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

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Abstract: Higher education in the 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 obstacles of academic advising and suggestion for managing these obstacles from the perspective of the academic advisors staff and college students advising. **Design:** Cross sectional descriptive design was utilized in this study. **Tools:** Three tools were used for data collection: the tool was developed and constructed by the investigator based on literature review. **Results:** highly statistical significant difference between students and academic advisors perception related to administrative system obstacles and suggestion for managing academic advising obstacles and no significant differences between the collage student's perceptions of administrative system obstacles and the number of academic meeting. **Conclusion:** The study findings conclude that there was high perception of collage students' related to administrative system obstacles, and high perception of academic advisors related to college student obstacles and high perception of cadmic advisors related to suggestion to manage the cadmic advising obstacles than students' perceptions. **Recommendations:** It is recommended that the faculty administration should design plans to improve the quality of academic advisors by hiring and retaining superior advising personnel and enhancing the skills of those excellent academic advisors

Keywords: Academic advising obstacles, academic advisor 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, 20082) "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))

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 & etal, 2009).

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)

Effective academic advising can be a good starting for the best practices in teaching and learning in medicine. 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 & etal, 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), Humanitarian Theory 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. Meanwhile, 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 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. 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)

The academic advisor for any student presumably holds the key to progress by coaching new and continuing students through general education choices, major selections, minors and possibly certificate options. Misadvisement can have a negative impact on students who enroll in unsuitably advanced courses and lose Precious financial aid in an unsuccessful attempt in such courses (Hollis, 2009)

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)

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)

Student development can have a number of definitions to student affairs professionals. According to Rodgers (1990c), student development was defined as “the ways that a student grows, progresses, or increases his or her developmental capabilities as a result of enrollment in an institution of higher education” (Patton, & Renn, 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” (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.

However, positive advising relationship is a prerequisite for academic advising. Meanwhile, 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.

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)

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)

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)

The university plan 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, we will provide incentives for the personnel to remain in the advising community. In order to improve new advisor training, we will 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) and (Pang, 2012) added

the faculty administration should improve access to advising for students by partner with Student Affairs to use Ask Rowdy system .Ask rowdy is 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 advisor staff and college students and its relationship with academic performance. Its significance is also portrayed in presenting some recommendations and suggestions to the university administration in order to contribute to the success and development of the educational process at the university. Also, it assists students to pursue their university study and reduce the number of problems which might prevent them from pursuing their university 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. Historically, the measurement of advising outcomes was focused on student's satisfaction with the advisor or advising system rather than on student's success. So the aim of the present study was investigate the obstacles of academic advising and suggestion for managing these obstacles from the perspective of the academic advisors staff and college students.

AIM OF THE STUDY

Investigate the obstacles of academic advising and suggestion for managing these obstacles from the perspective of academic advisors staff and college students

MATERIAL AND METHODS

Design:

Cross sectional 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 suggestions for managing obstacles of academic advising from the perspective of the academic advisors staff and college 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 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 staffs in faculty of nursing departments

Collage students sample:

Convenient sample a students who were studying in fourth level because the fourth year students have been exposed to academic guidance more than once, students enrolled in the program in the academic year 2015–2016 were invited to participate in the study. The total sample size was (150) college student out of (190) college student at faculty of nursing, Cairo University.

Inclusion criteria:

Academic staff who working in academic advising program and college student who studying in fourth level because exposure to academic advising program in more than levels

Tools:

The tool was 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 **collage student's point of view**. It comprises from two parts: The first part includes the demographic aspects of faculty students as Gender, Age, Academy Advisor Specialty, Number Academic Advisor Meeting every week and Type Academic Advisor relation. The second part used to investigate the obstacles of academic advising from perspective of collage students'. It consists of 14 items of obstacles related to the academic advisor, and 12 items related administrative system.
- 2- Obstacles related to the academic advising questionnaire from **academic advisors staff point of view**. 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 staff. It consists of 11 items of obstacles related to the students, and 12 items related administrative system
- 3- Suggestion used to assess how managing obstacles related to practice of academic advising, from perspective of academic advisors staff and college students, It consists of 20 items related to managing academic advising obstacles

