

## LEVEL OF STUDENTS' SATISFACTION WITH ACADEMIC ADVISING SERVICES "A FIELD STUDY AT THE UNIVERSITY OF KHORFAKKAN"

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### **Abstract**

The study aims to identify the level of the University of Khorfakkan students' satisfaction with the academic advising services provided to them.

The study population consists of the students of the University of Khorfakkan from various specializations and academic years. The analytical descriptive approach was adopted to achieve the objectives of the study.

A questionnaire is designed as a tool to collect data and distribute them to a stratified random sample of 225 male and female students, suitable for statistical analysis. Then, we analyze the results using the software of the statistical package for social sciences (SPSS).

The study concludes that there is a statistically significant effect on the satisfaction with the academic advising services provided to the University of Khorfakkan students, in addition, there is a statistically significant effect on the satisfaction with the academic advising services according to marital status variable and age group variable. However, results do not show that there is a statistically significant effect on satisfaction with academic advising services according to gender, age, marital status, educational level, and academic specialization variables. The study ends by presenting some proposals based on the results reached.

**Keywords:** level of satisfaction, academic advising, academic counselor, University of Khorfakkan.

### **Introduction**

The progress of any nation depends on building and developing its human resources and on how much it invests in those resources.

Universities are scientific environments in which abilities and experiences are crystallized and skills are improved. They can provide qualified competencies that are appropriate for development and labor market requirements.

The university's students are one of the important social segments that are responsible for developing society and keeping its progress forward. The possibility of achieving this task depends on their ability to bear those burdens, and this can only be achieved by ensuring a sound and integrated university preparation process. (Al-Ibrahim 1999).

The subject of academic advising has attracted the attention of scientists of education, sociology, and economics because it contributes to activating the internal and external competencies of the university by helping the students and guiding them to achieve harmony between their needs, inclinations, and abilities and the requirements of development plans for human forces. This led to paying attention to

the process of guidance and making it a main component of the educational process. (Al-Maghamisi2005).

### **The Problem Of Study And Its Inquires**

Academic advising services are one of the most prominent and reliable mechanisms in supporting the student's academic performance and whetting their abilities and success in their study, without these services, the student enters an endless maze. To advance the student in their university study program, they need accurate information about the various types of requirements that must be maintained as well as the procedures that they must follow to fulfill these requirements here, the importance of academic advising appears as a source of this important information.

The academic advising process, in its comprehensive sense, is one of the most important things that universities rely on to enable their students to adapt academically, psychologically, and socially to the university educational reality. It is also a participatory process that relies on several parties, the most important of which are the counselor, the student, and the various administrations, to direct them to the right path.

Through the researcher's work as a faculty member in several Arab universities, she noticed a lack of academic advising services provided to students. This has increased the number of students who have academically failed in several academic courses.

Moreover, the students continuously communicated with the Admissions and Registration Department to inquire about some matters related to their various academic affairs about which they are supposed to have sufficient knowledge through what is provided to them by the academic counselor.

Based on the above, the problem of the study is determined by the following questions:

- What is the level of satisfaction of the University of Khorfakkan students with the academic advising services provided to them?
- Are there differences in the opinions of the study sample members due to personal and educational variables? (Gender, age group, marital status, academic year, and academic specialization).

### **STUDY HYPOTHESES**

#### **The First Main Hypothesis:**

There is no statistically significant effect on satisfaction with the academic advising services provided to the University of Khorfakkan students.

#### **The Second Main Hypothesis:**

There is no statistically significant effect on the opinions of the study sample members about satisfaction with the academic advising services provided due to personal and educational variables (Gender, age group, marital status, academic year, and academic specialization).

#### **The second main hypothesis is divided into five sub-hypotheses:**

- There is no statistically significant effect between satisfaction with academic advising services and gender variable among the University of Khorfakkan students.
- There is no statistically significant effect between satisfaction with academic advising services and age variable among the University of Khorfakkan students.
- There is no statistically significant effect between satisfaction with academic advising services and marital status variables among the University of Khorfakkan students.

- There is no statistically significant effect between satisfaction with academic advising services and academic specialization variable among the University of Khorfakkan students.
- There is no statistically significant effect between satisfaction with academic advising services and the academic year variable among the University of Khorfakkan students

## THE STUDY OBJECTIVES

- Identifying the level of satisfaction of the University of Khorfakkan students with the academic advising services.
- Detecting the differences in the level of satisfaction with the academic advising services among the University of Khorfakkan students according to the variables of gender, age, marital status, and academic specialization.
- Predicting the level of academic achievement among the University of Khorfakkan students through their level of satisfaction with the academic advising process.

## THE STUDY IMPORTANCE

- The current study derives its importance from the importance of the topic it deals with, which is academic advising, as this service has become essential and a basic requirement for all the scientific departments in light of the philosophy that recognizes the necessity of integration and mixing between several sources and capabilities to achieve the university students' academic, professional and personal objectives.
- This study is the first at the level of the University of Khorfakkan and universities in the eastern region of the UAE - to the best of the researcher's knowledge - that deals with the issue of students' satisfaction with academic advising services.
- The importance of the variables addressed in the current study, as academic advising seeks to help students in facing academic challenges and making the right decisions.
- Contributing to enriching the intellectual production of scientific research specialized in university academic advising.
- The results of the current study may serve those who are in charge of the educational process and specialists in quality and educational evaluation.

## STUDY CONCEPTS

**Student Satisfaction:** the psychological state of students, which is characterized by a feeling of satisfaction and contentment in achieving their various psychological needs and desires.

**Satisfaction Level:** It is a function of the student's perceived and expected performance. If the performance falls short of what is expected, the student will be dissatisfied. It also means the state that the student feels towards the service provided by the university. (Al-qudaa and Al-khalifat, 2013) It is measured by the score that the student obtains on the scale that is prepared by the researcher in the current study, which expresses the level of satisfaction with the academic advising services provided to students at the University of Khorfakkan.

**Academic Advising:** An interaction process between the student and the counselor that supports the student's growth and success, informs them of academic requirements, helps them access academic and cognitive resources, and understand the university's educational policy. (Thuy Van, et al, 2019)

**Academic Counselor:** He is a faculty member who guides and helps students to solve their academic problems and improve their academic achievement.

**The University of Khorfakkan:** It is a private university located in the city of Khorfakkan on the eastern coast of the UAE. It was opened in 2022 and includes four colleges: Arts, Sciences and

Information Technology, College of Law and Sharia, College of Business Administration, and College of Marine Sciences.

## **THEORETICAL FRAMEWORK**

### **The Concept of Academic Advising:**

Academic advising is one of the main pillars of the contemporary education. It works to achieve healthy growth for students, improve behavioral patterns, and direct them in a way that is compatible with their abilities and inclinations.

University academic advising has an outstanding effect on the student's development in higher education. It doesn't only increase the likelihood of the student's progress and success, but it also has benefits that extend beyond the academic classroom and the students themselves.

The term academic advising can be traced back to the year 1841 when Kenyon College students were asked to select professors from the faculty members to be their academic counselors in selecting graduation courses. (Harrison 2009)

Later in 1877, a system of academic counselors consisting of faculty members was established at Johns Hopkins University.

Tuliper defines guidance as a personal, face-to-face relationship between two people, one of whom is the counselor who provides an educational situation for the second person through his experiences and skills, while the second person is the guided person who needs help in solving their problems and developing his capabilities.

(Steel & Thurmond 2009) also, define academic advising as the need for students to communicate with a faculty member who contributes to their academic success and helps them overcome the feeling of isolation.

