic advising at the university leads to a waste of the educational process and leads students to commit certain negative behaviors that are in breach of the university's rules. This is due to the absence of a clear understanding of the philosophy of academic advising, its objectives, and concept or procedures by both students and academic advisors. These problems undoubtedly influence students' attitudes towards academic advising and academic performance

The importance of this present study comes from the fact that it sheds light on the obstacles of academic advising at faculty of nursing, Cairo University as perceived by its academic advisors and college students. Its significance is also portrayed in presenting some recommendations and suggestions to the faculty administration in order to contribute to the success and development of the educational process at the faculty. Also, it assists students to pursue their faculty study and reduce the number of problems which might prevent them from pursuing their faculty education

and sometimes deprive them of it. According to (Allogmani, 2014), the assessment of academic advising is not as advanced as that of classroom learning. So the aim of the present study was investigate the academic advising obstacles from the perspective of the academic advisors and college students.

AIM OF THE STUDY

Investigate the academic advising obstacles from the perspective of academic advisors staff and college students

MATERIAL AND METHODS

Design:

Descriptive design was utilized in this study.

Research questions:

1. What are the obstacles of academic advising from the perspective of the academic advisors staff and college students?
2. What are the suggested solutions for academic advising obstacles from the perspective of the academic advisors and students?

Study setting:

The present study was carried out in all departments at faculty of nursing, Cairo University include: Nursing Administration, Medical Surgical Nursing, Pediatric Nursing, Obstetric Nursing, Community Nursing, Psychiatric Nursing and nursing of critical care

Sample: Study sample composed of 2 groups:

Academic advisors staff:

Convenient sample of academic staffs who were working in the previous selected faculty of nursing departments constituted the study sample. Participants in the Academic Advising program, the total number of the participants who agreed to participate in the study was (40) academic advisor out of (52) at faculty of nursing Cairo University.

College students sample:

Convenient sample of senior students who were enrolled in fourth level, students had been exposed to academic advising several successive years, students actively enrolled in the two semester of academic year 2015–2016 and were invited to participate in the study. The total sample size was (150) students out of (190) at faculty of nursing, Cairo University.

Tools:

Three tools were developed and constructed by the investigator based on literature review, (Sutton, John, & Fall, Marijane (2002). Data for the present study was collected through utilizing the following three tools:

- 1- Obstacles related to the academic advising questionnaire from **senior students perspective**. It comprises from two parts: The first part includes the demographic aspects of faculty senior students as gender, age, academy Advisor Specialty, number of academic advising meeting and type of academic advisor relation. The second part used to investigate the obstacles of academic advising from perspective of students'. It consists of 14 items of obstacles related to the academic advisor, and 12 items related to administrative system.

- 2- Obstacles related to the academic advising questionnaire from **academic advisors perspective** It comprises from two parts: The first part includes the demographic aspects of academic staff as: academic department, age, job title and years of experience. The second part used to investigate the obstacles of academic advising from perspective of academic advisors. It consists of 11 items of obstacles related to the students, and 12 items related administrative system
- 3- Suggested solutions questionnaire used to assess Suggested solutions of academic advising obstacles related to practice of academic advising, from perspective of academic advisors and students, It consists of 20 items related to suggested solutions of academic advising obstacles

The items are rated on a 3- point Likert scale, extending from 1 (No) to 3 (Yes).

Tools validity and reliability:

Three tools contents were developed and tested for its content validity through five expertise' from nursing administration department. In the light of their recommendations the important adjustments were produced. Double translation English-Arabic-English was done to ensure validity of translation.

Test of reliability for the academic advising obstacles questionnaire Cranach's coefficient alpha showed 0.97 during pilot study. Also, reliability test for suggested solutions questionnaire 0.87. This indicated that two questionnaires are highly reliable.

Pilot study:

A pilot study was carried out on a sample of 10% of both study samples before starting the actual data collection to ascertain the clarity, and applicability of the study tools. It also aided with estimate the time necessary on fill in those questionnaires. In view of the outcomes of the pilot study, modifications, clarifications, omissions, and rearrangement of some questions were done.

Ethical consideration:

The aim of the study was explained to the administrative personnel. Official permissions were obtained from dean of faculty and head of all departments at faculty of nursing, Cairo University to conduct the study. They were consoled that the gathered data might have been continuously dealt with secrecy.

