

The Correlation between the Attitude towards Academic Advising and Self Esteem among King Abdulaziz University Students

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Abstract. This study aimed at finding the relationship between the attitude toward academic advising and self esteem among King Abdulaziz University students. In order to achieve this goal, the research team used a combination of two scales; one scale which they developed to measure the KAU students' perception of academic advising services at their respective colleges, and the other is the Rosenberg's Self Esteem scale. The research team believes that students' perception of academic advising services could indicate their attitude towards such services. Both instruments were applied to a randomly selected sample totaling N=519 students (N=256 Males & N= 364 Females) who represented several faculties, varying GPAs and academic levels. Results indicated that students showed positively high on both areas; the Self-Esteem and the attitude toward academic advising services. The results also revealed that there are significant effects of gender and faculty type on the attitude towards academic advising while the GPA did not. The results also revealed that there are significant positive linear relationships among the constructs of the academic advising services and the Self-Esteem Scale. At the end of the report, the researchers provide the conclusion for the study and present recommendations for both research and practice in order to enhance the effectiveness of the academic advising services and self esteem among university students in Saudi Arabia in particular, in the Gulf region and in the Arab world in general.

Key words: Attitude – Academic Advising – Self-Esteem.

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Introduction

Both academic advising and self esteem are recognized as essential elements for personal development as well as for institutional success for all of those who are involved in the educational process. As for academic advising, because it is considered an integral part of the academic and developmental process, it has become a recognized profession with required qualifications and specific duties that requires formal studies and degrees starting with the Master's degree. Furthermore, Professional associations are being established such as the National Academic Advising Association (NACADA) in the U.S. which provides professional membership, provides support to its members and publishes a refereed professional Journal biannually. NACADA describes its mission as "NACADA promotes student success by advancing the field of academic advising globally. We provide opportunities for professional development, networking, and leadership for our diverse membership"

(<http://www.nacada.ksu.edu/About-Us/Vision-and-Mission.aspx> accessed on 19 April 2018). As another example, the University of Liverpool in the United Kingdom describes the role of the Academic Advisor "as a fundamental component of the relationship between academic teaching staff and students. It is an important contributor to a positive student experience"

(<https://www.liverpool.ac.uk/eddev/supporting-students/academic-advising/> accessed on 19 April 2018). In the Arab world, the profession lacks specific study programs, professional classification and role articulation. In Arab universities, the practice of academic advising remains in its initial stages.

Statement of the Problem:

In spite of the importance of both the self esteem for the individual's wellbeing including academic achievement, and academic advising which is very important for the individual as well as the educational process, they remain in most Arab universities understudied as individual concepts. Furthermore, the relationship between the two remains almost unknown. This research will cover both aspects; It will examine the students' self esteem, their interest in academic advising and the relationship between the two. In this study, we try to understand just the relationship between these two issues without claiming that either one is the cause or the result of the other. Nor we can assert that the absence of one is indicative of the absence of the other.

The problem of the research has been formulated in the following questions:

1. What is the level of self esteem among King Abdulaziz University students?
2. What is the attitude of King Abdulaziz University students towards academic advising which is offered in their respective colleges and departments?
3. What is the relationship between the level of self esteem and the attitude towards academic advising among King Abdulaziz University students?

Importance of the Study:

The results of this study can help universities and academic institutions of higher education in improving their students' self esteem while promoting quality academic advising and the benefits that come with it including, but not limited to, good mental health of students, student retention and achievements and overall societal improvements.

Review of Literature:

Ashwy M. & Addawwy, (2014) studied the attitudes of the Arab Open University students towards academic advising and used the results to introduce recommendations for improving the University's academic advising services. They used A. Fattah's scale (1995) which he used to examine the attitudes of a sample from the UAE students towards academic advising and its correlation with their studying adjustment. Ashwy and Addawwy added to the Scale some open ended questions to develop some qualitative understanding of the students' needs. They conducted the study among a sample of 450 male and female students of the University's branch in Kuwait where the total number of the students was about 8000 students. The areas which they examined were: the philosophy of academic advising, the importance and effectiveness of academic advising, the role of academic advising in overcoming obstacles, and the relationship between the student and the academic advisor. In the qualitative section, they were seeking students' recommendations and suggestions. The results showed positive attitudes towards all the areas of examination, and that there were no differences between students on the basis of the students' sex, educational program or the year of study.

In the Researchers' opinion, this study was limited in two ways. These are: (1) the sample of the study is very small compared to the total number of the student population in the same branch let alone the student population of the same University across the Arab world, and (2) the scale which was used was first used in 1995 with a sample of the UAE students where academic advising in the Arab world may have been a novelty at the time, in addition to the revolutionary advancement in technology that is not accounted for in the Scale.

