

Academic Advising Services among Sultan Qaboos University and University of Nizwa students in light of Some Variables

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Abstract: The objective of this study was to investigate the level of academic advising services among Sultan Qaboos University (SQU) students and University of Nizwa (UoN) students in light of gender, college, studying year level, residential place, university, and achievement variables. The sample of the study consisted of (1040) students, (SQU=682, UoN= 358). The questionnaire of academic advising services was developed at the final version to consist of (36) items covering three subscales.

The results showed that the satisfaction of students for academic advising was in the moderate range. The results also revealed that academic advising services have favored female students, college of education and engineering, and university of Nizwa. The results also revealed an effect for students who live on- campus and for students in the second and the fourth year of their studying. Finally, the results of achievement indicated that the academic advising services came in favor of students who have an excellent cumulative average.

Keywords: academic advising, college students, advisor, achievement.

Introduction

Students, advisors, administrators, and researchers recognize that advising plays an essential role in undergraduate education. The literatures have been reported that advising quality influences the transition of students to college life (Steele & McDonald, 2000), decision-making for selection of majors and career paths, and achieving educational and personal as well as professional goals. Also, the effects of effective advising are shown to have a positive impact on academic success, satisfaction, and retention of students (Creamer, 2000; Pajewski, 2006; Jose, 2007).

The academic advising moved from a paradigm of teaching that focuses on information or inputs to a paradigm of learning that focuses on outcomes for student. In this way, academic advising supports key institutional conditions that have been identified with promoting student success such as setting high expectations, providing support,

offering feedback, and facilitating involvement in learning through frequent contact of student with faculty and staff (Tinto, 2002). The role of faculty in academic advising dates to 1841, when Kenyon College stipulated that each student must select a faculty member to be an adviser. Faculty provided students with information about courses needed to graduate, transmitting, translating information and studying plan (Kramer, 1995). After World War II, academic advising received little attention because it was considered as a faculty function. Therefore, professional advisors and comprehensive advising systems were required due to the increases of the research significance in faculty, the diversity of the student body, and concerns about student retention (Frost, 1991). Particularly, researchers emphasized that the academic advising is the only structured campus endeavor that can give guarantee for students in order to sustain the interaction with a caring and concerned adult who can help them to create a meaningful learning experience for themselves (Hunter & White, 2004; Musser, 2006).

The role of academic advisor has been also shifted. Miller, Erder, and Grites (1994) stated that a shift in the advisor/advisee relationship has changed from being purely informational to being more holistic. Traditionally, it was defined as a staff member who ensures individual academic plans of students which are consistent with their academic interests and abilities. In addition, the advisor provides current and accurate information in regarding to the curriculum and academic policies and serves as a referral agent (Jose, 2007). The holistic academic advisor needs to be familiar not only with the curriculum and the institution but also with theories of student development, learning styles, cognitive abilities, and cultural diversity (Miller, Erder, & Grites, 1994).

Advising of students becomes an area of concern to students. Systems and strategies within universities may not be always changing quickly enough to serve new different ways of working (Boud & Costley, 2007). Laff, Shein, and Allen (1987) described that faculty are not practiced to foster the integration of personal and educational growth of students. The challenge is to create an academic advising system for students, faculty, staff, and administrators view that is essential 'not peripheral' to the educational experience. To create such a system means, understanding exemplary practices as a new program is developed or an existing one is improved (Pajewski, 2006). Some organizations such as National Academic Advising Association (NACADA) (2004) emphasized that the quality of academic advising is based on providing appropriate real-time or delayed interaction between faculty, advisors and students, and among students, supporting students in making informed choices about career and academic goals, supporting to orient students to the distance-learning environment,

providing an environment in which faculty as advisors, as well as professional advisors can work toward achieving competencies needed to be an advisor of distance learners, and advising on the level of student needs and wants.

Review of literature

The purpose of this study is to describe an academic advising system and its relationship with other variables. We view the literature of academic advising as it relates to the nature of advising and its influence on students.