Procedure:

Once permission was granted from the faculty dean and head of all departments with the prepared research, the purpose of the study was explained to academic advisors and college students who accept to participate in the study. The respondents were assured for complete confidentiality. An explanation of each instrument was done before it handed to the studied sample on their work places .Sheets were filled out at range to 30 minutes. Data was collected during 2015-2016 year. First, the obstacles were measured by the academic advisors and college students' perception, then it analyzed and then been suggested solutions for academic advising obstacles by the perspective of academic advisors and senior students'.

Statistical analysis:

Data entry and statistical analysis were done using Statistical Package for Social Science (SPSS), version 20.0. The following descriptive statistics were used: frequencies, arithmetic mean: as average describing the central tendency of observations. The standard deviation: as a measure for scattering for outcomes around the mean (for quantitative variables). For comparison between more than two means, the F value of analysis of variance (ANOVA) was computes. Significance was adopted at $p < 0.05$ for interpretation of results of tests of significance.

Limitation of the study:

Limited studies were found on academic advising obstacles and suggested solutions for comparing their results with the current study findings.

Acknowledgment

I would like to think to all academic advisors staff and students for their role in the completion of this research

RESULTS

Table (1) depicts the frequency and percentage distribution of students according to their demographic variables, with regard to the gender (68.7%), were female (98.7%) were in the age group ranged between 20 to 25. (79.3%) no meeting related to student perception of number academic advisor meeting every week. Regarding to type of academic advisor relation, the same table shows that (52.0 %) had good relation between student and academic advisor.

Table (2) showed that the highest mean score ($2.2400 \pm .347$) regarding to failure of academic advisor to observe the students' abilities, while the lowest mean score ($1.7067 \pm .82370$) regarding to failure to observe the academic advisor to the needs of students and their potential. Also the total mean percent regarding student's perception of obstacles related to the academic advisors (58.93%).

Table (3) depicts the frequency and percent distribution of academic advisors according to their demographic variables. With regard to the age group (60.0%) ranged between 41 to <50. (67.5%) were in the job title were lecturer. Regarding to years of experience, the same table shows that (52.5 %) were ranged between 10-<20 year of experience.

Table (4) showed that the highest mean score ($2.4500 \pm .74936$) Lack of students knowledge about transfer regulations and quarterly credit hours, while the lowest mean score ($1.9500 \pm .74936$) regarding to unaccepted students for academic advisor. Also the total mean percent (77.66%) of academic advisors perception of obstacles related to the college students.

Table (5) showed that the highest mean score ($2.3000 \pm .7909$) regarding to difficulty of setting a date for the meeting with the students while the lowest mean score ($1.8500 \pm .92126$) regarding modifying the courses schedule after announcement from advisors perception. And showed that the highest mean score ($2.1867 \pm .76313$) regarding to unavailability of specific room to perform advising, while the lowest mean score ($1.9733 \pm .82370$) regarding to outreach programs unavailability of new students at the beginning of joining the faculty from student perception. It showed that there was statistical significant difference of means score between academic advisors and students perception of obstacles related to the administrative system, i.e: there was an agreement about the administrative system obstacles from advisors and students perspectives.

Table(6) showed that the highest mean score of all items related to suggested solutions of academic advising obstacles from students and academic advisors perception. And showed that the highly statistical significant difference means score between students and academic advisors perception related suggested solutions of academic advising obstacles.

Table 7: When comparing between the demographic variables of college students and administrative system obstacles, and suggested solutions of academic advising obstacles. It revealed that there was highly statistical significant difference between students' perception regarding to suggested solutions of academic advising obstacles and number of academic meeting.

Table. 1: Frequency and percentage distribution of senior students according to their demographic variables (N= 150)

Personal Data	Frequency (N)	%
Gender		
1.Male	47	31.3
2.Female	103	68.7
Total	150	100%
Age		
1.<19 year	0	.0
2.20-25	148	98.7
3.26-30	1	.7
4.≥30	1	.7
Total	150	100%
Academy Advisor Specialty		
1.Nursing Administration	21	14.0
2. Medical Surgical Nursing	65	43.3
3. Paediatric Nursing	24	16.0
4. Obstetric Nursing	6	4.0
5. Community Nursing	8	5.3
6. Psychiatric Nursing	21	14.0
7.Nursing of critical care	4	2.7
Total	150	100%
Number Academic Advisor Meeting every week		
1.No meeting	119	79.3
2.One	22	14.7
3.Two	9	6.0
Total	150	100%
Type Academic Advisor relation.		
1.Excellent	14	9.3
2.Good	78	52.0
3.Fairly good	15	10.0
4.Not Good	41	27.3
Total	150	100%

