

Full Length Research Paper

Academic Advisor in Faculties of Nursing in Egypt

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Abstract

Academic advising is an ongoing interactive process involving the student, advisor and institution. The present study aimed to explore the role of academic advisor in faculties of nursing in Egypt. It is a quasi- experimental study. This was conducted in all faculties of nursing both governmental and private universities. Subjects were composed of three groups, academic staff in faculties of nursing, students in different faculties of nursing all over Egypt, and jury group. Two types of Questionnaire formats were used plus Opinionnaire format in collecting data for this study. According to the study findings, it is concluded that there was a high significant difference between academic staff's knowledge about academic advising before and after awareness sessions. The academic staff's knowledge about roles and responsibilities of the academic advisor, advisee and college was poor before awareness sessions. Also, students perceived the role of the academic advisor passively before awareness sessions. Finally, the proposed booklet and module for academic advising were valid both in structure and content.

Keywords: Academic advising, nursing education, academic advisor, students' retention.

INTRODUCTION

Academic advising is an enigma in contemporary educational theory and practice. Widely regarded as essential to the success of students, little research exists to confirm this assertion (Lee, 2007; Harrison, 2009a). Effective advising is associated also with student satisfaction and retention and has been proffered as a recruiting tool, making campuses with successful advising programs more attractive to parents and students than their competitors are. Once again, these claims have not been consistently substantiated by research. More troubling is the minimal contribution of nurse faculty to advising scholarship (William et al., 2008).

Literature on the subject of advising and retention concludes that college student success improves when college students make progress toward educational and career goals; and when they are satisfied with the quality of educational programs, services, and environment (Claudia, 2005). Academic advising plays a significant role in addressing these factors. In short, good academic advising can be a key to student retention. The best way to keep students enrolled is to keep them stimulated, challenged, and progressing toward a meaningful goal. One way to do that—especially with new students—is

through meaningful academic advising. The history of academic advising has not been kept well, nor has it received meticulous attention (Deary et al., 2003). In the beginning, academic advising was prescriptive in nature and consisted of translating information found in college catalogues to assist students in the process of selecting appropriate courses required for graduation. Little change or historical progress seems to have occurred until the publication of student theories of development in the late 1960s and academic advising theories a decade later (Aragon, 2000; Hegge and Larson, 2008).

Academic advising is an ongoing interactive process involving the student, advisor and institution. The primary goal of which is to assist students in the development and accomplishment of meaningful educational plans that is compatible with their life goals. Academic advising is a profession focused on offering constructive counsel and guidance to students in order to assist them in meeting their academic goals (Meyer and Xu Yu, 2005). The academic advisor offers assistance in evaluating skills and talents, and advises students in the selection of coursework and other academic programs. Academic advising seeks to help the student to combine those abilities with his or her likes and dislikes, and thus devel-

op a plan of action in the pursuit of educational goals that will produce the desired outcome for the student. Advisors must be trained on how to locate and connect the student with the best opportunities, as well as be able to properly evaluate test results and other factors that indicate the aptitudes possessed by the student (Deary et al., 2003; Steele et al., 2005).

Academic advising is an opportunity to teach and inspire students. As an academic advisor the development and success of his/her advisees hinge on the relationship established between academic advisor and the students he/she advice. This requires the advisor/advisee relationship be ongoing and purposeful; challenging for the student, but supportive; goal oriented; and intentional as it maximizes the use of university resources (Harrison, 2009b). A successful academic advisor demonstrates concern for each advisee, is available and accessible, takes initiative to contact advisees, is a good listener, provides accurate information, keeps good records and recognizes accomplishments (Dillon and Fischer, 2000; Smith and Allen, 2006).

Academic advising is responsible for sustaining an environment of academic and professional excellence for students and educational team members. The Academic Advisor supports student life and learning through student advocacy, academic coaching, customer service, campus and community referrals and institutional outreach. The Academic Advisor works closely with all campus departments to support student success and persistence endeavors (Shultz et al., 2001; Yarbrough, 2002). Academic advisor must assure quality services to students; development, growth, involvement, and recognition of students; sound economic principles; and environment which is conducive to innovation, positive thinking and expansion - is considered in carrying out the duties and responsibilities of this position (Harrison, 2009c).

