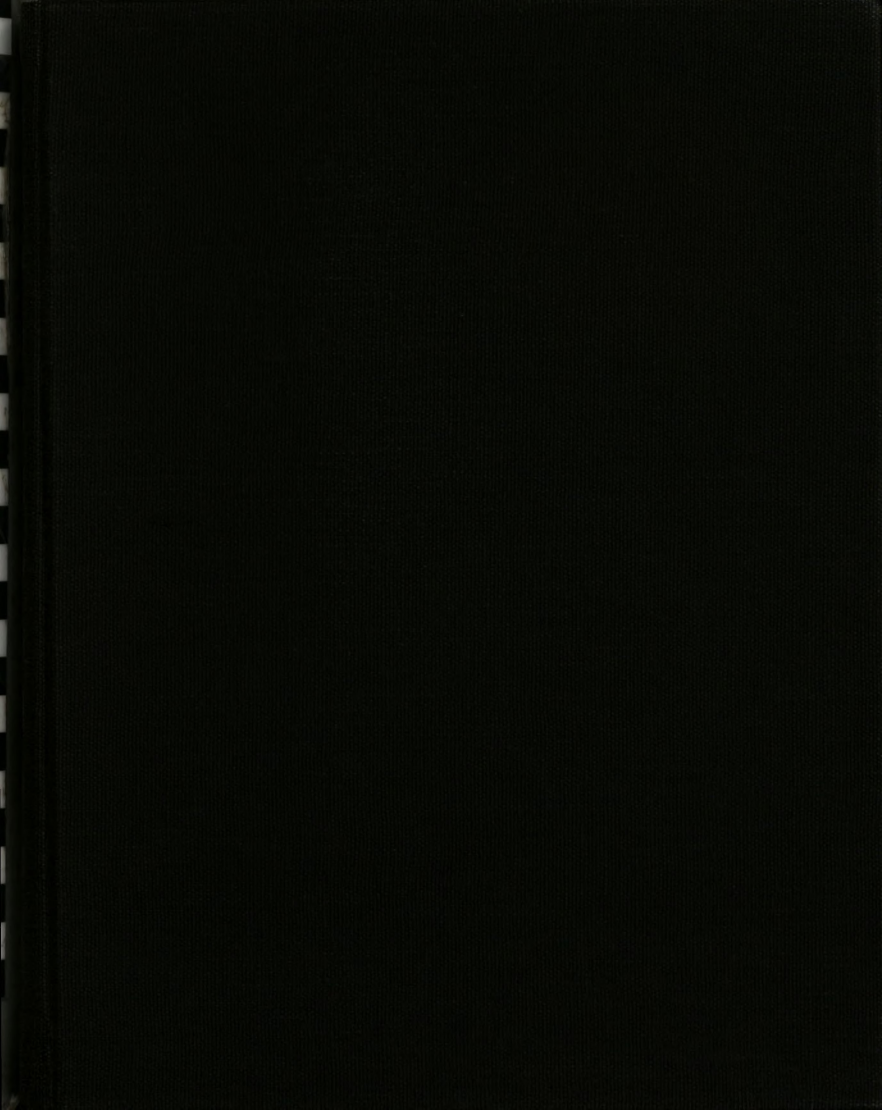
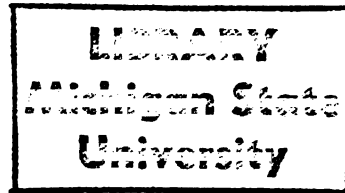






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dissertation entitled

A Study of the Undergraduate Academic Advising
Program At Umm Al-Qura University, Saudi Arabia,
As Perceived By Students and Faculty Advisers

presented by

Sultan Said Magsood

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Educational
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A STUDY OF THE UNDERGRADUATE ACADEMIC ADVISING PROGRAM
AT UMM AL-QURA UNIVERSITY, SAUDI ARABIA, AS
PERCEIVED BY STUDENTS AND FACULTY ADVISERS

By

Sultan Said Magsood

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Educational Administration

1986

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ABSTRACT

A STUDY OF THE UNDERGRADUATE ACADEMIC ADVISING PROGRAM AT UMM AL-QURA UNIVERSITY, SAUDI ARABIA, AS PERCEIVED BY STUDENTS AND FACULTY ADVISERS

By

Sultan Said Magsood

This study was designed to investigate the undergraduate academic advising program at Umm Al-Qura University. Two major objectives of the investigation were (1) to determine the academic advising needs of undergraduate students as perceived by faculty advisers of undergraduates and the undergraduate students themselves and (2) to determine the factors or problems that faculty advisers and students perceived as precluding both groups from performing and benefiting adequately from the academic advising program at Umm Al-Qura University.

The sample comprised 883 male undergraduate students and 110 faculty advisers. Two questionnaires, one for faculty advisers and one for students, were used to collect demographic data, perceptions of students and faculty advisers of the students' academic advising needs, and perceptions of faculty advisers and students of the factors or problems that preclude them from performing and benefiting from the academic advising program at Umm Al--Qura University. Statistical

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techniques used for data analysis were frequency distributions, means, standard deviations, rank ordering, t-test, MANOVA, and ANOVA.

This research revealed that faculty advisers and students perceived the 16 academic advising functions presented in their questionnaires as functions that should be fulfilled. Both groups considered advising functions related to academic and administrative concerns more important than functions related to personal and vocational/career concerns in terms of the extent they should be fulfilled. Moreover, faculty advisers and students revealed some degree of need for all 16 advising functions.

This research also revealed that faculty advisers considered 41 out of 45 factors that limit their efforts in performing their work as academic advisers as influential. On the students' side, 37 out of 46 functions that prevent or discourage students from benefiting from the academic advising program available to them were considered influential. Demographic variables identified in the study, except for student's college affiliation, student's adviser's nationality, and student's years in college, did not significantly differentiate students' and faculty advisers' perceptions of the factors presented in Part Three of their questionnaires. Based on the study findings, recommendations were made to help improve the academic advising program at Umm Al-Qura University.

بسم الله الرحمن الرحيم

*In the name of Allah,
the most merciful and the most beneficent*

Praise be to God, the Cherisher and Sustainer of the worlds, Most Gracious, Most Merciful, who says in the Holy Qur'an, "Proclaim! (or Read!) In the name of the Lord and Cherisher who created, Created man, out of a (mere) clot of congealed blood, Proclaim! And thy Lord is Most Bountiful, He who taught (the use of) the pen,--Taught man that which he knew not." And peace be upon his prophet and messenger Mohammad who said, "For him who adopts a path seeking knowledge, Allah eases the way to Paradise and angels spread their wings for a seeker of knowledge, being pleased with his occupation, and all that are in the heavens and the earth, including the fish in the water, ask for forgiveness for a learned one. A learned one is superior to a worshipper as the moon is superior to all the planets. The divines are heirs of the Prophets and the Prophets do not leave an inheritance of dirhems and dinars but only of knowledge. He who acquires knowledge acquires a vast portion (Abu Daud and Tirmidhi)."

This work is dedicated to the memory of my beloved father (may his soul rest in peace!), Saïd Magsood Bokhary, for his constant prayers and encouragement; to my mother, Jamillah, for her sacrifices, prayers, patience, and encouragement; and to my brothers, Abdul-Azize, Ahmmed, and Abdul-Rahman, for their support and advice in completing this study.

A special dedication to my wife, Sabah, my lovely son Ammar, and my beautiful daughter Abbrar, for their understanding, patience, and encouragement throughout the duration of this study.

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ACKNOWLEDGMENTS

This work could not have been undertaken without the contributions of many people. Special thanks and appreciation are extended to:

Dr. Eldon Ray Nonnamaker, chairman of my doctoral committee, for his guidance, direction, consistent counsel, continual encouragement, and constructive advice throughout my doctoral program.

Drs. Howard Hickey, Louis Hekhuis, and Marvin Grandstaff for their valuable support and service on my doctoral committee.

Drs. Roushdy Toiemah and Farouq Abdul-Salam for their help and consultation.

Those faculty members and students at Umm Al-Qura University who participated in completing the questionnaires, without whom this study would not have been possible.

Umm Al-Qura University for its support throughout my doctoral studies.

To all my brothers and friends, who were very helpful during the process of completing this study.

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CHAPTER I

THE EDUCATIONAL PROBLEM

Saudi Arabia needs trained Saudi Arabians to satisfy a large demand for advanced technicians in all fields. One of the most ambitious efforts being undertaken by the Saudi Arabian government is to train indigenous manpower. In this regard, Nabtí (1980) wrote:

Attempts have been made to develop Saudi manpower to cope with the country's growth targets and to replace the foreign workers with nationals. In order to reach this goal the government embarked on a massive crash expansion program of the school system. (p. 33)

In article 229 of the Educational Policy of the Kingdom of Saudi Arabia (1978), it is stated that:

Manpower is considered by the State as the springboard of the utilization of all its other resources. The State considers the development of this power, through education and cultivation, the basis for general development. (p. 4)

Exposure to more opportunities of higher education is an important strategy the Saudi government has employed to achieve development of well-qualified manpower in the country. Accordingly, the institutions of higher education have been undergoing massive and unprecedented expansion in student population and educational facilities. Backer (1982) noted that the government of Saudi Arabia increased its spending for higher education from 1.982 billion dollars to 5.539 billion dollars between the years 1976 and 1980.

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Resulting from ongoing needs for well-trained manpower as well as the need to train the Saudi population to provide that manpower itself, institutions of higher education were almost entirely dependent on foreign technicians. Some foreign technicians were contracted to provide training in Saudi Arabia. Saudi Arabian students also traveled to other countries to pursue opportunities in higher education.

All Saudi institutions of higher education were modeled after foreign institutions or greatly influenced by the experiences of the Saudis who had returned with advanced degrees from other countries such as the United States. This influence was most apparent in the areas of organizational development, admissions policies and procedures, facilities, instructional methods, textbooks, methods of registration, and curriculum.

Foreign influence came from two sources during two different periods.

Between 1950 and 1970 Saudi institutions of higher education were influenced by Egyptian educators who brought to Saudi Arabia that which they had learned at British and French institutions of higher education. Educators from other Arab countries were also influential (Faheem, 1982).

The second period extended from 1970 to the present. During that period most Saudi institutions of higher education shifted from the British and French educational influences to U.S. influences--the credit-hour system predominated. Alf (1979) noted:

The University of Petroleum was the first Saudi university to implement the American semester credit hour system. In 1973 King

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Saud (Riyadh) University started to implement the concept in the College of Education on an experimental basis. King Abdul Aziz University implemented the new system in 1975 after it was approved by the supreme Council of the University. (p. 277)

With the exception of the University of Petroleum and Minerals in Dhahran, which effectively applied the credit-hour system due to assistance provided by American experts who implemented the system, the application and implementation of the Western credit-hour system was accompanied by many difficulties. Jan (1983) stated:

Although the semester credit-hour system has provided new routes to improving the University in Saudi Arabia, there is still a need for comprehensive studies to be conducted to find out why such a system is still facing many difficulties in implementation and practice. (p. 74)

One of the most serious difficulties facing the Saudi Universities during the process of implementing the semester credit-hour system is establishing an academic advising program. At the present time, academic advising is not being provided effectively, as expressed by some of the university constituents. Many reasons have been identified that explain this situation.

1. The semester credit-hour system in Saudi Universities is relatively new. Academic advising is an essential component in the credit-hour system. Consequently, its functioning within the system of higher education is characterized by inexperience.

2. Decision makers perceive facilities, registration, admissions, curricula, and libraries as higher priorities than academic advising. Therefore, little attention has been paid to that function.

3. Even though many faculty members are Arabs from other countries, they were trained to implement the British system. Their

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exposure to the semester credit-hour system is minimal which prevents them from utilizing it in Saudi Arabia.

The experience of one university exemplifies the problems academic advising faces in Saudi Arabia. Constituents at Umm Al-Qura University expressed their dissatisfaction with the academic advising program in the following way.

An article in Sadda Al-Jamia, the university newspaper, reported the suspension of some students from the university due to their unacceptably low grade point averages. The Dean of Registration and Admission attributed their low grade point averages to shortcomings in the academic advising programs in some departments.

The Director of the Registration Office blamed students' low achievement on many factors, one of which was the inadequacy of the academic advising program. He perceived it as inadequate because of (a) increased enrollments and subsequent increased faculty advisement loads, and (b) lack of experience of faculty members as academic advisers.

The Director of the Office of Academic Advising indicated that the students' suspensions were due to lack of cooperation between faculty advisers and students in the academic advising process.

Statement of the Problem

Given the above, it is apparent that the academic advising program at Umm Al-Qura University experiences many problems and improvement is sorely needed. A logical place to begin improving the

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system is indicated by recognizing the fact that an academic advisement program exists primarily to serve the academic needs of the university's students. As Burke (1981) noted,

tinkering with a[n] [advising] system which does not reflect participant needs will do little to resolve the fundamental problem. . . . An effective advising program is one that reflects the needs and expectations of participants in the process. (p. 3)

Advisement-related needs of faculty and advisees must be determined at Umm Al-Qura University. Factors that prevent students and limit faculty advisers from benefiting from the academic advisement process must also be investigated. Once information is collected regarding perceived needs of both groups and the factors limiting their fulfillment, a more effective faculty advising system can be designed.

The study upon which this research report is based attempted to generate information that would assist decision makers solve the above-described problem.

Purpose of the Study

There were three purposes for conducting the study; (a) to investigate the perceptions of faculty members and undergraduate students at Umm Al-Qura University regarding students' academic advising needs; (b) to determine the major factors or problems that prevent or limit the fulfillment of academic advising as perceived by undergraduate students and faculty members; and (c) to contribute to higher quality undergraduate academic advising at Umm Al-Qura University.

The study was guided by seven research questions:

Research Question 1: What are the academic advising needs of undergraduate students as perceived by faculty advisors?

Research Question 2: What are the academic advising needs of undergraduate students as perceived by the students themselves?

Research Question 3: What do faculty members perceive as factors or problems that limit their performance as academic advisers?