Table 2: Mean scores of students perception of obstacles related to the academic advisors (N=150)

Obstacles related to academic advisor	Mean	SD	Minimum	Maximum
1- Failure of the academic advisor to observe the needs of students and their potential	1.7067	.82370	1.00	3.00
2- Failure to observe the students' abilities	2.2400	.34787	1.00	3.00
3- Do not put advising programs in line with the needs and possibilities and abilities of students	1.8333	.80616	1.00	3.00
4- Lack of knowledge of the academic advisor to the instructions and regulations for the study	1.8933	.82043	1.00	3.00
5- Distinction between students in the academic advising process	2.0933	.82207	1.00	3.00
6- lack of knowledge of the academic advisor for student schedule when doing the guidance process	1.9267	.81180	1.00	3.00
7- Lack of confidence between advisor and student	1.7600	.82478	1.00	3.00
8- lack of coordination between the advisor and the department that follows his students	1.8933	.82857	1.00	3.00
9- Lack of understanding of the academic advisor for the guidance process	1.8200	.82795	1.00	3.00
10- Lack of time with the advisor of the guidance process	1.9267	.79509	1.00	3.00
11- Lack of training for the academic advisor to carry out the guidelines process	1.8733	.82979	1.00	3.00
12- lack of incentives to guide to do its job	1.7867	.81584	1.00	3.00
13-Lack of knowledge of the guiding academic study plans	1.7933	.83784	1.00	3.00
14- lack of files to save the information for students	1.9733	.88951	1.00	3.00
Total	26.5200	7.28584	14.00	45.00
	(58.93%)			

Table3: Frequency and percentage distribution of academic advisors according to their demographic variables (N= 40)

Personal Data	Frequency (N)	%
Academic Department		
1. Nursing Administration	5	12.5
2. Medical Surgical Nursing	10	25
3. Paediatric Nursing	7	17.5
4. Obstetric Nursing	4	10.0
5. Community Nursing	4	10.0
6. Psychiatric Nursing	6	15.0
7. Critical Care Nursing	4	10.0
Total	40	100%
Age		
1.< 35	1	2.5
2.36- <40	10	25.0
3.41-<50	24	60.0
4.≥50	5	12.5
Total	40	100%
Job Title		
1. Lecturer	27	67.5
2. Assistant Professor	11	27.5
3. Professor	2	5.0
Total	40	100%
Years of experience		
1. <5	9	22.5
2.6-<10 years	21	52.5
3.10-<20 years	7	17.5
4.20-<30 years	3	7.5
5. ≥30		
Total	40	100%

Table 4: Mean Scores of academic advisors perception of obstacles related to the students (N=40)

Obstacles related to academic advisor	Mean	SD	Minimum	Maximum
1- Unaccepted of students for academic advisor	1.9500	.74936	1.00	3.00
2-Lack of commitment to the dates of the student registration	2.3500	.73554	1.00	3.00
3-Non study agreement with the student tendencies	1.9500	.74936	1.00	3.00
4-Lack of knowledge about admission and registration instructions	2.2500	.86972	1.00	3.00
5-Student 's has no desire to contact the academic advisor on a regular basis	2.1500	.86380	1.00	3.00
6-Student relay completely on academic advisor	2.3750	.70484	1.00	3.00
7- Lack understanding of the process of academic advising	2.2000	.88289	1.00	3.00
8-Delays in the completion of a student's graduation requirements	2.1000	.70892	1.00	3.00
9-Lack of clarity of purpose of academic advising process among students	2.1250	.72280	1.00	3.00
10-Limited understanding of the process of Academic Advising students on the academic side	2.1750	.90263	1.00	3.00
11- Lack of knowledge about transfer regulations and quarterly credit hours	2.4500	.74936	1.00	3.00
Total	24.0750	5.85021	14.00	31.00
	77.66%			

Table5: Difference between academic advisors and students perception about administrative system obstacles

