

## Academic Advising and its Relation to Nursing Students' Self Efficacy

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### Abstract

**Background:** Academic advising is a collaborative relationship between a student and an academic advisor. The intent of this collaboration is to assist the student in the development of meaningful educational goals that are consistent with personal interests, values and abilities. **Aims:** This study aimed to assess academic advising and its relation to nursing students' self-efficacy. **Design:** An analytic cross-sectional research design was used in conducting the study in order to find out the relationship between academic advising and nursing students' self-efficacy, Both dependent and independent variables were measured at the same point in time with no prospective or retrospective follow-up. **Subject and Method:** The subjects of this study consist of nursing students enrolled in the four academic years in Faculty of Nursing, MTI University. Their total number was 750 students in the academic year 2019/2020. **Tools** were used to collect the necessary data, a structured interviewing questionnaire, Academic Advising Inventory (AAI) to assess the mode of academic advising from student's point of view and Perceived self-efficacy scale to assess nursing student's perception regarding self-efficacy. **Results:** The study revealed (43.5%) of the nursing students were satisfied with academic advising. While, (71.5%) of nursing students having high level of self-efficacy. **Conclusion:** The finding of this study concluded that the prescriptive academic advising mode is the most prevailing mode in the study setting. However, students' satisfaction and self-efficacy are higher with the developmental mode. **Recommendations:** staff development programs are strongly recommend to train academic advisors in the modes of advising, with emphasis on the merits of the developmental mode. Academic advisors should be provided with sufficient time for advising sessions to be able to provide their students with all their academic needs.

**Keywords:** Academic Advising, Nursing Students, Self-Efficacy

### Introduction:

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 needs through communication and information exchanges with an advisor; it is ongoing, multifaceted, and the responsibility of both student and the advisor (Hatch & Garcia, 2017).

Academic advising is a collaborative relationship between a student and an academic advisor. The intent of this collaboration is to assist the student in the development of meaningful educational goals that are consistent with personal interests, values and abilities. Although many individuals on campus, including academic advisors, may assist the student in making decisions and accomplishing

goals, the academic advisor is granted formal authority by an academic unit (college, school, and department) to approve the student's academic program of study and to assist the student in progress toward the appropriate degree (Lee & Metcalfe, 2017).

Academic advising is a critical part of the college experience and decentralized advising, which means that we have faculty advisors within each major department that serve alongside our academic success coaches. Once you declare a major advisory role, you will work with that department to engage in the advising process. If you have not declared to the major role, you have the option to be advised through the department of a major interest, or to meet with academic success coach in an office (Mohamed, 2016).

Effective advising system, seeks to provide an open environment which will foster self-exploration, self-awareness, and self-

evaluation, thus encouraging a sense of personal identity. Encourage students to gather and evaluate information, and make meaningful decisions based upon a considerable alternatives information, , and personal values and goals. Assist students to explore possible short- and long-range consequences of decisions, facilitate advisees' recognition and acceptance of personal responsibility for their choices (Sponsler, Pingel & Anderson, 2015).

Academic advising student learning outcomes include, students will demonstrate how they know curricular requirements, academic standards, academic milestones that related to an intended/chosen academic program in order to graduate in a timely fashion. As well the university and college academic policies and procedures, the career and the professional development opportunities available as well as on-campus support for identification and exploration of the experience learning, leadership, career paths, campus resources, programs, and support systems that promote academic success.(Roscoe, 2015).

Self-efficacy focuses on success of a situation related to the individual's belief in their ability to accomplish the specific task. Academic self-efficacy applies this principle to education and is defined as achieving an academic task at a predetermined level or accomplishing of a specific academic goal. Students who demonstrate high levels of academic self-efficacy are thought to experience greater calmness and less anxiety and stress when attempting tasks that are perceived to be difficult. Students will see challenges when faced with difficult decisions as opposed to threats. Exposure has been shown to improve self-efficacy and may positively impact an individual's confidence in their own ability (Borgonovi & Pokropek, 2018).