Conducting guidance sessions is crucial to allowing students to think about the nature of their chosen educational path, to enable them to be prepared to enter the world of work and to take their place as active participants in a democratic society rather than passive consumers. (White & Schulenburg 2012)

To provide good academic advising, (Pizzolato 2008) believes that there are five steps every academic counselor must pay attention to when carrying out the guidance process, which is:

1. Trying to identify the student's life objectives and inclinations.
2. Identifying the student's professional objectives.
3. Determining the student's academic specialization.
4. Choosing courses.
5. Scheduling these courses or study hours.

Pizzolato believes that the greatest task of the academic counselor is the ability to transform the male or female student's objectives from mere ideas to tangible reality in the sense of clearly linking the student's objectives to their reality.

### **The Objectives of the Academic Advising:**

(Obanion 2009) believes that academic advising aims to help students choose the appropriate educational program to develop their skills and increase their efficiency.

He also stresses the need to focus on the content and nature of academic advising, with the existence of a general agreement on its importance. He adds that any faculty member who has the opportunity for academic advising will perform better than his colleague who has never been an academic counselor. The reason, from his point of view, is that academic advising allows the faculty member to interact with students and identify their strengths and weaknesses points, and this, of course, helps him understand their characteristics and needs. The academic advising gives the faculty member additional experiences other than teaching experience.

(Ashiba2000) indicates that the objectives of the academic advising in university education institutions are represented by:

- Providing academic and guiding information to students and increasing their awareness of the university's mission, objectives, and regulations.
- Identifying the problems and obstacles that prevent a student's ability to achieve academic attainment, and working to change negative thoughts and attitudes towards education and to adopt more positive ideas.
- Providing students with academic and personal skills that enable them to understand their abilities, and inclinations, and to play an effective role in the educational process.
- Guiding students and following them up during the period of their university studies.

## **PREVIOUS STUDIES**

### **The Arabic Studies:**

#### **\* Study (Abdul Rahim Al-Daroushi and Others, 2023):**

This study aims to identify the level of satisfaction of students at Sultan Qaboos University with academic tele-guidance during the COVID-19 pandemic. It also aims to discover the factors that may affect the extent of student satisfaction. The sample consists of (490) male and female students in the second semester of 2021, and the results of the study show that the students are very satisfied with the competence of the academic counselors, and moderately satisfied with the counselors' interest, enthusiasm, and ease of communicating with them. The results also reveal that students supervised by national faculty members are more satisfied than students supervised by foreign faculty members, and that third- and fourth-year students are more satisfied than first- and second-year students.

#### **\* Study (Al-Anoud Al-Shamsi and Laila Mohebi, 2022):**

The study aims to conduct a systematic review of the literature related to academic advising to identify the needs of federal universities in the United Arab Emirates with a special focus on the roles of academic advising in improving students' satisfaction. A comprehensive literature review is conducted on a list of (28) selected manuscripts published in the period between 2000 and 2021. The results reveal that academic advising can improve students' satisfaction, gender identity, or expression, so academic advising is the foundation for all productive educational institutions.

#### **\* A Study of (Ahmed Zakawa 2022):**

The study aims to reveal the quality level of academic and professional services in higher education from the student's point of view in the light of variables of gender and academic level. To achieve this, the researcher uses the Analytical Descriptive approach based on the design of the questionnaire that is applied to a sample of Ahmed Zabana University students in Algeria. The size of the sample is (150) male and female students. The results indicate that there are no significant differences related to gender and academic level.

#### **\* Study (Adnan Al-Warthan 2020):**

The study aims to measure the extent of students' satisfaction at Shaqra University with academic advising activities. The study is based on a main hypothesis, which is that there is a gap between theory and practice in academic advising activities. The researcher uses two questionnaires, the first is to apply to students and the second is to apply to faculty members. The survey descriptive approach is adopted. The study reached the following results: The two samples' opinions agreed on the existence of a gap between theory and practice, and the existence of a difference in the vision of the two categories of the sample about the practice of academic advising and the effectiveness of its application at Shaqra University.



**\* Study (Hilal Al-Harthy 2020):**

The study aims to evaluate student guiding programs at the Islamic University of ALMadinah AlMunawwarah in light of the standards of the National Center for Academic Accreditation and Evaluation. The research sample consists of (689) students and (35) faculty members from the college's vice dean and heads of guiding units. They are chosen in a random and stratified way. The mean and standard deviation are used to reach the research results that prove the degree of fulfillment of the evaluation criteria of academic advising that reaches an acceptable degree of verification. The research results show that many of the evaluation and academic accreditation standards in the field of academic advising in various colleges and university institutes have been achieved, with some remarks.

**Foreign Studies:**

**\* Study (Azianti Ismaail et al, 2021)**

This study seeks to identify the basic features of the academic advising service at Public Universities in Malaysia and to know the relationship between the dimensions of service quality and student satisfaction. The descriptive approach is used, and the sample size is (221) male and female students. The results show that there are statistically significant differences in satisfaction with academic advising services among students according to their years of study and the frequency of their meetings with counselors.

**\* Study (Nguyen Thuy Van, 2018):**

The study aims to identify the perceptions of academic counselors towards the academic advising applied at Public Universities in Malaysia by using a qualitative research design. Eight academic counselors from four Malaysian Public Universities are interviewed. Their interviews reveal a main topic which is academic advising and four sub-topics related to student development. They are academic development, personal development, social development, and career development. From the point of view of Malaysian Public Universities, the results also indicate that students' social development is not a part of the academic advising tasks of the academic counselors.

**\* Study (Yi Leaf Zhang 2016):**

This study aims to understand the role that academic advising plays in the social and academic adaptation of students at one of the community colleges in North Texas, USA. The study uses an apparent research design and interviews are conducted with (11) students of different nationalities. The results indicate that the sample members, to a great extent, feel that they are unable to adapt due to the limited knowledge of their counselors, and the lack of cooperation among the counselors and other academics and staff. The results also indicate that academic counselors who have a good understanding of cultural diversity establish stronger relationships with international community college students.

**\* Study (Kavenuke Patrick, 2015):**

The study aims to identify the contribution of academic counselors in enhancing the academic achievement of students in higher education institutions. Data are collected from (58) participants, including (48) students and (10) academic counselors, from the College of Education at the University of Dar Es Salaam in Tanzania. The results show that the majority of students answered that the academic counselors did not contribute to their academic achievement, compared to a much smaller percentage who answered that academic counselors played an important role in their academic achievement, and the results also show the lack of the academic counselors for the consulting services that students need.

**\*Study (Smith & Allen, 2014):**

The study aims to identify the role of communication with the academic counselor in building consistent judgments and attitudes with students' success at the university. A survey study is applied via electronic websites to a sample of (22305) male and female students in nine colleges and universities using eight cognitive and emotional scales that measure the results of the learning. The study finds that the students who communicated and met with their academic counselors personally and in a regular way record positive and influential results on the eight learning impact scales, compared to those students who are content only with mechanisms, tools, or official means, such as reviewing websites, clues, bulletins, booklets, and brochures. Moreover, students who invested resources in the university and its capabilities scored higher results than those who relied on family, relatives, and friends

**Comment on Previous Studies:**

- All previous studies agree on the importance of academic advising as an element that has a major influence on the course of the university educational process in all its dimensions.
- Most previous studies contribute to using the analytical descriptive approach as it is the unique approach in this mode of study.
- Most studies use a questionnaire as a tool for measuring and collecting data, and some studies use more than one tool to achieve their objectives and reach reliable and accurate practical results.
- Most previous studies design only one questionnaire directed to the university's students. But, in some studies, the research includes the faculty members and students.
- Most previous studies focus on gender, academic specialization, and educational level variables and the various impacts of these variables in the process of academic advising. The sample size in the previous studies varies. It ranges from very huge to tiny.