Abbas, M. (2014) provided an overview of three academic advising models. These models are: (1) the developmental, (2) the intrusive

advising model, and (3) the traditional or prescriptive model. In the conclusion, the researcher did not recommend any one particular model. Rather, he suggested that researchers use observation and reflection rather than relying on surveying students alone.

Kumar, G. et al. (2014) described the actual advising practices at Abu Dhabi University over the previous three years. Among the challenges which the researchers pointed out was the "lack of professional training, workshops, or discussion forums to share academic advising ideas in the Gulf region" (p.8).

Al Humaid, N. (2014), described the experience of the Arab Open University in Saudi Arabia with regard to current status, obstacles, recommendations and resolutions. In her research/working paper, she linked academic advising to students' counseling.

Baloul, F. & Al'amayrah, A. (2014), described the experience of the College of Applied Sciences in Sahhar, Oman, with regards to the effects of academic advising mechanisms being used on the treatment of "academically tripping cases i.e. students who are having hard time catching up" (as translated by Kobeisy). They designed and used two Key Performance Indicators (KPIs) where the first was for the level of commitment among the academic advisors in applying the instrument, while the second was for the level of effectiveness and influence of the instrument in treating the academic failure cases. The study was conducted on 147 students; males and females. Of the sample, 44.8 % of student under study were placed under academic supervision for failure to perform satisfactorily. Those students showed improvement in their academic performance and in their GPA, and consequently were taken out of the academic supervision restriction within two academic semesters or less. They

considered these results to be very satisfactory since the academic rules allow students three regular semesters (i.e. not including the summer) to leave the academic supervision condition.

Magd, H. & Ghafri, A. (2014), In their study titled "Student Engagement and Academic Advisement Model: An Initial Journey of Excellence at the University of Buraimi", described the University's approach that was adopted in implementing the student engagement and academic advisement center model in support of the student learning process journey. It also summarized the challenges that were faced during the initial implementation phase.

Joseph, S. (2014), in his study titled: "An intelligent software model for an effective academic advising in blended learning environment", he presents a model that consists of six modules. These modules are: (1) course plan, (2) communication, (3) graduate planning, (4) probation, (5) personal and (6) advising. The researcher described such model as intelligent and as having the following components: database, rule based knowledge base, inference engine and user interface. The sixth module which is advising integrates the results of all other modules and make a summary. In each module, the system will check the rules and suggest the possibility of advising.

Bany Yunus, J., Al Rayami, A. & Drosh, S. (2014). In their study titled "Academic Advising in the Establishments of Higher Education in the Sultanate of Oman: Studying the Case of the Faculties of Applied Sciences. The study describes the academic advising process including the main steps and measures taken in Ibri College during the academic year. It uses a students' survey to outline the most serious problems which students point out either individually or collectively. The paper offers recommendations to overcome the challenges of academic advising.

Addousary, S. (2014): The Experience of Academic Advising in the Arab Open University, the branch of Kuwait in Light of Some International Experiences. This paper describes the procedures of academic advising in the Kuwait's branch of the Arab Open University as well as the procedures of academic advising in what the researchers label as "internationally leading universities in the process of academic advising and guidance" (p.7) which are: The Smart University of Hamdan bin Muhammad, The Princess Nourah Bint Abdulrahman's University and the University of Malaya, Malaysia. The researcher provides suggestions and recommendations to improve the academic advising process in the Arab Open University particularly in its Kuwait's branch. The researcher, however, does not mention the criteria used to designate leadership in academic advising to these universities and according to which report or index.

Aich, S. & 'Ashwy, M. (2014): Attitudes of Students towards Academic Advising and its Correlation to Self-Esteem. The study measured the attitudes towards academic advising as well as the levels of self-esteem and the differences between the two samples in two universities; namely Al-Shalf University in the western region of Algeria and the Arab Open University, the Kuwait's branch. The study showed that students from both universities have positive attitude towards academic advising although to a lesser degree in the Algerian university. They explained this difference by the absence of academic advising and the lack of clarity on the meaning of academic advising at the Algerian university unlike the Arab Open University which has a clear process of academic advising with clear and specific objectives that are communicated to students. The study also showed the presence of a correlation between self-esteem and attitude towards academic advising.

Daller M. (1997), used qualitative research methods (observation) in her Master's thesis, titled "The Use of Developmental Advising Models by Professional Academic Advisors" to describe and understand the process of academic advising. She recommended that academic advisors understand and be aware of the differences among students as well as of the trends and changes in the students' populations. Furthermore, academic advising should consider the specific needs for each student rather than be provided as one size fits all. Moreover, she recommended the development of existing advising models further to include the rapid changing and new features of both students and careers.

Rationale for the Topic selection:

Since the two areas namely; attitude towards academic advising and level of self esteem among Arab university students are not studied at all except in one study and not studied at all in the Gulf region nor in Saudi Arabia, the researchers felt that such a study is very important and would make great contributions to the fields of both academic advising and students' mental health counseling.