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

Tools validity:

The 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

Pilot study:

A pilot study was carried out on a sample of 10% 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 chair person of all departments at faculty of nursing, Cairo University to conduct the study at the selected departments. 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 staff 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 was filled out at range of 30 minutes. Data was collected during 2015-2016 year. First, the obstacles were measured by the academic advisors staff and college students' perception, then it analyzed and then been suggestion for managing obstacles to the development of academic advising by the perspective of academic advisor staff and collage 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:

There is limited research on the obstacles of academic advising and proposals to overcome the obstacles of academic advising

RESULTS

Table 1: Frequency and percentage distribution of college 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%

The above table 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: Total Mean percentage of college students perception of obstacles related to the academic advisor and administrative system (N=150)

Obstacles	Mean	SD	Minimum	Maximum	Mean %
1-Related to academic advisor	26.5200	7.28584	14.00	45.00	58.93%
2- Related to administrative system	24.833	6.97976	12.00	36.00	68.98%

Table 2 showed that the total highest mean percent (68.98%) of college student's perception of obstacles related to obstacles of administrative system more than obstacles related to academic advisor.

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. 11-20 years	7	17.5
4. 21-30 years	3	7.5
5. <50		
Total	40	100%

The above table 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 11-20 year of experience.

Table 4: Total Mean percent of academic advisors perception related to college students and administrative system obstacles (N=40)

Obstacles	Mean	SD	Minimum	Maximum	Mean %
1- Related to college students	24.0750	5.85021	14.00	31.00	77.66%
2- Related to administrative system	22.8750	7.20110	12.00	36.00	56.34%

Table 4 showed that the total highest mean percent (77.66%) of academic advisors perception of obstacles related to the college students.

Table 5: Comparison between total Mean percent of academic advisors and college students' perception related to suggestion for managing obstacles

Suggestion for managing obstacles	College students (N= 150)		Academic advisors (N= 40)	
	Mean	SD	Mean	SD
1-Held preparatory seminars for faculty staff for academic advisor tasks	2.3267	.75526	2.2250	.94699
2-Assigning counseling process to experienced advisors and fluent communication skills with the students'	2.2600	.77225	2.4750	.84694
3-Encourage students to express an opinion and suggestions in the process of Academic Advising	2.3133	.73399	2.3000	.85335
4-Educate students about the importance of practical guidance to them	2.4867	.61831	2.3000	.88289
5-Provide models for the records of the information about guiding process	2.2667	.79145	2.2250	.94699
6-Sharing Counseling Center and Counseling Student in strengthening academic guidance	2.2467	.80215	2.2000	.96609
7-Attention to studies and research on the academic advising process	2.2600	.78944	2.3000	.93918
8-The development of students' awareness of academic guidance and its importance and its objectives	2.2667	.76559	2.2500	.92681
9-The training of those responsible for the Academic Advising	2.2600	.77225	2.2000	.93918
10-Holding seminars for academic guidance at the beginning of the year for new students	2.3400	.73118	2.2250	.94699
11- Conduct periodic meeting with the students	2.2333	.78933	2.2250	.91952
12-Provide specific rooms for the process of guidance in the college	2.3267	.75526	2.2250	.94699
13-Provide appropriate incentives for the encouragement of student guide	2.3200	.77995	2.3500	.86380
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
15- indicative attribution process for those who meet the necessary skills to help students solve their problems	2.3133	.74308	2.5000	.81650
16-Determine the academic advisor tasks clearly and do not leave individual interpretations of each advisor	2.2867	.76269	2.2250	.94699
17-Communication between counselors academics and student affairs to provide an integrated service for students	2.3200	.76255	2.2000	.96609
18-Communication between the academic advisor and the Office of Academic Advising and support of the student in college to provide an integrated service for students.	2.3600	.74437	2.2250	.94699
19-Provide models for the records of informatics for students to academic advisors	2.3267	.77283	2.2000	.96609
20-Taking into account to determine the number of students per guide commensurate with the assigned work in college	2.3467	.75072	2.2000	.96609
Total Mean percent	51.86%		75.95%	

