

Students' Satisfaction with Academic Advising At Nursing College, Princess Nourah Bent Abdurrahman University

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Abstract: Satisfaction with college/staff advisers is positively predictive of students' retention. The study problem was investigating the nursing students' overall satisfaction, Princess Nourah University (PNU) using a descriptive & analytic approach. This is a descriptive analytic study used to assess the student's satisfaction regarding academic advising. This study investigates the Nursing student's satisfaction with academic advising. The convenient sample was measured to be 106 nursing student with different study years were recruited. The setting was Nursing college, Princess Nourah Bent Abdurrahman University. Data was collected through electronic method (e-mail) utilizing the following tools: Self-administered Questionnaire (student demographic characteristics and her experience with her academic advisor) and survey to measure the student satisfaction regarding the academic advising in the college. The study revealed that there is high mean of general students satisfaction regarding the academic advising in Nursing college, PNU. Mean of general satisfaction was associated with strong positive correlation with the sufficient information from the academic advisers, while it was associated with negative correlation with the GPA of the students, also, there are sig. dif. Between St. satisfaction and all variable ($P < 0.01$) between and within groups except: Study year, their living cities or PNU campus, the time they arrived the college, the GPA and the reasons of communication with their academic advisers. Also, there is no significance between the Sts. living in nor outside Riyadh and the mean of general Sts. Satisfaction regarding the academic advising, also no significance between the Sts. living in nor outside the PNU campus with their mean of general satisfaction.

Key words: Academic advisers • College students • Saudi Arabia

INTRODUCTION

Academic advising is generally recognized as a relational process that takes place between students and advisers [1-3]. Consequently, the promotion of effective relationships and processes are both essential in advising. A critical component of each is trust.

Academic advising should be a process in which faculty and staff interacts with students as they develop, allowing and helping them realize what decisions should be made and subsequent actions taken to achieve their educational and career goals [4].

According to Sevier [5] who argues that a university's product is more than its academic program. Rather, the product is the sum of the student's academic, social, physical and even spiritual experiences. Universities typically focus on the academic dimension of a student's educational experience, stressing such things

as student-to-faculty ratios, quality programs and faculty credentials. It is important to realize, however, that students may value educational dimensions differently.

Babin and Griffin [6] also found customer satisfaction to be highly correlated with consumers' future patronage intentions. Therefore, it seems logical to assume that students who are dissatisfied with their educational experience are the ones who do not return to college.

Johnson [7] found that perceived performance and expectations are positively related, in that expectations directly influenced perceived performance.

Additionally, satisfaction with college/staff advisers is positively predictive of students' retention. Clearly, academic advising is an important component of first-year students' transitions to campus. The aim of this study was to assess the student's satisfaction with academic advising.

The Problem of the Study: The study problem was investigating the nursing students' overall satisfaction, Princess Nourah University (PNU) using a descriptive & analytic approach.

Research Question: Has the academic advising in Nursing college being met the needs & expectations of the nursing student?.

MATERIALS AND METHODS

The aim of this study was to assess the student's satisfaction with academic advising.

Design: This is a descriptive analytic study used to assess the student's satisfaction regarding academic advising

Setting: This study was conducted from Nursing college, PNU through the Google drive website on the internet.

Subjects: The total sample was 120 nursing students. After adjustment for a dropout rate of 5%, the sample size was decreased to 106 subjects, starting from the second year and GPA more than 2.00 were included in this study. The total number of Nursing students was 220. The sample size was calculated according to the following formula:

$$n = \frac{N}{1 + N(e)^2} [8].$$

n = Sample size
N = Population size
e = the level of precision

$$n = \frac{220}{1 + 220 (0.05)^2} = 119 - 878 \approx 120$$

Tool: Data of this study were collected through a student satisfaction survey [9]. Translated into Arabic language, utilizing two main different tools:

Self-Administered Questionnaire (Appendix I): This questionnaire was designed by the researcher for the purpose of collecting personal and socio-demographic characteristics of nursing students. It was self-administrated. The questionnaire form consisted of two parts:

First Part: Designed for collecting demographic characteristics of the study sample from students, e.g. GPA, Address, time spend to arrive the college, level or year of the study.

Second Part: Designed to cover the Student experience with her academic advisor

General Satisfaction Survey (Appendix II): It was designed to describe the Student satisfaction with academic advising in her college.