Backhus (1989) conducted a study at Emporia State University to determine whether the advising center as an advising delivery mechanism promoted retention in undergraduate and/or undecided students. Longitudinal retention data compared students entering Emporia State University from fall semester, 1984 to spring semester, 1988. During this time, student retention rates at Emporia State University increased by 8% because of the services of Student Advising Center. This study provides evidence that an advising center approach to delivering advising services has a positive impact on retention.

Wehrs (1992) found that there are widespread perceptions that academic advising is not done well in public higher education. Computer-assisted advising is a delivery system that has been used effectively in support of the conventional advising process. Computer-assisted advising is an especially suitable application area for expert systems. Using a shell-based expert system, computer-assisted advising is not difficult or costly to implement. By placing the responsibility for maintaining student data on the students, but providing features to reduce the associated burden, it is possible to implement such a system without having automated student records. Experience with the Expert System for Advising Undergraduates (ESAU), a system developed and employed in the management department at the University of Wisconsin--La Crosse, is used to illustrate the approach.

In another study, Adelina (1996) explored traditional and developmental approaches to academic advising schemes. The role of the adviser of studies system is examined and applied by one UK institution for higher education. Empirical research involving group discussions with final-year undergraduate students was conducted to assess the role of the advising scheme. This explored the approach students expected or desired of advisers of studies schemes. Analysis of the primary data concluded that students appear to favor a developmental approach to academic advising needed little to be clarified.

Anji and Valiga (1997) founded that the coefficient alpha procedure has been used frequently to assess the reliability of student ratings of academic advising, despite the fact that in many cases, coefficient alpha is not an appropriate procedure for providing reliability information on this type of measurement data. Data were collected from 15 postsecondary institutions' use of the Survey of Academic Advising and more advanced framework, that is, the generalizability theory was used to analyze the reliability of the data. The results of the study demonstrated that the reliability of student ratings of advising can be estimated more appropriately and accurately by using the procedures of generalizability theory. Advantages and disadvantages of the generalizability theory approach in assessing the reliability of student ratings of advising were discussed in comparison with those of the coefficient alpha procedure.

Kimberly and Marybelle (1998) purposed in their study to determine student and academic advisor satisfaction with, and perceptions of, academic advising in the Colleges of Business at two Midwestern universities. Data were gathered by using a mailed survey to full-time junior students and to advisors at the institutions. Few differences were found among students and among advisors, but there were substantial incongruence between students and advisors. Advisors perceived that they were advising developmentally, but students were totally in disagreement.

Dillon and Fisher (2000) examined the perspectives of faculty advisors about their faculty-student advising interactions at a medium-sized Midwestern university. This study consisted of a survey containing six questions pertaining to demographic information; eight Likert-type questions about advising and advising related issues; and eight open-ended questions on advising. The researchers conducted a follow-up focus group interview with a select group of survey respondents to clarify survey results. This research suggested that faculty members do have ideas regarding advising practices that work and do not work and are very interested in improving advising. Faculty advisors suggested knowledge about advising practices and curricular requirements which are essential to effective advising. They indicated that good communication skills including listening skills were necessary to be a good advisor. The study also found faculty advisors hold strong opinions about being recognized for good advising, the consequences of advising on promotion and tenure, and the effect of advising on their overall workload.

At the University of Benin, Alutu and Grace (2003) investigated the attitude of undergraduate students of university toward examination

malpractice, with a view to synthesizing the implications of the findings for academic advising. Both qualitative and quantitative data were gathered from male and female undergraduates in the engineering and social science disciplines. The study found that 51% of students were positively disposed to cheating in examinations, while 49% were not.

In the symposium which was organized in Sultan Qaboos University in name of academic advising: aspirations and obstacles. Kathem and Alghanbosi, (2004); Akghazali, (2004); Althahery and Althahery, (2004); Damen and Sulaiman, (2004) found that faculty members were suffering in average 86% of academic advising problems, while students were suffering more than 90% when they seek to get help. So, researchers recommended establishing a students advising center and connecting it with registration department, the deanship of student's affairs, and faculty members.

