



Factors Affecting Students' Satisfaction with Academic Advisory Services in Jordan: A Case Study of Al Shoubak College*

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ABSTRACT

Purpose: Students at universities in Jordan often express dissatisfaction with the quality of academic advisory. This study aims to investigate students' perception to understand the degree of satisfaction and awareness of Al-Shoubak college students with their academic advising services. **Research Methodology:** A descriptive survey using a non-probabilistic composite sample of 100 purposive selected sample of students represented a percentage of 79% of the population. The sample comprised 33% males and 67% females. First, second, third, and fourth-year students' ratios were 43%, 35%, 14%, and 8%, respectively. intermediate diploma, bachelor's degree and higher diploma students' rates was 40%, 48%, 12% respectively. Appropriate statistical procedures were used based on research questions.

Findings: The results showed a high degree of students' satisfaction with the academic advising services at the college, except for advisory services offered to medium satisfaction levels. The overall results mean was (3.53). The results also showed no statistically significant differences from the coefficient of variation ($\alpha = 0.5$) attributed to each variable separately. There is a statistically significant relationship at the coefficient of variation ($\alpha = 0.5$) attributed to the three variables together. **Implications to Research and Practice:** The study recommends that advisors must be trained to give them the needed skills and knowledge to better help students. Secondly, it is necessary to hold instructional seminars directed at new students to familiarize them with the university facilities, the study plan, their academic advisor, and the university.

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Introduction

Academic advising plays a central role in university systems as it often helps students solve their academic problems and often contributes to their academic and occupational success (McGill, 2019). Good academic advising and sharing the advisor's knowledge and experiences are among the advantages that enable students to make the right decisions to achieve their ambitions, which would affect their future (Baker et al., 2010). Academic advising is the intentional interaction between students and faculty that supports student growth and success (Endo et al., 1982) and is an integral aspect of student development in higher education (Kuhn, 2008). Academic advising is a polymorphous and multi-purpose activity through which students understand themselves, determine their values and goals, and realise the purpose of higher education and its mission. Students are provided with knowledge about educational options, degree requirements, and official university policies (Frost, 1993).

Today's universities offer a wide variety of courses, especially for undergraduate students, however, students encounter difficulties in matching these courses with their educational and practical needs. Therefore, the student needs the correct guidance virtually through academic advising (Danver, 2016). Moreover, students also need a continuous monitoring and evaluation of their academic progress and course work to build an academic program, thus helping them to develop their aptitude and potential. Thus, academic advising fulfils educational needs and personal aspirations by integrating these aspirations with the University's resources and capabilities (Crookston, 1994). Despite these laudable goals, however, most students are still unaware of the role of academic advising, and so are ambivalent about the level of satisfaction they receive from this service. The on-going internationalization of higher education as it relates to staffing and student mobility suggests the need for universities to adopt a more robust and inclusive approach to this important aspect of student development.

Background to Academic Advising

Historically, academic advising has been concerned with helping students in making major decisions about their lives (Crookston, 1994). Considered a unique activity in the university educational system (Larson et al., 2018), academic advising was the primary link that allowed university students to give their best performance during the educational process, attain their best educational outcome and academic achievement (Drake, 2011). In addition to providing students with high skills, academic advising, helps them to recognise, choose, and create their own academic plan. Thus, they can adapt to the university environment and invest their energies at the highest levels (Erlich et al., 2011).

Historically, the period between 1636 until 1870 is called the "First Advising Era", which was specified as "Undergraduate Study before Academic Advising." Small colleges of that era lacked professional specialists in student services; furthermore, students took the same courses without electives, and lived together under the same

roof (Frost 2000). The need for academic advising began formally after the adoption of curricular electives in the 1870s to guide students to progress successfully in their chosen scientific majors (Kuhn, 2008). The next period of academic advising extends from 1870 to 1970, recognized as "Defined and Unexamined Activity" (Bishop, 1987). Fears arise in this time to use the elective system with more courses unwisely by students consequently imperfection in educational outcomes was appeared, Thus, it was necessary to develop an academic advising program to overcome this crisis (Kuhn, 2008).