Research Objectives:

Increased understanding of the academic advising process at various colleges at King Abdulaziz University should help in the planning and improving of the educational process as well as the services at the University which can help enhance self-esteem or motivate higher levels of it. The research objective was to improve the levels of both academic advising services and students' self-esteem through the following:

1. Understanding the level of students' satisfaction from academic advising services at their respective colleges at KAU.

2. Understanding the level of students' self esteem at KAU.
3. Understanding the relationship between the perception of academic advising and self esteem among students at KAU.

Scope and limitations of the Study:

The scope of this study includes students of both sexes at different levels of the undergraduate level at various colleges at KAU. The study aims at exploring both areas of academic advising and self esteem as perceived by KAU students. Such information will shed light on the relationship between the two areas.

This study, however, is not without limitations. One of the limitations is that it does not hold academic advising to a standard or set of standards as a professional practice or guidelines since such tasks are not offered or done by professional academic counselors who received formal education or training as outlined by NACADA or other international academic advising associations or agencies of accreditation or licensing. Another limitation is that it does not examine the causal effect between both of academic advising and self-esteem since one could cause or lead to the other or both could have reciprocal effects on each other. And finally, a third limitation could be the inability to generalize the results of the study on the students of other Saudi universities since the academic processes and services are different from one institution to another in addition to the variations among the students' populations.

Statistical analysis and its results

This section deals with the method, procedures, research methodology, the research population, the sample size and characteristics, and research tool. It also discusses the psychometric characteristics as well as the statistical techniques used in analyzing the data.

Research Material and Methods:

To achieve the objectives of this research, the researchers used the descriptive approach, which uses both the description and analysis of events and determines the differences and correlations between various variables in addition to the interpretation, analysis and comparison. The researchers used two scales to achieve the objectives of the research as follows: (1) one which was developed by the researchers to measure the sample's perception of, and satisfaction from the academic advising services which KAU students receive, and (2) the Rosenberg' self-esteem scale translated by researchers. The academic advising services measurement scale included elements for all of the three components of attitude formation which are (a)

cognitive, (b) affective, and (c) behavioral (see appendix 1).

The Population and Sample Size:

The study population included all the students of King Abdul Aziz University in Jeddah, at various colleges in the academic year 1437-1438 H, who represented the targeted population for academic advising services to find out the correlation between such services and their level of self esteem. The sample students were selected randomly on the basis of their willingness to participate in the study. The total number of the sample is 519 students with 256 males (49.3 %) and 263 females (50.7 %) (See table 1).

Table (1): Distribution of the Sample Members according to gender

No	Gender	Freq.	%	Rank
1	Male	256	٤٩,٣	2
2	Female	263	٥٠,٧	1
Total		519	100	--

The sample represented various colleges at the KAU as follows: The faculty of Arts and Humanities represents (٥١,٣%), followed by Faculty of Preparatory Year represents (٣٥,١%), while the Faculty of Science

represents (٤,٣%), Faculty of Business Administration represents (٣,١%), Faculty of Engineering represents (2.3%), finally Other Faculties represent (2.2%) from total sample units (see table 2).

Table (2): sampling distribution of respondents according to faculty:

No	faculty type	Freq.	%	Rank
1	Faculty of Computer and Information Technology	٩	١,٧	٧
2	Faculty of Arts and Humanities	٢٦٤	٥١,٣	١
3	Faculty of Engineering	١٢	٢,٣	٥
4	Faculty of Business Administration	١٦	٣,١	٤
5	Faculty (students) of Preparatory Year	١٨١	٣٥,١	٢

6	Faculty of Science	٢٢	٤,٣	٣
7	Other Faculties	١١	٢,٢	٦
Total		٥١٥	١٠٠	--

The second Academic year represents (١٧,٩%), and finally the Fourth Academic year represents (٣٥,٧%), while third Academic year represents (34.5%), first Academic year represents (11.9%) from the total sample (see table 3).

Table (3): Distribution of the Sample Members according to Academic year

No	Academic year	Freq.	%	Rank
1	First year	١٥	١٧,٩	٣
2	second year	٣٠	٣٥,٧	١
3	third year	٢٩	٣٤,٥	٢
4	Fourth year	١٠	١١,٩	٤
Total		٨٤	١٠٠	--

The grade point average of the sample ranged as follows: the grade “Very Good” represents (٥٨,١%), while “Excellent” represents (٢٠,٦%), “Good” represents (١٨,٨%), “Acceptable” represents (٢,٢%) and “Failure” represents (0.4%) from the total sample (see table 4 and histogram 1).