Hunter and White (2004) Suggested that advising may be a very good place to start. While advising by itself certainly can't change the curriculum and co-curriculum, it can create a vital connection between students and their education—helping them to become more reflective and strategic about the choices they are making and the learning they are engaged in. The challenge is to create an academic advising system that students, faculty, staff, and administrators view as essential, not peripheral, to the educational experience. Academic advising, well developed and appropriately accessed, is perhaps the only structured campus endeavor that can guarantee students sustained interaction with a caring and concerned adult. Assessing adviser effectiveness and evaluating programs should lead to recognition and rewards, yet this is one of the most vexing components of any advising program. A recent and especially positive trend in academic advising is the establishment of advising councils to provide structured oversight. Some institutions have found that faculty near the end of their career make exceptional advisers who mentor students and receive satisfaction by sharing their accumulated wisdom. Is this study

McLaren (2004) summarized in his study that traditionally students have ability to study during the academic year, worked during the summer months, and completed their undergraduate degrees in three or four years. But fewer students now seem to be adhering to this pattern. Perhaps motivated by financial need, many students transfer from one university to another, work part-time during the school year, live in their original family home, and travel long distances to study. In one Canadian university with a mission to make education accessible to women, many students have significant family responsibilities. It is important that academic advisors take students' situations into consideration and advise them to keep their workloads manageable in

order that they might realize their academic potential. Need to be cleared.

Bahr (2008) tested a number of hypotheses concerning the effect of advising on students' chances of attaining their goals. He sought to determine what effect of advising on students' attainment, and whether this effect is dependent upon students' academic preparation, students' race/ethnicity, the racial/ethnic composition of the college, or the representation of under- prepared students in the college. It was used hierarchical discrete-time event history analysis to analyze data that address two subsets of the fall 1995 cohort of first-time freshmen who enrolled in any of California's 107 semester-based community colleges. It found that advising is actively beneficial to students' chances of success, and more specifically for students who face academic deficiencies.

Dowie (2008) reported that Academic supervision is vital for students who are developing academic careers. New lecturers have little training and that do not prepare them for the role of supervisor and consequently they may not feel adequately able to support the needs of students. This article discussed academic supervision from the viewpoint of a nurse lecturer, examined the nature of supervision and made recommendations for practice.

Sulaiman (2008) conducted a study that aimed to discover the level of satisfaction means on academic supervision services among Sultan Qaboos University students in light of gender, college, studying year level and achievement variables. The sample of the study consisted of (767) students. The questionnaire of satisfaction level on academic supervision services was developed, which consisted of (29) items covering three subscales. The results showed that general satisfaction level for the students on academic supervision services was in the low range; the results also revealed that satisfaction level on academic supervision services came in favor of male students, and also for students in college of arts, science, and medicine. The results also revealed an achievement effect satisfaction level of academic supervision services in favors of students who accepted cumulative average. Finally, the results did not reveal an effect for the level on the means of satisfaction level on academic supervision services.

Boatright-Horowitz Langley and Gunnip (2009) examined students' cognitive and affective responses to an academic advising Web site. Specifically, they investigated whether exposure to Web site increased students' access to university Web sites to obtain various types of advising information. A depth-of-processing (DOP) manipulation revealed this effect as students engaged in semantic processing of Web

content but not when they engaged in superficial examination of the physical appearance of the same Web site. Students appeared to scan online academic advising materials for information of immediate importance without noticing other information or hyperlinks (e.g., regarding internships and careers). Suggestions are presented for increasing the effectiveness of academic advising Web sites.

Research literature concluded that there is influence of advising system on students. Some studies provides evidence that an advising center approach to delivering advising services can have a positive impact on retention. Also it was found that there are variations in the approach of delivering the academic advising services; it was found that developmental approach in advising students was perceived by faculty to be essential in advising students. Similarly, skills such as communication and more specifically listening play a valuable role in delivering an effective advising and variables such level of academic supervision, gender, college, and cumulative average have impact on the variations of perceptions regarding the level of academic satisfactions.

Statement of the Problem

The (NACADA) has identified and addressed the need for guidelines on how institutions can more effectively deliver advising services for students. Shaw & Shaw (2006) have supported the idea that online counseling, defined as Internet or email, has limitations when compared to face-to face advising. There appears to be a widespread believes that there are a lot of difficulties, complaining and shortages in the academic advising process amongst the students in SQU and UoN. Online counseling is not equal to advising when delivered through internet or a computerized service. A primary concern has been the possibility for misunderstandings because of the lack of nonverbal cues, including posture, facial expressions, eye contact, and tone of voice. The debate over the effectiveness of the academic advising service cannot be resolved until outcome data as to effectiveness have been obtained.