Significance of the study

Good advising is vital to the long-term success of faculties. The advisor is the link between the student and the institution. The success of the institution, after all, depends on the success of its students. Advising can make a huge difference in the lives of university students. Advisors can take a student who might otherwise leave the university or college and guide that student to some extent so that the student stays and excels and feels good about him /her self. Now a day we are in quality decade, in which all faculties all over Egypt working toward accreditation. Quality is frequently measured through analysis of the capacity building and the quality of the educational process of the faculty. Students play a vital role in the educational process, so special consider-

ations and care should be directed toward students' satisfaction, success and retention (Leavernard, 2011).

Aim of the study

The present study aims to explore the role of academic advisor in faculties of nursing in Egypt through:

1. Assess academic staff's knowledge about academic advisor in faculties of nursing in Egypt.
2. Determine students' perception about the role of academic advisor.
3. Design and validate booklet and module about academic advising.
4. Give awareness sessions to academic staff about academic advising using both the developed module and booklet.

Research hypotheses

There will be a high significant difference between academic staff knowledge before and after awareness sessions about academic advising. Also, there will be a high significant difference between students' perception about the role of academic advisor before and after awareness sessions.

SUBJECTS AND METHODS

Research design

It is a quasi- experimental study.

Study setting

The study was conducted in all faculties of nursing. Those faculties were classified into governmental and private universities.

Subjects

The study subjects consisted of three groups

1st group

Academic staff in faculties of nursing all over Egypt. This group was comprised of professors, assistant professors, lecturers, (assistant lecturers and clinical instructors) as future academic advisors. Academic staff was randomly selected.

Table 1. Distribution of study sample according to Universities

Universities	Faculty Staff (n= 545)		Students (n= 4282)	
	No.	%	No.	%
Governmental				
▪ Cairo	80	14.68	359	8.38
▪ Ain Shams	62	11.38	351	8.20
▪ Helwan	33	6.06	342	7.99
▪ Port saied	26	4.77	310	7.24
▪ Tanta	42	7.71	336	7.85
▪ Zakazik	38	6.97	329	7.68
▪ Banha	39	7.16	333	7.78
▪ Monufiya	44	8.07	314	7.33
▪ Mansurah	35	6.42	369	8.62
▪ Menia	29	5.32	300	7.01
▪ Bani swayf	25	4.59	298	6.96
▪ Asuit	32	5.87	347	8.10
▪ Sohag	24	4.40	218	5.09
Private				
▪ Misr University for Science & Technology	10	1.83	12	0.28
▪ October 6 University	12	2.20	24	0.56
▪ British University	8	1.47	22	0.51
▪ Modern University for Technology & Information	6	1.10	18	0.42

2nd group

Students in different faculties of nursing all over Egypt. This group was comprised of students from the different academic years plus intern students. Students were randomly selected (Table 1).

3rd group:

This group served as jury (30). They were professors and assistant professors from faculty of nursing in Helwan, Alexandria, Ain Shams, and Cairo universities as governmental universities and from faculties of nursing in Misr University for science and Technology, 6th October University and British University in Egypt as private universities randomly selected for validation of the module and booklet.

Tools of data collection

Questionnaire formats

Two types were used; both were developed by researchers based on review of current literature. They were reviewed by experts in the related field, and

modifications were made based on their suggestions. Both are self-administered questionnaires. The first one was *Staff's knowledge about academic advisor questionnaire format*. It included questions as definition of academic advisor, its goals, principles, importance, roles and responsibilities of academic advisor and advisee or student's responsibilities, also required skills. While, the second one was *Academic advisor perceived role questionnaire format*. It was used to assess role of the academic advisor as perceived by students before and after awareness sessions. It was classified according to Likert Scale into three points (Agree, Disagree and Do not know).

Opinionnaire format

It was developed by the researcher based on review of current literature. It was used to elicit the experts' opinions regarding the developed module and booklet. Two types of validity were ascertained: face and content.

Pilot study

The aim of the pilot study was to test the practicability, and to estimate the time needed to complete tools. A group of (52) academic staffs were selected for testing

the academic advisor questionnaire format. The time needed to fulfill the questionnaire format was ranged (30-45) minutes. Moreover, (205) students were selected for testing the academic advisor perceived role questionnaire format. The time needed to fulfill the questionnaire format was ranged (20-30) minutes. Collecting pilot study data lasts for six weeks. All of these subjects were included in the main study sample.