Table 5 showed that the total highest mean percent (75.95%) of academic advisors perception related to suggestion for managing academic advising obstacles more than college student's perception.

Table 6: Comparison between total mean score perspective of college students and Academic advisors related to the administrative system obstacles & suggestion to managing obstacles

Dimensions	Students (N=150)	Academic advisors (N=40)	T-value	Significant
	Mean± SD	Mean± SD		
-Administrative system Obstacles	24.83±6.97	22.8750±7.20	38.369	.000
-Suggestion for managing academic advising obstacles	46.15±12.58	45.5750±17.20	26.421	.000

Table 6 showed that the highly statistical significant difference means score between students and academic advisors perception of obstacles related to the administrative system and suggestion for managing academic advising obstacles

Table 7: Differences between the collage student's perception of administrative system obstacles, and suggestion for managing obstacles by demographic data related to the number of academic meeting (N=150)

Dimensions	Sum of square	df	Mean square	F	P	
Constraints due to the administrative system	Between groups	309.345	3	103.115	1.981	.119
	Within groups	7600.095	146	52.055		
	Total	7909.440	149			
Proposals to overcome obstacles to academic advisor	Between groups	2813.974	3	937.991	6.594	.000
	Within groups	20769.500	146	142.257		
	Total	23583.473	149			

When comparing between the demographic variables of college students and administrative system obstacles, and suggestion for Managing academic advising obstacles to. Table 7 revealed that there was highly statistical significant difference between college student's perception regarding to suggestion for managing academic advising obstacles and number of academic meeting

DISCUSSION

- **Kuhn, (2008)** stated that 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.

The present study was conducted investigate the obstacles of academic advising and suggestion for managing these obstacles from perspective of academic advisors staff and college students advising Results of the present study showed that the highly perception of college student's related to administrative system obstacles more than

academic advisor perception but academic advisor perception related to college student obstacles was highly than college student perception related to obstacles of academic advisor. And showed the highly statistical significant difference means score between students and academic advisor perception of administrative system obstacles and suggestion to managing obstacles.

This finding is in accordance with prior research on college student perceptions of academic advising obstacles related to administrative system. As (**Aldahadha, & Al-Bahrani, 2012**) reported that the faculty students had highest mean scores of obstacles related to administrative system in the majority items. On the contrary (**Bassam , 2015**) found that revealed that highly percent of the students was reported to have perception academic advising problems related to administrative system. The previous result indicates that the channels of communication between the student and his academic advisor are unsound and poor and students feel that their advisors are not well versed of the university rules and regulations. While (**Dibia, & Obi, 2013**) found that the budget is small per year for Advisor Academy expenses, and there is no administrative support. To provide training and development at an enhanced level will require appropriate resourcing. Many advisors, especially faculty, have very limited time available to participate in training and development activities. **Pargett, (2011)** found that current study indicated that the problems of academic advising are high. The university students are suffering from various problems in academic advising. They share in the many problems of academic advising of other university students which mainly erupt because of the university, academic advisor, and students themselves. The university student faces several problems on all levels. The

student moves from school to university, so he is in great need for somebody to advise him in order to overcome and adapt to these problems within the framework of his own capabilities and potentials. From the researcher point of view this result could be contributed to the nature of administration obstacles related to lack of academic staff training about cadmic advising program, outreach programs not available for new students at the beginning of joining the faculty, lack of sufficient information on the faculty as guides, conflicting dates of courses, modifying the study schedule after announcing to the students and increase number of student and increase of staff burden