Much of academic advising, including counseling takes its cues from psychology and mental health models. Since the beginning of psychology, a positive client-therapist relationship has been viewed as an important aspect of the academic advising process. Advisors also seeking to enhance their advising skills should recognize their limitations in connecting with students if they could not provide the students with the best and quality service of academic advising. There are many unanswered questions surrounding the academic services. There was a need to further investigation regarding all variables effecting on academic advising. Therefore, the study was conducted in

order to discover the basic data, factors and variables related to the effectiveness of the academic advising service.

The academic advisement at Sultan Qaboos University is delivered by the faculty and it is a mediatory process for fully admitted undergraduate students. The role of academic advisor is to help the students in discovering their potentials and capabilities; verifying their choice of courses each semester in accordance with academic regulations; assisting them in exploring alternative paths to the degree; advising them on any matters affecting their studies. The advisor must verify a students' proposed registration each semester and help to develop a recovery plan for students on academic probation in consultation with the appropriate Assistant Dean.

Although University of Nizwa uses computerized expert system to support academic advising depending on advanced online services called EDUWAVE, it combines the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge. Our affordable undergraduate and graduate programs provide students the best of current practice, theory, research, and integrate professional studies with preparation in the arts and sciences. During experiences in and out of the classroom, students can develop the habit of intellectual inquiry, prepare for challenging professions, strengthen the relationships in their communities and contribute productively to society (university of Nizwa, 2012).

Significance of the study:

The academic advisement is an essential part of educational process. The academic advisement system within universities may fail in terms of facilitating the students for adaptation to the demands of their learning experience. This study was undertaken to investigate undergraduate students' perception towards academic supervision at Sultan Qaboos University and University of Nizwa. The intent of this study is to obtain a rich description of the nature and the influence of academic advising system on students at Sultan Qaboos University (SQU) and University of Nizwa (UoN). Especially, to date, there is little of research conducted on academic advising in both universities specifically and in Arab world in general. So, the results of this study may help to improving academic advising practices which contribute to greater advisor and advise interaction, and will positively influence student persistence in the university. When students experience meaningful educational interactions and intellectual challenges, potential for graduation and suitable employment increases. Especially, the trend of the university's business is to educate and graduate

qualified individuals for entering and contributing to the economic development of surrounding communities and beyond.

The purpose of the study:

This study will shed the light on the nature of the interaction between advisor/advisee in terms of the academic advising services and student satisfaction with the advising process in light of some variables such as level of academic advising services, gender, college, studying year level, residential place, university and achievement variables. Therefore, this study attempts to answer the following questions: 1- What is the level of academic advising services among the students of study sample?

2- Are there significant differences for gender, college, residential place, study level, university and achievement variables due to academic advising services at the significance level ($\alpha = 0.05$).

Definition of terms:

Academic Advising: Academic advising is defined as a process that helps students to achieve or develop the success in professional, interpersonal, and academic areas through a relationship with the guidance of faculty members or assigned advising staff. Creamer (2000) emphasized that academic advising is a delivery method that empowers college students to make personal and academic decisions that promote personal growth. Advising has moved from providing students with information to a student-centered service that includes the needs of the institution (Gordon, 2006). It was measured in this study by advisee's answers on academic advising questionnaire.

Advisor: it is defined as a staff member who helps to ensure that students' individual academic plans are consistent with their academic interests and abilities. Furthermore, the advisor provides the students with current and accurate information in regarding to the curricular and academic policies, and serves as a referral agent. Academic advising is one of the only services that guarantees interaction with students and offers a unique opportunity for faculty to develop positive, lasting relationships that can promote student development (Midgen, 1989).

Achievement is defined as one who has learned from formal instruction and it measures what person knows or can do after learning. It was measured in this study by the cumulative average for the students in the first semester 2008/2009.