In the U.S., evolution of academic advising coincided with the development of higher education globally (Cook, 2009). In 1841, Kenyon college (Ohio) introduced the first known formal system of academic advisory by ensuring each student was oriented by a faculty member whom they considered (Cook, 2009). Johns Hopkins University followed and founded an official faculty advising system that had faculty advisors in 1876 (Bishop, 1987). Until the late 1950s, academic advising was still the responsibility of faculty members. The development of student services and the close tidal wave of students led administrators to look for new mechanisms to improve the advisory process. This situation changed in the early 1960s when faculty advising became the primary delivery system for academic advising and it was an introduction to the third advising era. Throughout the third advising era that spread from late 1970s until now, academic advising turned out from student assessment to course scheduling and registration to be examined activities (Frost 2000). Two new delivery systems were introduced: the centralised advising center, and peer and paraprofessional advising (Grites, 1979). After the establishment of the National Academic Advising Association (NACADA), Walsh (1979) called for a general redefinition of academic advising, by suggesting that it should be truly developmental, and advisors should assist student growth which would extend beyond college.

The genesis of academic advising in Egyptian universities is not unclear (Reid, 2002) though Cairo University and the making of the modern Egypt could perhaps provide some insights into the process. While e-advising facilitates online student retention using different tools and provides skilful responses to questions using personalised communication, it is still under-utilized in many universities (Aghajari, 2010). In Jordan, the academic advisory is a common service, despite a disconnect in the actual interaction between student and teacher due to the weakness of academic guidance. Because of the importance ascribed to advising, Jordanian universities attempt what they perceive to be more effective methods, Jordan University of Science and Technology established academic advisory office in (2005) with the aim of guiding students in psychological, academic, social and emotional aspects, by examining and studying their problems and their causes and setting appropriate guiding plans for each problem according to its severity and components (personal, family, economic, social and psychological), finding appropriate solutions to reduce or limiting it, and finally following up on it. In (2011), Al-Balqa Applied University established the academic advisory services office with the aim of helping students develop different aspects of their personalities and increase their skills in dealing with the difficulties they encounter during their studies at the university, which negatively affect their

academic performance and their continuity at the university. the most important event of academic advising development in Jordan was the first e-advising system launched by University (2018).

This study has arisen from the perception of university and college students' need to access the benefits of the academic advisory system and services and to emphasise the importance of the role of the academic advisor in the student's university life to enable them to complete their academic plans and requirements for graduation. Gordon et al. (2011) indicates that the primary goal of academic advising is to teach students ethical principles and ensure their mental and moral development. Academic advising and support systems should solve challenges affecting the academic accomplishment of students (Sayer et al., 2002). These considerations require rigorous planning to classify issues in the academic advising and support systems that may enhance their success. However, nowadays academic advisory has extended beyond student study plan guidance and scheduling to encompass the organisation, development, and problem resolution even after graduation. Martin (2007) determined four purposes of academic advising namely assisting students to: (1) understand available institutional services, (2) perceive institutional policies and procedures, (3) make decisions based on obtainable inputs, and (4) examine progress towards goal-realization.

Hagen et al. (2008) have submitted eight major risk factors that pose a potential threat to student advisory, and which may impact graduation. These eight risk factors are as follows:

1. Academically underprepared for college-level work.
2. Not entering college directly after high school.
3. Attending college part-time.
4. Single parenthood.
5. Financial independence (i.e., students who rely on their income or savings and whose parents do not contribute to their college expenses).
6. Caring for children at home.
7. Working more than thirty hours per week; and
8. Being a first-generation college student.

Some authors posit that if a student has two or more of these characteristics, they are deemed at risk of failure when compared to peers (Choy, 2001; Muraskin et al., 2004). Academic advising encourages students to be a real component within the college community. Moreover, it encourages them to think critically about their roles and responsibilities towards their communities during the learning period and after graduation (Martin, 2007). Academics and faculty advisers play an essential role in

coordinating the lives of university students (Darling, 2015; Hagen et al., 2008). It is posited that academic advising would positively affect students' persistence and graduation if advisors focused on the needs of less confident and weak students. Such students fail to take a decision about their specialty, and are the first-generation students who lack the right decision-making skills (Tinto, 2004). However, such students are satisfied with the academic advising services if they are provided the opportunity to develop their relationships with the industry, they are interested to pursue their career (Drake, 2011). In 2006 Noel-Levitz introduced the terminology "performance gap" and define it as the difference between the importance rating and the satisfaction rating for eight functional areas namely instructional effectiveness, academic advising, campus climate, registration effectiveness, service excellence, admissions and financial aid, safety and security, and academic services. These eight functional areas are considered important for most students, in students' opinion, academic advising and instructional effectiveness were the most important areas (Schreiner, 2009). Hence, colleges through advanced academic advising should strive to satisfy their current students by helping them to complete their studies and new students to pursue their study in the college smoothly (Reed et al., 2007). Thus, improving the degree of students' satisfaction with academic advising services through constructive communication and with mutual respect will expand their scientific and practical awareness. This will also result in overall satisfaction with the college in which they study (Ogletree et al., 2005; Weir et al., 1989).