Table (4): sampling distribution Members According to Grade point average

No	GPA	interval	Freq.	%	Rank
1	Failure	1-1.99	١	٠,٤	٥
2	Acceptable	2-2.74	٦	٢,٢	٤
3	Good	2.75-3.74	٥١	١٨,٨	٣
4	Very good	3.75-4.49	١٥٨	٥٨,١	١
5	excellent	4.5-5	٥٦	٢٠,٦	٢
Total		--	272	100	--

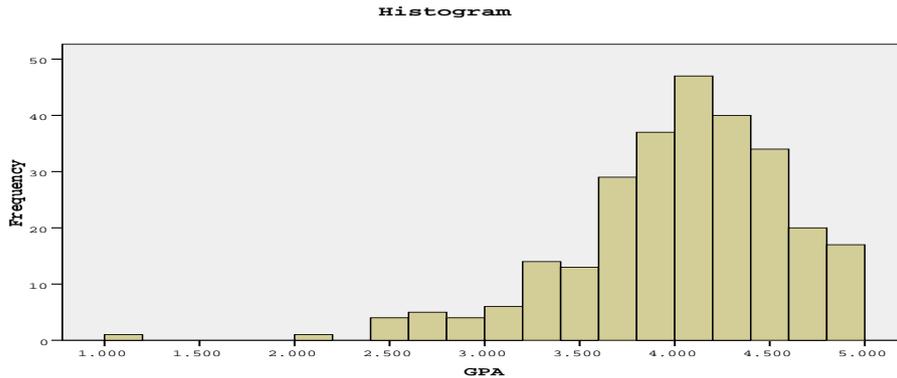


Figure (1): histogram of GPA

Research variables:

1- Respondents' demographic variables:

- Gender.
- Faculty.
- Academic year.
- Grade point average.

2- Dependent Variables:

- Evaluation of the academic advising services.
- Self-esteem scale.

Results and Discussion:

1. With regards to Students' view of academic advising (table 5):

Table (5): Descriptive statistics for the construct of an evaluation of the academic advising services

NO.	statements	MEAN	SD	CV	RANK
١	There are signs and directions in the department that encourage seeking academic advising	2.62	0.83	31.56	٢
٢	The academic advisor helps students in registering the hours' load that is suitable for the Student's abilities and according to the university's policies	2.79	0.85	30.47	١
٣	The academic advisor follows the student's progress during the semester	2.34	0.87	37.05	٨

٤	The academic advisor encourages the student to improve ideas in his/her major	2.43	0.9	37.12	٩
٥	The academic advisor provides students with advice and guidance throughout the whole semester	2.39	0.9	37.57	١٠
٦	The academic advisor explains the relationship between the courses and the details of the department's study plan	2.56	0.87	33.87	٤
٧	The academic advisor attends his/her office during the time specified for academic advising	2.82	0.9	31.91	٣
٨	The student generally feels satisfied about the level of academic advising	2.51	0.9	35.7	٦
٩	The student feels gratitude for the expediency and competent service provided by the academic advisor	2.56	0.92	35.74	٧
١٠	The academic advisor encourages the student to offer at his/her best	2.51	0.88	35.18	٥
١١	The academic advisor makes the student feels comfortable through sympathy and solving his/her psychological and social problems	2.40	0.94	39.04	١١
TOTAL		2.54	0.66	25.95	--

According to the descriptive statistics in table (5), it has been found that:

▪ The five most homogeneous variables are: the academic advisor helps students in registering the hours' load that is suitable for the Student's abilities and according to the University's policies, there are signs and directions in the Department that encourage seeking academic advising, the academic advisor attends his/her office during the time specified for academic advising, the academic advisor explains the relationship between the courses and the details of the department's study plan, and, the academic advisor encourages the student to offer his/her best, with coefficient of variation (30.47%),

(31.56%), (31.91%), (33.87%), (35.18%) respectively.

▪ On the other hand, the four most heterogeneous variables are: the academic advisor follows the student's progress during the semester, the academic advisor encourages the student to improve ideas in his/her major, the academic advisor provides students with advice and guidance throughout the whole semester, and, the academic advisor makes the student feels comfortable through sympathy and solves his/her psychological and social problems, with coefficient of variation (37.05%), (37.12%), (37.57%), (39.04%) respectively.

2. With regards to Self-Esteem scale (table 6):

Table (6): Descriptive statistics for the construct of Self-Esteem scale

NO.	statements	MEAN	SD	CV	RANK
١	On the whole, I am satisfied with myself	3.44	0.66	19.13	5
٢	I feel that I have a number of good qualities	3.49	0.62	17.88	1
٣	I am able to do things as well as most other people	3.49	0.66	19	4
٤	I take a positive attitude toward myself	3.51	0.66	18.89	3
٥	I feel that I'm a person of worth, at least on an equal plane with others	3.51	0.66	18.72	2
٦	I wish I could have more respect for myself	3.28	0.84	25.52	6
٧	All in all, I am inclined to feel that I am a failure	3.17	0.84	26.37	8
٨	At times I think I am no good at all	3.24	0.85	26.3	7
٩	I feel I do not have much to be proud of	3.02	0.89	29.6	10
١٠	I certainly feel useless at times	3.14	0.89	28.28	9
TOTAL		٣,٣٣	٠,٤٩	١٤,٧٩	--

According to the descriptive statistics in table (6), it can be concluded that:

- The five highest scoring variables are: (1) I feel that I have a number of good qualities, (2) I feel that I'm a person of worth, at least on an equal plane with others, (3) I take a positive attitude toward myself, (4) I am able to do things as well as most other people ,and (5) On the whole, I am satisfied with myself, with coefficient of variation (17.88%), (18.72%), (18.89%), (19%), (19.13%) respectively. These results suggest a high level of self esteem-among participants.