Field work

The field work of this study was executed in one year. Data collection began on mid. Of February 2011 and was completed February 28, 2012. Researchers started to assess the academic staff's knowledge about academic advisor and to assess role of the academic advisor as perceived by students in all faculties of nursing all over Egypt, either in governmental or private universities; using several questionnaire formats, they were self administered questionnaires. That was conducted in their faculties, after explaining to them the purpose of the study. The time needed to fulfill the questionnaire format for academic staff was ranged (30-45) minutes, while, it was ranged (20-30) minutes for students' questionnaire. Based on the results of questionnaires formats the booklet and module were developed. They were developed by researchers after reviewing recent relevant literature. The proposed module and booklet were distributed to the thirty members of jury group to elicit their opinion regarding opinionnaire items (face validity) and its contents (content validity). After they were returned back, the module and booklet were finalized accordingly. Then, awareness sessions for academic staff in the selected faculties about academic advisor (using the developed module and distributed the developed booklet) were conducted. Finally, after awareness sessions academic staffs were re-assessed for their knowledge about academic advisor and after five months students were re-assessed for their perceived role of the academic advisor.

Administrative and Ethical Considerations

To carry out the study in the predetermined faculties, letters containing the aim of the study were directed from the researcher's faculty of nursing to the faculties' dean to obtain their permission and help to conduct the study in their faculty. The researchers obtained study subjects' approval orally after explaining the purpose and method of data collection for the study. Confidentiality, anonymity and the right to withdraw from the study at any time were guaranteed.

Statistical analysis

SPSS statistical software package was used for data analysis. The probability of error at 0.05 was considered significant, while at 0.01 and 0.001 was considered highly significant.

RESULTS

Table 2 illustrates academic staff's knowledge about academic advising. It was noticed that the majority of the studied academic staff before awareness sessions (82.39%, 86.61%, 85.14%, 86.79%, 93.39% and 82.75%) respectively were did not know definition of academic advising, its goals, importance, methods and principles, and characteristics of effective academic advisor. On the other hand, as regard post awareness sessions, the majority of the study sample (96.88%, 98.72%, 99.45%, 95.60%, 93.58% and 98.72%) respectively was well known everything about academic advising. There was a high significant ($p < 0.001$) difference between them before and after awareness sessions regarding their knowledge about academic advising.

While, concerning academic staff's knowledge about roles and responsibilities of the academic advisor, advisee and college, Table 3, points that the highest percentage of the studied academic staff (66.97%) had wrong knowledge about college role in academic advising before awareness sessions. Meanwhile concerning academic advisor role and advisee role, more than half of studied academic staff (54.13% and 52.11%) respectively was did not know those roles before awareness sessions. Compared to (97.06%, 94.86% and 93.21%) respectively of them became aware of the complete roles post awareness sessions. There was a high significant ($p < 0.001$) difference between them before and after awareness sessions regarding their knowledge about roles and responsibilities of the academic advisor, advisee and college.

Table 4 revealed students' perception of the academic advisor role before and after awareness sessions. As evident, most of them (96.01%, 98.16%, 98.51%, 99.91%, 98.37%, 98.06%, 98.51%, 100%, 98.48% and 99.63%) respectively were disagreeing on academic advisor role before awareness sessions. Compared to (98.76%, 99.35%, 99.88%, 99.93%, 99.95%, 99.91%, 99.95%, 99.93%, 99.7% and 99.84%) respectively of them were agree on the role post awareness sessions. There was a high significant ($p < 0.001$) difference between their perception before and after awareness sessions regarding the academic advisor's role.

Table 5 describes face and relevance validity of the designed module and booklet as reported by jury members. As evident in the table that all jury agreed

Table 2. Academic staff's knowledge about Academic Advising

Items	Before awareness session		After awareness session		P value
	(n= 545)		(n= 545)		
	No.	%	No.	%	
Academic Advising Definition					
Complete definition	0	0.00	528	96.88	<0.001
Incomplete definition	29	5.32	11	2.02	<0.05
Wrong definition	67	12.29	6	1.10	<0.001
Do not Know	449	82.39	0	0.00	<0.001
Academic Advising Goals					
Know all of them	0	0.00	538	98.72	<0.001
Know some of them	73	13.39	7	1.28	<0.001
Do not Know	472	86.61	0	0.00	<0.001
Importance of Academic Advising					
Know all of them	0	0.00	542	99.45	<0.001
Know some of them	81	14.86	3	0.55	<0.001
Do not Know	464	85.14	0	0.00	<0.001
Methods of Academic Advising					
Know all of them	0	0.00	521	95.60	<0.001
Know some of them	72	13.21	24	4.40	<0.05
Do not Know	473	86.79	0	0.00	<0.001
Principles of Academic Advising					
Know all of them	0	0.00	510	93.58	<0.001
Know some of them	36	6.61	35	6.42	<0.05
Do not Know	509	93.39	0	0.00	<0.001
Characteristics of effective Academic Advisor					
Complete	0	0.00	538	98.72	<0.001
Incomplete	94	17.25	7	1.28	<0.001
Do not Know	451	82.75	0	0.00	<0.001