Operational Design

Field Work: The researchers started the collecting data. Subjects were informed about purpose of the study, potential risks and benefits and the right to withdrawal from the study. Confidentiality of data was granted to all the study subjects through coding the data. The data were collecting through electronic method (email).

The average time to fill all tools, including socio-demographic data, student satisfaction regarding the academic advising was 6 days to reach the sample size.

The time in which the data were collected was at the summer vacation in the study year 2014/2015. This time was suitable to students for being not anxious because of the final exams.

Limitations of the Study: It was noticed that the majority of the students were ready to answer due to their interest in this subject but some of them don't have e-mail on Google, so they were late in their response to the survey.

Administrative Design: An approval was taken from the dean of Nursing College .

Ethical Considerations: Explanation of the aim of the study was done to students to participate.

Subjects were reassured about confidentiality of the information gathered and its use only for the purpose of the study.

Statistical Design: Analysis of data was done by IBM computer using SPSS (statistical program for social science version 12) as follows:

Description of variables a frequency and percentage.

One-way ANOVA test was used to compare all means between & within groups.

Independent sample T-test was used to compare means in parametric data between two variables.

Correlation co-efficient test was used to rank different variables against each other's positively or negatively, it is significant at the 0.01 level (2-tailed).

RESULTS

Figure (1, 2) show that the most Sts. are in the fourth study year & the most study subjects GPA were from 3.5: 4 and they were in the third and fourth study year.

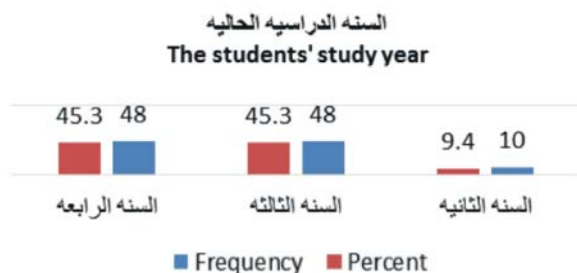


Fig. 1:

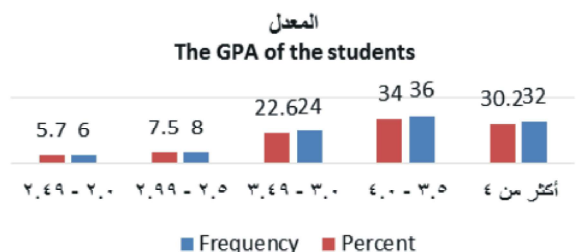


Fig. 2:

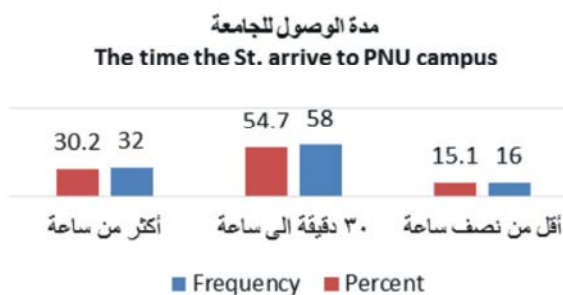


Fig. 3:

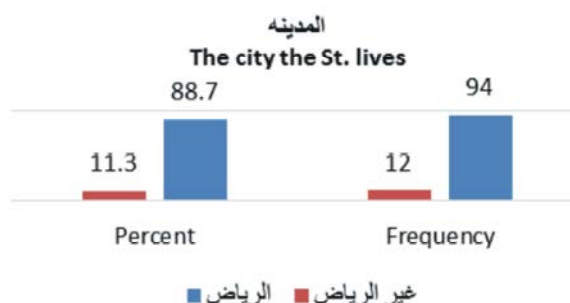


Fig. 4:

Figure (3, 4) illustrate that 54.7% of the Sts. arrive to PNU from 30-60 minutes, & (88.7 %) of the students were living in Riyadh city.

Figure (5) concludes the main reason to revise academic advisor was registration process (73.6%).