obstacles related to the Administrative System	academic advisors (No=40)		Students (150)		t	p
	Mean	SD	Mean	SD		
1- Unavailability of specific room to perform advising	2.0250	.94699	2.1867	.76313	1.84	.067
2- Difficulty of setting a date for the meeting with the students	2.3000	.79097	2.0533	.80089	.851	.396
3- The registration and deletions period not fit with student	2.1500	.76962	2.0867	.85087	.090	.928
4- Unavailability of outreach programs new students at the beginning of joining the faculty	2.1750	.84391	1.9733	.85095	.800	.425
5- Lack of sufficient information on the faculty as guides	2.1000	.81019	2.0267	.82695	.818	.414
6- Lack of an academic from each section to guide students Coordinator	2.0500	.93233	2.1067	.82043	.121	.904
7- Lack of training courses to hone guides academics	1.9250	.91672	2.0533	.84175	1.116	.266
8- Lack of adequate advising book for students guidance	2.1750	.81296	2.1267	.83784	2.331	.021
9- Conflicting dates of courses schedules	2.1000	.74421	1.9867	.81089	2.148	.033
10- Modifying courses schedule after announcement	1.8500	.92126	2.1400	.81125	1.088	.278
11- Much of instructions from education and Student Affairs	2.1500	.92126	1.9933	.82329	1.531	.127
12- The parents not informed about their students study plans	2.1250	.96576	2.1000	.81718	.661	.509
Total	22.8750	7.20110	24.833	6.97976	2.543	0768.

Table 6: Mean difference between students and academic advisors perception related to suggested solutions of advising obstacles

Suggested solutions of advising obstacles	Students (N= 150)		Academic advisors (N= 40)		t	p
	Mean	SD	Mean	SD		
1-Offer preparatory seminars for faculty staff for academic advisor tasks	2.3267	.75526	2.2250	.94699	.188	.851
2-Assigning counseling process to experienced advisors and fluent communication skills with the students'	2.2600	.77225	2.4750	.84694	.070	.945
3-Encourage students to express opinions and suggestions in the process of academic advising	2.3133	.73399	2.3000	.85335	.815	.416
4-Educate students about the importance of academic advising	2.4867	.61831	2.3000	.88289	.620	.536
5-Provide models for the records of the information about advising process	2.2667	.79145	2.2250	.94699	.286	.775
6-Sharing counseling center and counseling student in strengthening academic advising	2.2467	.80215	2.2000	.96609	.146	.884
7-Attention to studies and research on the academic advising process	2.2600	.78944	2.3000	.93918	.628	.531
8-Development of students' awareness of academic advising and its importance and its objectives	2.2667	.76559	2.2500	.92681	1.887	.061
9-The training academic staff for the academic advising	2.2600	.77225	2.2000	.93918	1.725	.086
10-Holding seminars for academic advising at the beginning of the year for new students	2.3400	.73118	2.2250	.94699	.828	.409
11- Conduct periodic meeting with the students	2.2333	.78933	2.2250	.91952	.226	.822
12-Provide specific rooms for the process of advising in the faculty	2.3267	.75526	2.2250	.94699	.715	.475
13-Provide appropriate incentives for the encouragement of student advising	2.3200	.77995	2.3500	.86380	.820	.413
14-Indicative attribution process is available for those who needed them for the benefit of students and mentoring skills	2.2933	.76454	2.5250	.78406	.647	.518
15- Indicative attribution process for those who meet the necessary skills to help students solve their problems	2.3133	.74308	2.5000	.81650	.943	.000
16-Determine the academic advisor tasks clearly	2.2867	.76269	2.2250	.94699	.843	.000
17-Communication between academic advising and student affairs to provide an integrated service for students	2.3200	.76255	2.2000	.96609	.909	.000
18-Communication between the academic advisor and the office of academic advising and support of the student in college	2.3600	.74437	2.2250	.94699	.979	.339
19-Provide models for the records of informatics for students to academic advisors	2.3267	.77283	2.2000	.96609	.876	.385
20-Determine students/ advisors ratio	2.3467	.75072	2.2000	.96609	.891	.304
Total	46.1533	12.58087	45.5750	17.20299	26.421	.000

Table (7) Relation between students demographic variables as gender, number of meeting and both study variables (No= 150)

Demographic Data		Obstacles due to the administrative system	Suggestion solution of obstacles
1-Gender	t	.776	.114
	p	.439	.910
	f	1.981	6.594
2-Number of meeting	p	.119	.000

DISCUSSION

Academic advising has evolved over the years and is now a vital component of higher education. Academic advisors face various challenges related to their professional and to the institutional support they receive. Training is essential to the development of the advisor, but funding and resources are limited. Whatever the challenge, academic advisors must develop a strong advisor-advisee relationship with academically underprepared students to help them succeed and develop. Academic advising is the process of helping students match the college's resources to their needs and goals so that they get the maximum benefit from their college experience and, at graduation, are prepared for life after college. Academic advisors help students plan their academic careers through the creation of a partnership. This includes preparing for registration, resolving academic problems, and offering academic/educational advice. (**Kuhn, 2008**) .