Table 3. Academic staff's knowledge about roles and responsibilities of the Academic Advisor, Advisee and College

Roles & Responsibilities	Before awareness session (n= 545)		After awareness session (n= 545)		P value
	No.	%	No.	%	
The College Role in Academic Advising					
Complete	0	0.00	529	97.06	<0.001
Incomplete	94	17.25	12	2.20	<0.001
Wrong	365	66.97	4	0.73	<0.001
Do not Know	86	15.78	0	0.00	<0.001
Academic Advisor Role					
Complete	0	0.00	517	94.86	<0.001
Incomplete	111	20.37	11	2.02	<0.001
Wrong	139	25.50	9	1.65	<0.001
Do not Know	295	54.13	8	1.47	<0.001
Advisee Role					
Complete	0	0.00	508	93.21	<0.001
Incomplete	128	23.49	30	5.50	<0.001
Wrong	133	24.40	5	0.92	<0.001
Do not Know	284	52.11	2	0.37	<0.001

Table 4. Students' perception of the Academic Advisor role before and after awareness sessions

Students' perception of the Academic Advisor role	Before awareness session (n= 4282)		After awareness session (n= 4282)		P value
	No.	%	No.	%	
1. My academic advisor is a good source for accurate information about programs, policies and procedures across the college	0	0.00	4229	98.76	<0.001
▪ Agree	4111	96.01	53	1.24	<0.001
▪ Disagree	171	3.99	0	0.00	<0.001
▪ Don't Know					
2. My academic advisor listens closely to my concerns and questions, whether they are academic, professional, or personal.	0	0.00	4254	99.35	<0.001
▪ Agree	4203	98.16	28	0.65	<0.001
▪ Disagree	79	1.84	0	0.00	<0.001
▪ Don't Know					
3. My academic advisor helps me evaluate my progress toward graduation.	0	0.00	4277	99.88	<0.001
▪ Agree	4218	98.51	5	0.12	<0.001
▪ Disagree	64	1.49	0	0.00	<0.001
▪ Don't Know					
4. My academic advisor is available and accessible when needed.	0	0.00	4279	99.93	<0.001
▪ Agree	4278	99.91	3	0.07	<0.001
▪ Disagree	4	0.09	0	0.00	<0.05
▪ Don't Know					
5. My academic advisor encourages me to meet him/ her	0	0.00	4280	99.95	<0.001
▪ Agree	4212	98.37	2	0.05	<0.001
▪ Disagree	70	1.63	0	0.00	<0.001
▪ Don't Know					
6. My academic advisor helps me understand why required courses are important for my professional development and future plans.	0	0.00	4278	99.91	<0.001
▪ Agree	4199	98.06	2	0.05	<0.001
▪ Disagree	83	1.94	2	0.05	<0.001
▪ Don't Know					
7. My academic advisor recognizes my accomplishments	0	0.00	4280	99.95	<0.001
▪ Agree	4218	98.51	2	0.05	<0.001
▪ Disagree	64	1.49	0	0.00	<0.001
▪ Don't Know					
8. My academic advisor communicates effectively with me and understand my needs	0	0.00	4269	99.70	<0.001
▪ Agree	4217	98.48	9	0.21	<0.001
▪ Disagree	65	1.52	4	0.09	<0.001
▪ Don't Know					
9. My academic advisor assists me in resolving any problems or issues they may I face throughout my journey at the College.	0	0.00	4275	99.84	<0.001
▪ Agree	4266	99.63	7	0.16	<0.001
▪ Disagree	16	0.37	0	0.00	<0.001
▪ Don't Know					
10. My academic referrals and direct me to appropriate departments, units, offices and resources when necessary.	0	0.00	4279	99.93	<0.001
▪ Agree	4282	0	3	0.07	<0.001
▪ Disagree	0	0.00	0	0.00	
▪ Don't Know					