### **Significance of the study:**

Over the past years in Egypt, a number of private universities have been established, and many of them include nursing colleges. One of those is Faculty of nursing affiliated to Modern University for Technology and Information (MTI). Faculty of nursing MTI

strategy is to utilize faculty members as academic advisor to serve as a coordinator of the learning experiences for the students, assisting in the integration of the various kinds of assistance rendered either educational, psychological aids and remedial. Academic advisor has also a major role in identifying the capabilities of the students to undertake a number of courses and able to score an acceptable level of performance.

Most modern university students are coming from distant governorates. They come to rent a place for live next to the university without their families. Students are in their adolescent period and these years need someone to help them scientifically and practically to avoid the moral deviation and working with the new academic life, This period is usually associated with different types of emotional loads as well as great changes in social and human relations. Selecting proficient educational and emotional ability to deal with several traumatic and difficult experiences is required to students. Academic advising plays a very critical role to help the students in planning to academic and professional development which supports the student's self-efficacy. Therefore, this study aims to assessing academic advising and its relation to nursing students' self-efficacy.

### **Aim of the study:**

This study aims to assess academic advising and its relation to nursing students' self-efficacy.

### **Research questions**

Is there a relationship between academic advising and nursing students' self-efficacy?

### **Subjects and methods:**

#### **I. Technical design:**

The technical design includes the details of the research design, setting of the study, subjects and the data collection tools.

### **Research design:**

An analytic cross-sectional research design was used in conducting the study in order to find out the relationship between academic advising and nursing students' self-efficacy. Both dependent and independent variables were measured at the same point in time with no prospective or retrospective follow-up.

#### **Setting:**

The current study was conducted at the faculty of nursing affiliated to Modern University for Technology and Information (MTI) at Cairo.

#### **Subjects:**

Sample criteria: The subjects of this study consist of nursing students enrolled in the four academic years in Faculty of Nursing, MTI University. Their total number was 750 students in the academic year 2019/2020. All students available during the time of the study were eligible for inclusion in the sample.

Sample size: The sample size was calculated to demonstrate a correlation coefficient of 0.25 or higher with 80% power and at a 95% level of confidence between the score of academic advising and self-efficacy. Using the Open-Epi software package for sample size estimation for correlation, the required sample size is 123. This was increased to 200 to account for a design effect of 1.5 for cluster sampling and a non-response rate of about 5%. This sample size was divided equally among the four academic years and the eight semesters, 50 students per year, and 25 students from every semester.

#### **Tools of the study:**

The data of this study collected through using two tools as follows:

##### **1.The first tool: Academic Advising Inventory(AAI):**

It aims to assess academic advising from student's point of view, it will be adopted from **Aieman, (2014)**, and it consists of two parts:

#### **Part I:**

It includes data pertinent to the demographic characteristics of the students such as: age, gender, academic class, nationality and data about the advising as frequency of advising and amount of advising, amount of time spent in advising, etc.

#### **Part II:**

It aims to assess academic advising of the students through measuring three aspects as follows:

- **Developmental-Prescriptive Advising (DPA):** This 14 paired- items scale describes the nature of the advising relationship. Each pair represents two contrasting modes or styles of advising, prescriptive and developmental on a continuum from 1 to 8. Each item's response is on a 4-point Likert scale from "very true" to "little true. Low scores (14 to 56) indicate more prescriptive advising, while higher scores (57 to 112) reflect developmental advising. The scale is further divided into three subscales.

To assess academic advising of the students through measuring three aspects as follows:

- **Personalizing Education [8 Items].** Reflects a concern for the student's total education, personal concerns, goal setting, etc. High scores (33 to 64) indicate developmental mode, while Prescriptive mode shown by low scores (8 to 32).

- **Academic Decision-Making [4 Items].** Addresses the process of academic decision-making and the responsibilities for making and implementing such decisions. High scores (17 to 32) reflect developmental mode, and Low scores (4 to 16) prescriptive mode.

- **Selecting Courses [2 Items]:** deals with the process of course selection. High scores (9 to 16) demonstrate a developmental mode, whereas low scores (2 to 8) reflect prescriptive mode or style.

- **Advisor-Advisee Activity Scales:** this comprises 30 items assessing academic activities frequency. They are categorized into five subscales:

○ Teaching Personal Skills [3 items]: discussing college policies, study skills and tips, and time management, etc.