The present study was conducted to investigate the obstacles of academic advising and suggested solutions for these obstacles from perspectives of academic advisors and senior students. Findings of the present study will answer the following research questions, what are the obstacles of academic advising from the perspective of the academic advisors and students and what are the suggested solutions for managing these obstacles from the perspective of the academic advisors and students.

The findings of the present study revealed that the highest mean score of obstacles perceived by students was related to academic advisors failure to observe students abilities followed by the distinction between students in the academic advising process. These findings might be due to the high advisor/ student's ratio that reflected on limited time of meetings between them to discover different students abilities. Also, lack of training to academic advisors to their roles. Matched with the above result, (**Pargett ,2011& Bassam, 2015**) who found that problems of academic advising are high, students' main problems was the need of academic advising that help to overcome adaptation problems of moving from school to university with the framework of his own capabilities and potentials.

The present study found that main obstacles perceived by academic advisors related to students lack of knowledge about credit hours policy by law followed by students relay completely on the academic advisor. This result might be due to the fact of unavailability of credit hours by law manual. That explains different procedures of regulations of registration, transferee, exam as well as absence of orientation sessions for newly enrolled students to credit hours faculty guide and academic advising system. In agreement with the study finding, (**Megan ,Koring 2011 & Morano 2014**) declared that majority of advisors encounter challenges when working with unprepared students with specialized training.

Both academic advisors and students were highly perceived the administrative system obstacles with higher total mean scores for students than advisors total mean score. But this difference was not statistically significant. The present study revealed also, that the highest mean score from academic advisors perspective to administrative system obstacles was for difficult to set data for meeting with students followed by equal mean scores to unavailability of outreach program for new students and lack of adequate guidance book for students. Findings of the present study declared students perspective to administrative system obstacles by higher mean score for unavailability of specific room to perform advising/ guidance, followed by modifying courses schedules after announcement.

The above results spot light for many administrative problems but academic advisors and students' perspectives were different. While, academic advisors perceive difficult to set data for meeting with students as priority, it might be because meeting with students is the main role of their advising, through which they will inform and guide students especially with the unavailability of guidance booklet which could help students for more information and self instruction. Differently student's higher mean score was for unavailability of room for meeting with their advisors. This result might be due to presence of one room for all teaching staff offices/ department, therefore, quick instructions only allowed because of crowdedness of place. Also, modifying the courses schedules after announcement might cause confusion and conflict in students plan. The above study findings congruent with (**Abdalla & Bahrmi, 2012**) who reported that students had high mean scores in perceiving administrative problems in academic advising. Also, (**Wilmer,2008&Dibia & Obi, 2013**) who found that budget is small per year for training and development activities for academic advisors. There was not administrative support.

Moreover, low mean score was found for academic advisors perception about lack of training of advising this result might reflect unawareness of academic advisors to the importance of training for improving their advising role. Also, it might be due to absence of academic advising training programs involvement in university. General training plan for teaching faculty staff as faculty and leadership development center. On the contrary to this result, (**Gordon (2008)**) concluded that effective advising today, requires more extensive, ongoing training activities. On agreement with same result, (**Morano, (2014)**) found that the overwhelming of information to learn and manage has been attributed to lack of training provided to academic advisors.

Result of the present study also revealed that there was a highly significant difference between students and academic advisors perception of administrative system obstacles and suggested solutions for managing academic advising obstacles. From the research point of view this finding indicates that students and academic advisors were oriented about administrative system obstacles and suggested solutions for managing academic advising obstacles, because the faculty

administration is the one who puts the regulations of the academic advising programs and is responsible for resolving obstacles of academic advising and this indicated that training of academic staff on effective advising, getting feedback from students, and sensitizing students on the importance of academic advising and what it entails could enhance the practice of academic advising.

To solve the problem of crowdedness of students in teaching staff office should be providing decent offices for academic advisers, employing more lecturers, giving opportunities for students to choose their academic advisers and universities showing more commitment for academic advising in my faculty were also favored. They did not however support appointment of professional academic advisers. The above study findings congruent with **Tinto's (2014)** who reported that the proposal for a paradigm shift in academic advising that promotes students success by setting high expectations, providing support services offering feedback and facilitating involvement in learning through frequent contacts between faculty and students. According to (**Koring, 2011& Oriano ,2013**) academic advising should be comprehensive and holistic and should no longer focus mainly on assisting students register their courses. This is why **Pang (2012)** suggested a learner (adviser) centered holistic and flexible academic advising in solving the academic advising problems.