Research Question 4: What do the students perceive as factors or problems which prevent or discourage them from fulfilling their academic advising needs?

Research Question 5: Do faculty members' demographic variables (age, nationality, academic rank, years of advising experience, number of advisees, highest degree held, and college affiliation) affect their perceptions of the factors or problems that limit their performance as academic advisers?

Research Question 6: Do students' demographic variables (age, years in college, college of enrollment, students' nationality, advisors' nationality, and student enrollment status) affect their perceptions of the factors or problems that prevent or discourage them from fulfilling their academic advising needs?

Research Question 7: Do faculty and students differ in their perceptions of the following aspects of academic advisement: (a) the possible outcomes expected from the academic advisement process, (b) the accepted definition of the program and related information needs, (c) the commitment of university authorities to academic advising, (d) the establishment of a complementary or centralized advisory bureau, (e) the advisement responsibilities assigned to faculty members, (f) the academic advising program's purposes and procedures, and (g) the evaluation of faculty advisers.

Limitations of the Study

Only male undergraduate students and male faculty members who advise undergraduate students at Umm Al-Qura University were selected as subjects for the study. In addition, recommendations and findings generated by the study's data are exclusive to Umm Al-Qura University. Generalizations to other universities in Saudi Arabia may not be appropriate.

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Importance of the Study

In A Guide to the Resources for Student Counseling and Advising of the University of Michigan it was stated:

Academic advising is, for an educational institution, the foundation of its counseling structure. Such advising must help the students to resolve questions arising in the selection of specific programs and courses, in the development in the individual of a philosophy of education, and in academic performance, both before and after a student experiences difficulty. (p. 24)

Burke (1982) concluded in his study of the academic advising needs of students at Florida State University: "Academic advisement is an important part of university life because it aids the students in determining and sustaining their course of study as well as career objectives" (p. 24).

Emphasizing the importance of this research is the fact that the academic advising program in Saudi universities, in relation to students' needs, has never been systematically investigated by researchers. Despite its relevance to effectively carrying out a credit-hour system (that is already in place), it appears that little attention has been paid to academic advisement. Academic advisement is an important issue to be studied due to other, more "institutional" or "organizational" reasons.

Most institutions of higher education in Saudi Arabia use the credit-hour system. However, all K-12 schools (with the exception of a small number of high schools) have the traditional system. Confusion arises as graduates of these schools attempt to enter institutions of higher education where trained academic advisers should be present (but

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are not) to appropriately credit incoming students for courses taken at these institutions of higher education.

According to Al-Malleess (1980), Saudi Arabia has two different types of high schools: (a) the "comprehensive" school in which students don't specialize in one area but can choose a variety of subjects after tenth grade, and (b) the "traditional" school in which students are tracked into either The Arts or Science concentration after tenth grade. These differences create difficulties for students who need the important skills of trained academic advisers to help them adjust to the new environment and the requirements of the university.

Raising the issue of academic advising will bring it to the attention of faculty members who, to a large extent, are not familiar with the credit-hour system or the responsibilities of the academic advising program, yet, in some cases, are required to perform the duties of the academic adviser.

Information generated by the study will also benefit university administrators who lack knowledge about the role and specific functions of an effective academic advising program.

After the recent academic suspension of many students from Umm Al-Qura University for maintaining an unacceptably low grade point average (Sada Al-Jamia, p. 4, 1st ed.; Jumada Al-Ala, 1405), students protested citing the absence of a clear and effective academic advising program as the reason for their poor performance. The students declared that they had not received any help from the university in

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understanding their responsibilities, how and why they should choose certain courses, and how to succeed at the university.

The importance of the study is underscored by the above-mentioned events.

Definition of Terms

Academic advising--Duties performed by faculty members to assist students with making decisions regarding their personal, educational, and vocational needs (Hardee, 1970).

Needs--"Refers to discrepancies between the extent to which advising functions should be fulfilled and the extent to which advising functions are being fulfilled as perceived by students and faculty" (Burke, 1981, p. 9).

Perceived--"To have taken hold of, felt, comprehended, grasped mentally, recognized, observed, or become aware of primarily through the senses of sight and hearing" (Smith, 1974, p.9).

Faculty advisers--All faculty members to whom the responsibility of advising undergraduate students is assigned at Umm Al-Qura University, besides their basic responsibilities of teaching, research, and community service.

Factors--Conditions that students and/or faculty advisers believe prevent or discourage them from properly fulfilling and performing academic needs or duties.

Undergraduate students--All male students registered at Umm Al-Qura University in the second term of the 1984-85 academic year.

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Organization of the Research Report

Chapter I introduced the educational problem that was the object of the study. The purpose of the study, limitations of the study, the importance of the study, and a definition of terms were also incorporated in Chapter I.

In Chapter II, a historical background of the development of Umm Al-Qura University and a discussion of its academic advising program is provided.

In Chapter III, an overview of related literature is reported, dividing the literature into the following sections: (a) a historical background of academic advising in the United States, (b) the importance of academic advising, (c) definitions of academic advising, (d) the responsibilities of academic advising, (e) qualities of effective academic advising, and (f) studies of students' academic advising needs.

Chapter IV is devoted to a discussion of the methods used in collecting and analyzing the data generated by the study.

The fifth chapter presents the analysis of the data as well as an interpretation of the findings.

Chapter VI consists of a summary of the major findings and the conclusions drawn from those findings. Recommendations to improve the quality of the undergraduate academic advising program at Umm Al-Qura University are also made. Finally, suggestions based on information elicited by the study are introduced.

CHAPTER II

UMM AL-QURA UNIVERSITY AND ITS ACADEMIC ADVISING PROGRAM

The Saudi Arabian educational system was officially established when the first Ministry of Education was founded in 1953. Since that time, the educational system has expanded rapidly. "In terms of our human resources as only one example, Saudi Arabia has been opening between two and three new schools every week during the last five years" (Royal Embassy of Saudi Arabia, 1980, p. 5). This growth reflects the country's oil wealth and the government's ambition to transform the country from a poor, backward, desert state to a prosperous, industrialized, and conservative Islamic nation.

Higher education has also been markedly expanded. During the last 27 years, seven modern universities have opened.

During the decade of 1970 - 1980, university enrollment jumped from 6,942 in 1960-70 to 47,990 in 1979-80--a seven-fold increase in ten years. The average annual rate of growth works out to 21.3 percent which must be one of the highest in the world. (Ministry of Higher Education, 1970-1980, p. 31)

Included in the seven universities are King Saud University, founded in 1958, and Imam Muhammad Ibn Saud University, founded in 1974. These two universities are located in Riyadh, the capital of Saudi Arabia, in the central part of the country.

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The University of Petroleum and Minerals, located in the city of Dhahran, was founded in 1963; King Faisal University, located in the city of Al-Ahssa, was founded in 1975. These two universities are located in the eastern part of the country.

King Abdul Aziz University, located in the city of Jeddah, was founded as a private institution in 1967-1968 and converted to a state university in 1971. The Islamic University in Madina was founded in 1961. Both universities are located in the western part of the country, where Umm Al-Qura University, the setting of the study, is located.

Umm Al-Qura University

Although Umm Al-Qura University was designated a state university in 1980-81, its foundation was already deeply rooted, both historically and physically. Even before it was officially recognized as a state university, Umm Al-Qura University was similar to the other six universities with regards to physical appearance, number of colleges, and enrollment. But the history of what is now known as Umm Al-Qura University began in 1949, when the first Institution of Higher Education in Saudi Arabia was founded there. At that time it was called the College of Islamic Law, specializing in training students to become either Muslim judges, intermediate school teachers, or high school teachers.

The need to train teachers in other academic areas provoked officials to establish the College of Teachers there in 1952. The College of Teachers trained students to teach in academic areas such as

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English, science, and art. The College of Teachers and The College of Islamic Law became one institution in 1960-61. In 1962, the College of Teachers was once again separated from the College of Islamic Law and was called the College of Education.

Both the College of Education and the College of Islamic Law are located in the city of Makkah Al-Mukkaramah and are under the control of the Ministry of Education. By 1970-71, both colleges were affiliated with King Abdul Aziz University in the city of Jeddah. "Despite the integration of these two colleges into King Abdul Aziz University, they were still distinct entities" (Umm Al-Qura University, 1985, p. 9). However, the enormous increase in enrollment made government officials recognize and respond to the need for more colleges and academic specialties.

A royal decree was issued by King Khalid Ibn Abdul Aziz separating these two colleges from King Abdul Aziz University. The two colleges were assigned the name Umm Al-Qura University--Saudi Arabia's seventh state university.

Recent Status of Umm Al-Qura University

Umm Al-Qura University now consists of seven colleges: (a) the College of Shar'ia and Islamic Studies, (b) the College of Arabic Language and Its Arts, (c) the College of Dawa and USUL-Al-Dean, (d) the College of Applied Science and Engineering, (e) the College of Social Studies, (f) the College of Education in Makkah, and (g) the College of Education in Taif.

On September 22, 1985, it was reported that:

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the budget of the university for the fiscal year 1985-86 is 452.6 million Saudi Riyals [one U.S. dollar equals approximately 3.7 Riyals]. . . . The total number of students enrolling in Umm Al-Qura University is 14,000 students. Five thousand of that total are female students. (Al-Nadwa, p. 10)

Umm Al-Qura University has four major research centers: (1) The World Center for Islamic Education, (2) The Pilgrimage Research Center, (3) the Center for Scientific Research and Revival of the Islamic Heritage, and (4) The Center for Research in Education and Psychology. (Jan, 1983, p. 105)

Administratively, Umm Al-Qura University is controlled by the Ministry of Higher Education. The Minister of Higher Education is considered to be the Supreme President of all seven universities in Saudi Arabia.

Umm Al-Qura University, like the other six universities in the country, is under the direction of the Supreme Council of Universities. Members of the Supreme Council, whose leader is the Minister of Higher Education, includes the president of the university, the vice-presidents of the university, the deans of faculty, the Dean of the Arabia Institute, and two dignitaries from the community. However, the president of the university assumes all day-to-day responsibilities and serves as the highest ranking university authority.

The Future of Umm Al-Qura University

Umm Al-Qura University was recently located within the city of Makkah. Expansion of its facilities is limited. Therefore, the university is planning to move to a new campus outside of Makkah.

The total surface of the new campus will be 15 million square meters. The construction of the new campus will begin in the near future according to an interview with the president of the university. (Al-Nadwa, September 22, 1985, p. 10)

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In the same interview, the president of the university revealed that the College of Medicine, the College of Engineering, and the College of Economics will be established soon. Moreover, other campuses as branches of Umm Al-Qura University will be established in various cities throughout Saudi Arabia.

The Academic Advising Program at Umm Al-Qura University

Generally, the academic advising program at Umm Al-Qura University is implemented departmentally. That is, the planning, executing, and evaluating of the advisement process is conducted by each department. Faculty members within the departments perform the academic advising function.

Unfortunately, the current manner in which academic advising is provided (at the departmental level) creates many problems. The Dean of Registration and Admission and the Director of the Office of Academic Advising, during several meetings with the researcher during the data-collection period to discuss the situation of academic advising at Umm Al-Qura University, said that the most chronic problems caused by the academic advisement function as presently carried out are:

1. The wide range of academic advising delivered to students where some departments have an excellent academic advising program, and other departments have very weak advising programs; and
2. Academic advising in each department depends heavily on the experience of the chairperson in charge of academic advising. (pers. comm. with Salehi Al-Safe and Makki Hunian, March 1985)

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According to these university officials, some departments within the university are handicapped due to the lack of academic advising experience by the department chairperson. As a result, academic advising is inappropriately performed. In some departments academic advisement does not even exist. Nevertheless, the Dean of Registration and Admission at Umm Al-Qura University is committed to the continued development of the academic advising system.

The Dean tried to correct this situation by establishing the Department of Academic Advising. The purpose of this department was to increase the cooperation between the departments at the university and the dean's office in order to achieve an appropriate academic advising program. However, in a private interview with the director of this department it was revealed that the department is still new and many changes need to be made in order for it to achieve its goals. The department was established in 1984 (pers. comm. with Makkī Hunjān, March 1985).

Another attempt undertaken by the Dean to improve the situation was the writing of an initiative paper. The paper explained the status of academic advising at Umm Al-Qura University and encompassed the following major topics:

First, the paper described the importance of academic advising in the lives of university students. Academic advising was presented as a vital and very important factor during the students' entire university experience. It was considered especially crucial in the role it plays in developing the "whole" student.

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In addition, faculty members were portrayed as the primary participants upon whom academic advising depends. At Umm Al-Qura University a specific number of students are assigned to faculty advisers whose responsibility is to help students overcome their academic and nonacademic problems. The paper also advanced the idea that the academic advising system complements the credit-hour system.

Second, the paper reported the shortcomings of academic advising at Umm Al-Qura University while explaining the consequences of these shortcomings as well as their possible causes. According to the Dean's paper, the following consequences are a direct result of the shortcomings in academic advising at Umm Al-Qura University.

1. Students take courses that are not required; courses needed as prerequisites are not taken (i.e., students in the graduate program take courses from the master's program while they are still at the diploma level).

2. There is an increase of stress on students during the drop-and-add period because they add and drop too many courses due to the absence of adequate advising.

3. There is an increase in the number of students who withdraw from the university and go to other universities, as well as an increase in the number of students who change their majors.

4. As a result of the consequences discussed above, the students' grade point averages decrease, which in many cases causes them to postpone their studies or be dropped from the university.

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Three major reasons explain the above consequences: (a) the number of faculty members serving as advisers is not adequate in comparison to the number of incoming students; (b) some of faculty have no experience using the credit-hour system which, because academic advising is a fundamental aspect of its operation, means those faculty members are also unprepared to conduct academic advisement, and those who do practice academic advisement seem unaware and careless in their performance of that duty; and (c) the unavailability of the advisers during registration time causes many students to register independently and sometimes incorrectly.