○ Registration and Class Scheduling [4 items]: such as signing registration forms, selecting courses, etc.

○ Personal Development and Interpersonal Relationships [12 items]: such as interpersonal exchanges, addressing personal issues as academic or personal problems and values, etc.

○ Exploring Institutional Policies [5 items]: such as providing general information about the college, identifying campus resources and programs, etc.

○ Academic Majors and Courses [6 items]: such as discussing possible academic majors, administrative process, etc.

**Scoring:** Each item response is on a 6 point Likert scale from “Zero time” to “5 or more times.” These were scored from zero to 5. An average score was calculated for each subscale and for the total scale.

The scores were then dichotomized into < 1 and 1+.

- Satisfaction with Advising: composed of five items assessing different aspects of student satisfaction with the advising received such as accuracy of information provided, amount of time available, etc.

**Scoring:** the response to each item was on a 4 point Likert scale from “strongly disagree” to “strongly agree.” scored from 1 to 4 respectively.

The score were summed-up and converted into a percent score. The student was considered satisfied if the score was 60% or more and dissatisfied if < 60%.

**2. The second tool: Perceived self-efficacy scale:** this was used to assess nursing student's perception regarding self-efficacy. The tool originally developed by **Alwan, (2013)** and the researcher adopt it from (**Abd Elmonem, 2017**). It consists of 39 items under the following dimensions:

- **Emotional dimension (8 items):** such as: “I can control my emotions”, “I lose the ability to laugh and joke,” etc.

- **Social dimension (8 items):** such as “My friends talk to me about their problems,” “I look high to my friends,” etc.

- **Insistence and persistence dimension (8 items):** such as “I leave tasks unfinished,” “I am patient in face of difficulties,” etc.

- **Cognitive dimension (8 items):** such as “I have a wide scope of information,” “I have problems memorizing matters,” etc.

- **Academic dimension (7 items):** such as “I think I am smart,” “I avoid participation in university activities,” etc

#### Scoring system:

Responses will be measured on a (5) points Likert scale ranging from "Never" (1) to "Always" (5). The score were converted into a percent score. The respondent perception regarding self-efficacy will be considered (High) if the total score is more than 75%, (Moderate) level if the score ranges between 60% to less than 75%, and become (Low) if the subject has total score less than 60%.

#### Content, Face Validity and Reliability:

The tools used in this study are standardized with proven validity and reliability (**Winston and Sandor, 2002; Alwan, 2013, Aieman, 2014**) the tools was presented to a panel of experts for face and content validation after translation into Arabic. The panel consisted of seven experts in Nursing Administration, Psychiatric, and Critical Nursing. They included two professor and two assistant professors from Ain Shams University, one professor from Cairo University, one Professor and one assistant professor from MTI University. They reviewed the tools for relevance, comprehensiveness, applicability, and logical sequence. Minimal modifications were done according to their suggestions in the form of rephrasing some items.

Testing reliability of the tools was done through assessing their internal consistency.

They demonstrated accepted reliability levels as shown below.

| Scale         | N of items | Cronbach's Alpha |
|---------------|------------|------------------|
| DPA           | 14         | 0.75             |
| Activities    | 30         | 0.95             |
| Satisfaction  | 5          | 0.95             |
| Self-efficacy | 39         | 0.83             |

## II. Operational Design:

### Preparatory Phase:

In this phase, the researcher reviewed current and past, local and international related literature to gain in-depth knowledge of the difference aspects of the study. This was achieved by using textbooks, articles, journals and internet search. That was helpful in the selection and preparation of the data collection tool and in writing up the scientific background of the study.

### Ethical Considerations

Prior to conduct the study, the study protocol was approved by the Scientific Research Ethical Committee at the Faculty of Nursing, Ain-Shams University. In addition, the researcher met the Dean of the Faculty of Nursing, MTI University and explained the aim of the study and gain the approval to conduct the study at the MTI. All subjects were informed that participation in the study was voluntary, and the collected data would be treated confidentially and anonymity of each participant will be assured by the allocation of a code number to the questionnaire form. Subjects were informed that this data and responses will be used for the research purpose only. Each participant was also informed that he/she has right to withdraw from the study at any time without giving any reason.