**The Current Study Position Against the Previous Studies:**

The current study agrees with the previous studies in dealing with the subject of academic advising in its general aspect, and its important role in the educational process. This study resembles the previous studies in using the analytical descriptive approach and applying the questionnaire as a measurement tool. The current study differs from the previous studies in adding new variables, such as age and marital status. It is possible to say that it has benefited from scientific references in previous studies, and choosing the suitable approach. It has also benefited from statistical processing methods and tools and the comparison in explaining the results.

**METHOD AND MEASURES**

**Study Methodology:**

To achieve the aim of the current study which is 'satisfaction with academic advising', the researcher of this study adopts two approaches:

**\*The Descriptive Approach:** the descriptive approach is one of the most used approaches in studying human and social phenomena, and it is suitable for the subject of the current research. This approach is concerned with describing a phenomenon and collecting remarks and facts about it. It is also concerned with describing the phenomenon's conditions. (Khammas2019)

**\* The Analytical Approach:** some researchers consider the analytical approach as one of the sub-approaches of scientific research. It is also an important complement to other approaches. This approach consists of three elements. They analyze the problem into parts, then evaluate and criticize each part independently, and finally synthesize and scientific conclusion.

### Sources of Information:

**Secondary Sources:** The researcher forms the theoretical framework by reviewing secondary data sources which are represented by related Arabic and foreign books and references, periodicals, articles, research, and previous studies that have studied the research topic.

**Primary Sources:** To process the analytical aspects of the research topic, the researcher collected primary data through the questionnaire as the main research tool which is designed specifically, for this purpose by using a PentaLikert scale. The data is analyzed by using SPSS statistical analysis software to check the validity of the hypotheses.

### The Limits of the Study:

- **Objective Limits:** The study is limited to determining the level of satisfaction of the University of Khorfakkan students with academic advising services and its relationship with some variables.
- **Spatial Limits:** The study is conducted at the College of Arts, Sciences and Information Technology at the University of Khorfakkan, United Arab Emirates.
- **Time Limits:** The field study is applied in the autumn semester of the academic year 2023/2024.
- **Human Limits:** College of Arts, Sciences, and Information Technology students who are registered and regular in studying in the academic year 2023/2024.

### The Study Population and the Sample:

The original population of the study consists of all university students. The total number is 836 male and female students according to the database of the registration and admission department of the university. As for the sample size, it reached 225 students (male and female) which is calculated according to the following Stephen Sampson's equation:

$$n = \frac{N \times p(1-p)}{\left[ \frac{N-1}{d^2 \div z^2} \right] + p(1-p)}$$

**N:** The Original Population Size.

**(P=0.50):** Neutrality and property availability ratio.

**(d=0.05):** Error ratio.

**Z= (1.96):** The standard degree versus the significance level 0.95 and it equals.

### The Study Tool:

Depending on the nature of the data to be collected and on the approach to the research, the searcher finds that the most suitable tool to achieve the research's objectives is the questionnaire, which is designed to measure the studied variables by referring to the theoretical literature and the previous studies with some modifications on them, which fit appropriately with the studied practical situation. So, the questionnaire can be issued in its final form, where it is divided into two parts:

**The First Part:** It contains the personal properties of the study sample individuals in terms of Gender, age, scientific qualification, marital status, and academic specialization)

**The Second Part:** It is the study fields and the questionnaire consists of major pillars.

The Likert Penta Scale is used to measure the assessment of sample individuals' responses to the questionnaire paragraphs.



**Table No. (1) the Likert Penta Scale levels**

Response	Strongly agreed	Agreed	Neutral	Not agreed	Strongly not agreed
Level	5	4	3	2	1

**Source: the researcher's preparation**

The cells' length is determined in the Linkert Penta Scale by calculating the range between the scale's degrees ( $4=5-1$ ), then, it is divided by the largest value on the scale to get the cell's length, which is  $4/5=0.80$ , after that, this value is added to the least value on the scale. The beginning of the scale is integer one (and that's to determine the highest limit of this cell. So, the length of the cells became as shown in the following table.

**Table No. (2), the cells' length in Likert Penta Scale**

Cell's length	Its corresponding relative weight	Extent of Follow-up and Assessment
From 1-1.80	20%-36%	Very low
Bigger than 1.80-2.60	Bigger than 36%-52%	Low
Bigger than 2.60-3.40	Bigger than 52%-68%	Average
Bigger than 3.40-4.20	Bigger than 68%-84%	High
Bigger than 4.20-5	Bigger than 84-100%	Very high

**Source: the researcher's preparation**

#### **Collection Data and Analyzing Them:**

The researcher electronically distributes the questionnaire to a convenience sample of 225 members, which is a good percentage suitable for analysis. The data is then coded and entered into Microsoft Excel and exported to SPSS for statistical analysis software to measure the degree of validity, reliability, and consistency of a research tool (questionnaire), to analyze data, and to test the hypothesis, through:

- Cronbach's Alfa Test to Determine Scale Stability
- Percentages, Frequency Distribution (descriptive study), and Relative Weight.
- One-Sample t-Test.
- Independent samples t-test.
- Anova Test to test the differences.

### **VALIDITY AND RELIABILITY OF THE STUDY TOOL**

#### **Questionnaire Validity:**

Questionnaire validity refers to the extent to which the questionnaire measures what it is intended to measure. The research ensures the validity of the questionnaire through the following

- **Arbitrators Validity:**

The research presents the questionnaire to several sociology professors, who provide some simple remarks that are taken into account.

- **Internal Consistency:**

Internal consistency refers to the consistency of each item on the scale items with the group to which it belongs. The researcher calculated the internal consistency of the questionnaire by calculating

Pearson's correlation coefficient between each item of the pillars of the questionnaire and the total degree of the pillar itself. The results are as follows:

**Table No. (3), Internal Consistency**

Satisfaction with academic advising		
.851**	Pearson Correlation	Q1
0.000	Sig. (2-tailed)	
.862**	Pearson Correlation	Q2
0.000	Sig. (2-tailed)	
.849**	Pearson Correlation	Q3
0.000	Sig. (2-tailed)	
.907**	Pearson Correlation	Q4
0.000	Sig. (2-tailed)	
.872**	Pearson Correlation	Q5
0.000	Sig. (2-tailed)	
.902**	Pearson Correlation	Q6
0.000	Sig. (2-tailed)	
.821**	Pearson Correlation	Q7
0.000	Sig. (2-tailed)	
.923**	Pearson Correlation	Q8
0.000	Sig. (2-tailed)	
.919**	Pearson Correlation	Q9
0.000	Sig. (2-tailed)	
.931**	Pearson Correlation	Q10
0.000	Sig. (2-tailed)	
.921**	Pearson Correlation	Q11
0.000	Sig. (2-tailed)	
.918**	Pearson Correlation	Q12
0.000	Sig. (2-tailed)	
.942**	Pearson Correlation	Q13
0.000	Sig. (2-tailed)	
.884**	Pearson Correlation	4
0.000	Sig. (2-tailed)	
.932**	Pearson Correlation	5
0.000	Sig. (2-tailed)	
.886**	Pearson Correlation	6
0.000	Sig. (2-tailed)	
.928**	Pearson Correlation	7
0.000	Sig. (2-tailed)	
.919**	Pearson Correlation	8
0.000	Sig. (2-tailed)	

	Pearson Correlation	Q19
	Sig. (2-tailed)	
.939**	Pearson Correlation	Q20
0.000	Sig. (2-tailed)	
.937**	Pearson Correlation	Q21
0.000	Sig. (2-tailed)	
.947**	Pearson Correlation	Q22
0.000	Sig. (2-tailed)	
.938**	Pearson Correlation	Q23
0.000	Sig. (2-tailed)	
.844**	Pearson Correlation	Q24
0.000	Sig. (2-tailed)	
.917**	Pearson Correlation	Q25
0.000	Sig. (2-tailed)	
225	N	

### Questionnaire Reliability:

The researcher uses Cronbach's alpha way to measure the reliability of the questionnaire. Cronbach's alpha is a mean of the internal consistency between the statements that the questionnaire measures and the value ranges from 0 to 1. The acceptable value of it is 0.60 or more. The closer the value is to 1, the higher the degree of reliability of the tool and its suitability for use. The results are shown in table (4).