Methodology and Procedures

Population and sample:

The population of this study consists of all undergraduate students (male N= 392 and female N= 648) in Sultan Qaboos University,

who accounted for (12869) in the year 2008/ 2009. In addition to the students in University of Nizwa who accounted for (5386) in the same year.

The study sample consists of two universities (SQU. N= 682 and UoN. N= 358). They were chosen randomly as available sample according to gender, college, studying level, residential place, university, and achievement as it was shown in table (1). They were chosen from the public places in both universities such as, library, restaurant, university request courses, and public lectures. The instructions were given to students regarding filling the questionnaire. The time to fill the instrument takes from 10-15 minutes.

Instrument:

The researcher benefited from the related literature in the field of academic advising service among the students. They are also benefited from their previous work in the field of counseling in the student counseling center parallel with their work as academic staff. After reviewing the previous literature and questionnaires (Damminger,2001; Sulaiman 2008). The researcher developed a study instrument which consists of two parts: the first involves the introduction and instruction about filling the questionnaire, and the second one involves academic advising scale which consists of (36) Likert-type items covering three subscales: the first, the relationship between advisor and students which contain items (1.7.8.13.16.17.5.11.12.31.36.32). The second, the academic advisor skills which consists of items (2.3.4.6.14.18.20.22.24.29.30.35). The third, the benefits of academic advising services which have numbers of items (9.10.15.19.21.28.26.22.23.33.34.27.). All of those items in the positive dimension and each ranging from (1 to 5) that yield total scores from (36 to 180). Higher scores indicate more academic advising services. Grades were interpreted as the following: students who get scores from (36-71) means low level of academic advising services. Scores that ranged from (72-108) showed moderate level of academic advising services. Scores from (109-144) means high level of academic advising services, scores from (145-180) means very high level of academic advising services.

The validity of the questionnaire was ensured by revision of faculties; it was rated by a jury of (13) experts and staff in the field of education at Sultan Qaboos University and University of Nizwa. The juries suggestions were taken in consideration to modify the questionnaire by omitting (2) items, adding (3) items, and rephrasing (10) items bringing the number of items from 42 to 36. To modify the item it must get 80% and above of agreement between juries, furthermore, the reliability of the questionnaire was computed using Cronbach Alpha; it was 0, 89 for

the relationship between advisor and students, 0.84 for the advisor skills, and 0.90 for the benefit of academic advising services, while reliability is 0.92 for the all scale. This result indicates that scale is appropriate for the purpose of the present study.

Study variables and data analysis:

The study includes the following variables:

Independent variables:

- 1- Gender(male and female)
- 2- College(education, arts, trade, science, medicine, engineering, agriculture)
- 3- Residential place (inside university, outside university)
- 4- Studying year level (first, second, third, fourth, fifth)
- 5- University (Sultan Qaboos University, University of Nizwa)
- 6- Achievement (excellent, good, accepted)

Dependent variable: Academic advising services scale.

In purpose to analyze the data, means, standards deviations, T- test and ANOVA were calculated.

Results and discussion:

Results related to question (1)

In order to answer question one regarding the level of academic advising services among the students of study sample, means and standard deviations were calculated. Table (1) shows the numbers, ratios, means and standard deviations of the study sample on academic advising services in light of gender, college, residential place, studying year level, university, and achievement variables.

Table (1)

Means and Standard deviations of the sample in light of gender, college, residential place, study level, university and achievement variables.

Variable	Level	Number	Ratio	Mean	Standard deviations
Gender	Male	392	37.7	90.45	39.40
	Female	648	62.3	100.75	36.51
College	Education	224	21.5	100.32	38.61
	Arts	120	11.5	96.87	47.50
	Trade	272	26.2	90.18	39.15
	Science	256	24.6	98.25	34.25
	Medicine	40	3.8	90.60	8.68
	Engineering	64	6.2	99.75	44.71
Residential	Agriculture	64	6.2	108.75	19.60
	Inside	552	53.1	100.13	36.49