### Pilot Study:

A pilot study was carried out on 20 students which representing 10% of the total sample, selected randomly from the study population. In order to ascertain the clarity and feasibility of the data collection tools, and to estimate the time needed for filling the questionnaire sheets. The time needed was

about 20 minutes on average per student. Since no modifications were done in the tool, these subjects were included in the main study sample.

### Fieldwork:

The field work started after getting an official permission from the Dean of faculty of nursing at MTI University. The researcher visited the study setting, met the Dean of the faculty of nursing to explain the aim of the study and get their approval and cooperation. Then, the researcher met the students, explained the aim of the study to each one, and invited him\ her to participate in the study. Those who gave their verbal consent to participate were given the data collection form and instructed them how to fill it in. Then, the sheets were collected by the researcher who reviewed them to ascertain that no data were missing. Some of the students filled the form instantaneously and returned the filled form immediately. Some other students returned the filled form the next day due to lack of time to fill it on the spot. The forms- returned rate was 100%. The fieldwork lasted for period of three months from January to March 2020.

### III. Administrative Design:

An official letters requesting permission to conduct the study was directed from the dean of Faculty of Nursing Ain Shams University, to the Dean of Faculty of Nursing, MTI University to obtain their approval to carry out the study. The letter included the aim of the study and photocopy from data collection form in order to get the permission and help for collection of the data.

### IV. Statistical Design:

Data entry and statistical analysis were done using SPSS 20.0 statistically software package. Data were presented using descriptive statistics in the form of frequencies and percentages for qualitative variables, mean and

standard deviation and medians for quantitative variables. Cronbach alpha coefficient was calculated to assess the reliability of scales through their internal consistency. Qualitative categorical variable were compared using Chi-square test. Whenever the expected values in one or more of the cells in a 2x2 tables was less than 5 fisher exact test was used instead. In larger than 2x2 cross-tables, no test could be applied whenever the expected value in 10% or more of the cells was less than 5.

Spearman rank correlation was used for assessment of the inter-relationships among quantitative variables and ranked once. In order to identify the independent predictors of DPA, activities, satisfaction, and self-efficacy scores, multiple linear regression analysis was used, and analysis of variance for the full regression models was done. Statistical significance was considered at  $p$ -value  $< 0.05$ .

## Results:

**Table (1):** The study involved 200 nursing students whose age ranged between 18 and 26 years, median 21.0 years, with equal gender distribution as presented in Table 1. The majority were having general pre- university education (70.0%). Slightly more than a half(57.5%) of them reported having only one session during the year, and for  $< 15$  minutes (57.5%). The session was mostly individual (83.0%).

**Table (2):** Regarding nursing students' satisfaction with academic advising, Table 2 indicates generally low levels. The percentages of satisfied students ranged between 24.5% for the availability of advice when needed and 54.5% for the overall academic advising.

**Figure (1):** Shows that less than a half of the nursing students (43.5%) were satisfied with academic advising.

**Table (3):** Points that The highest types of self-efficacy were the social and insistence/persistence (70.0%). On the other hand, the lowest was the academic self-efficacy (45.5%).

**Figure (2):** displays, more than two-thirds of the nursing students in the study sample were having high level of self-efficacy (71.5%).

**Table (4):** Illustrates statistically significant relations between students academic tear with ( $P=0.03$ ), and duration of advisory session with ( $P=0.001$ ). It noticed that the percentage of nursing students with high self-efficacy was lowest in the first academic year, and higher among those reporting longer duration of advisory session.

**Table (5):** Points statistical significant relations between nursing students' total satisfaction and their self- efficacy, All the relations were statistically significant except those with cognitive as ( $P= 0.69$ ) and academic as ( $P=0.21$ ) self-efficacy.

**Table (6):** Displays the correlations of nursing students' scores of DPA, activities, satisfaction, and self-efficacy. It shows statistical significant weak to moderate positive correlations among the four scales. The strongest were those between the scores of satisfaction and DPA as ( $r= 0.605$ ) and satisfaction and activities frequency as ( $r=0.674$ ). Meanwhile, no statistically significant correlation revealed between self-efficacy and the frequency of activities.