The previous result indicates that the channels of communication between the student and his academic advisor are unsound and poor. According to **Gordon ,2008**) effective advising today requires more extensive, ongoing training activities. Many institutions of higher education are only providing their advisors with a minimum amount of training lasting about one day (**Koring, 2011**). The limited amount of training provided to advisors may become a challenge for these advisors. Academic advisors, especially new academic advisors, may be challenged by the necessity to learn and manage too much information in a short period of time. The overwhelming amount of information to learn and manage has often been attributed to the lack of training provided to these advisors (**Morano, 2014**).

Although some institutions of higher education may provide training to their academic advisors, advisors still encounter challenges when working with students. Academic advisors, especially new academic advisors, face challenges related to professional preparation, such as the necessity to learn and manage too much information in a short period of time, and the need to learn the difference between enabling a student and advising a student, as well as telling students things they do not want to hear (**Morano,2014**). Many institutions are not providing their advisors working with underprepared students with specialized training (**Koring, 2011**). Training does not have to be a long tedious process, but as long as the training is effective, it will positively impact the advisor working with students.

Results of the present study revealed that academic advisors have highly perception toward college students obstacles include: Lack of students knowledge about transfer regulations and regulations of the quarterly credit hours, challenges include working with students who lack maturity and motivation, have personal or family issues, have issues adjusting to college life, having low academic self-concept, and students not putting their education as their top priority. Unsuccessful announcements policy for general lectures provided by student services center, Furthermore students attributed obstructions in the fourth group to the lack of suitable environment for advising services. In this respect **Gordon, et al(2008)** have argued that academic advising obstacles for students are the academic students can lack motivation, lack an interest in advising or education, resist suggestions from advisors, not show up for appointments, not understand the need to improve their academic ability, and lack of knowledge about faculty policy .

Megan, (2011) The majority of the participants indicated that they encountered the following seven challenges sometimes when working with academically underprepared students, excuses about grades or low test scores from advisees, not showing up for an appointment, lack of interest in education, advisee uninformed about academic standards, resistance to suggestions from advisees, getting the student to understand the need to improve their basic skills, and lack of motivation to study or go to class. From the researcher point of view this result could be contributed to the nature of college student obstacles related to lack of the student knowledge about registration instructions, lack understanding of the process of academic guidance, and lack of students knowledge about transfer regulations and regulations of the quarterly credit hours these obstacles related to lack of orientation program about cadmic advising process for college students. (**Wilmer, 2008**) have argued that the other professional preparation challenges include working with students who lack maturity and motivation, have personal or family issues, have issues adjusting to college life, having low academic self-concept, and students not putting their education as their top priority. Also, these students may have weak academic skills in a specific area, unrealistic graduate and career expectations, unfocused career objectives, inadequate study skills for college success, and believe that learning is memorization (**NACADA, 2006b**). These students can lack motivation, lack an interest in advising or education, resist suggestions from advisors, not show up for appointments, and not understand the need to improve their academic ability.

Result of the present study also revealed a high perception of academic advisor related to suggestion for managing academic advising obstacles than college student's perception. From the researcher point of view this finding indicates the acadmic advisor have knowledge and experience for administrative system, information about academic advising process, have ability for dealing with the student although of students diversity in age, level , gender and culture, and have experience in dealing with students problems and needs. And dealing with students who lack maturity and motivation, have personal or family issues. In this respect **The Council for the Advancement of Standards in Higher Education (2008)** emphasized the importance of having adequate space and facilities for advisors to meet and work with students, access to academic and engagement records, access to curricular change, and adequate funding and number of advisors in order for academic advising programs to successfully meet their mission and purpose and help students develop and succeed at college. Ender and Wilkie (2009) indicated that in order for advisors 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.