Variable	Level	Number	Ratio	Mean	Standard deviations
Study year level	Outside	488	46.9	93.18	39.22
	First	96	9.2	91.33	39.64
	Second	368	35.4	106.78	36.92
	Third	184	17.7	84.48	36.03
	Fourth	208	20.0	97.65	34.24
University	Fifth	184	17.7	91.44	39.99
	Sultan Qaboos university	682	65.6	90.39	39.14
	university of Nizwa	358	34.4	109.20	32.16
Achievement	Excellent	368	35.4	102.09	40.11
	Good	472	45.4	94.92	35.09
	Accepted	200	19.2	91.88	39.35
Total		1040	100	96.87	37.94

It is clear from table (1) that total mean of the study sample is (96.87) with standard deviation is (37.94). Based on this result, it was shown that the level of academic advising services came in the moderate range which is from (72-108). The moderation level could be result of the overload of faculty's role and paucity of information related to career counseling and personal growth skills. More procedures, plans, strategies and efforts needed to improve the academic advising services process. Teaching, training and offering a modern communized system for academic staff are essential to overcome the shortage in academic advising services. This result is consistent with previous research conducted in Sultan Qaboos University by Sulaiman (2008); Kathem and Alghanbosi (2004); Akghazali (2004); Althahery and Althahery (2004); Damen and Sulaiman (2004).

Results related to question (2)

To determine the effect of gender on academic advising services, T-test was carried out. Table (2) shows the effect of gender on the academic advising services.

Table (2)

The effect of gender on the academic advising services.

Gender	N	Mean	SD	Df	T	Significant level
Male	392	90.45	39.40273	1038	4.933*	.027
Female	648	100.75	36.50632			

* Significant at $\alpha = 0.05$ level

Table (2) shows that there is a significant effect for gender on mean of academic advising services at alpha Significant level = 0.05 level, and

T value = 2,314. This result became in favor of female, mean = 100.75, while the mean for male = 90.45. That could be interpreted as females have received better academic advising services than males. We assume that females have fewer noncurriculum activities than males and they are likely to adhere to the rules, directions and advisor instructions. Also, most of females live inside of university campus which gives them the chance to stay in touch with faculty members and advisors. This result is not consistent with Sulaiman (2008) study which illustrates that academic advising service among males better than academic advising service among females.

To find the effect of college on academic advising services, one- way analysis of variance test was done. Table (3) shows the effect of college on the academic advising services.

Table (3)

Perceived effects of academic advising services in regard to colleges.

Source of variation	Sum of squares	Df	Mean square	F	Significant level
Between groups	26478.36	6	4413.06	3.104*	.005
Within groups	1468775.85	1033	1421.86		
Total	1495254.22	1039			

* Significant at alpha= 0.05 level

Table (3) shows that there is a significant effect for college on the academic advising services at alpha Significant level =0.05. To identify the differences between the seven colleges, Tukey Post Hoc Test was used. The results of the analysis are shown in the table (4).

Table (4)

Differences among students perceptions of the effect of academic advising services according to colleges.

College A	College B	Mean differences between A and B
Education	Trade	10.14496(*)
Agriculture	Trade	18.57353(*)

* Significant at alpha= 0.05

It is clear from table (4) that the students in college of trade need more helping in academic advising services than the students in colleges of

education and engineering. This result was approved by the differences between the means in table (1) which also shows that the students in college of agriculture (M=108.75) and education (M=100.32) received better academic advising services comparing with students in colleges of trade (M=90.18). The interpretation of this result may depend on individual differences, which involve traits, socialization, life-style, motivation. Another interpretation is that students of Trade College study within their curriculum some of subjects about planning, communication, accounting, and advising, which cover the need for secondary academic advising.

To determine the effect of residential place on academic advising services, t- test was carried out. Table (5) shows the effect of residential place on the academic advising services.

Table (5)

The effect of Significant difference was found between students regarding their college of education and engineering due to their academic advising service.on the academic advising services.

Residential place	N	Mean	SD	Df	T	Significant level
Inside university	552	100.13	36.48510	1038	6.508*	.011
Outside university	488	93.18	39.22431			

* Significant at alpha= 0.05 level

Table (5) shows that there is a significant effect at alpha Significant level = 0.05 level for residential place on mean of academic advising services, T- value = 6.508, which is in favor of inside university residential place, mean = 100.13, while the mean for outside residential place = 93.18.