**Table 1: Demographic characteristics of the study subjects (N=200)**

|                                    | Frequency | Percent |
|------------------------------------|-----------|---------|
| <b>Age:</b>                        |           |         |
| <21                                | 91        | 45.5    |
| 21+                                | 109       | 54.5    |
| Range                              | 18.0-26.0 |         |
| Mean ± SD                          | 21.2±2.1  |         |
| Median                             | 21.0      |         |
| <b>Gender:</b>                     |           |         |
| Male                               | 100       | 50.0    |
| Female                             | 100       | 50.0    |
| <b>Pre university education:</b>   |           |         |
| General                            | 140       | 70.0    |
| Technical                          | 60        | 30.0    |
| <b>Advisory session duration :</b> |           |         |
| <15 min                            | 106       | 53.0    |
| 15-30 min                          | 94        | 47.0    |
| <b>No. of session during year:</b> |           |         |
| 1                                  | 115       | 57.5    |
| 2-3                                | 81        | 40.5    |
| 4-5                                | 4         | 2.0     |
| <b>Type of session:</b>            |           |         |
| Individual                         | 166       | 83.0    |
| With a group of students           | 23        | 11.5    |
| Had no sessions                    | 2         | 1.0     |
| >one type                          | 9         | 4.5     |

**Table 2: Satisfaction with academic advising among the study subjects (N=200)**

| Satisfaction with academic advising           | Frequency | Percent |
|---|-----------|---------|
| <b>Overall academic advising:</b>             |           |         |
| Dissatisfied                                  | 91        | 45.5    |
| Satisfied                                     | 109       | 54.5    |
| <b>Acquired information about curriculum:</b> |           |         |
| Dissatisfied                                  | 113       | 56.5    |
| Satisfied                                     | 87        | 43.5    |
| <b>University policies and procedures:</b>    |           |         |
| Dissatisfied                                  | 138       | 69.0    |
| Satisfied                                     | 62        | 31.0    |
| <b>Availability of advice upon need:</b>      |           |         |
| Dissatisfied                                  | 151       | 75.5    |
| Satisfied                                     | 49        | 24.5    |
| <b>Sufficient advising time:</b>              |           |         |
| Dissatisfied                                  | 141       | 70.5    |
| Satisfied                                     | 59        | 29.5    |

**Figure 1: Total satisfaction with academic advising among the study subjects (N=200)**

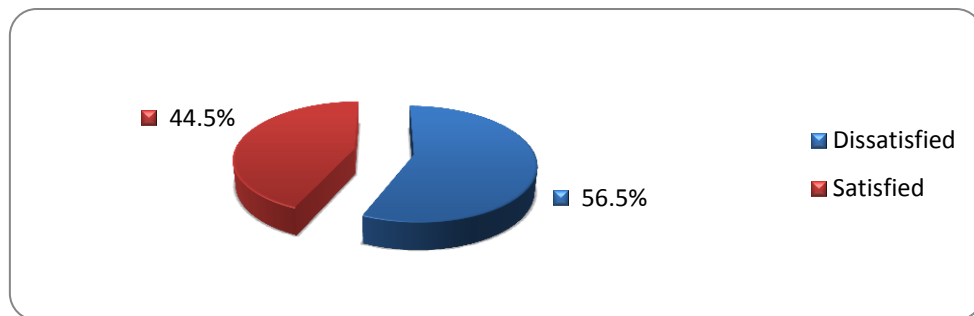


Table 3: Self-efficacy among the study subjects (N=200)

| Self- efficacy                     | Frequency | Percent |
|------------------------------------|-----------|---------|
| <b>Emotional:</b>                  |           |         |
| Low                                | 65        | 32.5    |
| High                               | 135       | 67.5    |
| <b>Social:</b>                     |           |         |
| Low                                | 60        | 30.0    |
| High                               | 140       | 70.0    |
| <b>Insistence and persistence:</b> |           |         |
| Low                                | 60        | 30.0    |
| High                               | 140       | 70.0    |
| <b>Cognitive:</b>                  |           |         |
| Low                                | 29        | 39.5    |
| High                               | 121       | 60.5    |
| <b>Academic:</b>                   |           |         |
| Low                                | 109       | 54.5    |
| High                               | 91        | 45.5    |