In line with this, **Pietras (2010)** suggests a solving academic advising challenge should be a restructuring by provisions of academic advising in an effective and efficient manner that meets the needs of both the advisee, college and the society. According to (**Hunter et al 2007**), effective advising is attained only when academic advisers are accessible, do more than provide information and provide training program for advisers about academic advising process to be aware of the administrative system and have ability to solve the student and advising problems.

Result of the present study also was revealed that there was highly statistical significant difference between student's perception regarding suggested solutions for managing obstacles and number of academic meeting. From the researcher point of view this finding might be due to positive effect of meetings and communication with advisers, discussing student's problems with administration system, and the interactions with advisers can assist in the development of the students and help to improve their academic ability. On other side, suggesting for these problems differ from students perspectives to the academic advisers perspective due to difference in experience and maturity.

The study findings congruent with (**Ender & Wilkie 2009&Oriano,2013**) who found that there were positive statistical significant student's and advisers perception regarding to process to solve obstacles and number of advising meeting to develop a successful developmental advising relationship with their advisee, the relationship

must be ongoing and purposeful, challenging for the student, but also supportive, goal oriented, and intentional. One agreement with same result, (**Nacada, 2006 b & Tinto,2014**) who found that effective advisers meeting provide students with clear guidelines, support academic and career decision making, empower the student to access support when needed, and make sure support programs are connected to everyday student learning.

In this respect **The Council for the Advancement of Standards in Higher Education (2008)** emphasized the importance of having adequate space and facilities for advisers to meet and work with students, access to academic and engagement records, access to curricular change, and adequate funding and number of advisers in order for academic advising programs to successfully meet their mission and purpose and help students develop and succeed at college.

CONCLUSION

The finding of this present study concludes that:

-Both academic advisers and students highly perceived the administrative system obstacles. The highly perceived administrative system obstacles were difficulty of setting a date for the meeting with the students, unavailability of outreach programs new students and lack of adequate advising book for students' guidance from advisers perspective. And Unavailability of specific room to perform advising and modifying courses schedule after announcement from students' perspectives.

-The highly perceived obstacles related to senior students from advisers perspectives were failure to observe the students' abilities and Distinction between students in the academic advising process.

-The highly perceived obstacles related to advisers from senior students perspectives were lack of knowledge about transfer regulations and quarterly credit hours and Student relay completely on academic advisor.

- The highly perceived suggested solutions from students perspectives were educate students about the importance of academic advising, communication between the academic advisor and the office of academic advising and support of the student in college and determine students/ advisers ratio.

- The highly perceived suggested solutions from advisers perspectives were indicative attribution process is available for those who needed them for the benefit of students and mentoring skills, Indicative attribution process for those who meet the necessary skills to help students solve their problems and assigning counseling process to experienced advisers and fluent communication skills with the students'.

-No statistical significant difference was found between students' perception of administrative system obstacles and the number of meetings. While there was a statistical significant difference between students' perception of suggested solutions of academic advising obstacles and the number of meetings.

RECOMMENDATIONS

Based on the findings of this study, we recommend the following:

- 1- 1-The faculty administrations should be:
 - Review the workload of the faculty staff and allots 5% of their work to academic advising.
 - Determine academic advisor / student ratio.
 - Plan and conduct an orientation program for the newly enrolled students to offer necessary information.
 - Provide manual academic advising book to students
 - Frequency of regular meetings
 - Motivation to academic staff by equitable reward system for participants in the academic advising program.
- 2-Need to develop the electronic registration system enforced at the faculty.
- 4-A need to establish an advanced psycho-educational advising center at the faculty and activate its activities to offer advising, developmental, and remedial services focusing on the development of the bright and optimistic sides of university students' personalities.
- 5-Offer effectiveness meetings and provide special room to advising the individual and the group for interaction and contact between the student and his academic advisor, and give advisors more authorities and flexibility in dealing with rules and regulations of both electronic and paper academic advising.
- 6-Provide training programs about academic advising for academic staff inside or outside faculty to enhance their awareness about academic advising.
- 7- Strengthening institutional mechanisms for monitoring academic advising process .
- 8- Improve Access to Advising for Students by:
 - A-Strategically reduce the student to advisor ratio
 - b-Improve advisor scheduling and tracking software
 - C-Partner with student affairs to use Ask Rowdy system.
- 9- Regular meetings held at the end of each semester of the academic advising and student affair department to discuss problems they faced due to advising and counted and submitted with suggestion solutions to solve the competent authorities so as not to repeat occurrence.