Third, the initiative paper identified the following actions that could help overcome the shortcomings of the present academic advising process:

1. The development of academic advising for freshmen.
2. Increasing the number of publications directed to students to assist them adjust to university life.
3. The distribution of the University Guide to faculty members.
4. Using all the human and material resources available from the Office of the Dean of Registration and Admission at registration and during the drop-and-add period.
5. A more frequent posting of notices around the university that provide students with updated information about university activities and regulations.

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Finally, the paper outlined the responsibilities of academic advisers as follows:

1. Providing students with scholastic information, information about the colleges and departments at the university, and information about courses which are offered in the department. Also, understanding the students' interests to help them choose the right major.

2. The continual monitoring of students' academic achievement including improvements in performance as well as difficulties--taking action, as indicated.

3. Assisting students during registration and the drop-and-add period assuring that students register in accordance with their achievement in previous courses. Also to ensure that students register according to university regulations.

4. During the drop-and-add period, assisting students choose alternative courses that do not conflict with courses already chosen.

5. The academic adviser must promote cooperation between university units as well as maximize the assistance provided students by seeking help from the Student Personnel Office, other faculty, the Registrar's Office, the library, and the medical center.

The Dean also issued The Student Guide, which contains valuable information for students, such as:

1. An explanation of the importance of academic advising and its role in facilitating for students the entire university experience.

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2. An explanation of the importance of cooperation between the student and faculty adviser if academic advising is to be successful.

3. A statement of the goals of academic advising: (a) to help students understand the credit-hour system and how to plan their programs, (b) to help students select courses in accordance with university requirements, and (c) to monitor students' registration until the end of the drop-and-add period (Umm Al-Qura University, 1985).

Summary

This chapter was devoted to a discussion of Umm Al-Qura University, the setting of this study. A brief historical background about Umm Al-Qura's development was provided. The recent status of the university was also discussed, including the recent budget and the way the university is operated. Following that, the future prospects of Umm Al-Qura were discussed. Finally, the writer discussed the academic advising program, its status, shortcomings, and other issues to shed some light on the standing of the academic advising program at Umm Al-Qura University.

CHAPTER III

RELATED LITERATURE

The review of related literature consists of the following sections: The first section presents the historical development of the work of academic advising as one of the functions in institutions of higher education in the United States. Section two describes the importance of academic advising. Section three provides definitions of academic advising as practiced at institutions of higher education.

The responsibilities of academic advisement at institutions of higher education are listed in the fourth section, which also presents the following aspects of academic advisement: (a) the conflict regarding who is responsible for delivering academic advising, (b) the faculty member as a deliverer of academic advisement, and (c) the professional counselor as a provider of academic advising.

In the fifth section, the effectiveness of academic advising is discussed. This section is divided into two subsections. The first describes the factors that comprise an effective academic advisement program; the second discusses the obstacles that hinder the achievement of an effective academic advisement program. Finally, studies of students' academic advisement needs are described in the sixth section.

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Historical Background of Academic Advising

Information regarding the history of academic advising as practiced in institutions of higher education in the United States is limited. Despite the fact that academic advising has been practiced since the early days of higher education in the United States, its recognition as a special area of interest in those institutions is a relatively new phenomenon. DeLisle (1965) acknowledged that: "A search of the literature reveals practically no relevance to the matter of academic advising until the early twentieth century" (p. 3).

Three factors contributed to the lack of information about academic advising as a specific function in institutions of higher education: (a) there was no real necessity for an organized academic advising program in the early days of higher education since student populations were small and curricula were rigid (Grites, 1979); (b) the absence of a theoretical and operational recognition of the role of academic advising in institutions of higher education (Seppanen, 1981); and (c) academic advising of students by a designated faculty member was unknown in the institutions of higher education in the United States in the early periods. DeLisle (1965) reported that:

A century or more ago, specialized services to students were unknown. Many of the functions, however, were embedded in the institutional process and less complicated administration of that day. (p. 13)

On the other hand, other authors suggested that academic advising as a function practiced in institutions of higher education is not an entirely new phenomenon. In fact, some provided evidence that it is

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an old function extended from earlier days of American education.

Nonnamaker (1959) stated that:

The faculty adviser system has its roots deep in the history of American education. The colleges that were first founded in America used English institutions as a model in which the faculty and students lived, worked, and ate in a close association. (p. 8)

During this period, students were considered the most important factor in the teaching-learning process. The students' whole development was at the core of teaching-learning goals. In higher education, students' personal welfare was as important as classroom instruction (DeLisle, 1965). Additional insights into the practices of that period were recorded by Nonnamaker (1959), who quoted Cowley:

The faculties were usually composed of clergymen who lived in the dormitories with the students. Responsibility was assumed for providing guidance in matters of personal conduct. The enrollments were small, and the professors were more interested in teaching than research. Early educational practice was directed toward the development of the whole student. Instructional techniques were individualized with a relatively homogeneous faculty and student body, and limited curricular offerings. Few choices were available to the students. The meager necessity for seeking such assistance was fulfilled within the concept of instruction, which probably accounts for strong tradition link advising and instruction. (p. 5)

This period also witnessed an intimate relationship between faculty members and students. Nonnamaker (1959) reported that a homogeneous student body, a common curriculum, and the fact that faculty also served as advisers to their students contributed to the closeness of student-faculty relationships.

The close relationship between the faculty and students did not last forever. In the nineteenth century, institutions of higher education in the United States were greatly influenced by German

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universities. Universities in Germany perceived scholarship and research as the primary function of the teaching-learning process. Consequently, little attention was paid to the nonintellectual growth of students.

This influence on the institutions of higher education in the United States led to the intellectual development of students as the main purpose of these institutions. The close relationship between faculty members and students, practiced earlier, was abandoned. Evidence for this was provided by Nonnamaker (1959), who reported that:

One of the basic reasons for the change was the influence of the German universities upon American education. These universities were particularly noted for their use of the scientific method as a way of attacking problems. Thus, many Americans who studied in German universities returned imbued with the importance of research and the pursuit of scientific experimentation. Teachers so educated left students to their own devices. They no longer had time to be interested in them. (p. 9)

By the beginning of the twentieth century, a new philosophy began to emerge in the institutions of higher education in the United States. This emerging philosophy called for personal development of students and making the relationship between faculty members and students more personal. DeLisle (1965) found that the concern for intellectualism was being replaced by the original emphasis on the development of the whole student evidenced in the colonial period. Nonnamaker (1959) recorded that change:

At the beginning of the present century a number of new influences began to affect American education, and acted to reverse the philosophy and practice of impersonalization. Out of these influences emerged the field of student personnel work. Contributing to the movement were such influences as the ascendancy in elementary and secondary schools of individualized instruction; increased knowledge of the problems and capabilities of adolescents resulting from

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research in psychology and education; development of tests and testing; and changes in political, educational and social philosophy. (p. 11)

Academic Advising During Recent Years

In the recent past, institutions of higher education in the United States began to recognize the importance of attending to all aspects of the development of students. It was thought that this could be accomplished through the academic advising process. However, academic advising was still not assigned corresponding significance from institutions of higher education until very recently.

Today, academic advising is more comprehensive. It brings together many specialized personnel who have more information and provide academic and career planning (Grites, 1979). Moor (1976) recognized that universities are realizing that students want to improve the quantity and quality of faculty-student contacts as well as the settings in which those contacts take place. Institutions of higher education have responded by acknowledging that a faculty advising system is an important strategy to satisfying institutional and student needs in the area of academic advisement.

Even though academic advising has been perceived more favorably in institutions of higher education recently, its practice is still conducted in the way it was conducted a generation ago. Donk and Oetting (1968) reported that:

Most of our college and university campuses still utilize the faculty advising system inherited from the last generation. The adviser is generally assigned at random within the student's college or in his proposed major field. This adviser typically checks and signs the student's class schedule in the registration process,

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and, while technically approving the class schedule, all too frequently serves mainly in a clerical role. In fact, a trained clerk could undoubtedly check whether or not the student's program met the requirement for his degree and status in the institution, thus freeing the adviser professor for more efficient use of his time. (p. 400)

The Importance of Academic Advising

Despite practicing academic advising in a manner inherited from the last generation, its importance as a process and a function is apparent and noticeable in institutions of higher education today. In this regard, Burke (1981) concluded that "academic advisement is an important part of the university life because it aids the students in determining and sustaining their course of study as well as career objective" (pp. 2-3).

Program administrators at the University of Michigan underlined the importance of academic advising in institutions of higher education in the United States. They emphasized that academic advising is the foundation of counseling functions. Such advising must help students (a) select specific programs and courses, (b) develop a philosophy of education, and (c) perform adequately in their course work, both before and after a student experiences difficulty (Hardee, 1970).

The increased importance of academic advising as a process in institutions of higher education has been recognized by other researchers as well. Chathaparampil (1970) observed that academic advisement is important because college students, as a group, are very heterogeneous. They differ physically and intellectually, and adjust differently to the university experience.

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The crucial role academic advising can play in the recent and future life of institutions of higher education has also been studied.

Winston et al. (1982) reported that:

The current literature suggests that academic advising has great potential for reflecting change in modern higher education. The changing population of students, the need to increase retention, the need of students for adult role models, student consumerism, and the intent of many colleges and universities to provide educational programs. . . to educate the whole student have generated new interest in academic advising. (p. 3)

Modern Definitions of Academic Advising

Academic advising has been conceptualized in different ways. In the 1950s, academic advising was an administrative activity in which faculty members approved the courses students would take. In the 1960s, it was regarded as more of a counseling function. Academicians were called upon to develop closer relationships with students and to demonstrate personal concern for them. In the 1970s, academic advising was perceived as a decision-making process, incorporating students and advisers, whose purpose it was to reduce students' concerns and maximize their educational potential and benefits to be derived from the institution (Grites, 1979). It was a collaborative effort that was "ongoing, multifaceted, and the responsibility of both student and advisor" (Grites, 1979, p. 8).

The literature also revealed many attempts by writers in this field to define academic advising. Representative examples follow.

1. DeLisle (1965) defined academic advising as:

an educational experience, representing both a dynamic, continuing process and relationship. Thereby, a student and interested, capable members of the staff and faculty are engaged in a common

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pursuit of the existing resources of the educational institution to the end that the student may realize his educational and career goals according to his unique capabilities. (p. 169)

2. Hardee (1970) defined academic advising as:

An activity dispatched by members of teaching faculty and directed toward assisting students with their educational, vocational, and personal concerns at a defined level of competence. (p. 9)

3. DeLisle (1965) provided an additional definition of academic advising:

a process of mediation between the students and the resources of an institution to the end that the student makes optimal progress toward the goals of liberal and professional education in the light of his own abilities, interests, and aspirations. Therefore, academic advising involves assisting students in (a) assessment of his own abilities, interests, and aspirations, (b) acquiring information about courses, curriculum, regulations, and procedures, (c) interpreting the nature and goals of undergraduate (liberal and professional) education, (d) planning his total four year program, both courses and other experiences relevant to his career goals, (e) planning a career, (f) locating resources of the university which, through consultation, testing or otherwise, will assist the student in reaching his career goals. (p. 117-118)

4. Packwood (1977) defined the task of academic advising in its narrowest sense:

a choice of specific courses to meet requirements of a particular curriculum. . . . Advisement may also include helping with the choice of curricula and plans for making adequate programs within the course of study. Its major concern is with educational programming. (p. 469)

5. Winston et al. (1984) presented the task of academic advising as:

a developmental advising both stimulates and supports students in their quest for an enriched quality of life, it is a systematic process based on a close student-adviser relationship intended to aid students in achieving educational and personal goals through the utilization of the full range of institutional and community resources. It is a critical higher education function that requires the involvement and expertise of both academic faculty and students affairs professionals. (p. 8)

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Responsibility of Academic Advising

Despite the recognition by colleges of the importance of identifying a model or organizational framework for the delivery of advising, there is still an unsettled dispute among researchers about who is responsible for advising in institutions of higher education.

Nonnamaker (1959) indicated that the roles of faculty advisers and personnel specialists, with regards to advising students, are not well defined. Some faculty disapprove of the disintegrated approach to advisement that personnel specialists employ (i.e., advising the student in so many directions that development of the whole student is made more difficult). On the other hand, personnel specialists argue that faculty advisers are not prepared to genuinely assist students with more personal problems; that faculty are too preoccupied with other matters to attend to students' other, non-academic concerns (Nonnamaker, 1959). The differences in the approaches of these two groups results in the fact that "services are duplicated, advice is controversial and the student is either confused or forgotten" (Nonnamaker, 1959, p. 13).

The argument regarding assigning the responsibility of academic advising is a controversial issue. Many efforts have been and are being undertaken to diffuse this argument, which may help in its resolution. Both groups, faculty members and professional counselors (i.e., personnel specialists), are trying to settle this argument because they recognize that it is beneficial to students for agreement to be reached.

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A reconciliation may be coming. Both groups are beginning to recognize the unique contributions they can make. Personnel specialists often tried to validate their roles in the educational process by adding to their own responsibilities those usually assigned to faculty (whose training is also specialized, but different). Personnel professionals are now recognizing that difference and perceive the roles of both groups as complementary. However, it appears as though personnel specialists may have been overly zealous in demanding so much of the responsibilities related to student advisement because faculty accepted their diminished role and now the tide has turned--personnel specialists are trying very hard to influence faculty to become more active in the advisement process. Nonnamaker (1959) reported:

allowing for the fact that perhaps many personnel people have underestimated the interest of faculty in advising students, the matter of involving teachers in faculty advisory systems has become a matter of considerable concern. (p. 14)

Conflict regarding the assigning of academic advising continues to be a controversial issue, at least in the literature. Other researchers, however, believe that a conflict between faculty members and the professional counselor, regarding the academic advising function, does not exist.

Hardee (1970) conceptualized the functions of professional counselors in three ways and emphasized the interactive quality of the relationship between faculty advisers and counselors as follows: (a) counselors instruct faculty advisers in learning theory, personality development, and assessment procedures that contribute to establishing

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student learning experiences; (b) counselors intentionally extend their influence on students by working on a one-to-one basis with faculty who share in the confidences of students on a daily basis; and (c) together with the faculty, professional counselors promote a new dimension in learning by joining with administrators to provide experimental programs for persons who are educationally and economically disadvantaged, persons who experience handicaps, politically active persons, and persons involved in integrating the campus and surrounding community in order to improve the human condition.