Figure 2: Total self-efficacy among the study subjects (N=200)

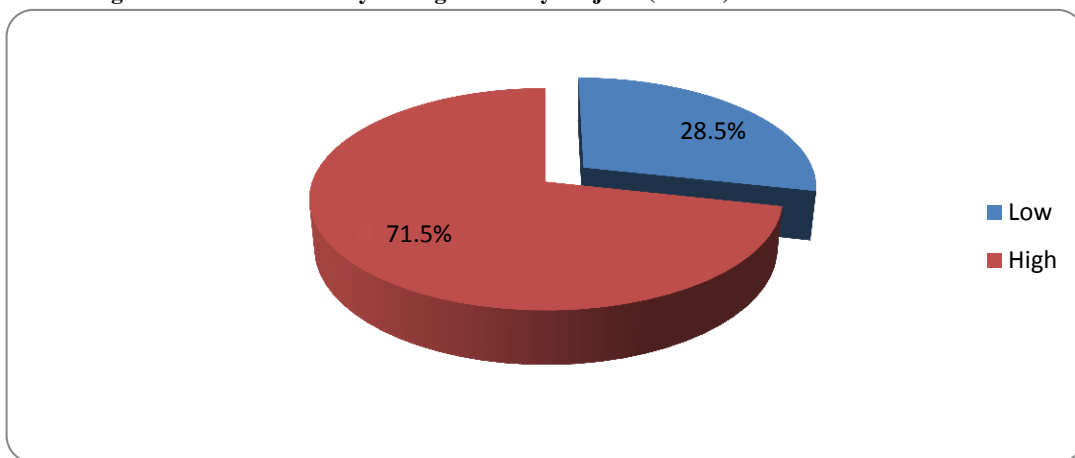




Table 4: Relations between nursing students 'self- efficacy and their characteristics

|                                    | Self- efficacy |      |      |       | X <sup>2</sup> test | P-Value |
|------------------------------------|----------------|------|------|-------|---------------------|---------|
|                                    | Low            |      | High |       |                     |         |
|                                    | No             | %    | No   | %     |                     |         |
| <b>Age:</b>                        |                |      |      |       |                     |         |
| <21                                | 32             | 35.2 | 50   | 64.8  | 3.04                | 0.06    |
| 21+                                | 25             | 22.9 | 84   | 77.1  |                     |         |
| <b>Gender:</b>                     |                |      |      |       |                     |         |
| Male                               | 32             | 32.0 | 68   | 68.0  | 1.20                | 0.27    |
| Female                             | 25             | 25.0 | 75   | 75.0  |                     |         |
| <b>Academic year:</b>              |                |      |      |       |                     |         |
| 1                                  | 22             | 44.0 | 28   | 56.0  | 9.10                | 0.03*   |
| 2                                  | 12             | 24.0 | 38   | 76.0  |                     |         |
| 3                                  | 9              | 18.0 | 41   | 82.0  |                     |         |
| 4                                  | 14             | 28.0 | 36   | 72.0  |                     |         |
| <b>Pre university education:</b>   |                |      |      |       |                     |         |
| General                            | 45             | 32.1 | 95   | 67.9  | 3.04                | 0.08    |
| Technical                          | 12             | 20.0 | 48   | 80.0  |                     |         |
| <b>Advisory session duration:</b>  |                |      |      |       |                     |         |
| <15 min                            |                |      |      |       | 11.17               | 0.001*  |
| 15-30 min                          | 41             | 38.7 | 65   | 61.3  |                     |         |
|                                    | 16             | 17.0 | 78   | 83.0  |                     |         |
| <b>No. of session during year:</b> |                |      |      |       |                     |         |
| 1                                  |                |      |      |       | --                  | --      |
| 2-3                                | 39             | 33.9 | 76   | 66.1  |                     |         |
| 4-5                                | 18             | 22.2 | 63   | 77.8  |                     |         |
|                                    | 0              | 0.0  | 4    | 100.0 |                     |         |
| <b>Type of session:</b>            |                |      |      |       |                     |         |
| Individual                         | 49             | 29.5 | 117  | 70.5  | 2.03                | 0.57    |
| With a group of students           | 4              | 17.4 | 19   | 82.6  |                     |         |
| Had no sessions                    | 1              | 50.0 | 1    | 50.0  |                     |         |
| >one type                          | 3              | 33.3 | 6    | 66.7  |                     |         |