Tinto (2014) found that effective advisors provide students with clear guidelines, support academic and career decision making, knowledge on how to navigate postsecondary education, empower the student to access support when needed, and make sure support programs are connected to everyday student learning. Several of the main advisor roles were also seen as important by the participants in this study.

The participants indicated that the top three advising roles for advisors working with academically underprepared students were to provide clear guidelines, empower students, and develop knowledge on how to navigate postsecondary education.

Result of the present study also revealed that there was a highly significant difference between collage students and academic advisors perception of administrative system obstacles and suggestion for managing academic advising obstacles. From the research point of view this finding indicates the college students and academic advisors were oriented about administrative system obstacles and suggestion for managing academic advising obstacles, because the students and education 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. Providing decent offices for academic advisers, employing more lecturers, giving opportunities for students to choose their academic advisers and university showing more commitment for academic advising in my faculty were also favored. They did not however support appointment of professional academic advisers. This supports **Tinto's (2012)** 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 **Oriano (2013)** should be comprehensive and holistic and should no longer centre mainly on assisting students register their courses. This is why **Pang (2012)** proposed a learner (adviser)-centered, holistic and flexible academic advising in our university for it to be impactful help in solving the academic advising problems. In line with this, **Pietras (2010)** suggests a solving academic advising challenge should be a restructuring by of the 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 the administrative system and have ability to solve the student and advising problems. However to meet the growing challenges faced by advisors, the need for teamwork, advocacy, problem-solving skills, creativity, and administrative support will continue to grow in importance in the years ahead. If we network and build our skills now, we can move successfully into the future.

Result of the present study also was revealed that there was highly statistical significant difference between nursing student's perception regarding to suggestion for managing obstacles and number of academic meeting when comparing between the demographic variables of nursing students and administrative system obstacles, and suggestion for managing obstacles. And no significant differences between the collage student's perceptions for administrative system obstacles and the number of academic meeting. From the researcher point of view this finding indicates the college

students have knowledge for the importance of academic meeting to students and advisors to help students during courses registration, clear guidelines, empowering students to access support when needed, support for academic and career decision-making and help effective advisor how to manage the advising problems for students during registration, and built the trust and effective communication between students and advisor, The interactions with advisors can assist in the development of the students. Advisors can provide resources, guidance to underprepared students to help with their transition and growth, and help to improve their academic ability. This result is consistent with **Ender and Wilkie (2009)** who found that there were positive statistical significant student's and advisors 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. **Tinto (2014)** found that effective advisors 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

CONCLUSION

Finding of this present study conclude that: study sample had high perception of academic advising obstacles related to administrative system from students perception, related to college student from academic advisors and high perception of cadmic advisors related to suggestion for manage the cadmic advising obstacles than students perceptions. No significant differences between the collage student's perceptions of administrative system obstacles and the number of academic meeting

RECOMMENDATIONS

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

- 1- Offer a compulsory course in academic advising to all university students.
- 2- Need to develop the electronic registration system enforced at the university.
- 3- Concentrate on students as the core of the advising process, and encourage them to exercise more responsibility in the process of academic advising.
- 4- A need to establish an advanced psycho-educational advising center at the university and activate its activities to offer advising, developmental, and remedial services focusing on the development of the bright and optimist sides of university students' personalities.
- 5- Offer enough time 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- Working on rehabilitation for academic advisor and giving them the skills to do the job guiding
- 7- All academic staff is empowered through seminars, conferences and workshops on academic advising.

- 8- Allotting time in the time table for academic advising activities like it is for sports.
- 9- Strengthening institutional mechanisms for monitoring academic advising.
- 10- The faculty administration should design plans to improve the quality of academic advisors by hiring and retaining superior advising personnel and enhancing the skills of those excellent academic advisors
- 11- 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
12. The faculty administration should devise a meaningful and equitable reward system for participants in the academic advising program.
13. Work on the increase students' awareness of the guidance and its importance to the student through brochures.
14. Provide special room to guide the individual and the group

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