Four steps for carrying out academic advisement have also been identified. The corresponding tasks are completed by both the counselor and faculty member involved in the advisement situation. The four steps follow:

1. Exploration of life's goals--facilitated by the professional counselor;
2. Exploration of vocational goals--facilitated by the professional counselor;
3. Selection of program--facilitated by faculty adviser; and
4. Selection of courses--facilitated by faculty and/or student assistants (Dameron & Wolf, 1974).

Cooperation between faculty and professional counselors has been viewed by some writers as critical for students, the cornerstone of the academic advising function. Teague and Grites (1980) asserted that:

Although student personnel professionals have generated improvements in the academic areas that affect the academic advising

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process through admission counseling, orientation programs, freshman seminars, career development centers, and learning laboratories, the faculty cannot be overlooked or discarded. Rather, cooperative efforts between the faculty and student personnel staffs need to be expanded. Mutual expertise must be recognized and used for the betterment of the total institution. (p. 41)

Examination of the responsibility of delivering the academic advising generates many other questions regarding this issue: What is the best delivery system for academic advising? What kinds of delivery systems are used now to carry out the academic advising process? What kind of delivery system do the students prefer when they encounter problems? What is the stance of those who advocate a specific delivery system? A discussion of factors having an influence on these issues follows.

Academic advising processes should be developed to meet the specific advising needs on each campus. The unique setting and situation of the institution should be reflected. Therefore, academic advising methods cannot be totally prescribed (Winston et al., 1982).

The most common academic advising delivery systems include advisement by faculty advisors, professional counselors, fellow students as peer helpers, and group advising (Winston et al., 1984).

However, according to data gathered from both faculty and students at Colorado State University during a study to evaluate the present advising system, students were asked to indicate in order of preference where they would go with both an academic and a personal problem. Originally, about 67% of the students had indicated that they would go to their faculty adviser with an academic problem. This figure remained unchanged after two years. Nevertheless (although upon

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entering college only slightly more than 75% of the students indicated that they would go to the instructor with an academic problem), after two years, over 90% indicated that the instructor was the preferred source of help. Of those who indicated that they would go to an adviser with a personal problem, only 10% would do so after two years as compared to 20% of freshmen (Donk & Oetting, 1968).

Observations of advocates for advisement systems staffed by faculty, professionally trained personnel, and students are presented below.

Faculty Members as Academic Advisors

Faculty members comprise one of the most common means of advising students in institutions of higher education in the United States. Winston et al. (1982) reported that "Faculty members have, and continue to be the primary movers in academic advising delivery systems" (p. 41). In that work, Corstenen is quoted as stating that "79 percent of all advising programs are currently maintained by the faculty" (p. 412). A longitudinal study of student development found that faculty has a tremendous influence on students:

Student-faculty interaction has a stronger relationship to student satisfaction with the college experience than any other involvement variable or, indeed, any other student or institutional characteristic. (Astin in Winston et al., 1982, p. 11)

Those who believe that faculty members should advise students, have many reasons to support their belief. Teague (1977) stated that "proponents of a faculty advisement system offer several persuasive arguments for assigning either sole or primary responsibility for

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advising to instructional staff" (p. 281). Other reasons include similarity of the teaching/advising functions (Hardee, 1970), expertness and specificity of teaching faculty (Hallberg, 1964), "instructor knowledge of academic programs" (Gallagher & Demos in Teague, 1977, p. 281), and "frequency of contact between faculty and students" (Evans & Neagley in Teague, 1977, p. 281).

Donk and Oetting (1968) believed that:

One rationale for assigning the adviser to this role is usually that of providing the student with a faculty contact, a person he can go to if he encounters difficulties, and who can provide guidance in planning his academic program and career. The student is typically required to check with this person each quarter or semester, again with the idea that continued contact will lead to a relationship that will benefit the student educationally and personally. (p. 400)

In assigning the faculty member responsibility as a deliverer of the advising function, certain policies must be in place to ensure that the advising is effective.

All academic and administrative personnel must recognize the importance and institutional significance of academic advising. Teaching loads and the number of advisees should be equitably assigned to faculty members. In addition, in-service programs must be provided all new instructors (Packwood, 1977).

Additional counselors to handle personal-life and vocational counseling problems, and sufficient clerical help, would improve the overall advisement function (Packwood, 1977).

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Finally, a program of evaluation by students, instructors, and counselors would provide necessary feedback on faculty effectiveness (Packwood, 1977).

Faculty Adviser's Role

Conducting the advising system through the faculty members as academic advisers requires a well-defined role. Hardee (1970) reported that:

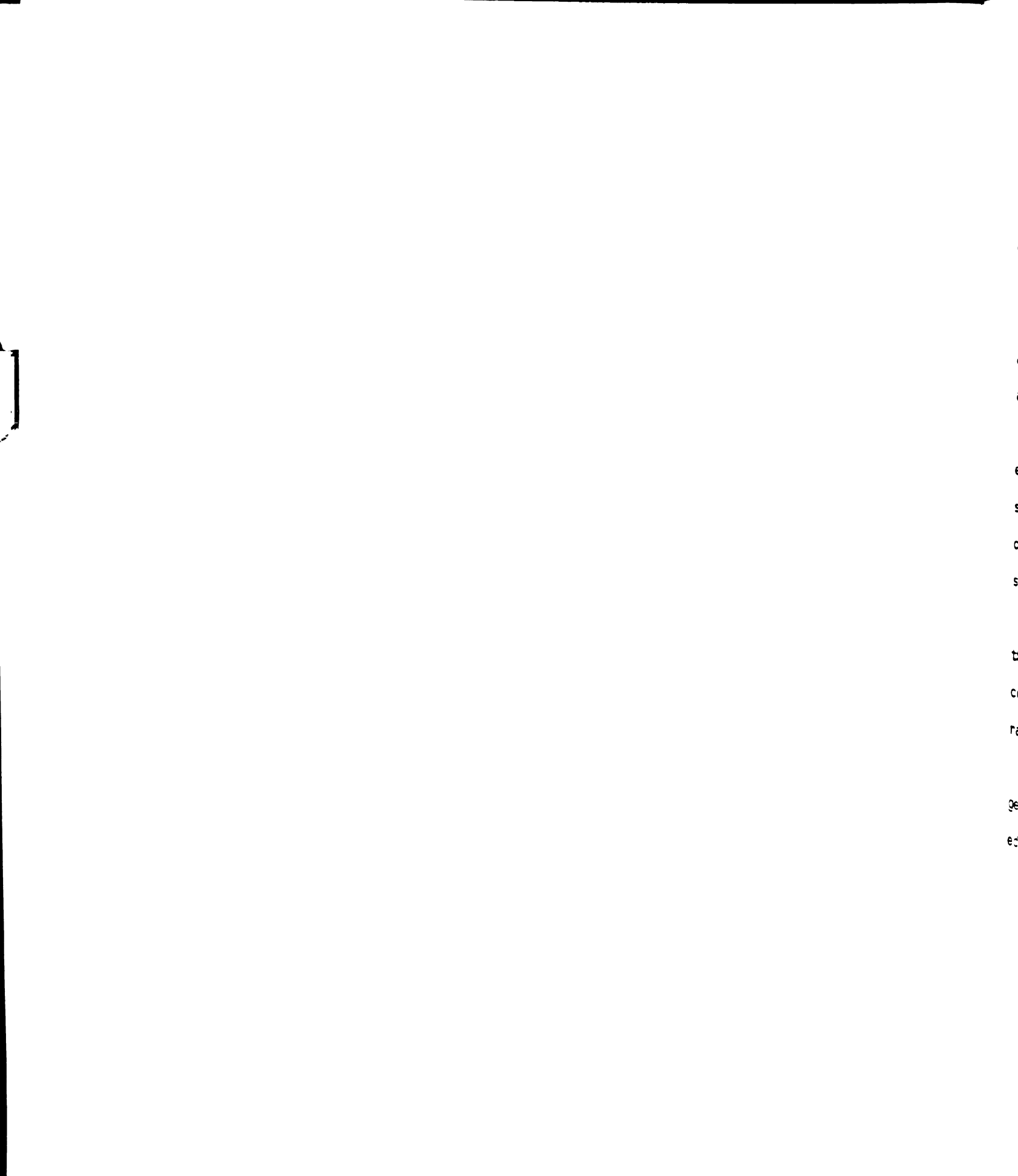
The advisor is more than an information and traffic officer. He conveys to the student a philosophy of contemporary education, a rational base for the consideration of problems, and suggests plans of action in which he may move. (p. 21)

In addition to that, Hardee suggested the following functions as the adviser's role:

1. The adviser will assist the student in effecting a program of study consonant with the latter's interests and competencies;
2. The adviser will assist the student in periodic evaluation of his academic progress
3. The adviser will assist the student in initial exploration of long-range occupational and professional plans, referring him to sources for specialized assistance;
4. The adviser will serve as coordinator of the learning experiences of the students, assisting in the integration of the various kinds of assistance rendered--health and psychological aids, remedial work, financial aids, religious counseling--the panoply of all services available to the student.(p. 11)

Bostaph and Moor (1980) presented the following five functions as the academic adviser's role.

1. An academic adviser should offer students complete information regarding university policies and regulations, curricular options,



students' individual interests, special educational opportunities, and university services.

2. Monitoring students' progress, needs, and changing interests, advisers should assist students make appropriate decisions about the selection of courses or programs on a term-by-term basis.

3. Advisors should also contribute to the development of their advisees by getting to know them on a personal level (i.e., becoming aware of their problems, motives, goals, and expectations).

4. Advisement on educational objectives and the philosophy of education should be offered advisees in an attempt to help them understand the requirements of specific programs. With each student, advisors should examine the nature of disciplinary and interdisciplinary study.

5. One of the most important functions is providing advisees the opportunity to establish educational programs and career strategies consistent with their interests, permitting them to develop a long-range plan and rationale for their entire academic experience.

To adequately perform the role of adviser, Hardee (1970) suggested that faculty members must possess or acquire considerable knowledge and skills when he stated:

The adviser should have considerable knowledge of the combined educational offering--the total of available classes, extra class, clinic, laboratory, library, and field experiences. The adviser should have comprehensive knowledge of the curriculum. . . . In addition, the advisor should be familiar with campus in its varied structural parts, should recognize the prevailing climate of learning on campus, and should have acquired, or be in the process of acquiring, adequate skills for communicating with various students in varying subcultures in authentic, appropriate, and meaningful ways. (p. 11)

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Even though many educators agree that faculty members should carry out the academic advisement functions, many faculty members avoid those responsibilities. It has been reported that teaching faculty often have not fulfilled their obligations in academic advisement. This was attributed to the possibility that advising is not perceived by faculty members as an integral part of their work. Consequently, faculty have devoted most of their time to research, writing, and teaching (Bostaph & Moor, 1980).

Hornbuckle, Mahoney, and Borgard (1977) indicated that at least eight factors affect faculty members' perception of advising:

role relevancy, relationship to professional advancement, acceptance of personal involvement, role security, salience of advising, need for personal contact, access to academic information, and need for personal information about the advisees. Additional factors such as faculty academic experience, advisee load, and tenure affect faculty perception of academic advising. (p. 297)

Finally, whether or not the faculty member is the primary deliverer of academic advising in institutions of higher education in the United States, certain factors have to be considered in order to assure the usefulness and effectiveness of the program. These factors range from the training of individual faculty members to perform the duties of academic advising to the existence of a well-defined commitment from the administration of the institutions of higher education to the academic advising programs. The following paragraphs are devoted to the discussion of these factors.

To ensure the usefulness and effectiveness of an advising system carried out by faculty members, support and commitment from

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administrators is necessary. Furthermore, administrators should support the development of a faculty advisement system and promote its continuity. Bostaph and Moor (1980) suggested that in-service training opportunities should be provided existing personnel and new faculty advisers should also be trained.

A training program directed to new faculty that is not accompanied by a corresponding in-service training program is counterproductive to the developmental aspects of the advising process. Training and in-service opportunities are necessary in establishing a successful advising system (Bostaph & Moor, 1980).

An adequate reward system for faculty members who perform the duties of academic advising improves effectiveness of academic advising programs. Institutions of higher education must establish a reward system for those who conduct advising to promote their enthusiasm and participation. Sticle (1982) observed that:

The faculty conduct their advising in addition to their regular full-time responsibilities of teaching and committee assignments. Viewing advising as an added burden where one is not compensated may account for some of the poor functioning. (p. 264)

Contributing to the decreased effectiveness of the faculty advising program is assigning faculty members more advisement responsibilities than they can handle. The amount of advising assigned should be carefully monitored to prevent "overloading" the faculty. Hallberg (1964) reported in this regard:

If advising loads are inappropriately high, then advice is without quality and faculty advisement reduced to mere programming or clerical assistance, which obviously does not require highly qualified professional faculty. Given an appropriate advising load and

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clerical assistance, however, the faculty adviser can carry out this important professional function. (p. 115)

Follow-up and systematic evaluations of the adviser's work are essential to a successful academic advising program. Currently, few institutions have implemented intentional assessment procedures of faculty advising programs. To increase the level of performance of the faculty members as well as the degree of importance assigned the advising function, evaluation of the advisement process should be carried out (Sticle, 1982).

Finally, the function of advising students must be expressed in the faculty member's contract or in the collective bargaining agreement. Teague and Grites agreed that if faculty were to have acknowledgment that the advisement role is valid, then it should have been specifically included in collective bargaining agreements and contracts. However, that function was vaguely operationalized (1980).

Professional Counselors as Academic Advisers

Delivery of the advising function by faculty members is common in institutions of higher education in the United States. Most of the literature about advising has agreed on the suitability of faculty members advising students. However, disagreement about the issue of faculty advisement exists. Some educators believe that the function of advising should be assigned to professional counselors. The following discussion presents that perspective.