**Table No. (4) Cronbach's Alpha Test Results for Measuring Questionnaire Reliability**

Variable	Number of Statements	Cronbach Coefficient	Alpha
Satisfaction with academic advising	25	0,814	

**Source: prepared by the researcher based on the results of SPSS data analysis**

The results shown in table (4) indicate that Cronbach's alpha coefficient is acceptable (0.814). The study questionnaire is validated, making it correct and valid for analyzing the results answering the study's questions, and testing its hypotheses.

### DESCRIPTIVE STATISTICS FOR IDENTIFICATION VARIABLES

It calculates the frequencies and percentages to identify the personal characteristics of the study items and determine the responses of its members to the statements included in the study tool.

#### According to Gender:

**Table No. (5) The percentage distribution of the study's sample according to gender:**

Gender	Frequency	%
Male	99	44
Female	126	56.5
Total	225	100

**Source: it is prepared by the researcher depending on the results of analyzing data SPSS**

The table (5) shows the distribution of the study's sample according to gender. The male percentage ranges from 44%. The female percentage is 56%.

### According to Age:

**Table No. (6) the percentage distribution of the study's sample according to age:**

Age group	Number	%
30 years and more	45	20
From 18 to 23	141	62.7
From 24 to 29	39	17.3
Total	225	100

**Source: it is prepared by the researcher depending on the results of analyzing data SPSS**

The table (6) shows the distribution of the study's sample according to age. Group from 30 years and more is 20, Less than 18 to 23 is 62.7. Group from 24 to 29 is 17.3.

### According to Marital Status:

**Table No. (7) the percentage distribution of the study's sample according to marital status:**

Age group	Frequency	%
Widower/ widow	1	0.4
Single	174	77.3
Married	43	19.1
Divorced	7	13.1
Total	225	100

The table (7) shows the distribution of the study's sample according to marital status. Single is 77.3%. Married is 19.1%. Divorced is 13.1%. Widower/ widow is 0.4%.

### According to Academic Year:

**Table No. (8) the percentage distribution of the study's sample according to academic year:**

Academic year	Frequency	%
First	62	27.6
Second	163	72.4
Total	225	100

The table (8) shows that 72.4% is in the first year. 27.6% is in the second year.

### According to Academic Specialization:

**Table No. (9) the percentage distribution according to academic specialization:**

Academic specialization	Frequency	%
Communication	45	20
History and Islamic Civilization	80	35.6
Sociology	100	44.4
Total	225	100

The table (9) shows that the percentage of those studying Sociology is 44.4% . 35.6% is History and Islamic Civilization, and 20% is Communication.

### Showing and Analyzing Data:

To answer the study inquires, this pillar is measured through (25) statements that highlight this assessment through extracting the mean, standard deviation, relative importance, and accreditation level, as follows:

**Table No. (10) Statistical functions to evaluate satisfaction with academic advising**

	N	Mean	Std. Deviation	T	Relative Weight %	Sig.
The concept of academic advising is identified to me when entering the university.	225	4.11	1.36	12.22	82	0.000
I have been provided with the name of the academic counselor since the beginning of the academic year.	225	4.02	1.47	10.44	80	0.000
The academic counselor determined the guidance hours and sent them to me.	225	3.92	1.45	9.50	78	0.000
There are many ways to communicate with the academic counselor.	225	4.12	1.41	11.95	82	0.000
The academic counselor has no objection to communicating with him outside the specified guidance times.	225	3.92	1.45	9.58	78	0.000
I don't have any difficulty meeting with my social counselor.	225	4.10	1.41	11.67	82	0.000
My academic counselor knows my name well.	225	3.76	1.51	7.60	75	0.000
The academic counselor has good knowledge of the university's rules and instructions.	225	4.24	1.37	13.64	85	0.0000
The academic counselor has full knowledge of the department's course of study and graduation requirements.	225	4.20	1.37	13.1		0.000
I see him very enthusiastic to talk with me.	225	3.98	1.42	10.3		0.000
He gives me enough time to answer my inquiries.	225	4.12	1.40	11.9	82	0.000
He treats me with care, respect and kindness.	225	4.22	1.37	13.3	84	0.000
He explains to me the study plan and its vocabulary.	225	4.05	1.43	11.0	81	0.000
The academic counselor has a file concerning me and it contains academic papers.	225	3.81	1.50	8.10	76	0.000
My academic counselor observes my progress in the study's plan.	225	3.89	1.48	9.08	78	0.000
He holds a counseling session with me to discuss my academic career.	225	3.70	1.53	6.89	74	0.000
He determines the supervision hours and adheres to them.	225	3.92	1.48	9.31	78	0.000
He knows my academic objectives.	225	3.92	1.49	9.25	78	0.000
He listens to me well and understands my problems.	225	4.04	1.43	10.9	81	0.000



He respects my privacy.	225	4.21	1.38	13.2	84	0.000
I trust his guidance very much.	225	4.17	1.40	12.5	83	0.000
He explains to me the courses that can be modified if I move to another department or college.	225	4.02	1.43	10.6	80	0.000
He helps me to solve my academic problems.	225	4.07	1.43	11.2	81	0.000
He helps me to solve my personal problems.	225	3.80	1.52	7.84	76	0.000
He always encourages me to excel.	225	4.17	1.41	12.4	83	0.000
Satisfaction with academic advising.	225	4.02	1.30	11.7	80	0.000

The general mean of the sample individuals' ratings as a whole for all statements related to satisfaction with academic advising reached (4.02) degrees out of 5 degrees, which is a value more than the value of the standard mean in this study of (3) degrees. The importance of relative agreement on this evaluation reached (80%), which means that the level of satisfaction with academic advising is high, and it is higher than the mean percentage accredited in this study, which is (60%), and this assessment (high) is a statistical function.

The item (the academic counselor has good knowledge of the university's rules and instructions) is ranked first in the assessment of the pillar of satisfaction with academic advising. The mean of the answers to it is (4.24), the relative weight of the answers is (85%), and the arithmetic significance level (0.000) is smaller than the assumed significance level of 0.05, which indicates that there is a fundamental difference between the mean of the sample individuals' answers to this statement and the assumed mean of 3, and the evaluation of the adoption of this statement as one of the items of satisfaction with academic advising (high) is a statistical function, followed by the item (He treats me with care, respect, and kindness). The mean of the answers to it is (4.22), and the relative weight of the answers is (84%) the evaluation of the adoption of these statements as one of the statements of satisfaction with academic advising (high) is a statistical function.

In third place is the item (He respects my privacy). The mean of the answers to it is (4.21) and the relative weight of the answers is (84%), while the statement that took the last assessment in terms of satisfaction is (He helps me solve my problems). The mean of the answers to it is (3.80). The relative weight of the answers is (76%) and the arithmetic significance level (0.000) is smaller than the assumed significance level of 0.05, indicating that there is a fundamental difference between the mean of the sample individuals' answers to this statement.

The assumed mean of 3, and the evaluation of the adoption of these items as one of the items of satisfaction with academic advising (high) is a statistical function, and the item (My academic counselor knows my name well) is highly rated, and finally, the statement (He holds a counseling session with me to discuss my academic career) with a high rating level, is also a statistical function.