Table 5. Face and content validity of the designed Module and Booklet as reported by jury (No.30)

Items	No=30	%100
Designed Booklet clarifies its designed purpose		
Contents of the module and booklet:		
▪ Introduction	28	93.33
▪ Academic advising definition	30	100
▪ Academic advising goals	30	100
▪ Importance of academic advising	30	100
▪ Methods of academic advising	30	100
▪ Principles of academic advising	29	96.66
▪ Characteristics of effective academic advisor	30	100
▪ Roles and responsibilities of the academic advisor, advisee and college.	30	100
▪ References	30	100
The linguistic style used in the module and booklet:		
▪ Clear.	30	100
▪ Understandable.	30	100
▪ Comprehensive	30	100
▪ Applicable	30	100
The designed module and booklet could be used for orienting the newly appointed academic staff and students.	30	100
The designed module and booklet could be used for guiding the already appointed academic staff and students.	30	100
The designed module and booklet could be used as criteria for performance evaluation of the academic advisor.	30	100
The designed module and booklet can be used for academic staff development.	30	100

upon the designed module and booklet.

Based on the results of the study, module and booklet were designed, to act as a tangible written form that provides directions and guidance to the academic staff members for effective operation and quality.

DISCUSSION

Creating an effective academic advising system essential to the educational process continues to be a challenge in many institutions of higher education; there is limited research on the roles of academic advisors and the influence it has on retention in today's world of learning. However, the present study revealed that the majority of the study sample was not aware of the complete definition and role of the academic advisor. These findings were inconsistent with (Waters, 2001; Aragon, 2000; Gretchen, 2011) who emphasized that advising is a process in which advisor and advisee enter a dynamic relationship respectful of the learner's concerns; and added that ideally, the advisor serves as teacher and guide in an interactive partnership aimed at enhancing

the learner's self-awareness and fulfillment. This was supported by (Gail et al., 2006; Howard, 2009) who asserted that academic advising is a planning process that helps learners to approach their education in an organized and meaningful way. Advising brings together all of the major dynamics in a learner's life. This also agreed by (Claudia, 2005; Theodore, 2010) who found that academic advising is a process of teaching learners how to become responsible consumers of their own educations and helps learners to make viable academic decisions. This was similar to (Dillon and Fischer, 2000; William and Mary, 2008) who emphasized that academic advising is a process of giving learners guidance, support, encouragement and helping learners diminish the confusion that comes with a new environment, clarify their goals and get the most out of their education.

Academic advising required demonstrating that they are strong leaders who play vital roles for students and institutions. Regarding characteristics of academic advisor, the results of the present study revealed that the majority of the study sample was not aware of the required characteristics of academic advisor. These findings were in contrast with (Hegge and Larson, 2008;

Leavernard, 2011) who found that academic advisor should build rapport, be good listener, has effective communication skills and interpersonal relations. Also, should be assertive, has conflict resolution skills, consultative and team building skills. These findings were supported by (Steele et al., 2005; Lee, 2007) who found that academic advisor is a source for innovation, creativity, coaching, mentoring and motivation.

Meanwhile, regarding the importance of academic advisor, (Deary et al., 2003; William and Mary, 2008) found that academic advising is a mean of promoting learner persistence is mentioned in the literature more often than any other learner service, and empirical studies confirm the importance of academic advising to learner retention. In addition, twenty years of research influences grades, learner satisfaction, and learner intentions, all of which have been shown to affect learner persistence (Meyer and Xu Yu, 2005). These findings were inconsistent with the present study. While, regarding principles of academic advising, (Yarbrough, 2002; Smith and Allen, 2006; Roufs, 2007) have proposed seven principles that are essential in the advising process if the goal of developmental advising is to be achieved. These principles have proven utility within the context of developmental advising. These principles included that academic advising is a continuous process with an accumulation of personal contacts between advisor and learner—these contacts have both direction and purpose. Also, advising must concern itself with quality-of-life issues and the advisor has a responsibility to attend to the quality of the learner's experience in college. Advising is goal related; it requires the establishment of a caring human relationship- one in which the advisor must take primary responsibility for its initial development. Advisors should be models for learners to emulate, specifically demonstrating behaviors that lead to self-responsibility and self-directiveness. He also added that advising should seek to integrate services and expertise of both academic and learner affairs professionals and utilize as many resources as possible. These findings were inconsistent with the present study.