This result indicates that the students who live inside the university get better academic advising services than the students who live outside the university. We assume that students who live inside of university have less activity than students who live outside of university, and they also obey the rules, directions and advice. In addition, students who live inside university remain on touch with faculty members, so they face little obstacles related to transportation, feeding and being engaged to various social life tasks comparing with student who lives outside university.

The fourth variable in this study aims to investigate the effect of studying year level on academic advising services among students in the study sample, in order to answer this question, one- way analyses of

variance test was done. Table (6) shows the effect of studying year level on the academic advising services.

Table (6)
The effect of studying year level on academic advising services.

Source of variation	Sum of Squares	df	Mean Square	F	Significant level
Between Groups	72920.07	4	18230.02	13.266*	.000
Within Groups	1422334.15	1035	1374.24		
Total	1495254.22	1039			

* Significant at alpha= 0. 05 level

Table (6) shows that there is a significant effect for studying year level on the academic advising services at alpha Significant level =0.05. To identify the differences between the six levels of this variable, Scheffe Post Hoc Test was conducted; the results of the analysis are shown in table (7).

Table (7)
Scheffe Post Hoc test identifying the significant differences among the studying year levels on the academic advising services.

Studying year level A	Studying year level B	Mean differences between A and B
Second	First	15.44928(*)
Second	Third	22.30435(*)
Second	Fourth	9.12876(*)
Second	Fifth	15.34783(*)
Fourth	Third	13.17559(*)

*The mean difference is significant at alpha= 0.05

It is clear from table (7) that students in the second and the fourth levels demonstrate the highest level of academic advising services, since their score mean was significant at alpha =0.05 level, whereas no significant differences were found among other groups. This result provides a fact that students in the first third and fifth studying year level need more helping on academic advising services, comparing with students in second levels (M=106.78) and fourth levels (M=97.65). it could interpreted that because students in the second year finish the foundation courses and they ready to start studying major and college courses, so, they may be more in need for help with selecting, planning, scheduling and organizing their courses and studying plan as well as career future. The same thing can be applied to the fifth year students

where they prepare themselves to finish and graduate and going to the work field, so they use academic services.

To determine the effect of university variable on academic advising services t- test was carried out, Table (8) shows the effect of university variable on the academic advising services.

Table (8)

The effect of university variable on the academic advising services.

University	N	Mean	SD	Df	T	Significant level
Sultan Qaboos university	682	90.39	39.135	1038	13.70	.000
University of Nizwa	358	109.20	32.158		*	

* Significant at alpha= 0.05 level

Table (8) shows that there is a significant effect for university on mean of academic advising services, T- value = 13.70 which is significant at alpha Significant level = 0,05 level, in favor of Nizwa university, mean = 109.20, while the mean for Sultan Qaboos university = 90.39.

This result indicates that students of Nizwa University have received academic advising services better than students of Sultan Qaboos University. To discuss this result, we can say that Nizwa University followed a modern system of EDU-wave which helps students to get advice and guidance through internet of university web-site, while the academic advising services in the Sultan Qaboos University is not changing quickly enough to adapt new ways of working. It is based on introducing academic advising services through a face to face interview and the interview should be documented by the advisor through the web site. Moreover the rules, accountability and transparency were very clear and identified in university of Nizwa because it is a private university. Moreover computer science department at University of Nizwa offers optional online academic advising to its students for their convenience and to reduce faculty workload. Although online advising is not new, the system used since 2004 it is more advanced than traditional way.

The sixth variable in the study aims to identify the effect of achievement on academic advising services among students in the study sample, in order to answer this question one- way analyses of variance test was done. Table (8) shows the effect of achievement on the academic advising services.

Table (9)

The effect of achievement on the academic advising services.

Source of variation	Sum of Squares	df	Mean Square	F	Significant level
Between Groups	16799.27	2	8399.634	5.892*	.003
Within Groups	1478454.95	1037	1425.704		
Total	1495254.22	1039			

* Significant at alpha= 0.05 level

Table (9) shows that there is a significant effect for achievement on academic advising services at alpha Significant level =0.05. To identify the differences between the three levels of achievement, Scheffe Post Hoc Test was used. The results of the analysis are shown in the table (9).