At the start of university, students face many academic and socio-environmental challenges in adapting to their new life. These challenges could hinder their university performance and negatively affect their personality, thus preventing them from achieving their goals and aspirations. Focusing on academic advising as a service may result in inappropriate and erroneous expectations, but more important is that advisers remain flexible in their approach, and focus on achieving student's satisfaction through academic advising (White, 2015). Sometimes academic advising is disregarded and not given a real role in students' success and retention. It is often said that academic advising is essential to successful student retention (Light, 2001). Additional efforts are needed for researchers to identify the roles of academic advising that interact with student retention thereby support student success (Young-Jones et al., 2013). Many global studies have shown a negative degree of satisfaction towards academic advising services in universities (Saba' Ayon, 2015). Conversely, there are results of studies that have shown high degrees of satisfaction (Allen et al., 2013). However, there is little empirical work that confirms the status of academic advising in Jordan or students' satisfaction with the service. The purpose of the study was therefore to assess the degree of satisfaction at AL-Shoubak college for academic advising services particularly the interrelationship with the academic advisors. In addition, this study measured the extent of students' awareness of academic advising services during different years of study where it influenced students' decisions and consequently their satisfaction with academic advising. Accordingly, this study sought to address this research gap by investigating academic advisory at Al-Shoubak college, through following four research questions:

1. Does the level of satisfaction with Academic advising services provided by the academic advisor influence the student's career development?
2. Do students perceive Academic advising services as a support for their awareness of academic advisory tasks?
3. How satisfied are students that their relationship with the academic advisor committee can improve their personal development?
4. How satisfied are college students with the academic advising services which they are provided on each advising function?

Method

Research Design

The study used a quantitative method using a closed-ended questionnaire for the survey. Ethical approval for the study was received from the Ethics Review Committee of Al-Shoubak college on 01 October 2018 vide No. 13/10/19. All respondents were informed about the purpose of the study and asked to give their verbal consent before completing the survey. All students were informed of their right to withdraw from completing the questionnaire if they were uncomfortable with the questions. The research adhered to the principles stated in the Declaration of Helsinki. The questionnaire and statistical analysis were performed as described by El-Sheikh et al. (2019). To collect the data, a self-designed questionnaire was used with items comprising information about personal, educational, and college tasks. The Likert scale was used to respond to 28 multiple-choice questions for students' satisfaction evaluation levels about the academic advisors' performance.

Research sample

The population consisted of 126 students registered for the summer semester of the academic year 2018/2019 (see Table 1). The study sample consisted of 100 students. The sample percentage was (33%) males and (67%) females. The ratios of the first, second, third, and fourth-year students in the study sample were 43%, 35%, 14%, and 8%, respectively. The number of students studying for an intermediate diploma in various disciplines stood at 40%; the students studying for bachelor's degree represented highest percentage of 48%; while the lowest percentage (12%) were of students pursuing a higher diploma (Table 1).

Table 1

Statistics of Students Studying for A Scientific Degree

Scientific degree	Frequency	Percentage
Intermediate diploma	40	40.0
Bachelor	48	48.0
Higher Diploma	12	12.0
Overall	100	100.0

The details of gender are shown in Table 2. There was a total of one hundred (100) male and female students representing 79% of the study sample. The percentage of males was 33% and of females was 67%.

Table 2

Gender of Respondents

Gender	Frequency	Percentage
Male	33	33.0
Female	67	67.0
Overall	100	100.0

Undergraduate students were divided into four groups (first, second, third, and fourth academic years). Table 3 present study sample values with 43, 35, 14, and 8 participants of the first, second, third, and fourth-year students with ratios of 43%, 35%, 14%, and 8% respectively, the logic of dividing students into four groups was to distinguish the needs and concerns of students at different stages. For example, students in the fourth academic year were more familiar with their requirements than first- or second-year students. Besides, they were closer to the certification process than a freshman. It was assumed that their program requirements, and thus their needs, would differ especially when compared with the middle diploma and bachelor's degree students.