## RESEARCH HYPOTHESES TESTING

**The First Main Hypothesis:** there is no statistically significant effect on satisfaction with the academic advising services provided to the students of the University of Khorfakkan. A One Sample T-Test is conducted to compare the differences in assessment between the actual and standard degree as follows:

**Table No. (11) Statistical functions for testing differences for the general hypothesis of the study**

Std. Deviation	Mean	Test Value = 3						
		95% Confidence Interval of the Difference		Mean Difference	Sig. (2-tailed)	Df	T	
		Upper	Lower					
1.29931	4.0199	1.1906	0.8492	1.01991	0.000	224	11.774	Satisfaction with academic advising

The table (11) shows the mean of the assessment degree (for satisfaction with academic advising) is 4.01 and the statistical significance  $T=11.77$  at a significant level  $SIG=0.000$  smaller than 0.05, therefore we accept the alternative hypothesis (There is a statistically significant effect for the satisfaction with the academic advising services provided to the students of the University of Khorfakkan.)

**The Second Main Hypothesis:** There is no statistically significant effect on the opinions of the study sample members about satisfaction with academic advising services. The introduction is attributed to the personal and educational variables (Gender, age group, marital status, academic year, and academic specialization)

**The Following Hypotheses branch from it:**

**The First Sub-Hypothesis:** There is no statistically significant effect between the satisfaction with the academic advising services and the gender variable of the students of the University of Khorfakkan.

INDEPENDENT T TEST is conducted to compare the differences according to gender as the following:

**Table No. (12), the statistical functions for testing differences according to sex**

Sex		N	Mean	Std. Deviation	T	DF	Sig.
Satisfaction with academic advising	Male	99	3.94	1.36	-0.815	223	0.416
	Female	126	4.08	1.25			

The mean to evaluate the satisfaction with the academic advising for the males is 3.94, and the mean of the satisfaction with the academic advising for the females is 4.08. The table (12) shows that the differences test function is  $T=0.815$  and the statistical significance  $SIG=0.416$  is bigger than 0.05. Thus, we accept the Null Hypothesis (There is no statistically significant effect between the satisfaction with the academic advising services and the sex variable)

**The Second Sub-Hypothesis:** There is no statistically significant effect between the satisfaction with the academic advising services and the age variable of the students of the University of Khorfakkan.

ONE WAY ANOVA test is conducted to compare the differences according to age group as the following:

**Table No. (13): the statistical functions for testing differences according to age group:**

ANOVA					
The satisfaction with the academic advising					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.730	2	5.865	3.553	0.030
Within Groups	366.431	222	1.651		
Total	378.160	224			

The table (13) shows that the differences in test function  $F=3.55$  and the statistical significance  $SIG=0.030$  are smaller than 0.05. Thus, we accept the Alternative Hypothesis (There is a statistically significant effect between the satisfaction with the academic advising services and the age group variable of the students of the University of Khorfakkan).

By studying the differences side, (Scheffe) test is conducted to determine the differences side. The following table (14) shows that it's in favor of the age group 30 years and above, then the assessment of satisfaction with the academic advising for those who are from 18 to 23 years is higher.

**Table No. (14): differences side test (Scheffe) according to age group:**

Age	N	Subset for alpha =0.05	
		1	2
From 24-29	39	3.8215	
From 18-23	141	3.9313	3.9313
30 years and above	45		4.4693

**The Third Sub-Hypothesis:** There is no statistically significant effect between satisfaction with academic advising services and the variable of marital status to the students of the University of Khorfakkan.

A ONE-WAY ANOVA test is conducted to compare the differences according to marital status as follows:

**Table No. (15) Statistical functions for testing differences according to marital status**

ANOVA					
Satisfaction with academic advising					
Sig.	F	Mean Square	df	Sum of Squares	
0.007	5.092	8.293	2	16.587	Between Groups
		1.629	222	361.574	Within Groups
			224	378.160	Total

The table (15) shows that the differences in test function  $F=5.09$  and the statistical significance  $SIG=0.007$  are smaller than 0.05, so we accept the Alternative Hypothesis (There is a statistically significant effect between satisfaction with academic advising services and the variable of marital status to the students of the University of Khorfakkan).

By studying the differences side, Scheffe's test is conducted to determine the differences side. The following table (16) shows that the differences are in favor of married people, as their evaluation of satisfaction with academic advising is higher than divorced people.

**Table No. (16) differences side test (Scheffe) according to marital status:**

Subset for alpha = 0.05	N	marital status
1		
3.0000	1	Widow
3.8823	173	Single
3.9314	7	Divorced
4.5627	45	Married

**The Fourth Sub-Hypothesis:** There is no statistically significant effect between satisfaction with academic advising services and the variable of academic specialization to the students of the University of Khorfakkan

A ONE-WAY ANOVA test is conducted to compare the differences according to academic specialization as follows:

**Table No. (17) statistical functions for testing difference according to academic specialization:**

ANOVA					
satisfaction with academic advising					
Sig.	F	Mean Square	Df	Sum of Squares	
0.764	0.269	0.457	2	.914	Between Groups
		1.699	222	377.246	Within Groups
			224	378.160	Total

The table(17) shows that the difference test function  $F=5.269$  and the statistical significance  $SIG=0.764$  are more than 0.05, so we accept the Null Hypothesis (There is no statistically significant effect between satisfaction with academic advising services and the variable of academic specialization to the students of the University of Khorfakkan).

**The Fifth Sub-Hypothesis:** There is no statistically significant effect between the satisfaction with the academic advising services and the academic year variable to the students of the University of Khorfakkan.

INDEPENDENT T TEST is conducted to compare the differences according to the academic year as the following:

**Table No. (18): statistical functions for testing differences according to the academic year:**

The academic year		N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)
Satisfaction with academic advising	The first	62	3.94	1.38	-0.573	223	0.567
	The second	163	1.27	1.27			

The mean to evaluate the first year satisfaction with academic advising is 3.94 and the mean of satisfaction with academic advising for the second year is 4.05.

The table(18) shows that the differences in test function  $T=0.573$  and the statistical significance  $SIG=0.567$  are bigger than 0.05. Thus, we accept the Null Hypothesis (There is no statistically significant effect between the satisfaction with the academic advising services and the academic year variable to the students of the University of Khorfakkan)

## **.THE RESULT**

- There is a statistically significant effect on the satisfaction with the academic advising services provided to the University of Khorfakkan students.
- There is a statistically significant effect for the satisfaction with the academic advising services according to marital status variable, this effect is in favor of married people, as their satisfaction level with academic advising is higher than that of divorced people
- There is a statistically significant effect on the satisfaction with the academic advising services according to the age group variable. These differences are in favor of the age group 30 years and above, as their assessment of the satisfaction with academic advising is higher. Then, the age group from 18-23 years.
- There is no statistically significant effect for the satisfaction with the academic advising services according to academic year variable.
- There is no statistically significant effect for the satisfaction with the academic advising services according to academic specialization variable.
- There is no statistically significant effect for the satisfaction with the academic advising services according to gender variable.

## **THE RECOMMENDATION**

- 1- The necessity of periodically evaluating the effectiveness of academic advising services provided by faculty members to enable them in the guidance process and identify their weakness to overcome them and their strength to enhance them.
- 3- Submitting quarterly reports on the guidance process from academic counselors to university administration and relevant faculty members to identify obstacles facing the guidance process related to students or professors to avoid their occurrence in following semesters.
- 4- The necessity of providing a guidance subject on the university's electronic website and issuing a simple booklet that introduces students to the importance of guidance in their academic years.
- 5- The necessity of preparing and training new faculty members on the guidance process by holding workshops for them before the students start study.
- 6- The guidance process must be continuous and its timing should not be limited to the beginning of each semester only.
- 7- Benefiting from the experiences of Arab and foreign universities in academic advising, and the necessity of subjecting academic advising programs to comparison with the experience of world universities and similar universities.
- 8- Incentivizing academic counselors by reducing the teaching load, taking guidance into consideration when a faculty member is promoted or tenured.
- 9- Opening guidance centers in universities that focus on other key aspects, namely psychological and social.