Table 5: Relations between nursing students' satisfaction with advising and their self- efficacy dimensions

| Self- efficacy                     | Satisfaction |      |           |      | X <sup>2</sup> test | P-Value |
|------------------------------------|--------------|------|-----------|------|---------------------|---------|
|                                    | Dissatisfied |      | Satisfied |      |                     |         |
|                                    | No           | %    | No        | %    |                     |         |
| <b>Emotional:</b>                  |              |      |           |      |                     |         |
| Low                                | 50           | 76.9 | 15        | 23.1 | 16.34               | <0.001* |
| High                               | 63           | 46.7 | 72        | 53.3 |                     |         |
| <b>Social:</b>                     |              |      |           |      |                     |         |
| Low                                | 44           | 73.3 | 16        | 26.7 | 9.88                | 0.002*  |
| High                               | 69           | 49.3 | 71        | 50.7 |                     |         |
| <b>Insistence and persistence:</b> |              |      |           |      |                     |         |
| Low                                | 43           | 71.7 | 17        | 28.3 | 8.02                | 0.005*  |
| High                               | 70           | 50.0 | 70        | 50.0 |                     |         |
| <b>Cognitive:</b>                  |              |      |           |      |                     |         |
| Low                                | 46           | 58.2 | 33        | 41.8 | 0.16                | 0.69    |
| High                               | 67           | 55.4 | 54        | 44.6 |                     |         |
| <b>Academic:</b>                   |              |      |           |      |                     |         |
| Low                                | 66           | 60.6 | 43        | 39.4 | 1.60                | 0.21    |
| High                               | 47           | 51.6 | 44        | 48.4 |                     |         |
| <b>Total self- efficacy</b>        |              |      |           |      |                     |         |
| Low (<60%)                         | 42           | 73.7 | 15        | 26.3 | 9.58                | 0.002*  |
| High (60%+)                        | 71           | 49.7 | 72        | 50.3 |                     |         |

Table 6: Correlation matrix of DPA, activities, satisfaction, and self- efficacy scores

|              | Spearman's rank correlation coefficient |            |              |                |
|--------------|---|------------|--------------|----------------|
|              | DPA                                     | Activities | Satisfaction | Self- efficacy |
| DPA          |   |            |              |                |
| Activities   | .511**                                  |            |              |                |
| Satisfaction | .605**                                  | .674**     |              |                |

|               |        |      |        |
|---------------|--------|------|--------|
| Self-efficacy | .212** | .053 | .293** |
|---------------|--------|------|--------|

### Discussion:

The finding of the current study revealed that, more than half of the studied students aged  $\geq 21$  years old, with mean age  $\pm$  SD  $21.2 \pm 2.1$  years, and equal gender distribution. These results might be due to age of nursing students enrolled in the four academic years in Faculty of Nursing ranged between 18-26 years. This result approved with **Chan, (2016)** who conducted a study to assess nursing academic advisors' perspectives, and stated that the mean age of the studied students was  $21.32 \pm 3.14$  years old. Also, nearly half of them were female. But these result disagree with **Habieb, El-Shaer, Shrief, & Elsayed, (2013)** who carried out a study on 365 nursing students to assess Effect of Faculty Support, and Nursing Students' Self-Efficacy, and Affective Commitment on Their Academic Achievements, in which they stated that the majority of students were female with aged around 19 years old.

Regarding pre-university education, less than three quarters of the studied students were having general pre- university education. These results may be due to that the graduates of the Technical Institute prefer to join work than continue university studies. These results agree with **Madian, Abdelaziz, & Ahmed, (2019)** in their study on 400 students to assess the Level of Stress and Coping Strategies among Nursing Students, which indicated that more than two thirds of the studied sample were having general pre- university education.

Regarding nursing students' satisfaction with academic advising, the finding of the current study demonstrated that the percentages of satisfied students ranged between one quarter for the availability of advice when needed and more than half for the overall academic advising. These results supported with **Kohle Paul, & Fitzpatrick, (2015)** who carried out a study about advising as servant leadership: Investigating student satisfaction, which found that more than half of the studied sample satisfied about overall academic advising. While more than two thirds of them dissatisfied about the availability of advice when needed.