- On the other hand, however, the three least scoring variables are: (1) All in all, I am inclined to feel that I am a failure, (2) I certainly feel useless at times, and (3) I feel I do not have much to be proud of, with coefficient of variation (26.37%), (28.28%), (29.6%) respectively. This suggests that most participants scored high on the self-esteem. On the academic advising questionnaire, the lowest scoring despite the need for the academic advisor to be available throughout

the semester in addition to helping students deal with their social and psychological concerns.

- Because the value of the total mean for the Self-esteem scale is (٣,٣٣), and the coefficient of variation is (١٤,٧٩%), we can conclude that these results show positive Self-esteem on the scale.

To answer the research questions, the researchers found the following:

1. What is the reality of academic advising services from the perspective of both males and females among King Abdulaziz University students?

To answer this question, the researchers used one sample t-test to measure the reality of academic counseling services from the perspective of male and female students at King Abdul-Aziz University, based on the significant differences between the sample's mean and population's parameter ($H_0: \mu=2.5$) depending on 4-kikert scale, Which supports the general trend towards positive attitudes for

academic advising services, if ($H_0: \mu > 2.5$), to test the first research question, as in the following. (see T-test results in table 7):

Table (7): t-test to measure the reality of academic counseling services from the perspective of male and female at King Abdul-Aziz University- population's parameter ($\mu=2.5$)

variables	sex	MEAN	SE	t-test	Significant level
1-There are signs and directions in the Department that encourage seeking academic advising	male	2.74	0.056	4.27	0.001***
	female	2.50	0.046	0.032	0.975
2-The academic advisor helps students in registering the hours' load that is suitable for the Student's abilities and according to the University's policies.	male	2.91	0.049	8.31	0.001***
	female	2.67	0.055	3.08	0.002**
3-The academic advisor follows the student's level during the semester	male	2.61	0.075	1.85	0.105
	female	2.09	0.046	8.95	0.001***
4-The academic advisor encourages the student to improve ideas in his/her major	male	2.77	0.058	4.72	0.001***
	female	2.10	0.046	8.79	0.001***
5-The academic advisor provides students with advice and guidance throughout the whole semester	male	2.65	0.059	2.52	0.012*
	female	2.14	0.048	7.41	0.001***
6-The academic advisor explains the relationship between the courses and the details of the Department's study plan	male	2.75	0.053	4.82	0.001***
	female	2.38	0.053	2.28	0.023*
7-The academic advisor attends his/her office during the time specified for academic advising	male	2.84	0.058	5.79	0.001***
	female	2.80	0.054	5.54	0.001***
8-The student generally feels satisfied about the level of academic advising	male	2.67	0.055	3.13	0.002**
	female	2.35	0.055	2.75	0.006**
9-The student feels gratitude for the expediency and competent service provided by the academic advisor	male	2.68	0.053	3.39	0.001***
	female	2.45	0.059	0.80	0.424
10-The academic advisor encourages the student to offer at his/her best	male	2.79	0.056	5.14	0.001***
	female	2.25	0.049	5.17	0.001***
11-The academic advisor makes the student feels comfortable through sympathy and solving his/her psychological and social problems	male	2.65	0.059	2.58	0.011*
	female	2.15	0.053	6.56	0.001***
Total	male	2.73	0.042	5.49	0.001***
	female	2.35	0.036	4.07	0.001***

* Parameter is significant at the (.05) level

** Parameter is significant at the (.01) level

***Parameter is significant at the (.001) level

- With regard to the view of males at King Abdul-Aziz University on the reality of academic advising services, there are significant differences between the sample's mean and population's parameter ($\mu=2.5$), at significant level less than (0.05) in terms of the construct of academic advising services. Therefore ,we reject null hypothesis that ($\mu=2.5$), according to 4- Likert Scale, and we accept alternative hypothesis that ($\mu>2.5$) , Thus, we support the higher perceived value of academic advising services from the perspective of males at King Abdul-Aziz University, at the detailed level of the indicator variables and total construct.
- With regard to the view of females at King Abdul-Aziz University on the reality of academic advising services, There are significant differences between sample's mean and population's parameter ($\mu=2.5$), at significant level less than (0.05) in terms of the construct of academic advising services,

Table (8): Pearson correlation matrix to measure a significant relationship between the construct of academic advising services and the construct of Self-esteem scale

Constructs	academic advising services	Self-esteem scale
academic advising services	1	
Self-esteem scale	0.092*	1

* Significant at a level less than (0.05)

The researchers found that there are significant positive linear relationships between the constructs of academic advising services and the constructs of Self-esteem scale, at significant at a level less than (0.05).