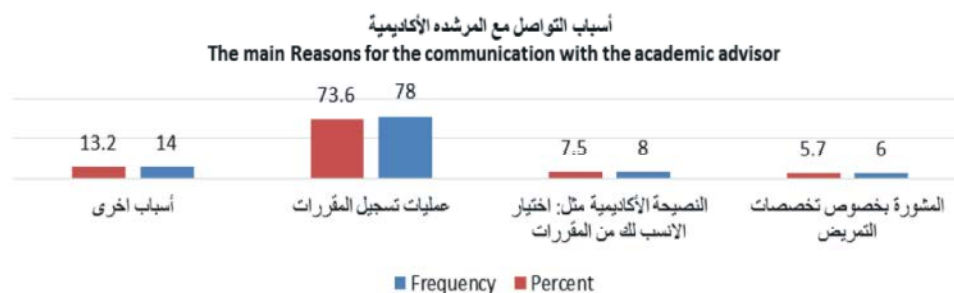


Fig. 5:

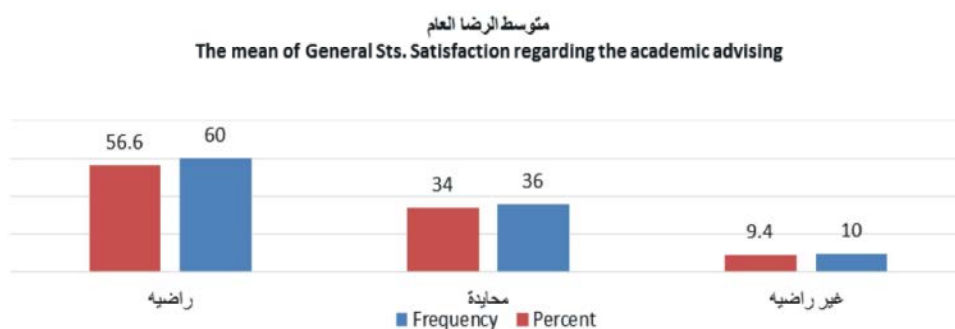


Fig. 6:

Table 1: ANOVA

Sig.	F	Mean Square	df	Sum of Squares		
.071	2.714	1.111	2	2.222	Between Groups	Study Year
		.409	103	42.156	Within Groups	
			105	44.377	Total	
.659	.419	.043	2	.086	Between Groups	What is your city?
		.102	103	10.556	Within Groups	
			105	10.642	Total	
.027	3.753	1.548	2	3.096	Between Groups	The time you take to arrive your campus?
		.413	103	42.489	Within Groups	
			105	45.585	Total	
.109	2.262	.119	2	.238	Between Groups	Do you live in the hostel?
		.053	103	5.422	Within Groups	
			105	5.660	Total	
.285	1.271	1.634	2	3.267	Between Groups	Your GPA
		1.285	103	132.356	Within Groups	
			105	135.623	Total	
.000	115.678	23.161	2	46.321	Between Groups	Advisor was on time for my appointment?
		.200	103	20.622	Within Groups	
			105	66.943	Total	
.000	56.244	14.853	2	29.706	Between Groups	My advisor was knowledgeable about my advising concerns.
		.264	103	27.200	Within Groups	
			105	56.906	Total	
.000	76.408	15.644	2	31.288	Between Groups	My advisor refereed me to helpful resources and encouraged me to take an active role in planning my academic program
		.205	103	21.089	Within Groups	
			105	52.377	Total	
.069	2.738	1.152	2	2.305	Between Groups	What were the main reasons for visiting your academic advisor?
		.421	103	43.356	Within Groups	
			105	45.660	Total	
.000	76.812	16.174	2	32.349	Between Groups	I was able to meet with my advisor in a timely manner
		.211	103	21.689	Within Groups	
			105	54.038	Total	
.000	134.034	21.891	2	43.782	Between Groups	I feel comfortable returning to my advisor
		.163	103	16.822	Within Groups	
			105	60.604	Total	
.000	43.331	9.087	2	18.174	Between Groups	My advisor was respectful of me as a person.
		.210	103	21.600	Within Groups	
			105	39.774	Total	
.000	18.312	4.603	2	9.205	Between Groups	I would recognize my advisor as being resourceful
		.251	103	25.889	Within Groups	
			105	35.094	Total	
.000	8.446	4.200	2	8.400	Between Groups	It's important to meet regularly with my advisor
		.497	103	51.222	Within Groups	
			105	59.623	Total	
.000	27.293	9.634	2	19.267	Between Groups	I came to my advising meeting prepared
		.353	103	36.356	Within Groups	
			105	55.623	Total	
.000	8.945	8.768	2	17.535	Between Groups	How many times during the last semester have you met or speak with your advisor?
		.980	103	100.956	Within Groups	
			105	118.491	Total	
.000	147.091	18.279	2	36.558	Between Groups	I am pleased with the support received from my advisor
		.124	103	12.800	Within Groups	
			105	49.358	Total	

Figure (6) demonstrates more than mean half of the study subjects were satisfied by their academic advising (56.6%).