Table 3

Ratio of the Academic Year 2018/19

Academic year	Frequency	Percentage
First	43	43.0
Second	35	35.0
Third	14	14.0
Fourth	8	8.0
Overall	100	100.0

Data Collection Instrument and Procedures

A pilot survey instrument was developed using the results of a literature review for establishing its item content. The responsibilities of an academic advisor were defined and listed in the form of statements. The questionnaire tool was finalized after verifying its validity and reliability. In its final form, it consisted of 38 domains distributed over four research questions of this study. On the survey instrument, there were 27 domains related to academic advising functions and academic advisor performance. Students were asked to rate the importance of academic advising and their satisfaction with it in their college. In addition, 11 domains were developed for

estimating student awareness about advising tasks that should be obtained during undergraduate studies.

The evaluation was constructed according to 5-point Likert Scale (1 = Strongly disagree, 2 = disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Strongly Agree). Students were asked to rate their satisfaction with the academic advising in their college concerning various responsibilities. Total points for all items were used as satisfaction points for each participant. Demographic data were also collected from each participant. Students were asked to indicate their course status (i.e., Diploma, Bachelor's, or Higher diploma), gender, and academic year. The results were explained in narrative form and interpreted with tables.

Validity and reliability

To ensure the validity of the content, the questionnaire tool was presented to a group of 10 reviewers specialized in the field of educational sciences, to ensure the appropriateness of the study items and their feasibility to research questions and suggest any modifications. Students at Al-Shoubak college completed the pilot instrument, to ensure the integrity of the items and their relevance to the study sample. The test/retest method was used to ensure the reliability of the instrument. Ten students completed the same instrument after two weeks. The correlation was implemented for the two sets of scores. The correlation coefficient was 86. This value indicates that the survey instrument is reliable. Pearson correlation coefficient was used to test instrument veracity. The result was a total positive linear correlation.

Data analysis

SPSS 16.0 software was used for statistical analysis and data management; a significance level of 0.05 was used in each statistical analysis procedure. Descriptive statistics were obtained to calculate the frequency, percentage, mean, min, and max of sample. Besides, parametric statistics of the independent sample t-test was conducted to examine the effect of Academic advising services on student's career development.

Results

Q1: Does the level of satisfaction with Academic advising services provided by the academic advisor influence the student's career development?

Data showed that the students' approval about the academic advising services ranged between 3.08 to 3.78. The level of their approval scored a total mean of 3.37, implying that the participants are aware that impact of academic advising on student satisfaction is of moderate level (see Table 4). Furthermore, Statement 2 was the most approved paragraph by the students as they saw that academic advising helped them clarify their study plan requirements at a high level of 3.78 (See Table 4). The degree of approval was medium (3.08) regarding organising seminars on academic advising by the department in the statement (4) (see Table 4). From the attitudes scored in Table 4, it can be said that the participants agree moderately and that academic advising services comprise a helpful service for students during their university years.

Table 4

Arithmetic Means, Standard Deviations, and Ranks for the Academic Advising Services Domains

No.	Domain	Mean	Standard deviation	Item Importance	Satisfaction level
2	Academic advising helps me clarify the study plan requirements	3.78	1.244	1	High
3	The academic advisor specifies to the head of the department the courses that I want to register	3.65	1.344	2	High
10	The department publishes bulletins about the plans on the college website	3.63	1.228	3	High
7	Academic advising helps me recognise the university system	3.60	1.214	4	High
1	The department provides advertisements and advice to help me obtain appropriate academic advising	3.53	1.291	5	High
11	Academic advising is considered the necessary support during my university progress	3.50	1.150	6	High
9	The college provides an academic advising guide and distributes it to new students	3.46	1.396	7	High
12	Academic advising directs me towards university resources and centres	3.39	1.270	8	Medium
6	The department provides guidance and explanatory Brochures for registering for academic courses	3.36	1.243	9	Medium
8	Academic advising helps me choose a major that best suits my capabilities and interests	3.32	1.399	10	Medium
13	Academic advising helps solve the issues we face during scholastic semesters	3.31	1.354	11	Medium
5	The Academic Advising System helps me adapt to university life	3.21	1.282	12	Medium
4	The department organises seminars on academic advising	3.08	1.285	13	Medium
	Overall	3.37	0.357		Medium

Table 5 showed that the total mean of respondents was 3.37, (t) calculated = 28.93, and (t) was tabulated at 1.98, which implies that the students are aware that different services significantly influence academic advising.