With regard to the third question:

3. Do any of the demographic variables (e.g. gender, faculty type, and grade point average) have a significant effect on the students' view of academic advising services?

The constructs of the third research question can be classified into the following:

except for two indicator variables of (q1) and (q9). Therefore, we reject null hypothesis that ($\mu=2.5$), according to 4- Likert Scale, and we accept alternative hypothesis that ($\mu<2.5$), except for the two indicator variables of (q2) and (q7). Thus, we support the perceived lower value of academic advising services from the perspective of females at King Abdul-Aziz University, at the detailed level of the indicator variables and total construct.

With regard to the second question:

2. What is the relationship between the academic advising services and the self-esteem scale in sample units?

In order to answer this question, the researchers used Pearson correlation matrix to measure a significant linear relationship between the constructs of academic advising services and the constructs of self-esteem scale, to test the second research question, (see table 8).

A. Independent Variables: They are gender, faculty, and grade point average.

B. Dependent Variable: It is the level of the construct of the academic advising services.

To answer the third research question, the researchers did the following:

to test the effect of demographic variables on the level of the construct of the academic advising services, the researcher used the following statistical techniques:

- T-test for two independent samples to measure the significant effect of demographic variables in terms of gender segments on the

level of the construct of the academic advising services (See table 9).

Table (9): t-test to measure the significant effect of gender segments on the level of the academic advising services

construct	gender	MEAN	S.E	t-test	Significant level
academic advising services	male	٢,٧٣	٠,٠٤٢	٦,٨٣٣	***,٠,٠١
	female	٢,٣٥	٠,٠٣٦		

*** Significant at a level less than (0.001)

II. One way analysis of variance (ANOVA) to measure the significant effect of demographic variables in terms of faculty type and grade point average on the level of the construct of the academic advising services.

It was found that there are significant effects of gender on the level of the constructs of the academic advising services with a higher level from male students at a significant level less than (0.001) (See table 10).

Table (10): F-test to measure the significant effect of faculty type segments on the level of the academic advising services

faculty type	MEAN	S.E	F-test	Significant level
Faculty of Computer and Information Technology	٢,٧٦٧٧	0.17	٩,٣٤٦	,٠,٠١***
Faculty of Arts and Humanities	٢,٣٦٢٩	0.03		
Faculty of Engineering	٢,٥٥٣٠	0.15		
Faculty of Business Administration	٢,٥٨٥٢	0.18		
Faculty of Preparatory Year	٢,٧٦٢٩	0.05		
Faculty of Science	٢,٤٥٤٥	0.16		
Other Faculties	٣,١٤٠٥	0.32		
Total	٢,٥٤	0.03		

*** Significant at a level less than (0.001)

And to test the effect of the faculty type on the constructs, it was found that there are significant effects of faculty type segments on the level of the construct of the academic advising services, at significant level less than (0.001). Because there are significant

differences between the responses of the research sample in different categories, it became necessary to test the least significant difference to determine the significance of the differences between each of the two categories separately, as in the following (table 11):

Table (11): LSD test to measure the significance of the differences between each of the two categories for the construct of the academic advising services

Faculty type	Mean Difference					
	Faculty of Computer and Information Technology	Faculty of Arts and Humanities	Faculty of Engineering	Faculty of Business Administration	Faculty of Preparatory Year	Faculty of Science
Faculty of Computer and Information Technology	---					
Faculty of Arts and Humanities	0.40*	---				
Faculty of Engineering	0.21	-0.19	---			
Faculty of Business Administration	0.18	-0.22	-0.03	---		
Faculty of Preparatory Year	0.00	-0.40*	-0.21	-0.18	---	
Faculty of Science	0.31	-0.09	0.10	0.13	0.31*	---
Other Faculties	-0.37	-0.78*	-0.59*	-0.56*	-0.38*	-0.79*

According to LSD-test it can be concluded that:

- With regard to the construct of the academic advising services, there are significant differences between Faculty of Computer and Information Technology and Faculty of Arts and Humanities, with a positive attitude towards the first faculty, at significant level less than (0.05).
- With regard to the construct of the academic advising services, there are significant differences among Faculty of Arts and Humanities, Faculty of Preparatory Year, and other faculties, with a positive attitude towards the last two categories, at significant level less than (0.05).
- With regard to the construct of the academic advising services, there are significant differences among Faculty of

Engineering, Faculty of Business Administration, Faculty of Preparatory Year, Faculty of Science, and other faculties, with a positive attitude towards the last category, at significant level less than (0.05).