Moreover, because of the geographical separation between learners and advisors inherent in e-learning, the advising process may occur in a variety of ways as e-mail, which is considered as the most convenient and practical way of responding to learners' inquiries, it is advised that records of any correspondence between learners and advisors are saved in learner's files (Shultz et al., 2001; Harrison, 2009c) stated that faculty may choose to use the chat feature to advise, but the faculty must inform learners of the times when they will be available for individual consultation via chat and use the appropriate feature of the online learning technology to automatically save the contents of the chat session to a text file.

(Theodore, 2010) added that in certain cases, faculty members may choose to advise learners via phone. This was contradicted with (Howard, 2009) who found that whenever, possible and when no geographical boundaries exist between advisors and learners, learners may choose to visit their advisors on college campus; prior scheduling for such meetings must be made. All of the above findings were contradicted with the results of the present study regarding methods of academic advising.

Academic advising is a collaborative partnership centered on teaching students how to identify and achieve their personal, educational, career, and life goals by purposefully designing, optimizing, and integrating their classroom and extracurricular experiences. Effective academic advising requires a collaborative relationship between the institution, the academic advisor and the learners, each having particular roles and responsibilities. Regarding roles and responsibilities of the academic advisor, advisee and college, the results of the present study revealed that the highest percentage of the study sample was had wrong knowledge about those roles. These results were in contrast with (Gail et al., 2006) who advocated that college should foster a community that promotes student success and provide the resources and professional development necessary for effective and quality academic advising. Also, the results of the present study were inconsistency with (Claudia, 2005; Theodore, 2010) who asserted that college recognizes the value of excellence in academic advising and regularly assess the efficiency of the academic advising process. Meanwhile concerning academic advisor role and advisee role, (Gretchen, 2011) emphasized that academic advisor assists learners in developing an educational action plan that correlates with their life goals and objectives and aids learners in developing decision-making skills and a sense of autonomy. These were inconsistent with the results of the present study. (Harrison, 2009a; Leavernard, 2011) stated that academic advisor assists learners in resolving any problems or issues they may face and monitors and communicates with the learners their progress and achievements. This also was contradicted with the present study. Study after study demonstrates the important role of the advisee in academic advising process. (Waters, 2001; Theodore, 2010) asserted that advisee should show willingness on an on-going basis to assess their skills, interests and abilities. This was similar to (Howard, 2009) who stated that advisee should contact their academic advisor for any issue or problem they may encounter. This was supported by (Gretchen, 2011) who stated that advisee should evaluate the academic advising process when requested in order to strengthen the advising process.

Academic advising has undergone great changes since its beginning in higher education. Modern educators recognize academic advising as one of the

best ways to assist the personal, intellectual, and social development of learners. Advising as a service to students links students' academic and personal worlds. It is frustrating that the present study revealed that most of the students perceived the role of the academic advisor negatively. These results were inconsistent with (Howard, 2009; Gretchen, 2011) who asserted that academic advisors play a significant role in promoting educational growth and student success as educational institutions work to strengthen their capacity to foster faculty-student interaction, and provide positive growth experiences for students within the institution. Consequently, retention can be highly affected by enhancing student interactions with campus personnel. In this respect, (Waters, 2001; Leavernard, 2011) emphasized that there are two critical factors in students' decisions to remain enrolled until the attainment of their goals: their successfully making the transition to college aided by initial and extended orientation and advisement programs, and making positive connections with college personnel during their first term of enrollment.

CONCLUSION

There was a high significant difference between academic staff's knowledge about academic advising before and after awareness sessions. The findings elaborated that academic staff's knowledge about roles and responsibilities of the academic advisor, advisee and college was poor before awareness sessions. Also, students perceived the role of the academic advisor passively before awareness sessions. Finally, the proposed booklet and module for academic advising were valid both in structure and content.

RECOMMENDATIONS

Based on the foregoing findings the following could be recommended:

- 1- Help academic staff to use the developed booklet and module for academic advising, by being available to them.
- 2- Give training programs about academic advising for academic staff inside or outside their faculties to enhance their awareness about academic advising.
- 3- Academic advising component should be included in the orientation programs for all new academic staff members and students.
- 4- Involve academic advising component in academic staff performance appraisal forms.
- 5- Involve students in the evaluation process for academic advising.

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