REFERENCES

- [1]. Aldahadha, B. & Al-Bahrani, M. (2012). Academic advising services among Sultan Qaboos University and University of Nizwa students in light of some variables. *International Journal for Research in Education (IJRE)*, 1(32), 23-44.
- [2]. Ahmed, N. (2002). Academic advising problems at Yarmouk University as perceived by students. Master Thesis. Irbed: Yarmouk University (Arabic version).
- [3]. Alexitch, L. R. (2002). The role of help-seeking attitudes and tendencies in students' preferences for academic advising. *Journal of College Student Development*, 43(1), 5-14.
- [4]. Allogmani, G. (2014). Academic advising obstacles in the Islamic University from students view. *International Interdisciplinary Journal of Education*, 3(2), 103-122.
- [5]. Atiyat, A. & Mufti, F. (2005). Academic advising. Arab organization for admission in Arab countries universities. Irbed: Yarmouk University (Arabic version).
- [6]. Baker, V. L., & Griffin, K. A. (2010). Beyond mentoring and advising: Toward understanding the role of faculty "developers" in student success. *About Campus*, 14(6), 2-8.
- [7]. Bassam, B.Y. (2015) Academic Advising Problems at Al-Quds University as Perceived by Students, and Its Relationship with Student's Academic Performance. *Academic Journal of Interdisciplinary Studies*, ISSN 2281-3993 . Vol 4 No 1
- [8]. Campbell, S. M., & Nutt, C. L. (2008). Academic advising in the new global century: Supporting student engagement and learning outcomes achievement. *PeerReview*, 10(1)4-7.
- [9]. Council for the Advancement of Standards in Higher Education (CAS). (2008). The role of academic advising. Received from www.cas.edu/Cremin
- [10]. Di Fabio, A. & Bernaud, J. L. (2008). The help-seeking in career counseling. *Journal of Vocational Behavior*, 72, 60-66.
- [11]. Divarius, K., Barlow, P.J., Chendea, S.A., (2008). The academic environment: the students' perspective. *Eur. J. Dent. Educ.* 12(suppl 1), 120-130.
- [12]. Dibia, N. & Obi, O. (2013). Academic advising and counseling in universities in South East Nigeria: a new perspective. *Academic Journal of Interdisciplinary Studies*, 2(10), 121-129.
- [13]. Ender, S. C. & Wilkie, C. J. (2009). Advising students with special needs. In V. N.Gordon, W. R. Habley, and Associates (Eds.), *Academic advising: A comprehensive handbook* (pp. 118-143). San Francisco, CA: John Wiley & Sons, Inc.
- [14]. Evans, N. J. (2011). Psychosocial and Cognitive Structural Perspectives on Student. In J.H. Schuh, S.R. Jones, S.R. Harper, and Associates, (Eds.), *Student Services for the Profession* (5th ed., pp. 168-186). San Francisco, CA: Jossey-Bass.
- [15]. Fassaert, T., van Dulmen, S., Schellevis, F.; Bensing, J. (2007). Active listening in medical consultations: Development of the Active Listening Observation Scale (ALOS-global). *Patient Education and Counseling*, 68, 258-264.
- [16]. Gretchen A Hoff (2011). Effective Techniques of Developmental Advising With Adult at—Risk Students in a Community College Setting. A Dissertation Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy.
- [17]. Gordon, V.N., Habley, W.R., & Grites, T.J. (Eds.). (2008). *Academic Advising: A Comprehensive Handbook* (2nd ed.). San Francisco: Jossey-Bass.