It is impossible for faculty members to know about all curricular changes, especially at large universities (Packwood, 1977). On the

other hand, professional counselors are accustomed to monitoring these changes.

Counselors generally acquire interpersonal skills that permit them to establish a comfortable rapport with students, which increases the possibility that students will contact these skilled communicators when problems develop. Unless faculty members have been specifically trained, most will not possess knowledge about the counseling process itself or about diagnostic testing--skills the professional counselor would bring to the position (Packwood, 1977).

Dameron and Wolf (1974) stated that the counselor should assume the responsibility of academic advisement for the following reasons.

1. It is felt that there is no substitute for training, experience, and commitment. These are credentials mentioned by O'Banion, and we believe that trained guidance personnel possess them to a greater degree, in relation to developmental student academic advising, than do faculty members whose career choice has set their primary commitment and background in instructional areas.
2. Economically, the cost of using faculty members for implementing program choice, course choice, and, in some cases, course scheduling appears to be considerable if instructional staff members are given released time for such activities. The consequences of faculty-facilitated advisement without released time seem even more formidable.
3. Faculty knowledge of current trends in the competitive employment market may be limited by individual subject field interest and concentration, whereas guidance personnel, trained and motivated to maintain current and comprehensive knowledge of these trends as a primary part of their job, should be more knowledgeable in this area.
4. Due in part to the lack of an administrative structure to provide such coordination, overall coordination of academic advisement efforts is usually lacking in faculty-facilitated programs. (p. 471)

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Teague (1977) confirmed the existence of perspectives supporting the professional counselor as the most appropriate person responsible for the process of academic advising: "Strong arguments have been set forth by those favoring counselor control of advisory duties" (p. 281).

An Effective Academic Advising Program

Achieving an effective academic advising program is one of the main issues presented in the literature regarding academic advisement. Discussions about two categories of factors are common: (a) factors that help in the development of effective programs, and (b) factors that prevent its occurrence. The following discussion examines those two categories.

Factors That Make the Academic Advising Program Effective

Generally speaking, no single factor is considered the panacea for achieving an effective academic advising program. However, an integration of many factors can contribute to the development of an effective academic advising program. One factor is the actual participants in the academic advisement process itself: faculty members, students, and administrative personnel.

The faculty member should be aware of all aspects of academic advising to ensure his/her advising effectively. The Committee on the Future of Michigan State University--1959 defined the essentials for an effective faculty advising program as follows:

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To carry out the functions, the academic adviser should be interested and effective in his role as defined by institutional policy. Furthermore, he should be willing to prepare himself for his assignment and continue to learn through meetings with other advisers, staff from special services, consultation with others, and the use of materials and manuals provided. The preparation should include familiarity with: (1) the educational goals of the university; (2) appropriate use of information about students; (3) approaches to interviewing to help students learn to make decisions and deal with daily problems; (4) the relationship of motivational, social and emotional factors or conflict to educational goals, the resources available to students who need special assistance and effective ways of referring when indicated; and (5) special programs for various categories of students. (DeLisle, 1965, p. 115)

In addition to the advisement responsibilities of the faculty member, administrators of the institutions of higher education also play a key role in achieving program effectiveness. The support, understanding, and enthusiasm they demonstrate is essential in establishing an effective advisement program. Administrators' commitment to the academic advising program is also required.

Bostaph and Moor (1980) suggested:

To establish a high degree of commitment to the academic advising process, university and school administrators in higher level positions must become cognizant not only of the educational value of advising but of the role advising plays in the retention of students and in the promotion of the school's image to prospective students. In this regard, administrators might look more closely at instituting a three-fold management operation for actualizing the role of advising in their own particular schools through an adequate reward system, available in-service training programs, and a developmental approach to advising. . . . Not only must administrators financially reward advisors, but they must also offer positive feedback, recognition, and staff support. (p. 47)

Students also contribute significantly to achieving an effective academic advising program. They must involve themselves and take advantage of the academic advising process. Hallberg (1964) stated:

If we attempt to revitalize the advising programs in our large colleges and universities, it is necessary that faculty regard the

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advising function as an important phase of higher education today, as they did in the past, at the same time, advising programs must keep step by allowing students to take upon themselves a great responsibility for their own programming, and by allowing faculty advisers assistance in the clerical function during peak advising periods. (p. 117)

In Hofman (1974) the results of studying and reviewing college-level advisement plans and programs were presented, and standards for effective advising programs were identified.

1. The number of potential advisees should be established.
2. Students' needs must be clarified. Students attending public universities may have different needs than those attending private or highly selective schools.
3. Top-level administrators and department chairs must demonstrate their interest in the program by providing constant encouragement to the advisers.
4. Faculty should receive appropriate compensation for their advisement functions.
5. When rank, salary, and other benefits are reviewed, the evaluation of faculty members' advising should be considered.
6. Often, faculty advisers are appointed by an academic dean, but serve thereafter under the supervision of a student personnel administrator. An understanding of the organization of the advisement program, with delineation of lines of authority and channels of communication, must be clear to all concerned.
7. Faculty members selected to participate in the advisement program must want to be a faculty adviser (i.e., he/she must be genuinely interested in helping students). Just as important is the

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faculty adviser's ability to work with students on academic problems. Faculty who are respected by their peers should be selected as advisers to promote respect for the program by the academic community.

8. Advisement responsibilities must be clearly defined. The extent to which faculty advisers provide vocational or personal counseling should be determined.

9. The need for faculty to perform clerical duties should be minimized.

10. Faculty advisers should be encouraged to improve their advisement performance through access to and participation in inservice training programs.

11. The success of an advising program depends on whether or not its purposes and procedures are understood by administrators, non-advising faculty, students, their parents, and high school personnel. The limitations of the program should also be explained.

12. The advising must allow for changing campuses, students, curricula, and so on.

13. Evaluations must be ongoing. They can be either informal observations of daily activities or a comprehensive research study.

Obstacles Hindering an Effective Academic Advising Program

DeLisle (1965), in her study about academic advising of undergraduate students at Michigan State University, recorded many circumstances that should be avoided in the student-faculty relationship: (a) frequently reassigning students to different advisers, (b) an

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environment in which the advising takes place that does not guarantee privacy, (c) assigning faculty advisers who are not sufficiently familiar with university offerings, (d) advisers that are often inaccessible to students, and (e) demonstration by the faculty adviser of his/her lack of a genuine and personal interest in the task of advising.

In Burke (1981), Trombley and Holmes were quoted as suggesting that there are obstacles to an effective advising system:

1. In most institutions academic advising is an activity of low status which offers the adviser few rewards for superior performance;
2. Although advising is generally the responsibility of many different persons and offices on any campus, few institutions have integrated programatically or organizationally the various resources into a coherent campus-wide advising system; and
3. Most faculty lack the necessary range of skills and knowledge to be excellent advisers and they lack the initiative to improve. (p. 24)

A relatively new but potentially serious obstacle to faculty academic advising might be collective bargaining. In a recent study, Teague and Grites (1980) determined that faculty advising may gradually disappear as a faculty responsibility resulting from the confusion surrounding whether advising is an economic (related to the amount of work done) or academic function, as defined in collective bargaining situations.

Burke (1981) revealed in his study that, as perceived by faculty members, the major obstacles to effective advising include lack of time to perform those duties in addition to other responsibilities,

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lack or adequate rewards, and the absence of academic advising training programs directed to faculty.

Studies of Students' Academic Advising Needs

It seems that the issue of students' advising needs in institutions of higher education in the United States is becoming an important issue. This increased concern has been attributed to greater competition among universities for students due to declining numbers of applicants (Burke, 1981). Another reason for the increase in studies of students' advising needs is the diversity in the student population.

Many studies were conducted to assess students' needs in relation to academic advising. Donk and Oetting (1968) reported that students need advice in two areas: (a) academic requirements and regulations, and students' status with regards to those requirements; and (b) curricula, majors, courses, and career opportunities. Students also need to have personal discussions with faculty members regarding intellectual matters as well as the development of more personal relationships with members of the faculty. It is suggested that this may contribute to students' sense of belonging and being personally counted in the academic community.

Brady, as quoted in Burke (1981), found that:

Faculty goals and students' needs were incongruent in 75 percent of the categories identified. Faculty goal priorities centered around (1) achieving good communication with advisers, (2) having appropriate referral resources, (3) helping students set goals, (4) maintaining a general advising level rather than addressing specific problems, (5) having adequate physical facilities, and (6) having sufficient time to fulfill their advising duties. On the other hand, students expressed needs centered around (1) obtaining accurate information, (2) help in achieving (rather than setting)

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goals, (3) access to varied referral resources, and (4) a desire for direct, clear, informed, open-minded, individualized and trusting communication with their adviser. (p. 37)

Another study, conducted to determine the vocational and educational needs of freshman students at Ohio State University, indicated that even though students perceived their university experience as partial preparation for a career, they needed more information to make decisions about their careers and vocations than that which was available (Burke, 1981).

Regarding faculty perceptions of students' academic advising needs at Florida State University, Burke (1981) reported that faculty and students perceived the students' academic advising needs similarly. The findings also indicated that students' greatest needs centered on those advising functions that would provide direction to their academic, career, and life goals.

Finally, the issues that students may wish to discuss with a faculty adviser include:

1. long-range occupational or vocational plans;
2. immediate occupational or educational plans;
3. selection of a program of study;
4. evaluation of abilities, aptitudes, skills, personality traits;
5. evaluation of progress in particular course work;
6. assistance in how-to-study (general or for a specific course);
7. equalization of course load (in view of a part-time work illness, commuting, family responsibilities);
8. remedial or tutorial assistance (writing, speaking, reading, listening);
9. financial aid (part-time work, loans, scholarships);
10. personal adjustment (in relation to an instructor, member of the family, employer, students and others);
11. health (physical, emotional);
12. extra-class activities (student government, clubs, athletics, etc.);
13. placement (part-time, summer-time, after graduation); and

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14. religious or ethical (personal values, life goals, philosophy. (Hardee, 1961, p. 39)

Summary

This chapter was devoted to a discussion of the related literature. Many topics were discussed. First, the writer examined historical development of the process of academic advising through the different periods of the history of higher education in the United States. Second, the importance of academic advising as a process and a function in institutions of higher education was discussed. Third, the conceptualization of academic advising and the different ways it has been defined was provided. Fourth, the conflict regarding who is responsible for delivering academic advising at institutions of higher education was reported, with more discussion of the disputes concerning the delivery of academic advising by faculty members or by personnel specialists. Fifth, the achievement of an effective advising program was discussed. The factors that make the academic advising program effective, and those that hinder an effective advising program, also were reviewed. Finally, students' advising needs as an important issue in institutions of higher education in the United States were reviewed.

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CHAPTER IV

METHODS AND PROCEDURES

There were three purposes for conducting the study: (a) to investigate the perceptions of faculty members and undergraduate students at Umm Al-Qura University regarding students' academic advising needs; (b) to determine faculty and students' perceptions regarding the major factors that prevent or limit the fulfillment of academic advising needs; and (c) to improve the quality of the undergraduate academic advising program at Umm Al-Qura University.

This chapter is devoted to discussing the methods and procedures used in conducting the study and is divided into five sections, including descriptions of the (a) population and the research sample, (b) development of the instruments used in the study, (c) research instruments themselves, (d) data-collection procedures, and (e) statistical methods used in analyzing the data.

Study Population

This study's purpose was to investigate the undergraduate academic advising program performed at Umm Al-Qura University. Hence, the population of the study comprised all male academic advisers of undergraduates and all undergraduate male students who were employed or enrolled in Umm Al-Qura University during the second semester of the

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1984-85 academic year. The academic advisers of the graduates, the graduate students, the female academic advisers of undergraduates, and the female undergraduate students at Umm Al-Qura University who are a part of the university population were not included in the target population of this study because of the aforementioned purpose of the investigation.

Study Sample

Choosing the sample of a certain population is considered a hard task to achieve ideally (Borg & Gall, 1979). However, two main points have been identified (Borg & Gall, 1979; Scheaffer et al., 1979) as very important steps that researchers must take in selecting a sample. These two points are the population's representation by the selected sample and the size of the sample. Borg and Gall stated in this regard:

The sample should not only be selected so as to be representative of the population from which it is drawn, but it should also be large enough so that the investigator can be reasonably sure that if he had drawn a different sample using the same procedures he would have obtained similar results in his research. If an adequate number of subjects is not included in the sample, then one's confidence in the research findings will be shaky. (p. 178)

Consequently, the researcher used the stratified random sample technique in the sample-selection process to insure the achievement of the aforementioned two points. A stratified random sample, as defined by Scheaffer et al. (1979), is "one obtained by separating the population elements into nonoverlapping groups, called strata, and then selecting a random sample from each stratum" (p. 59).

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The population comprised two main strata variables. The first one was all male academic advisers of undergraduates, and the second one was all male undergraduate students at Umm Al-Qura. Both groups were further divided by college. Seven colleges were in existence when the study was conducted. Hence, the academic adviser variable was divided into seven strata, and the students were also divided into seven strata.

Using the stratified random sample technique, a study sample composed of these 14 strata was drawn. The sample of academic advisers of undergraduate students used in this investigation was drawn from a list obtained from the computer center at Umm Al-Qura University during the time of the study. To divide the academic advisers of undergraduates into seven strata according to college affiliation, an alphabetical list for each stratum was established. A sample of 186 academic advisers of undergraduates, which included academic advisers representing each of the seven strata, was drawn randomly through the use of the table of random numbers.

The male undergraduate student sample used in this study was drawn from enrollment records for the second semester of the 1984-85 academic year, obtained from the computer center at Umm Al-Qura University. As mentioned before, the male undergraduate students were divided into seven strata. Hence, students in each stratum were listed in alphabetical order. A sample of 1,815 male undergraduate students, which included students representing all seven strata, was drawn randomly through the use of the table of random numbers.

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Development of the Research Instrument

To achieve the intended purposes of the study, an appropriate research instrument was developed, a questionnaire. To develop the questionnaire, a comprehensive review of related literature was undertaken to gain more information about other studies and the instruments used. These studies considered students' needs, attitudes, and factors that decrease the chances for successfully implementing effective academic advising programs.