Table (10)

Scheffe Post Hoc test identifying the significant differences among students in regard to the studying year levels on the academic advising services.

Achievement A	Achievement B	Mean differences between A and B
Excellent	Good	7.17170(*)
Excellent	Accepted	10.20696(*)

* The mean difference is significant at alpha= 0.05

It is revealed from table (10) that the highest academic advising services level manifested by students who achieve excellent cumulative average (M=102.09) compared with students who gained good cumulative average (M=94.92) and accepted cumulative average (M=91.88). This means indicates that acquiring effective academic advising services has a role in grade. It is interpreted that talented, overachievement and gifted students seek for a good quality of academic advising services comparing with wit good and accepted cumulative average.

Summary of Results:

- 1- The satisfaction of students for academic advising was in the moderate range.
- 2- The results also revealed that academic advising services have favored female students.
- 2-Significant difference was found between students in favor of college of education and engineering due to their academic advising service.
- 3- No significant difference was found between students regarding college of arts, trade, science, medicine, and agriculture due to their academic advising service.

- 4- Significant difference was found between students in favor of residential place of Inside University due to their academic advising service.
- 5- No significant difference was found between students regarding residential place of outside university due to their academic advising service.
- 6- Significant difference was found between students in favor of second and fourth studying year level due to their academic advising service.
- 7- No significant difference was found between students regarding their first, third and fifth studying year level due to their academic advising service.
- 8- Significant difference was found between students in SQU and UoN regarding the academic advising service in favor of UoN.
- 9- Significant difference was found between students in favor of students who have an excellent cumulative average due to their academic advising service.
- 10- No Significant difference was found between students regarding of students who have a good and accepted cumulative average due to their academic advising service.

Recommendations

Depending on the results of this study and the previous results of literature review we recommend the following:

- 1- Arranging effective workshops to train faculty members on students' needs regarding the academic advising.
- 2- Computerized the academic advising services regulations to be congruent with the student's needs, attitudes, majors and studying problems.
- 3- Offering workshops and more attention should be given to male student, students who accommodated off campus, students in Trade College, and first, third, fourth and fifth studying year students with excellent cumulative average in regard to receiving a quality academic advising services.
- 4- Another angle of this research can be explored by using different samples such students with special need and investigate the factors and methods contributing to the effective academic advising services. Other variables can be taken into considerations, such as age, home location, time-management and advisor's major.
- 5- Offering a training workshop for students especially male students with learning difficulties by professional specialist in counseling regarding the issue of academic regulation and updating them with academic advising services.

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دراسة مقارنة لخدمة الإشراف الأكاديمي لدى طلاب جامعتي السلطان قابوس وجامعة نزوى في ضوء بعض المتغيرات

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الملخص: هدفت هذه الدراسة إلى استكشاف مستوى خدمات الإشراف الأكاديمي لدى طلاب جامعة السلطان قابوس وجامعة نزوى، وذلك في ضوء متغيرات الجنس والكلية ومستوى السنة الدراسية والسكن، والجامعة والتحصيل. تكونت عينة الدراسة من (1040) طالبا وطالبة، (جامعة السلطان قابوس= 682، جامعة نزوى= 358). وقد تم تطوير مقياس خدمات الإشراف الأكاديمي، والذي تكون في صورته النهائية من (36) فقرة تقيس ثلاثة مجالات فرعية.

أظهرت النتائج أن مستوى رضا الطلاب العام عن خدمات الإشراف الأكاديمي هو في المدى المتوسط. كما أظهرت النتائج أن مستوى الرضا عن خدمات الإشراف الأكاديمي جاءت لصالح الطالبات الإناث، كما هي لصالح الطلاب في كلية التربية والهندسة، وهي كذلك لصالح جامعة نزوى، ولصالح الطلاب الذين يسكنون داخل الحرم الجامعي، وطلاب السنة الدراسية الثانية والرابعة، وأخيرا جاءت النتائج لصالح الطلاب الذين معدلهم التراكمي عند المستوى ممتاز .

الكلمات المفتاحية: الإشراف الأكاديمي، طلاب الجامعة، المشرف الأكاديمي، والتحصيل.