Table 1 shows that there are sig. dif. Between mean of general St. satisfaction and all variable(P <0.01) between and within groups except: Study year, their living cities or PNU campus, the time they arrived the college, the GPA and the reasons of communication with their academic advisors.

There is a statistically positive significant correlation at the 0.01 level (2-tailed) between the mean of general St. satisfaction regarding the academic advising and the academic advisor sufficient information.

There is a statistically negative significant correlation < -0. 1 level (2-tailed) between the mean of general St. satisfaction with academic advising and GPA of the students.

DISCUSSION

The present study aimed at assessing the nursing student's satisfaction with academic advising, which is important in enhancing students' sense of belonging and retention. Specifically, satisfaction with departmental advisers is positively predictive of students' sense of belonging when controlling for additional factors.

Peterson and Wilson's [10] argue that issues like response rate bias, data collection mode bias, the manner in which questions are asked, measurement timing and so on can significantly affect the results of a satisfaction survey, but this study avoids that bias because they were collected randomly by electronic method.

This study showed that the mean of Sts.' General satisfaction was high (56.6%) regarding their academic advisors in Nursing college. While Kotler and Fox [11] suggested that the majority of less satisfied with support services such as academic advising and career counseling.

Also, it showed that the more than the half of students(50.9%) were satisfied with their academic advisors in Nursing college; as there was a remarkable that the (52.8%) of students agree that their academic advisors are knowledgeable regarding academic processes in the college. The current study illustrated that more than third of the students(41.5%) attended two times meetings with their academic advisors, which reflect that 2 times are just for registration process as it has been seen in the main reasons for visiting their advisors.

ANOVA shows that there are sig. dif. Between the mean of general St. satisfaction and all variables; (P <0.01) between and within groups except: Study year, their living cities or PNU campus, the time they arrived the college, the GPA and the reasons of communication with their academic advisors, the researchers explained that result as the socio-demographic characteristics don't affect the Sts. General satisfaction with the academic advising.

There was also a statistically positive significant correlation at the 0.01 level (2-tailed) between the mean of general St. satisfaction regarding the academic advising and:

- Number of St.'s visit to her academic advisor
- The academic advisor sufficient information (Table 2).

Table 2: Correlations between The mean of St. satisfaction & if the advisor is knowledgeable

The mean of Student satisfaction	The advisor is knowledgeable about my advising concerns		
.723**	1	Pearson Correlation	The advisor is knowledgeable about my advising concerns
.000		Sig. (2-tailed)	
106	106	N	
1	.723**	Pearson Correlation	The mean of Student satisfaction
	.000	Sig. (2-tailed)	
106	106	N	

** . Correlation is significant positive at the 0.01 level (2tailed).

Table 3: Correlations between The mean of St. satisfaction the St. GPA

The mean of St. satisfaction	St. GPA		
-.155-**	1	Pearson Correlation	GPA
.114		Sig. (2-tailed)	
106	106	N	
1	-.155-**	Pearson Correlation	The mean of St. satisfaction
	.114	Sig. (2-tailed)	
106	106	N	

** . Correlation is negative <-0.1 level (2-tailed)

On the other side, there were negative correlation between the Sts. Satisfaction and: the time to reach to PNU campus (Table 3), which means that the more the time St. take to reach the PNU campus the less her attending the meetings with her academic advisor.

There is also negative correlation to the mean of general Sts. Satisfaction & the Sts. GPA, this could be explained that when the student is aware of her academic plan from different sources & gets high GPA, she doesn't need to ask for advice from her advisor, so she is satisfied with her own choice rather than to be convinced with the academic advising.

T-test revealed that there is no significance between the Sts. living in nor outside Riyadh and the mean of general Sts. Satisfaction regarding the academic advising, also no significance between the Sts. living in nor outside the PNU campus with their mean of general satisfaction, this can be explained that the success of the academic advising process depends on other factors e.g. the good communication between the advisor and student.

CONCLUSION

It was concluded that the more than the half of students(50.9%) were satisfied with their academic advisors in Nursing college; as there was a remarkable that the (52.8%) of students agree that their academic advisors are knowledgeable regarding academic processes in the college.

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