Literature about the techniques of constructing a well-designed questionnaire was also reviewed and permission was received from T. H. Burke to use the questionnaire he used in his study, Student and Faculty Perceptions of Students' Academic Advising Needs at Florida State University, as the second part of the questionnaire of the study that is the subject of this dissertation.

Researchers at Michigan State University (MSU), Saudi graduate students studying at MSU, and a graduate student from North Yemen studying at the University of Michigan were also consulted to improve the questionnaire. Finally, the researcher returned to Saudi Arabia to ensure that the revised questionnaire was correctly translated into Arabic.

Description of the Research Instruments

Two questionnaires were used to collect the data for the study. The first questionnaire was developed for distribution among male faculty advisers of undergraduates at Umm Al-Qura University. The

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second questionnaire was developed to be distributed to male undergraduate students at Umm Al-Qura University. A description of the two questionnaires follows.

The Faculty Adviser Questionnaire

The faculty adviser questionnaire consisted of four parts. The first part included items designed to elicit demographic information about the faculty advisers participating in the study. Data regarding age; nationality; academic rank; years of advising experience; number of advisees assigned; highest degree held; and college, department, and major affiliation were elicited. This information was sought to determine if there were any differences in faculty advisers' perceptions based on certain identifiable characteristics.

The second part of the faculty adviser questionnaire, as originally designed by Burke, consisted of 15 functions (see Appendix C), which were identified in the literature as the major functions in the academic advising program (Burke, 1981). Burke classified these 15 functions into four major categories to facilitate the analysis of the data: (a) academic functions, (b) career/vocational functions, (c) administrative functions, and (d) personal functions.

However, the researcher used only 13 of Burke's 15 functions. The following functions were excluded: (a) inform students of the employment opportunities in the student's intended field of study, and (b) refer students to the appropriate sources of information for loans, scholarships, financial aid, or other methods of financing the students' education. These two functions were considered irrelevant to

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the study. The first function was eliminated because students in Saudi Arabia are granted a job upon graduation. The second function was excluded because Saudi students studying in institutions of higher education pay no fees or tuition.

The final version of the second part of the questionnaire developed for the study consisted of questions related to 16 academic advising functions. Thirteen of these functions were the same ones used by Burke. After consulting with MSU researchers and many Saudi graduate students, three additional functions were added because of their relevance to the study.

Faculty were asked to respond to the 16 functions taking into account their own perceptions of (a) the extent to which a faculty adviser should fulfill each function and (b) the extent to which each function was being fulfilled at the time of the study through the academic advising system at Umm Al-Qura University.

Need, with regard to particular advising functions was indicated if there was a significant discrepancy between the extent to which faculty stated that the faculty should fulfill certain functions and the extent to which they perceived those functions were being fulfilled through the academic advising system. (Burke, 1981, p. 46)

Part three of the faculty adviser questionnaire dealt with those factors identified in the literature as major factors limiting a faculty adviser's efforts to perform his duties as an academic adviser. This part of the questionnaire consisted of 45 factors organized in three categories: (a) factors or problems related to the faculty advisers' attitudes or behaviors towards academic advising, (b) problems or factors related to students' attitudes or behaviors toward

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academic advising, and (c) factors related to the university and its academic advising program (see Appendix D). This categorization did not represent discrete and separate factors or problems, and the categories do not appear as individual items in the questionnaire. It was just used to facilitate the analysis of the data.

Of the 45 above-mentioned factors, 15 were incorporated into items that also appeared in the student questionnaire in order to obtain information related to Research Question #7 (see Appendix D).

Finally, part four of the faculty adviser questionnaire consisted of three open-ended questions. The first question asked about the current status of the academic advising program conducted at Umm Al-Qura University as perceived by the faculty members. The second question asked the respondents to list additional factors or problems that limit the faculty adviser's efforts to conduct their work as academic advisers that were not mentioned in part three of the questionnaire. The third question asked faculty advisers to name the three most important factors they thought would encourage them to benefit from the academic advising program. Answering the open-ended questions was optional.

Undergraduate Students' Questionnaire

The student questionnaire also consisted of four parts. The first part asked for students' demographic information, including age, number of years in the university, college and department where advised, nationality, adviser's nationality, and student status (i.e., part-time or full-time).

Part two was designed to measure the students' perceptions of (a) the extent to which faculty advisors should fulfill each of the 16 advising functions and (b) the extent to which each of the 16 functions were being fulfilled through the academic advising system at Umm Al-Qura University at the time of the study. This part is similar to part two of the faculty advisers' questionnaire.

The third part of the student questionnaire was intended to elicit information about the functions or problems that prevented students from benefiting from the academic advising program. This section consisted of 46 items grouped in one of three categories: (a) factors or problems related to the students' attitudes or behaviors directed toward academic advising, (b) problems related to the faculty advisers' attitudes or behaviors toward academic advising, and (c) factors or problems related to the academic advising program itself (see Appendix D).

The categorization of these 46 items did not represent discrete and separate factors or problems. They do not appear in the questionnaire itself and were identified only for the purpose of the data analysis. Fifteen of the items were also used in the faculty adviser questionnaire (see Appendix D).

Finally, part four of the student questionnaire consisted of three open-ended questions similar to the ones used in the faculty adviser questionnaire. These three questions were stated for the same reasons that the open-ended questions were used in the faculty adviser questionnaire.

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Data Collection

Since the study was conducted in Saudi Arabia and the elaboration of all other aspects of the research took place in the United States, two major measures were instigated to facilitate the collection of needed data.

Measure One

The following actions were undertaken to reach the setting of the study in Saudi Arabia.

1. A letter was obtained from the chairman of the researcher's doctoral committee to be sent with a copy of the approved proposal to the Saudi Educational Mission explaining the researcher's need to go back to Saudi Arabia to conduct the study.

2. A letter from the Saudi Arabian Mission, the chairman's letter, and the proposal were to have been sent to the researcher's sponsor (Umm Al-Qura University) to obtain its approval for the researcher to return to Saudi Arabia to collect the data.

3. However, the researcher did not wait for the sponsor's official approval because it would have taken at least two months, and the period during which the study was to be conducted (second semester of the 1984-85 academic year) would have passed, necessitating the researcher's waiting until the first semester of the 1985-86 academic year. Therefore the researcher requested a one-way ticket from the Saudi Arabian Educational Mission and returned to Saudi Arabia to conduct the study.

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Measure Two

Upon arrival in Saudi Arabia, the following actions were undertaken to facilitate the data-collection process.

1. Approval from officials at Umm Al-Qura University was obtained to seek the cooperation of the seven colleges and their respective departments in the university.

2. A letter from the Dean of the College of Education was obtained to get the cooperation of the seven colleges and other departments in the university.

3. Lists of the male undergraduate students enrolled in the second semester of the academic year 1984-85 and the faculty advisers of those students were obtained from the computer center at Umm Al-Qura University.

4. Knowing the names of individuals comprising the two samples, the researcher distributed the Arabic version of the two questionnaires to the student and faculty respondents throughout the university's departments.

5. Six graduate students from the College of Education were chosen to assist in distributing the questionnaire to students. The researcher distributed the questionnaire to the faculty sample and provided necessary instruction.

6. Since the return of the responses from faculty members was very slow, personal meetings were held with those not responding to seek their active participation.

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7. Upon acquiring the appropriate number of completed questionnaires to fulfill the objectives of the study, the researcher returned to the United States to complete the study.

Data Analysis

To answer the research questions, several statistical methods were used. Descriptive statistics such as frequency distributions, means, standard deviations, and rank ordering were used to define each variable in the study.

To answer Research Questions 1 and 2, the statistical treatment used was the same used by Burke (1981). Mean scores were obtained for both categories of responses ("should be fulfilled"/"is now being fulfilled") to each item in the second part of the faculty and student questionnaires. The mean score for each category was subtracted to determine the level of discrepancy (need) for each item.

A t-test was applied to each item of the second part of both questionnaires to determine if differences between mean scores were significant at the .05 level. Mean scores for both groups were put into rank order based on level of need. The mean scores of students and faculty responses to the "should be fulfilled" category were put into rank order to demonstrate the perceived importance of the advising functions identified in the study. Frequency distributions for responses to all items in the second part of the two questionnaires were tabulated for both samples.

To answer Research Questions 3 and 4, the items in part three of both questionnaires were rank ordered. The importance of the

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problems was established depending on the mean of each item. The higher the mean, the more that item was perceived as an influential factor or problem that limits or prevents faculty advisers and students from benefiting from the advising program. All items in part three of the two questionnaires represented four major factors related to students, faculty, the university and its academic advising program, and the compound factors. The items within each factor group were arranged in rank order corresponding to their means, from lowest to highest. This rank order was established to identify the items' influence within the four major factor groups.

The following criteria, which were used by Ghawanni (1985), were used in this study to determine the items' degree of influence: (a) items with means between 1.0 and 2.0 were considered entirely unimportant; (b) items with means between 2.0 and 3.0 were considered unimportant; (c) items with means between 3.0 and 4.0 were considered important; and (d) items with means between 4.0 and 5.0 were considered very important.

To answer Research Questions 5 and 6, a multivariate analysis of variance test (MANOVA) was carried out to determine if there was a significant difference between the categories of each demographic characteristic with respect to the four major factor groups (students, faculty, the university and its program, and the compound items). Moreover, after each MANOVA test a univariate analysis of variance test (ANOVA) was applied to determine which of the major factors contributed to overall significance in the MANOVA test.

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To answer Research Question 7, t-tests were performed on the questions that were the same in part three of both questionnaires, comparing students' responses with faculty responses.

Finally, part four of the two questionnaires, which included three open-ended questions, was examined. Each item was treated in the following way:

The first question asked about the academic advising program at Umm Al-Qura University. The responses were categorized as follows: 1=bad, 2=acceptable, 3=good, and 4=excellent. A frequency distribution was used to see the division of the responses according to the previous categorization.

The second open-ended question asked about other factors or problems not mentioned in part three of the questionnaires. A frequency distribution for the responses to this question was calculated.

The third open-ended question asked what factors the students and faculty advisers thought provided more assistance in benefiting from the academic advising program. A frequency distribution for all responses was calculated to identify the most frequently mentioned factors perceived as providing assistance in benefiting from the academic advising program at Umm Al-Qura University.

The next chapter is devoted to presenting the analysis of the data provided by the undergraduate male students and male faculty advisers of undergraduates at Umm Al-Qura University.

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CHAPTER V

RESULTS OF THE DATA ANALYSIS

The main purpose of this research was to study the academic advising program at Umm Al-Qura University in Saudi Arabia. Seven questions were stated in the first chapter as the research questions for this study. Two questionnaires were used to collect the data for the study. Both questionnaires were distributed to the male undergraduate faculty advisers and to the male undergraduate students at Umm Al-Qura University.

This chapter is devoted to a discussion of the analysis of the collected data. The data analysis and description are presented in tabular form. This chapter is organized as follows: The first section deals with the presentation of the demographic data concerning the 883 students and 110 faculty advisers who responded to the questionnaires distributed to both groups. The second section discusses the faculty advisers' responses to the second part of the faculty questionnaire (the 16 academic advising functions), and is related to Question 1 of the research questions stated in Chapter I. The third section discusses the students' responses to the second part of their questionnaire (the 16 academic advising functions), and this section deals with Research Question 2 stated in Chapter I. The fourth section discusses

the faculty advisers' responses to Part Three of their questionnaire (factors or problems that limit the faculty advisers' efforts to perform their work as academic advisers). This section deals with Research Question 3 stated in Chapter I. The fifth section concerns the students' responses to Part Three of the students' questionnaire (factors or problems that prevent students from benefiting from the academic advising program available at Umm Al-Qura University), and this section is related to Research Question 4 as stated in Chapter I. The sixth section is devoted to a discussion of the comparison of the faculty and students' perceptions of some items presented similarly to both groups to see if there were any differences in their perceptions regarding these items. This section is related to Research Question 7. The seventh section is devoted to a discussion of the effects of some of the independent variables, such as age and nationality, on the faculty advisers' perceptions of the four major factors included in Part Three of the faculty questionnaire (students' attitudes and behaviors toward academic advising, faculty advisers' attitudes or behaviors toward academic advising, factors related to the university and its academic advising program, and the combined items presented similarly to students and faculty in the third part of the two questionnaires). This section is related to Research Question 5. The eighth section of this chapter discusses the effects of some of the independent variables, such as age and number of years at the university, on students' perceptions of the four major factors stated in Part Three of the students' questionnaire (factors related to students' attitudes or

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behaviors toward academic advising, faculty advisers' attitudes or behaviors toward academic advising, factors related to the university and its academic advising program, and the combined items presented similarly to students and faculty). This section is related to Research Question 6. Finally, the ninth and tenth sections deal with the analysis of the three open-ended questions posed in the fourth part of the student and faculty adviser questionnaires. These three questions are concerned with (a) students' and faculty advisers' perceptions of the present situation of the academic advising program at Umm Al-Qura University, (b) the other factors or problems (that limit or prevent both faculty advisers and students from benefiting from the academic advising program) that students and faculty advisers thought were not included in Part Three of the questionnaires, and (c) the three most important factors or problems faculty advisers and students thought encouraged them to benefit from the academic advising program available at Umm Al-Qura University.

Analysis of the Demographic Data of Faculty Advisers and Students

Faculty Advisers' Demographic Data

The total number of faculty advisors who responded to the questionnaire was 110 out of 186, or about 59% of the sample. Table 5.1 presents all of the faculty advisers' demographic data. These demographic data are discussed in the following paragraphs in the order in which they are shown in the table.

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Table 5.1.--Distribution of demographic data of the faculty advisers surveyed.