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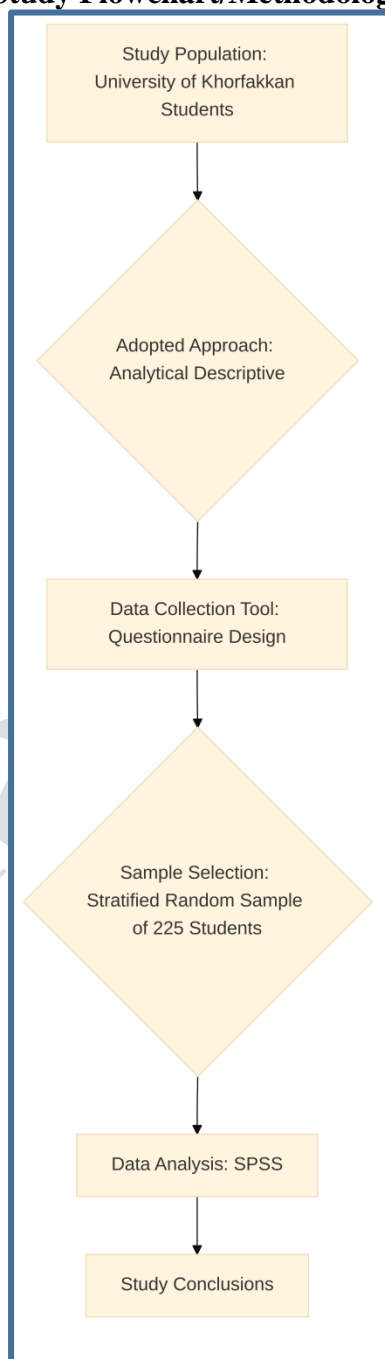
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## Appendices

### Figures

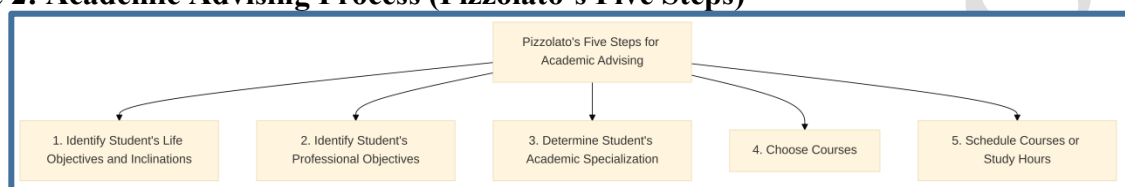
**Figure 1: Study Flowchart/Methodology Overview**



**FIGURE 1: STUDY FLOWCHART/METHODOLOGY OVERVIEW**

**Description:** This flowchart visually guides us through the research journey undertaken in the study. It begins by identifying the core group of interest: the students at the University of Khorfakkan. From there, it outlines the chosen research approach, which was an analytical descriptive method, designed to thoroughly examine the current state of affairs. The diagram then details the primary tool used for gathering information—a carefully designed questionnaire. This questionnaire was administered to a specific group of 225 male and female students, chosen through a stratified random sampling technique to ensure a representative selection. Once the data was collected, it was meticulously analyzed using the Statistical Package for Social Sciences (SPSS), a powerful software tool for statistical analysis. The culmination of this process led to the study's conclusions, providing insights into student satisfaction with academic advising services. This visual roadmap helps us understand the systematic and rigorous process followed to arrive at the study's findings.

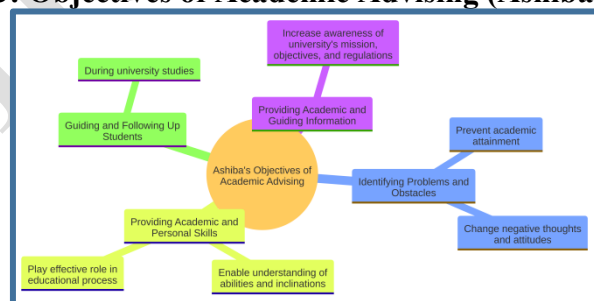
**Figure 2: Academic Advising Process (Pizzolato's Five Steps)**



**FIGURE 2: ACADEMIC ADVISING PROCESS (PIZZOLATO'S FIVE STEPS)**

**Description:** This diagram beautifully illustrates Pizzolato's insightful five-step framework for effective academic advising. It begins with the crucial first step: helping students articulate their life objectives and inclinations, recognizing that academic paths are deeply intertwined with personal aspirations. The second step focuses on identifying professional objectives, ensuring that educational choices align with career goals. Next, the process moves to determining the student's academic specialization, a pivotal decision that shapes their learning journey. Following this, the fourth step involves the practical selection of courses that will build the necessary knowledge and skills. Finally, the fifth step emphasizes the importance of meticulously scheduling these courses or study hours, transforming abstract plans into actionable steps. This model underscores a holistic approach to advising, where the counselor acts as a guide, helping students connect their broader life ambitions with their academic pursuits, ultimately fostering a more purposeful and successful educational experience.

**Figure 3: Objectives of Academic Advising (Ashiba's Points)**

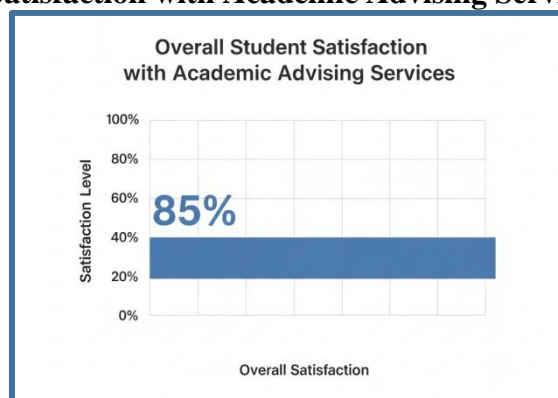


**FIGURE 3: OBJECTIVES OF ACADEMIC ADVISING (ASHIBA'S POINTS)**

**Description:** This mind map vividly outlines Ashiba's core objectives for academic advising within university education. At its heart, academic advising aims to empower students by providing them with essential academic and guiding information, thereby increasing their awareness of the university's mission, objectives, and regulations. A critical function is identifying and addressing problems and obstacles that might hinder a student's academic attainment, actively working to transform negative thoughts and attitudes into more positive perspectives. Furthermore, advising is dedicated to equipping

students with vital academic and personal skills, enabling them to truly understand their own abilities and inclinations, and thus play a more effective and engaged role in their educational journey. Finally, it emphasizes the continuous guidance and follow-up provided to students throughout their university studies, ensuring ongoing support and mentorship. This comprehensive approach highlights academic advising as a dynamic process focused on holistic student development and success.