- With regard to the construct of the academic advising services, there are significant differences between the Faculty of Preparatory Year and the Faculty of Science, with a positive attitude towards the latter, at a significant level less than (0.05) (see table 11). As for the GPA variable, the researchers used F-test to measure the effects of the GPA on the level of perception of academic advising services. As a result, there was no significance of the GPA on any of the construct of academic advising scale (see table 12).

Table (12): F-test to measure the significant effect of GPA segments on the level of the academic advising services

GPA	MEAN	S.E	F-test	Significant level
Acceptable	٢,٤٣٩٤	0.42	٢,١٣٥	٠,٠٩٦
Good	٢,٦٠٢٥	0.11		
Very good	٢,٤٣١٥	0.05		
Excellent	٢,٢٨٩٠	0.07		
Total	٢,٤٣٤٤	0.04		

As for the fourth question:

4. What is the relationship between students' view of academic advising services and students' self-esteem?

To answer this question, several steps were taken:

- I. The researchers used Pearson's Correlation Coefficient to measure the internal consistency for the constructs of the Academic Advising Services and the Self-esteem Scales (see table 13) which revealed the presence of significant

positive linear correlation between the academic advising services and the self-esteem and the level of multiple items that make up a composite score of each construct at significance less than (0.001). Furthermore, the Pearson's Correlation Coefficient for all multiple items were found to be greater than (0.50) thus allowing us to conclude that the measured variables represent or correlate with its construct.

Table (13): Internal Consistency for the constructs of the academic advising services and Self-esteem scale

Item no.	Pearson correlation coefficient	Sig.	Item no.	Pearson correlation coefficient	Sig.
academic advising services			Self-esteem scale		
١	0.650	0.001***	١	0.578	0.001***
٢	0.692	0.001***	٢	0.545	0.001***
٣	0.768	0.001***	٣	0.578	0.001***
٤	0.801	0.001***	٤	0.622	0.001***
٥	0.806	0.001***	٥	0.631	0.001***
٦	0.746	0.001***	٦	0.605	0.001***
٧	0.639	0.001***	٧	0.729	0.001***
٨	0.746	0.001***	٨	0.738	0.001***
٩	0.751	0.001***	٩	0.698	0.001***
١٠	0.818	0.001***	١٠	0.703	0.001***
١١	0.759	0.001***			

*** Significant at a level less than (0.001).

II. The researchers found that there are significant positive linear correlations among the constructs of the academic advising services and the self-esteem, and that the total

summed rates from all items of the measurements instrument, at significant level less than (0.001) (see table 14).

Table (14): Construct Validity for the constructs of the academic advising services and Self-esteem scale

No	Constructs	Pearson correlation coefficient	Significant level
١	academic advising services	0.811	0.001***
٢	Self-esteem scale	0.622	0.001***

*** Significant at a level less than (0.001)

Conclusion:

This study aimed at finding the relationship between the attitude toward academic advising and self esteem among a sample of King Abdulaziz University students. In order to achieve this goal, the research team developed a scale to measure the academic services at the University and used the Rosenberg's Self Esteem scale. Both instruments were applied to randomly selected sample of N=519 (256 Males & 364 Females) that represented various colleges and varying GPAs.

The scales' consistency, validity and reliability were examined and proven.

Results indicated positive attitude towards academic advising services with Mean of 2.54 and Standard Deviation of 25.95% where the most selected statements were: (1) The academic advisor helps in registering the study

hours which are most suitable for the student and the policies, (2) there are clear signs and guidelines in the Dept. that help receiving academic advising, (3) The academic advisor is available during office hours, (4) The academic advisor explains the relationship between courses and the study plan, and (5) the academic advisor encourages the student to do his/her best with S.D. of 30.47%, 31.56%, 31.91%, 33.87% and 35.18 respectively.

The variables of gender and faculty type proved to have had significant effects on the results while the GPA variable did not, thus indicating the variation in providing such services between various colleges on the one hand, and between the males and females' sections on the other.

The results also showed positive responses for self-esteem with M= 3.33, and S.D. =14.79

where the following statements were selected the most: (1) I feel that I am a person of worth, at least on an equal plain with others, (2)I take a positive attitude toward myself, (3) I am able to do most things as well as most other people, and (4) On the whole, I am satisfied with myself with S.D. 17.88%, 18.72%, 18.89%, 19% & 19.13% respectively.

The results indicated positive linear relationships between the constructs of both scales (i.e. the attitude towards academic advising services and Self-Esteem).

Recommendations:

Based on both, the literature and the study results, the research team recommends the following:

1. Due to the importance of self esteem in the improving the mental health and other life functioning among students, it is very important to develop the practical means including educational programs and training to develop, monitor and support the self -esteem among students from early ages in pre-college education to enhance the likelihood of securing a higher level of education and success in life in general.
2. Academic advising is very important for all developmental areas for college students. It is, therefore, very important to make certain that a high level and standardized level of academic

advising is provided for students not only after they join the university but perhaps reach out to them while in high schools before they even apply to the university. As a matter of fact, many prominent universities in the West publicize their academic advising standards and services as one of the criteria for encouraging recruitment of new and achieving students.