Demographic Variable	Category	Absolute Frequency	Relative Frequency
Age ^a	1--25-29	1	.9
	2--30-35	12	10.9
	3--36-40	34	30.9
	4--41-45	28	25.5
	5--46-50	13	11.8
	6--51-55	7	6.4
	7--56-60	8	7.3
	8--61 and over	7	6.4
Nationality	1--Saudi	32	29.1
	2--Egyptian	60	54.5
	3--Sudan1	6	5.5
	4--Pakistani	1	.9
	5--Jordanian	5	4.5
	6--Syrian	4	3.6
	7--Iraqi	2	1.8
Academic Rank	1--Instructor	6	5.5
	2--Assistant professor	62	56.4
	3--Associate professor	26	23.6
	4--Professor	16	14.5
Years of experience ^b	1--< 1 year	11	10.0
	2--1 to <3	31	28.2
	3--3 to <6	31	28.2
	4--6 to <9	20	18.2
	5--9 to <12	8	7.3
	6--12 to <15	3	2.7
	7--15 and over	6	5.5

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Table 5.1.--Continued.

Demographic Variable	Category	Absolute Frequency	Relative Frequency
Number of Advisees Assigned ^c	1-- 1-4	4	3.8
	2-- 5-8	12	11.3
	3-- 9-12	15	14.2
	4--13-16	21	19.8
	5--17 and over	54	50.9
Highest Degree Held	1--M. A. or M. S.	7	6.4
	2--Ph.D.	101	91.8
	3--Other	2	1.8
College Affiliation	1--Al-Dawa College	9	8.2
	2--Al-Shari'a College	28	25.5
	3--Arabic Language College	19	17.3
	4--Social Science College	15	13.6
	5--College of Education in Makkah	13	11.8
	6--College of Engineering and Applied Science	13	11.8
	7--College of Education in Taif	13	11.8

^aMean of the categories of age = 4.164, standard deviation of the categories of age = 1.695.

^bMean of the categories of years of experience in advising = 3.145, standard deviation of the categories of years of experience in advising = 1.507.

^cMean of the categories of numbers of advisees assigned to adviser = 4.028, standard deviation of the categories of number of advisees assigned to adviser = 1.207.

Table 5.1 shows the ages of the faculty advisers from all seven colleges at Umm Al-Qura University. As shown in the table, about 80% of the faculty advisers were between the ages of 30 and 50. The age group 36-40 had the highest percentage compared with other categories. The mean for the category of the faculty advisers' ages was 4.164, with a standard deviation of 1.695.

Table 5.1 also shows the nationality of the faculty advisers. Almost 71% of the faculty advisers were non-Saudis, which indicates that Umm Al-Qura University has a high percentage of its faculty members from outside Saudi Arabia. This is related to the fact that the educational system in Saudi Arabia in general and the higher education system in particular are new systems. The first institution of higher education in Saudi Arabia was established in the late 1950s. Hence, the researcher thinks that the institutions of higher education in Saudi Arabia will need many years to become self-sufficient in terms of faculty members. (A large number of Saudis who study for advanced degrees return to the Saudi universities as staff members.) The table shows that 54.5% of the faculty members were from Egypt. This reflects the large number of Egyptians who participate in the development process in Saudi universities. (Egypt is considered the first-ranking nation in the Arab world in terms of its people's participation in the development process in the Arab nations.) Saudi faculty advisors accounted for 29.1% of the total sample.

As shown in Table 5.1, 56.4% of the faculty advisors surveyed were assistant professors, whereas 23.6% were associate professors, 14.5% were full professors, and 5.5% were instructors.

The table also shows that 84.5% of the faculty advisers had had less than 12 years of advising experience, and about 14.5% had had 12 or more years of advising experience. These data indicated that a large portion of the faculty advisers at the university had had modest academic-advising experience. However, that finding can be related to the fact that a large portion of those faculty members' background is different from the credit-hour system applied at the university. The mean score for the category of the years of experience of faculty in advising was 3.145, and the standard deviation was 1.507.

Table 5.1 also shows that 50.9% of the respondents had 17 or more student advisees assigned to them. The mean for this category (number of advisees assigned to the faculty adviser) was 4.028, and the standard deviation was 1.207.

As also shown in Table 5.1, 91.8% of the respondents held a Ph.D. This figure is consistent with the academic-rank category, in which it is apparent that the majority of respondents were Ph.D. degree holders.

Finally, Table 5.1 shows that 25.5% of the respondents were from the College of Shari'a, which is the largest college in Umm Al-Qura University.

Students' Demographic Data

Table 5.2 shows that 83.5% of the respondents were in the 20-25 year age group. This indicates that the age of the student respondents was representative of college students' age. (It is assumed that a student should be 18 years old when he graduates from high school in Saudi Arabia.) The mean for this category was 2.446, and the standard deviation was .761.

Table 5.2.--Students' ages.

Category	Absolute Frequency	Adjusted Frequency
1--17-19	64	7.2
2--20-22	443	50.2
3--23-25	294	33.3
4--26 and over	82	9.3
Total	883	100.0

Mean = 2.466 Standard deviation = .761

Table 5.3 shows that 78.3% of the respondents had spent from one to less than five years at Umm Al-Qura University. Moreover, about 19% of the respondents had spent less than one year at the university. The mean of the respondents' number of years at Umm Al-Qura was 2.210, and the standard deviation was .776.

Table 5.4 shows the distribution of respondents according to the seven colleges at Umm Al-Qura. One hundred eighteen of the respondents were from the College of Dawa, 232 were from the College of

Sharif'a, 63 were from the College of Arabic Language, 183 were from the Social Science College, 80 were from the College of Education in Makkah, 126 were from the College of Engineering and Applied Science, and 181 were from the College of Education in Taif.

Table 5.3.--Number of years at Umm Al-Qura University.

Category	Absolute Frequency	Adjusted Frequency
1--< 1 year	168	19.0
2--1 to <3 years	385	43.7
3--3 to <5 years	305	34.6
4--5 years and above	24	2.7
No response	1	..
Total	883	100.0

Mean = 2.210 Standard deviation = .776

Table 5.4.--College affiliation.

Category	Absolute Frequency	Adjusted Frequency
1--Al-Dawa College	118	13.4
2--Al-Sharif'a College	232	26.3
3--Arabic Language College	63	7.1
4--Social Science College	183	20.7
5--College of Education in Makkah	80	9.1
6--College of Engineering and Applied Science	126	14.3
7--College of Education in Taif	81	9.2
Total	883	100.0

Mean = 3.653 Standard deviation = 1.923

Table 5.5 demonstrates that 846 (95.8%) of the respondents were full-time students, whereas only 37 (4.2%) of the respondents were part-time students. Umm Al-Qura University is similar to the other six universities in Saudi Arabia in the fact that most of its undergraduates are full-time students. (King Abdul-Aziz University in Jeddah has what is called Intisub for undergraduate studies. But it is different with the concept of part-time students.)

Table 5.5.--Enrollment status.

Category	Absolute Frequency	Adjusted Frequency
Full-time enrollment	846	95.8
Part-time enrollment	37	4.2
Total	883	100.0

As shown in Table 5.6, 758 (85.8%) of the total number of students responding to the questionnaire were Saudis. That finding can be explained by the high number of Saudi high school graduates who enroll in institutions of higher education in their own country. Table 5.6 shows that 19 foreign nationalities were represented in the sample. This finding is related to the opportunity the university gives many Muslim students from outside Saudi Arabia who have an interest in studying at one of the university's colleges and meet the acceptance requirements set by the university. All of these students are granted

scholarships by the university as part of the Saudi Arabian government's commitment to enhancing and upgrading Islam through Islamic fields of study.

Table 5.6.--Students' nationalities.

Category	Absolute Frequency	Adjusted Frequency
Saudi	758	85.8
Yemeni	25	2.9
Palestinian	21	2.4
Sudan	9	1.0
Jordanian	8	.9
Syrian	6	.7
Egyptian	5	.6
Turkish	5	.6
Indonesian	5	.6
Philippino	4	.5
Pakistani	3	.3
Indian	2	.2
Thai	2	.2
American	2	.2
Afghani	1	.1
Lebanese	1	.1
Tanzanian	1	.1
Bangladeshi	1	.1
Nigerian	1	.1
Ivory Coast	1	.1
No response	22	..
Total	883	100.0

As shown in Table 5.7, 433 (54.6%) of the advisers of students who responded to the questionnaire were Egyptian. This finding corroborates the fact that a large percentage of the faculty and staff at Umm Al-Qura University are Egyptian and is consistent with the data

shown in Table 5.1 (faculty advisers' nationalities). However, 222 (28%) of the responding students indicated that they had Saudi advisers. The latter figure indicates the steadily growing number of Saudi faculty and staff at Umm Al-Qura University and reflects the government's attempt to train and prepare Saudi citizens to fill faculty positions in all Saudi universities. This growing percentage of Saudi faculty members is encouraging because in the past a greater number of faculty members were non-Saudis.

Table 5.7.--Nationalities of students' advisers.

Category	Absolute Frequency	Adjusted Frequency
Egyptian	433	54.6
Saudi	222	28.0
Sudani	50	6.3
Pakistani	20	2.5
Syrian	17	2.1
Indian	12	1.5
Jordanian	11	1.4
Palestinian	9	1.1
British	4	.5
Afghani	3	.4
Yemeni	2	.3
Moroccan	2	.3
Bangladeshi	2	.3
Kenyan	2	.3
Lebanese	1	.1
Mauritanian	1	.1
Nigerian	1	.1
Sri Lankan	1	.1
No response	90	..
Total	883	100.0

Faculty Advisers' Responses to Questions
Concerning Advising Functions

Faculty Advisers' Perceptions of
Students' Academic Advising Needs

This section deals with the faculty advisers' responses to items in Part Two of their questionnaire. Sixteen functions were included in this part as academic advising functions. This section of the faculty questionnaire was a modified version of a study done by Burke (1981). Hence the procedures used in analyzing this part were similar to those used in Burke's study.

The faculty advisers at Umm Al-Qura University were asked to respond to each function (item) in terms of their perceptions of the extent to which the advising function should be fulfilled and the extent to which it was being fulfilled. "Need" was defined as a significant (.05 level) discrepancy between faculty advisers' perceptions of the extent to which an advising function should be fulfilled and the extent to which it was being fulfilled. Table 5.8 shows the results of t-tests of faculty advisers' need scores and the rank order of these scores according to the mean discrepancies.

Faculty Responses: Extent to
Which Advising Functions Should
Be Fulfilled

Table 5.9 shows the rank order of the faculty advisers' responses for the extent to which advising functions "should be fulfilled." Responses to the 16 functions demonstrated that 7 of the 16 advising functions should be fulfilled at least "to some extent" (as determined by the questionnaire responses scale). The mean scores for

Table 5.8.--Results of t-tests for faculty "need" discrepancy.

Item No.	Item Description	Mean Discrepancy	Rank	t-Test ^a
1	Assist students in selecting a major	1.0455	9.5	10.78
2	Explain university academic regulations and requirements to students	.8636	14	10.26
3	Assist students with career vocational training	1.1182	7.5	11.81
4	Assist students with personal (nonacademic) concerns, e.g., family disputes	1.3727	1	13.85
5	Assist students with course registration procedures	.4455	16	6.14
6	Help students to find ways to make their college experiences more interesting and intellectually stimulating	1.2818	2	13.75
7	Assist students in planning their academic program of study	.9091	11	11.81
8	Help students explore possible graduate/professional school study	1.1636	4.5	11.22

Table 5.8.--Continued.

Item No.	Item Description	Mean Discrepancy	Rank	t-Test ^a
9	Provide students with up-to-date information about other sources of assistance on campus	1.1455	6	11.56
10	Assist students in obtaining part-time work experience (paid or unpaid) which complements their career and/or educational goals	1.1818	3	12.00
11	Provide students with information concerning extracurricular opportunities at the university	1.1636	4.5	12.97
12	Provide students with academic advice and suggestions for scholastic improvement	.8727	13	9.64
13	Help students with problems they encounter with other faculty	.8455	15	8.73
14	Help students with problems they encounter with university administrators	1.1182	7.5	11.20
15	Serve as a student's personal reference for prospective graduate schools	1.0455	9.5	10.59
16	Encourage students to overcome their academic problems	.8909	12	10.86

^a Scores of t-test of each item exceeding 1.980 were significant at the .05 level.

these seven advising functions ranged from 2.509 to 2.745 (based on a scale of 1 = lowest and 4 = highest). However, the advisers' responses for 4 of the 16 functions (8, 13, 9, and 3) indicated that they should be fulfilled to a very little extent. The mean scores for these four functions ranged from 2.24 to 2.436. The remaining five advising functions had mean scores ranging from 1.736 to 1.945. The responses of the faculty advisers demonstrated that all 16 functions were considered functions that should be fulfilled to various extents. In other words, none of the 16 factors was identified by faculty advisers as one that should not be fulfilled.

Table 5.9.--Rank distribution of mean scores for "should be fulfilled" responses to items on Part Two of the faculty advisers' questionnaire.

Rank	Mean ^a	Advising Function
1	2.745	12. Provide students with academic advice and suggestions for scholastic improvement
2	2.709	5. Assist students with course registration procedures
4	2.673	2. Explain university academic regulations and requirements to students
4	2.673	7. Assist students in planning their academic program of study
4	2.673	16. Encourage students to overcome their academic problems
6	2.564	1. Assist students in selecting a major

Table 5.9.--Continued.

Rank	Mean ^a	Advising Function
7	2.509	6. Help students to find ways to make their college experiences more interesting and intellectually stimulating
8	2.436	8. Help students explore possible graduate/professional school study
9	2.400	13. Help students with problems they encounter with other faculty
10	2.282	9. Provide students with up-to-date information about other sources of assistance on campus
11	2.245	3. Assist students with career vocational training
12	1.945	11. Provide students with information concerning extracurricular opportunities at the university
12	1.945	15. Serve as a student's personal reference for prospective graduate schools
14	1.927	4. Assist students with personal (nonacademic) concerns, e.g., family disputes
15	1.773	14. Help students with problems they encounter with university administrators
16	1.736	10. Assist students in obtaining part-time work experience (paid or unpaid) which complements their career and/or educational goals

^aMean scores based on the following scale:

Extent of Fulfillment:	1 = Not at all
	2 = To a very little extent
	3 = To some extent
	4 = To a great extent

Moreover, faculty responses to these items indicated that functions identified as academic and administrative advising functions (see Appendix E) were ranked as the most important advising functions. In addition, faculty responses were consistent with some of Burke's findings and inconsistent with others. The consistency was in regard to the academic functions; in this study and in Burke's study they were considered the most important functions that should be fulfilled. On the other hand, the faculty responses in this study indicated that the administrative functions were considered along with the academic functions as the most important functions that should be fulfilled, whereas Burke's findings indicated that the career functions were considered the most important functions that should be fulfilled besides the academic functions.