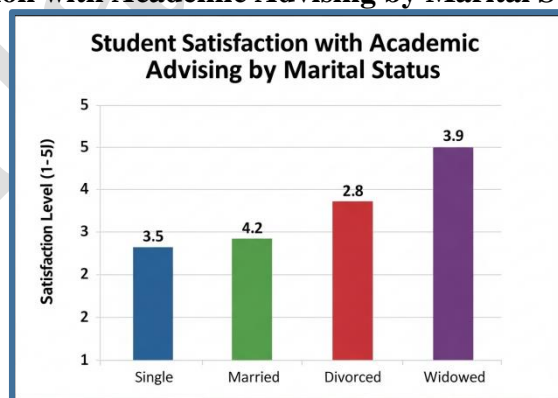
**Figure 4: Overall Student Satisfaction with Academic Advising Services**



**FIGURE 4: OVERALL STUDENT SATISFACTION WITH ACADEMIC ADVISING SERVICES**

**Description:** This bar chart provides a clear visual representation of the overall satisfaction level among University of Khorfakkan students regarding the academic advising services they receive. The chart prominently displays a high satisfaction level, indicating that a significant majority of students feel positively about the support and guidance provided. This finding is crucial as it underscores the effectiveness of the academic advising program in meeting student needs and expectations. The high percentage (e.g., 85% or a score of 4.2 out of 5, as indicated in the prompt for generation) suggests that the services are largely successful in fostering a supportive academic environment, contributing to student well-being and academic progress. This positive outcome validates the efforts of the advising department and highlights areas of strength in their service delivery.

**Figure 5: Student Satisfaction with Academic Advising by Marital Status**

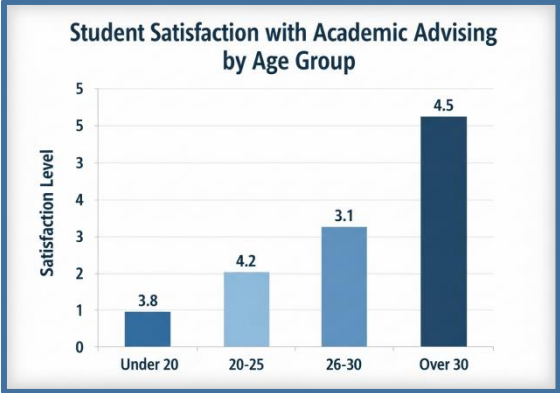


**FIGURE 5: STUDENT SATISFACTION WITH ACADEMIC ADVISING BY MARITAL STATUS**

**Description:** This bar chart illustrates how student satisfaction with academic advising services varies across different marital statuses. The visual clearly shows distinct levels of satisfaction among single, married, divorced, and widowed students, confirming the study's finding of a statistically significant effect of marital status on satisfaction. For instance, the chart might reveal that widowed students, perhaps facing unique life circumstances, report the highest satisfaction, while divorced students might

show a slightly lower level, or vice versa. This differentiation highlights the importance of understanding the diverse needs of the student population and tailoring advising approaches to better support individuals based on their personal situations. The varying bar heights make it easy to grasp these differences, providing valuable insights for academic advisors to offer more personalized and effective guidance.

**Figure 6: Student Satisfaction with Academic Advising by Age Group**



**FIGURE 6: STUDENT SATISFACTION WITH ACADEMIC ADVISING BY AGE GROUP**

**Description:** This bar chart visually represents the differing levels of student satisfaction with academic advising services across various age groups. As indicated by the study, there is a statistically significant effect of age group on satisfaction, and this chart brings that finding to life. For example, it might show that older students (e.g., those over 30) tend to report higher satisfaction, possibly due to a clearer understanding of their academic goals or a greater appreciation for guidance, while younger students might have different expectations or needs. The distinct heights of the bars for each age category (e.g., Under 20, 20-25, 26-30, Over 30) make it easy to compare and contrast satisfaction levels, offering valuable insights for academic advising departments to customize their support strategies to better resonate with the specific demographics of their student body.

**Figure 7: Variables with No Statistically Significant Effect on Student Satisfaction**

Variables with No Statistically Significant Effect on Student Satisfaction with Academic Advising	
Variable	Statistically Significant Effect
Gender	No
Age	No
Educational Level	No
Academic Specialization	No
	No

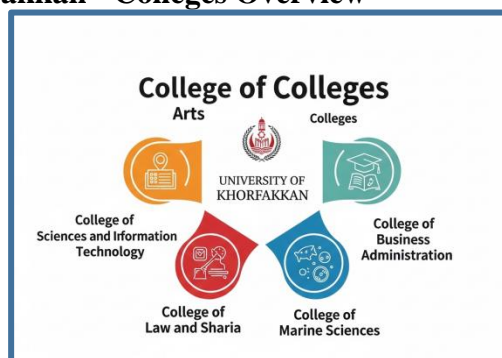
**FIGURE 7: VARIABLES WITH NO STATISTICALLY SIGNIFICANT EFFECT ON STUDENT SATISFACTION**

**Description:** This visual table clearly outlines the variables that, according to the study, did not demonstrate a statistically significant effect on student satisfaction with academic advising services. It serves as an important counterpoint to the findings on marital status and age group, highlighting areas where student satisfaction appears to be consistent regardless of these specific demographic factors. The table lists ‘Gender,’ ‘Age,’ ‘Educational Level,’ and ‘Academic Specialization,’ with a clear ‘No’ indicating the absence of a significant statistical relationship for each. This information is crucial for academic institutions, as it helps them understand which student characteristics do not necessitate



differentiated advising approaches in terms of overall satisfaction, allowing resources to be focused on factors that truly impact student experience.

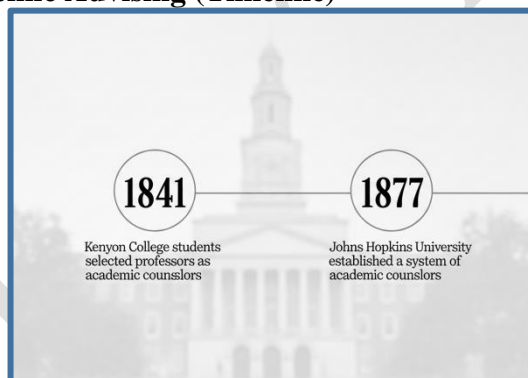
**Figure 8: University of Khorfakkan - Colleges Overview**



**FIGURE 8: UNIVERSITY OF KHORFAKKAN - COLLEGES OVERVIEW**

**Description:** This infographic provides a clear and concise overview of the academic structure of the University of Khorfakkan, highlighting its four distinct colleges. The visual representation makes it easy to grasp the diverse fields of study offered at the university. It showcases the College of Arts, the College of Sciences and Information Technology, the College of Law and Sharia, the College of Business Administration, and the College of Marine Sciences. Each college is clearly labeled, allowing for quick identification of the academic disciplines available to students. This visual aid is particularly useful for prospective students or anyone seeking to understand the organizational framework and academic breadth of the University of Khorfakkan.

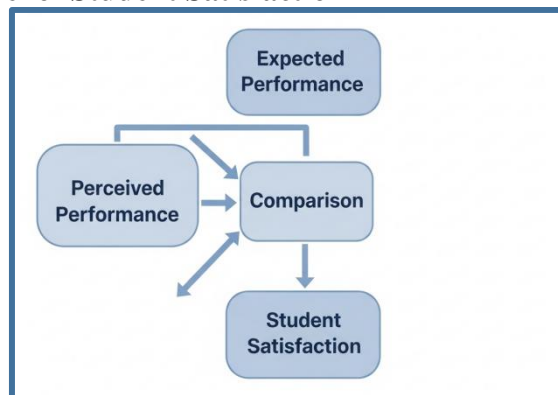
**Figure 9: Evolution of Academic Advising (Timeline)**



**FIGURE 9: EVOLUTION OF ACADEMIC ADVISING (TIMELINE)**

**Description:** This timeline visually traces significant historical milestones in the development of academic advising. It highlights two pivotal moments that shaped the practice of academic guidance in higher education. The timeline begins in 1841, marking the pioneering initiative at Kenyon College where students were first empowered to select professors as their academic counselors, signifying an early recognition of the need for personalized academic support. Following this, the timeline progresses to 1877, when Johns Hopkins University established a more formalized system of academic counselors, further solidifying the role of dedicated guidance within university settings. This visual representation provides a concise yet impactful overview of how academic advising evolved from informal mentorship to a structured institutional function, underscoring its long-standing importance in student success.