3. The establishment of formal profession of academic advising including the specific educational programs starting from the Master's level to graduate professional academic advisors, and to establish professional careers among universities for academic advisors which allow for promotions and career development.
4. The development of programs, conferences, workshops to improve the effectiveness of academic advising officers or providers within the KAU University which will help in the development of standards for the profession in the Kingdom, improving the quality of services and reducing the gap between various colleges and between the males and females' sections.
5. The development of specialized educational programs at the Master's level in Academic Advising thus creating a career path of Academic advising as a profession which

entitles members to professional development, career promotion and financial security in return for their professional and comprehensive academic advising.

6. The establishment of at least a professional society and a scientific journal for academic advising in Arabic language that can support academic advising professionals and help them in their pursuit of professional development.

7. the development of advising models that incorporate and improve existing models to be more culturally suitable and sensitive to that of the Arab, Gulf and Saudi cultures to ensure higher levels of effectiveness.

8. To ensure that academic advising education and professional practice include the rapidly changing and newly emerging study programs and careers for better preparation for future job markets and needs.

9. The support of research to study the following:

- a. The effectiveness of academic advising policies in various Saudi universities,
- b. The comparison between policies and practice of academic advising within universities, between various universities and between public and private universities.
- c. The needs as well as interests in academic advising professions which may help in establishing sufficient study programs as well

as in recruiting interested and qualified people for the profession.

d. The presentation of internationally recognized academic advising models and how can they be applied in Saudi Arabia as well as in the Gulf region and the Arab world.

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يمكن من استطلاع اتجاه الطلاب نحو خدمات الإرشاد الأكاديمي بالجامعة، إضافة إلى استخدام مقياس تقدير الذات لروزنبرج Rosenberg بعد تعريبه من قبل الباحثين وتم تطبيق المقياسين على عينة عشوائية بلغت ٥٢٨ (٢٦٥ طلاب و ٢٦٣ طالبات) ممن يدرسون بجامعة الملك عبدالعزيز بجدة عن العام الدراسي ١٤٣٧-١٤٣٨ هـ وذلك في ضوء بعض المتغيرات الشخصية لمفردات العينة وهي (النوع - الكية - المعدل التراكمي) وقد أظهرت نتائج التحليل باستخدام عدد من الأساليب الإحصائية اتجاهاً عاماً نحو إيجابية بعد خدمات الإرشاد الأكاديمي حيث جاءت استجابات عينة الدراسة في ضوء شدة الاتجاهات أن المرشد الأكاديمي يساعد في تسجيل الساعات الدراسية المتوافقة مع قدرات الطالب والنظام الجامعي وأن وجود الإعلانات الواضحة والإرشادات ساعد على الإرشاد الأكاديمي وأن تواجد المرشد الأكاديمي بمكتبة خلال الساعات المكتبية وشرحه لتفاصيل الخطة الدراسية وتعاطفه مع الطلاب أسهم بشكل ملموس في رضا الطلاب مما كان له عظيم الأثر على الطلاب في تقديم أفضل ما لديهم، وكذلك أسفرت النتائج عن وجود علاقة ارتباطية إيجابية بين الإرشاد الأكاديمي وتقدير الذات المرتفع حيث كان لدى الطلاب الشعور بأنهم يمتلكون صفات جيدة ويشعرون بالقيمة والتوجه الإيجابي نحو الذات وشعور عام بالرضا عن النفس كذلك أظهرت النتائج وجود تأثير واضح لكل من النوع والكلية على درجة إيجابية الاتجاه نحو خدمات الإرشاد الأكاديمي مما قد يدل على تفاوت في توفير تلك الخدمات من كلية لأخرى ووجود هذا التفاوت أيضاً بين شطري الطلاب والطالبات، أما المعدل التراكمي فلم يثبت له تأثير .

وقد أبدى مفردات عينة الدراسة رغبتهم في تفرغ المرشدين لعملية إرشاد الطلاب وأوصت الدراسة بضرورة زيادة فاعلية خدمات الإرشاد الأكاديمي لتكوين مفهوم إيجابي وواقعي عن الذات لدى طلاب الجامعات السعودية خاصة والعربية عامة، كما قدمت الدراسة بعض المقترحات لبحوث مستقبلية ذات العلاقة.

واقترح الباحثون ضرورة تخصيص الدراسات في مرحلة ما بعد البكالوريوس لتدريس الإرشاد الأكاديمي وتأطيره مهنياً وتكوين الجمعيات العلمية المهنية لتطوير العاملين فيه، وضرورة تطويره من أجل مواكبة التطور المهني وليكون شمولياً ليساهم في تطوير الطلاب في جميع الجوانب الحياتية.