Table 5

Results of One-Sample T-Test Showing the Level of Student's Approval and Satisfaction with Academic Advising Services

Dimension	Mean	Standard Deviation	T-Tabulated	T-Calculated	df	sig
Student's satisfaction with the academic advising services	3.37	0.357	1.98	28.93	99	0.00*

(t) Tabulated = 1.98, (t) value = 3.00 * Significant at level of (0.05)

Q2: Do students perceive Academic advising services as a support for their awareness of academic advisory tasks?

The means of this section were between (3.31-3.80). Data showed that student's evaluation of their awareness of academic advisor's tasks was at a high level related to the total mean of their responses (3.56; Table 6). Statement (1) achieved the highest mean of (3.80), while statement (4) got the lowest rating at medium level with a mean value of 3.31 (Table 6). These results reveal that students have a great awareness of the academic advisor's tasks with a high degree. Consequently, the positive result that shows the student's awareness of the academic advising tasks is attributed to the academic advisor's keenness to be present in his office; in addition, for the student to know the approved office hours. It refers to students' satisfaction with the academic advisor's efforts with them by making them aware of the importance of the study plan and helping them in the procedures of course withdrawal and addition that facilitated any difficulties they have. In Table 7, the total mean of respondents about student's awareness of the tasks of the academic advisor was (3.56), (t) calculated = (30.99), and its more than the value of (t) Tabulated (1.98), which means that there is a significant effect of student's awareness of the tasks of the academic advisor at the level of (0.05) from the students' perspectives.

Table 7

One-Sample T-Test to Show the Level of Student's Awareness of the Tasks of the Academic Advisor

Dimension	Mean	St. Deviation	T-Tabulated	T-Calculated	df	sig
Student's awareness of the tasks of the academic advisor	3.56	0.381	1.96	30.99	99	0.00*

(t) Tabulated = 1.96, (t) value = 3.00 * Significant at level of (0.05)

Table 6

Arithmetic Means, Standard Deviations, And Ranks for the Degree of Student Awareness of the Tasks of the Academic Advisor

No	Domain	Mean	Standard deviation	Item Importance	Satisfaction level
1	The academic advisor is present in his office during the hours allocated for academic advising	3.80	1.279	1	High
8	I refer to the academic advisor when courses in the course schedule clashed	3.79	1.166	2	High
10	The academic advisor explains the relationship of the introduced courses available to me in the program with the advisory plan	3.73	1.238	3	High
9	An academic advisor will facilitate any difficulty that I encounter	3.67	1.280	4	High
11	The academic advisor always provides me with useful and correct information	3.66	1.265	5	High
6	The academic advisor helps me with the addition and withdrawal procedures	3.55	1.298	6	High
3	The academic advisor helps me to know the credit hours and calculate the Cumulative averages	3.46	1.201	7	High
5	The academic advisor makes me aware of the importance of the details of my study plan	3.45	1.366	8	High
7	The academic advisor helps me when dropping a semester or even any course of study	3.41	1.207	9	High
2	An academic advisor explains which jobs I will apply after I graduate	3.33	1.280	10	Medium
4	The academic advisor is keen to follow up on my progress in the study plan.	3.31	1.323	11	Medium
	Overall	3.56	0.381		High

Q3: How satisfied are students that their relationship with the academic advisor committee can improve their personal development?

Table 8 reveals that most of the students see that the relationship with the academic advisor had a positive impact on their decisions, and student mean responses ranged between (3.14- 3.95). They agreed to a high level with having a distinct relationship with the academic advisor with a total mean of (3.62). It seemed clear that most of the students agreed with the statement (1) as they saw that the level of the good relationship with the academic advisor of high level and scored first with a mean of (3.95). Statement (3) came with the lowest mean of (3.14) and stipulated that the advisor expresses his dissatisfaction with a large number of students responsible for guiding them. (Table 8).