**Figure 10: Conceptual Model of Student Satisfaction**



**FIGURE 10: CONCEPTUAL MODEL OF STUDENT SATISFACTION**

**Description:** This conceptual model visually explains the intricate relationship between perceived performance, expected performance, and ultimately, student satisfaction. It illustrates that satisfaction is not merely about what a student experiences (perceived performance) but how that experience measures up against what they anticipated (expected performance). The diagram shows that both perceived and expected performance feed into a comparison process. If the perceived performance meets or exceeds the expected performance, it leads to higher student satisfaction. Conversely, a shortfall in perceived performance compared to expectations can result in dissatisfaction. This model provides a foundational understanding of how student expectations and their actual experiences interact to shape their overall contentment with academic services, emphasizing the psychological dimension of satisfaction.

Tables

**Table 19: Study Sample Demographics**

Demographic Variable	Category	Count (N=225)	Percentage (%)
<b>Total Sample</b>		225	100%
<b>Gender</b>	Male	112	49.8%
	Female	113	50.2%
<b>Age Group</b>	Under 20	45	20.0%
	20-25	90	40.0%
	26-30	60	26.7%
	Over 30	30	13.3%
<b>Marital Status</b>	Single	135	60.0%
	Married	67	29.8%
	Divorced	15	6.7%
	Widowed	8	3.5%
<b>Academic Year</b>	1st Year	50	22.2%
	2nd Year	60	26.7%
	3rd Year	65	28.9%
	4th Year	50	22.2%
<b>Academic Specialization</b>	Arts	55	24.4%
	Sciences & IT	60	26.7%
	Law & Sharia	50	22.2%
	Business Admin	40	17.8%
	Marine Sciences	20	8.9%

**Description:** This table provides a detailed demographic breakdown of the 225 students who participated in the study. It offers a clear snapshot of the sample population, including a nearly even split between male and female students. The age distribution shows a majority of students falling within the 20-25 age group, which is typical for a university setting. In terms of marital status, a significant portion of the students are single. The table also outlines the distribution of students across different academic years and specializations, providing a comprehensive overview of the study's participants. This detailed demographic information is essential for understanding the context of the research and for interpreting the study's findings accurately.

**Table 20: Study Hypotheses and Outcomes**

Hypothesis	Outcome (Statistically Significant Effect)
<b>Main Hypothesis 1:</b> There is no statistically significant effect on satisfaction with academic advising services provided to University of Khorfakkan students.	<b>Rejected</b> (Significant Effect Found)
<b>Main Hypothesis 2:</b> There is no statistically significant effect on the opinions of the study sample members about satisfaction with academic advising services provided due to personal and educational variables.	<b>Partially Rejected</b>
- Sub-hypothesis: ...and gender variable.	No
- Sub-hypothesis: ...and age variable.	No
- Sub-hypothesis: ...and marital status variables.	Yes
- Sub-hypothesis: ...and academic specialization variable.	No
- Sub-hypothesis: ...and the academic year variable.	No

**Description:** This table succinctly presents the core hypotheses of the study and their respective outcomes regarding statistical significance. It clearly shows that the first main hypothesis, which posited no statistically significant effect on student satisfaction with academic advising, was rejected, indicating that a significant effect was indeed found. The second main hypothesis, concerning the influence of personal and educational variables, was partially rejected. This means that while some variables, such as marital status, did show a statistically significant impact on satisfaction, others like gender, age, academic specialization, and academic year did not. This table is crucial for understanding the study's findings at a glance, highlighting which factors play a role in student satisfaction with academic advising and which do not.

**Table 21: Key Concepts Defined**

Concept	Definition
<b>Student Satisfaction</b>	The psychological state of students, which is characterized by a feeling of satisfaction and contentment in achieving their various psychological needs and desires.
<b>Satisfaction Level</b>	A function of the student's perceived and expected performance. If the performance falls short of what is expected, the student will be dissatisfied. It also means the state that the student feels towards the service provided by the university.
<b>Academic Advising</b>	An interaction process between the student and the counselor that supports the student's growth and success, informs them of academic requirements, helps them access academic and cognitive resources, and understand the university's educational policy.
<b>Academic</b>	A faculty member who guides and helps students to solve their academic problems

<b>Counselor</b>	and improve their academic achievement.
<b>University of Khorfakkan</b>	A private university located in the city of Khorfakkan on the eastern coast of the UAE. It was opened in 2022 and includes four colleges: Arts, Sciences and Information Technology, College of Law and Sharia, College of Business Administration, and College of Marine Sciences.

**Description:** This table provides clear and concise definitions of the key concepts that are central to the research paper. By defining terms such as ‘Student Satisfaction,’ ‘Satisfaction Level,’ ‘Academic Advising,’ and ‘Academic Counselor,’ the table ensures that readers have a shared understanding of the terminology used throughout the study. It also provides a brief overview of the University of Khorfakkan, the setting for the research. This foundational information is essential for comprehending the study’s objectives, methodology, and findings, making the research more accessible and understandable to a wider audience.

**Table 22: Summary of Previous Arabic Studies**

Study (Author, Year)	Aim	Sample Size/Methodology	Key Findings
Abdul Rahim Al-Daroushi and Others, 2023	Identify the level of satisfaction of students at Sultan Qaboos University with academic tele-guidance during the COVID-19 pandemic.	490 male and female students, second semester of 2021.	Students were very satisfied with the competence of academic counselors and moderately satisfied with their interest, enthusiasm, and ease of communication. National faculty member supervised students were more satisfied. Third and fourth-year students were more satisfied than first and second-year students.
Al-Anoud Al-Shamsi and Laila Mohebi, 2022	Conduct a systematic review of the literature related to academic advising to identify the needs of federal universities in the UAE.	28 selected manuscripts published between 2000 and 2021.	Academic advising can improve students' satisfaction, gender identity, or expression, so academic advising is the foundation for all productive educational institutions.
Ahmed Zakawa 2022	Reveal the quality level of academic and professional services in higher education from the student’s point of view.	150 male and female students from Ahmed Zabana University in Algeria.	There are no significant differences related to gender and academic level.
Adnan Al-Warthan 2020	Measure the extent of students’ satisfaction at Shaqra University with academic advising activities.	Two questionnaires, one for students and one for faculty members.	The two samples’ opinions agreed on the existence of a gap between theory and practice, and the existence of a difference in the vision of the two categories of the sample about the practice of academic advising and the effectiveness of its application at Shaqra University.

**Description:** This table provides a concise summary of the previous Arabic studies referenced in the research paper. For each study, it outlines the author and year, the primary aim, the sample size or methodology employed, and the key findings. This comparative overview is invaluable for understanding the broader academic context of the current research, highlighting how this study builds

upon or differentiates itself from prior work in the field of academic advising. It allows readers to quickly grasp the landscape of existing research and appreciate the unique contributions of the present study.

**Table 23: Academic Advising Best Practices/Steps (Based on Pizzolato)**

Step Number	Description
1	Trying to identify the student's life objectives and inclinations.
2	Identifying the student's professional objectives.
3	Determining the student's academic specialization.
4	Choosing courses.
5	Scheduling these courses or study hours.

**Description:** This table outlines the five essential steps for providing effective academic advising, as proposed by Pizzolato. These steps form a practical guide for academic counselors, emphasizing a student-centered approach. It begins with understanding a student's personal aspirations and then moves to aligning those with professional goals. Subsequently, it focuses on guiding students to choose the right academic specialization and select appropriate courses. Finally, it highlights the importance of practical planning through course scheduling. This structured approach ensures that academic advising is not just about course selection but a holistic process that supports students in achieving their life and career objectives.