- [18]. Hale MD, Graham DL., Johnson DM.,(2009) Are students more satisfied with academic advising when there is congruence between current and preferred advising styles? *College Student Journal*.;43(2):313-324
- [19]. Harrison, E.,(2009a) Faculty perceptions of academic advising: "I don't get no respect". *Nursing Education Perspectives*. ;30(4):229-33.
- [20]. Harrison E (2009 b) Visiting Academic Advising. *Journal of Nurse Educator*. Vol. 34, No. 2, pp. 64-68.
- [21]. Harrison E (2009 c). What constitutes good academic advising? Nursing students' perceptions of academic advising. *J. Nurs. Educ.* 48:361
- [22]. Hollis, L. P. (2009). Academic advising in the wonderland of college for developmental students. *College Student Journal*, 43(1), 5p.Jordan,
- [23]. Harvey-Smith, A., Peterka, C., and Sullivan, C. (2009). 'The Community College of Baltimore County Learning Outcomes in Student Services Plan 2006.' Developed in conjunction with the Maryland State Vice Presidents and Deans of Student Services Learning Outcomes in Students Services Project.
- [24]. Hunter, M. S., McCalla-Wriggens, B., & White, E. R. (2007). *Academic advising: New insights for teaching and learning in the first year*. Columbia, SC: University of South Carolina (NACADA).
- [25]. Koring, H. (2011). Advisor training and development. Retrieved from http://www.nacada.ksu.edu/clearinghouse/advisingissues/adv_training.htm
- [26]. Kuhn, T., Gordon, V. N., & Webber, J. (2006). The Advising and Counseling Continuum:Triggers for Referral. *NACADA Journal*, 26 , 24-31.
- [27]. Kuhn, T. (2008). Historical Foundations of Academic Advising. In Gordon, Habley and Grites. *Academic Advising: A Comprehensive Campus Process*. San Francisco: Jossey-Bass.
- [28]. Megan C, & Miller. P. (2011) Challenges and institutional support for advisors of academically underprepared students: The University of Toledo Digital Repository Theses and Dissertations
- [29]. Miller, M.A. & Murray, C. (2005). Advising academically underprepared students. Retrieved from *NACADA Clearinghouse of Academic Advising Resources* Web site <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Academically-Underprepared.htm>.
- [30]. Mohammed, Y. (2005). Students' attitude towards academic advising and its relationship to their academic adjustment. *Journal of the E.R. C.*, 4(8), 93-119
- [31]. Morano, M. (2014) Challenges encountered by new advisers: Honest answers, practical solutions. *The Mentor*. Retrieved from <http://dus.psu.edu/mentor/990101mm.htm>.
- [32]. National Commission for Academic Accreditation and Assessment,(2013). Standards for quality assurance and accreditation of higher education programs. Available<https://drive.google.com/folderview?id=0B3LU4_uuUKsdDlxX1p4S0Z4TVk&usp=sharing&tid=0B3-LU4_uuUKseWFDZTI0RHpRM0U> (accessed01.06.14)
- [33]. NACADA. (2006b). NACADA strategic plan. Retrieved from <http://www.nacada.ksu.edu/Leadership/documents/2006%20Strat%20Plan%20Up%20date-Oct%2006.doc>
- [34]. Pang, D. (2012). Enhancing academic learning advising in globally-engaged universities – A personal odyssey. *Journal of the NUS Teaching Academy*, 2 (1), 24-41.
- [35]. Pardee, C. F. (2004). Organizational structures for advising. Retrieved from http://www.nacada.ksu.edu/clearinghouse/advisingissues/or_g_models.htm
- [36]. Pargett, K. (2011). The effects of academic advising on college student development in higher education. Master thesis, Lincoln:University of Nebraska.
- [37]. Pizzolato, J. E. (2008). Advisor, teacher, partner: Using the learning partnerships modelto reshape academic advising. *About Campus*, 13(1), 18-25.
- [38]. Pietras, S. A . (2010).The impact of academic advising on GPA and retention at the Community college level. A dissertation submitted to the school of graduate studies and research In partial fulfillment ofthe requirements for the degree doctor of philosophy Indian university of Pennsylvania August,2010
- [39]. Oriano, A. (2013). Effective advising: Learning from students' experiences. In T. O'Banion (Ed.) *Academic Advising: The Key to Student Success* American Association of Community Colleges.
- [40]. Simpson, S.(2013). Advise Me!: Understanding Undergraduate Student Perceptions of Learning in Academic Advising Theses and Dissertations--Communication. Paper 10. Retrieved fromhttp://uknowledge.uky.edu/comm_etds/10
- [41]. Shbiyl, S. (2004). Problems of academic advising at Al-Albait University from the viewpoint of students; faculty members; academic advisers & Department of Admission. Master Thesis. Amman: Al-Albait University
- [42]. Sutton, John, M, & fall, Marijane (2002), The relationship of schools climate factors to counselor – self-efficacy, *Journal of counseling and development*, vol (73).
- [43]. Tinto, V. (2014). Student retention and graduation. The Pell Institute for the Study of Opportunity in Higher Education. Retrieved from <http://www.pellinstitute.org/tinto/TintoOccasionalPaperRetention.pdf>
- [44]. Wilmer, E. (2008). Student support services for the underprepared student. *Inquiry*, 13(1), 5-19.
- [45]. Wimbish, J. (2006, December). Meeting the challenges of 21st century academic advising. *Academic Advising Today*, 29(4). Retrieved from [insert url here].