There is no statistically significant relationship at the coefficient of variation level ($\alpha = 0.5$) on the degree of satisfaction of students at AL- Shoubak college towards academic advising services due to the gender variable. The level of coefficient of variation was (0.298), which is less than the level of significance specified to find a relationship between the students' answers and the gender variable. Also, it was found that there is no statistically significant relationship at the level ($\alpha = 0.5$) on the degree of satisfaction of students towards academic advising services, due to the scientific degree variable with a coefficient of variation (0.198). By looking at the academic year variable, it was found that there is also no statistically significant relationship on the degree of satisfaction of the students towards the academic advising services due to the variable of the academic year with the coefficient of variation (0.193). While there was a statistical significance when attributed to the three study variables together with the coefficient of variation (0.546). The results demonstrate the need for Al-Shoubak college to improve its level of academic advisory services with respect to directing students towards university resources and clarifying appropriate courses. Furthermore, it is also important to hold educational seminars on academic advising and to help students adjust to college life. By improving in these areas, student's performance can be improved based on their opinions and as indicated by the analysis of the results.

Table 9 shows the total mean of students' attitudes about relations and connections with the academic advisor (3.62), (t) calculated = (39.96), and it is more than the value of (t) tabulated (1.98), which indicated that the students have significant responses towards relations that may contribute to connecting them with their advisors.

Table 9

One Sample T-Test to Show the Level of Student's Relationship with the Academic Advisor

Dimension	Mean	St. Deviation	T-Tabulated	T-Calculated	df	sig
Student's relationship with the academic advisor	3.62	0.339	1.98	39.96	99	0.00*

(t) Tabulated = 1.96, (t) value = 3.00 * Significant at level of (0.05)

Table 8

Arithmetic Means, Standard Deviations, and Ranks for the Relationship with the Academic Advisor

No	Domain	Mean	Standard deviation	Item Importance	Satisfaction level
1	I have a good relationship with the academic advisor	3.95	1.242	1	High
9	The academic advisor maintains the privacy of my personal information	3.83	1.215	2	High
5	I realise the important role of an academic advisor for me	3.81	1.228	3	High
10	The academic advisor helps me to register for the academic courses according to the correct procedures.	3.79	1.266	4	High
2	The academic advisor builds bonds of trust and is comfortable with me	3.72	1.288	5	High
8	The academic advisor is keen to guide me and solve my problems	3.70	1.227	6	High
7	The academic advisor encourages me to develop my thoughts and directions in my field	3.67	1.231	7	High
11	The academic advisor encourages me to go towards educational activities.	3.61	1.100	8	High
13	The academic advisor explains to me the previous requirements for each subject.	3.59	1.334	9	High
12	The academic advisor follows up on the changes in my study program.	3.55	1.298	10	High
6	The academic advisor understands my tendencies, goals, and future directions	3.51	1.299	11	High
14	The academic advisor provides means of communication between him and me	3.44	1.380	12	High
4	The academic advisor provides a specific time to guide me in a proper way that suits my needs	3.39	1.286	13	Medium
3	The academic advisor expresses his dissatisfaction with a large number of students responsible for advising them	3.14	1.363	14	Medium
	Overall	3.62	0.339		High

Q4: How satisfied are college students with the academic advising services they are provided on each advising function?

Accordingly, this study aims to provide suggestions to solve the obstacles facing students due to the weakness of some academic advising procedures in Jordan through assessing the students' understanding of the academic advising role and academic advisors' perception and realization of their tasks. In this study a significant relationship was found between student satisfaction and academic advising like many other studies. The current study findings indicate that Al-Shoubak college students are moderately satisfied with academic advisors' performance and their role in guiding them to find solutions for their problems. This is in general agreement with a study in a Lebanese university which concluded that academic advising did not match the student's expectations of academic advising, where their evaluation of the academic advisor's work was generally moderate (Saba' Ayon, 2015).

Discussion

Academic advisory service is an important practice in modern educational systems that aims to help students to improve their skills and help them to improve their capabilities. Such service when applied properly can improve the livelihood of recruited students on the campus and will result in improving their strengths and overcome difficulties associated with the teaching process (El-Sheikh et al., 2019; Mu et al., 2019). Furthermore, Students' satisfaction with academic advising is associated strongly with students' academic performance in higher education (Martirosyan et al., 2014).

In contrast to our findings, advising practices were highly valued by Pre- and Post-transfer students in five different universities in the USA (Allen et al., 2013). Despite positive results reported on the degree of student satisfaction for some statements, several students expressed dissatisfaction. Students showed that they had problems with the department's role in organising instructive seminars and providing guides and explanatory booklets for course registration and the department's inability to choose the specialization. This is proportional to the student's abilities to solve the issues they face during the academic semesters. This is in general agreement with Saadeh et al. (2007) who found that Jordanian students were not satisfied with the Academic advisory services, indicating the need for improving the current academic advising process. Such an improvement might involve strengthening academic advisor capabilities by enrolling them in training sessions, changing current regulations, and reducing their amount of work interfering with their advisory role (Al-Ansari et al., 2015; Coll et al., 2007).