In addition, the finding of the current study revealed that less than half of the nursing students were satisfied with academic advising. This results appropriate with **Green, (2016)** who carried out a study about improving graduate students' satisfaction with academic advising, and stated that less than half of studied students were satisfied with academic advising.

Concerning nursing students' self-efficacy, the finding of the current study revealed that, the highest types of self-efficacy were the social and insistence/ persistence. On the other hand, the lowest was the academic self-efficacy. This results agree with **Mohsen (2017)** in their study about the impact of self-esteem, academic self-efficacy and perceived stress on academic performance, who found that less than three quarters of students reported high social and insistence/ persistence. While, more than half identify low academic self-efficacy.

Likewise, the finding of the current study showed that more than two- thirds of the nursing students in the study sample were having high level of self-efficacy. These results supported with **Elsayed, Ghazi, & Abdelaal, (2019)** who carried out a study to assess Cognitive Failure, Perceived Stress and Self-Efficacy among Graduate Nursing Students, and stated that the majority of studied students had moderate to high level of self-efficacy. This is because the academic staff emphasize on the quality of graduates through quality of academic programs and keeping in mind the unique attributes of each nursing student which may lead to high self-efficacy.

But these results disagree with **Kassem, (2015)**, who carried out a study to assess Bullying Behaviors and Self-Efficacy among Nursing Students at Clinical Settings, who said that nursing student had mild self-efficacy.

Regarding to relations between nursing students 'self- efficacy and their characteristics, the current study presented that there was statistically significant relations with their academic tear ( $P=0.03$ ), and duration of advisory session ( $P=0.001$ ). It noticed that the percentage of nursing students with high self-

efficacy was lowest in the first academic year, and higher among those reporting longer duration of advisory session. These results are in agreement with **Kassem, (2015)** who mentioned that academic year and the duration of advising session of the studied subjects had a significant effect on their self- efficacy levels.

While the relations between nursing students' satisfaction with advising and their self- efficacy dimensions, the present study revealed that there was statistically significant relations between nursing students' total satisfaction level and their self- efficacy, all the relations were statistically significant except those with cognitive and academic, self- efficacy. These results agree with the study achieved by **Harris, (2018)** who carried out a study to assess prescriptive vs. developmental: Academic advising, and found that there was statistically significant relations between nursing students' total satisfaction level and their self- efficacy.

Related to correlation matrix of DPA, activities, satisfaction, and self- efficacy scores, the current study presented that there was statistically significant weak to moderate positive correlations among the four scales. The strongest were those between the scores of satisfaction and DPA and satisfaction and activities frequency. Meanwhile, no statistically significant correlation could be revealed between self-efficacy and the frequency of activities. These results are in agreement with **Kitchen, Cole, Rivera, & Hallett, (2020)** in their study about "The Impact of a College Transition Program Proactive Advising Intervention on Self-Efficacy", in which they revealed that DPA and activities frequency had a significant effect on students' satisfaction. Also, **Kassem, (2015)** revealed that there was no statistically significant correlation between self-efficacy and the frequency of activities.

### **Conclusion:**

Based on the finding of the present study, the conclusion could be as the following:

the developmental advising mode was associated with higher nursing students' self-

efficacy. However, the relations reached statistical significance only regarding personalizing education ( $P=0.003$ ) and total DPA ( $P<0.001$ ).

### **Recommendations:**

- staff development programs are strongly recommend to train academic advisors in the modes of advising, with emphasis on the merits of the developmental mode.
- Academic advisors should be provided with sufficient time for advising sessions to be able to provide their students with all their academic needs.
- Counseling sessions are needed to help students to verbalize their feelings about their clinical experiences.
- The academic advisors' schedule should be flexible in order to be able to respond to students' needs whenever help is requested.
- The numbers of students per academic advisor should be reasonable and commensurate with the time the advisor can allocate to academic advising.
- Surveys of students' satisfaction with academic advising should be carried out on regular basis, and their results should be considered in planning academic advising.

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