Furthermore, a clear road map is needed to produce knowledgeable advisors, who have good experiences and the ability to solve students' problems and give close attention to details of their problems. (Mohamed, 2016; Rezaee et al., 2014). At Jordanian universities, students persist in college because the system is complex and does not provide much flexibility. Hence, as prescribed by Schreiner (2009), several

actions based on empirical researches should be applied for students to increase their satisfaction that promotes academic performance and enhance outcomes. Furthermore, student satisfaction potentially impacts the quality of graduated students that would prove their success within the community and labor forces. This in turn can take place in college evaluation and therefore can affect institution's reputation (Schreiner, 2009).

Based on the results reported, it seems clear that there is a progress in academic advising in developed countries when compared to developing countries. Therefore, they need to update their methods in academic advising to satisfy students' ambitions. This study concurs with Jaradat et al. (2017) study, which claimed that students in the United Arab Emirates were satisfied with how academic advisors performed their tasks. Conversely, Lebanese students found that academic advisers were not as competent and there were unsatisfactory experiences with their academic advisors (Saba'Ayon, 2015). Ellis (2014) concluded that most students did not choose their preferred majors because they received incorrect information in their first semester at University during academic advisory. These errors indicate the importance of academic advisors being knowledgeable and competent to perform their roles and duties. Students' visions about their relationship with their academic advisor concurred with Allen et al. (2013) study at Portland State University, USA. However, the results differed for Mansoura University, Egypt, where students showed their dissatisfaction on the relationship with the academic advisor (El-Sheikh et al., 2019).

Concerning the suggestions for improving academic advising, students demand to hold meetings and seminars for departments advising staff and students to exchange point of views related to academic advising and introducing an advising program determining the advisors' duties strictly. In parallel with these results, Duffy (2004) suggests that proper monitoring of the advising process, supporting the advisor, informing them of their duties, and reducing their academic and research activities for further observation over the students under their control are a few prerequisites to move academic advising forward.

In the same line, a majority of students, who regarded advising as a scientific subject, agreed that advisors need special training for the accurate implementation of advisory projects. The advisors need to develop personal skills and knowledge to maximise the support need to be introduced to students (Al-Ansari et al., 2015). This finding is in congruence with El-Sheikh et al. (2019) who examined academic advising and reported that it is important to provide training in advising skills as some advisors do not have the knowledge to guide students as a result of insufficient training. Additionally, Hollis (2009) suggested that sufficient training in academic advising and preparing qualified individuals who have the power to serve students are major areas that will increase the effectiveness of academic advising.

Conclusion

As a part of academia, faculty advisers play an instrumental role in the lives of college students and play a major role in connecting the education curriculum to students' experience (Asassfeh et al., 2014; Hagen et al., 2008) and connecting these actions with their faculty (Darling, 2015). To improve academic advising and letting it optimise students' success, faculty must be familiar with students' research and their personal advancement (Gordon et al., 2011). The study limitations included it being a single institution research, which may limit the ability to generalise these results. The student's response rate also did not achieve 100% in data collection, which poses doubts about the opinions of those students who were unable or chose not to complete the questionnaire.

Based on the results of our study, this can be concluded that the advisory project failed to satisfy the students. It is evident that students understand that the academic advisory services offered by the university education programs should be improved. The students' responses also revealed that they have a good awareness of the academic advisor's tasks. They can very well judge whether advisors were committed to their missions and were keen to perform all their advisory duties. Moreover, most students perceived there was a strong relationship between students and their academic advisor, that they felt confident and comfortable dealing with the person and were constantly encouraged by their advisor to strive towards their goals and solve their academic problems.

The study reported a low satisfaction among students for academic-advising and student-support systems. This can be addressed by increasing training for advisors, which would give them the needed skills and knowledge to help students better. It is also necessary to hold instructional seminars directed at new students to familiarise them with the university facilities and the study plan, their academic advisor, and university centres. Last, but not the least, offering enough time for interaction and contact between students and their advisor is beneficial to overcome the challenges of the academic advising process.

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- **Data availability statement**

The datasets produced and analysed during the current study are available from the corresponding author on reasonable request.

- **Declaration of Interest**

All authors declare that they have nothing to disclose.

- **Declaration of funding:**

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