Table 5.9 also shows that the faculty advisors' responses indicated that those functions concerned with personal and career/vocational matters were ranked lowest as functions that should be fulfilled, yet according to the faculty responses they were still within the scope of functions that advisors should fulfill.

Faculty Need Discrepancy Scores

Table 5.10 shows the rank distribution of need discrepancies for the 16 advising functions. The faculty responses indicated that the eight functions with the highest need discrepancy of the 16 functions were those concerning the personal, career/vocational, administrative, and academic areas. However, even though two functions of academic concern (Help students to find ways to make their college

experience more interesting and intellectually stimulating and Help students explore possible graduate/professional school study) were among the eight highest-ranked functions, two of the academic-concern functions (Encourage students to overcome their academic problems and Provide students with academic advice and suggestions for scholastic improvement) were among the five lowest-ranked functions.

Table 5.10.--Rank distribution of "need" discrepancy scores for faculty responses to items on Part Two of the faculty questionnaire.

Rank	Need Discrepancy ^a	Advising Function
1	1.3727	4. Assist students with personal (nonacademic) concerns, e.g., family disputes
2	1.2818	6. Help students to find ways to make their college experiences more interesting and intellectually stimulating
3	1.1818	10. Assist students in obtaining part-time work experiences (paid or unpaid) which complement their career and/or educational goals
4.5	1.1636	8. Help students explore possible graduate/professional school study
4.5	1.1636	11. Provide students with information concerning extracurricular opportunities at the university

Table 5.10.--Continued.

Rank	Need Discrepancy ^a	Advising Function
6	1.1455	9. Provide students with up-to-date information about other sources of assistance on campus
7.5	1.1182	3. Assist students with career/vocational planning
7.5	1.1182	14. Help students with problems they encounter with university administrators
9.5	1.0455	1. Assist students in selecting a major
9.5	1.0455	15. Serve as a student's personal reference for prospective graduate schools
11	.9091	7. Assist students in planning their academic program of study
12	.8909	16. Encourage students to overcome their academic problems
13	.8727	12. Provide students with academic advice and suggestions for scholastic improvement
14	.8636	2. Explain university academic regulations and requirements to students
15	.8455	13. Help students with problems they encounter with other faculty
16	.4455	5. Assist students with course registration procedures

^aIndicates the differences between mean scores for "should be fulfilled" and "is now being fulfilled."

Comparing Tables 5.9 and 5.10, it is apparent from the faculty responses contained in Table 5.9 that those functions relating to academic concerns (Provide students with academic advice and suggestions for scholastic improvement and Encourage students to overcome their academic problems) were among the four highest-ranked functions that should be fulfilled, whereas the same two functions were among the four lowest-ranked functions as needs, as shown in Table 5.10. Similarly, the two functions related to administrative concerns (Assist students with course registration procedures and Explain university academic regulations and requirements to students) were among the four highest-ranked functions that should be fulfilled (see Table 5.9), whereas those two functions were among the four lowest-ranked functions as needs (see Table 5.10).

In summary, the overall responses of faculty advisers indicated that all of the t-tests for the 16 functions were significant at the .05 level, as shown in Table 5.8.

Students' Responses to Questions Concerning Advising Functions

Students' Perceptions of Their Academic Advising Needs

In this section, students' responses to items appearing in Part Two of the student questionnaire are analyzed and presented in the same manner as similar data for faculty advisers were presented in the preceding section. As in that section, the word "need" was defined as a significant (.05 level) discrepancy between mean scores of students' responses to the two categories (the extent to which an advising

function should be fulfilled and the extent to which it was being fulfilled). T-tests were used to determine if the discrepancies were significant at the .05 level.

Table 5.11 shows the results of t-tests for student "need" scores. In addition, a rank ordering of mean scores for students' responses to the "should be fulfilled" category is presented to identify the importance of the advising functions as perceived by students. Following that, a rank distribution of "need" discrepancy scores of students' responses to the 16 functions appearing in Part Two of the student questionnaire is given.

Student Responses: Extent to Which
Advising Functions Should Be Fulfilled

Table 5.12 shows the rank order of student responses in the category "the extent to which advising functions should be fulfilled." As Table 5.12 shows, 5 of the 16 functions at least to "some extent" should be fulfilled according to the students. The mean scores for these five functions ranged from 2.525 to 2.651 (based on a scale from 1 = lowest to 4 = highest). Out of the nine highest-ranked functions, all of those functions related to academic concerns were considered as functions that should be fulfilled. The nine highest-ranked functions (12, 5, 2, 16, 13, 6, 7, 1, 8) of the students' responses were the same as those of the faculty responses, but with different rank orders except for the first four highest-ranked functions (12--Provide students with academic advice and suggestions for scholastic improvement, 5--Assist students with course registration procedures, 2--Explain

Table 5.11.--Results of t-tests for student "need" discrepancy.

Item No.	Item Description	Mean Discrepancy	Rank	t-Test ^a
1	Assist students in selecting a major	1.5348	7	34.05
2	Explain university academic regulations and requirements to students	1.4573	8.5	34.03
3	Assist students with career/vocational planning	1.4573	8.5	32.46
4	Assist students with personal (nonacademic) concerns, e.g., family disputes	1.3809	15	30.82
5	Assist students with course registration procedures	1.1809	16	28.22
6	Help students to find ways to make their college experiences more interesting and intellectually stimulating	1.5851	5	36.98
7	Assist students in planning their academic program of study	1.4551	10	33.64
8	Help students explore possible graduate/professional school study	1.6315	3	37.94

Table 5.11.--Continued.

Item No.	Item Description	Mean Discrepancy	Rank	t-Test ^a
9	Provide students with up-to-date information about other sources of assistance on campus	1.5382	6	35.92
10	Assist students in obtaining part-time work experiences (paid or unpaid) which complement their career and/or educational goals	1.4456	11	33.55
11	Provide students with information concerning extracurricular opportunities at the university	1.3838	14	33.68
12	Provide students with academic advice and suggestions for scholastic improvement	1.3861	13	32.27
13	Help students with problems they encounter with other faculty	1.7172	1	38.68
14	Help students with problems they encounter with university administrators	1.7048	2	39.31
15	Serve as a student's personal reference for prospective graduate schools	1.4108	12	32.64
16	Encourage students to overcome their academic problems	1.5870	4	37.74

^a Scores of t-test of each item exceeding 1.960 were significant at the .05 level.

university academic regulations and requirements to students, and 16--Encourage students to overcome their academic problems), which were ranked identically by faculty and students as the four highest-ranked functions that should be fulfilled. In addition, all of those functions (7, 12, 8, 1, 6, 16) that related to academic concerns (see Appendix) were among the nine highest-ranked functions that students and faculty considered to be functions that should be fulfilled. Out of the six functions students ranked lowest as functions that should be fulfilled, three related to personal concerns, two related to vocational/career concerns, and one related to administrative concerns.

Table 5.12.--Rank distribution of students' mean scores for "should be fulfilled" responses to items on Part Two of the student questionnaire.

Rank	Mean ^a	Advising Function
1	2.651	12. Provide students with academic advice and suggestions for scholastic improvement
2	2.624	5. Assist students with course registration procedures
3	2.574	2. Explain university academic regulations and requirements to students
4	2.533	16. Encourage students to overcome their academic problems
5	2.525	13. Help students with problems they encounter with other faculty
6	2.484	6. Help students to find ways to make their college experiences more interesting and intellectually stimulating

^aMean scores based on the following scale:

Extent of Fulfillment:

- 1 = Not at all
- 2 = To a very little extent
- 3 = To some extent
- 4 = To a great extent

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The overall responses for the 16 functions revealed that the students considered all 16 functions as ones that should be fulfilled, with variations in the extent to which each one should be fulfilled.

Students' Need Discrepancy Scores

Table 5.13 shows the rank distribution of need discrepancy for the 16 functions according to the students' responses. As shown in this table, the two top-ranked functions according to the students' responses were ones related to personal concerns; these two functions were (Help students with problems they encounter with other faculty and Help students with problems they encounter with university administrators). The next three functions ranked highest as needs by students were those related to academic concerns. These functions were (Help students explore possible graduate/professional school study, Help students to find ways to make their college experiences more interesting and intellectually stimulating, and Encourage students to overcome their academic problems). Four of the six functions categorized as academic concerns were ranked within the seven highest-ranked functions as a need by students.

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Table 5.13.--Rank distribution of "need" discrepancy scores for student responses to items on Part Three of the student questionnaire.

Rank	Need Discrepancy ^a	Advising Function
1	1.7172	13. Help students with problems they encounter with other faculty
2	1.7048	14. Help students with problems they encounter with university administrators
3	1.6315	8. Help students explore possible graduate/professional school study
4	1.5870	16. Encourage students to overcome their academic problems
5	1.5851	6. Help students to find ways to make their college experiences more interesting and intellectually stimulating
6	1.5382	9. Provide students with up-to-date information about other sources of assistance on campus
7	1.5348	1. Assist students in selecting a major
8.5	1.4530	2. Explain university academic regulations and requirements to students
8.5	1.4573	3. Assist students with career vocational planning
10	1.4551	7. Assist students in planning their academic program of study
11	1.4456	10. Assist students in obtaining part-time work experiences (paid or unpaid) which complement their career and/or educational goals

Table 5.13.--Continued.

Rank	Need Discrepancy ^a	Advising Function
12	1.4108	15. Serve as a student's personal reference for prospective graduate schools
13	1.3861	12. Provide students with academic advice and suggestions for scholastic improvement
14	1.3838	11. Provide students with information concerning extracurricular opportunities at the university
15	1.3809	4. Assist students with personal (nonacademic) concerns, e.g., family disputes
16	1.1809	5. Assist students with course registration procedures

^aIndicates the differences between mean scores for "should be fulfilled" and "is now being fulfilled."

The four functions that were ranked lowest as needs according to students' responses were those related to administrative concerns, personal concerns, and academic concerns. Two functions (Assist students with course registration procedures and Provide students with information concerning extracurricular opportunities at the university) were related to the administrative area. One function (Assist students with personal [nonacademic] concerns, e.g., family disputes) was a personal concern. The remaining function (Provide students with academic advice and suggestions for scholastic improvement) was related to academic concerns. Finally, those functions scattered through the

middle of Table 5.13 as needs were mainly related to the administrative and vocational/career areas of concern.

Faculty Advisers' Perceptions of the Factors and Problems
That Limit Their Performance as Advisers

This section presents results of the analysis of faculty advisers' responses to the 45 items contained in the third part of the faculty questionnaire. These 45 items were considered by the literature as factors or problems that hinder academic advisers' efforts to perform the academic advising function.

As mentioned in Chapter III, 30 of these 45 items were categorized into three major factors. The first factor was Faculty Attitudes and Behaviors Toward Academic Advising, which consisted of seven items (see Appendix D). The second major factor was Student Attitudes and Behavior Toward Academic Advising; this factor consisted of 10 items (see Appendix D). The third factor, the University and Its Academic Advising Program consisted of 13 items (see Appendix D). The remaining 15 items were presented for both students and faculty advisers similarly in Part Three of both questionnaires. The analysis of these 15 items is presented in later sections.

Each item within the three major factors is rank ordered from highest to lowest, depending on the value of each item's mean, to show the importance of each item within each major factor (category). As mentioned in Chapter III, a scale ranging from "very influential" to "entirely not influential" is used here to rank each item within the major factor. Items with mean scores from 4.0 to 5.0 were considered

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very influential, those with means from 3.0 to 4.0 were considered influential, items with means from 2.0 to 3.0 were considered uninfluential, and those with means from 1.0 to 2.0 were considered entirely uninfluential. The total mean of all items in each major factor was computed to compare the three major factors' overall means.

This section comprises the following three subsections: (a) analysis of items comprising the first major factor, (b) analysis of items comprising second major factor, and (c) analysis of items comprising the third major factor.

Faculty Responses to the First Major
Factor: Faculty Attitudes and
Behaviors Toward Academic Advising

Table 5.14 shows the seven items that constituted the first major factor, Faculty Attitudes and Behaviors Toward Academic Advising. The first-ranked item (Academic advising requires personal contact with students) was considered a very influential one that limits faculty advisers' efforts to perform their role. The mean score for this item was 4.236. The next four items were considered influential in limiting faculty advisers' efforts to perform their advising function. The mean scores for these items ranged from 3.609 to 3.909. One item was considered uninfluential, according to the faculty advisers' responses; that item was (Advising is not considered part of my work). The mean score for this item was 2.200. The lowest-ranked item (Academic advising is largely clerical in nature and not worthy of faculty members' time) was considered entirely uninfluential. The mean score for this item was 1.973.

**Table 5.14.--Rank order of items constituting the first major factor:
Faculty Attitudes and Behavior Toward Academic Advising.**

Item	Rank Order	Item	Mean	S.D.
56	1	Academic advising requires personal contact with students	4.236	.898
71	2	Academic advising requires enthusiasm to perform	3.909	.944
57	3	Conducting academic advising requires a certain kind of ability	3.827	.956
55	4	Academic advising requires personal personal involvement	3.682	1.241
86	5	Academic advising takes time from those activities believed to be the rightful preoccupation of faculty members	3.609	1.110
48	6	Advising is not considered part of my work	2.200	1.326
51	7	Academic advising is largely clerical in nature and not worthy of faculty members' time	1.973	1.153
Overall Mean			3.348	

The overall mean for the seven items that constituted this factor was 3.348, which means that according to faculty advisers' responses, Faculty Attitudes and Behaviors Toward Academic Advising was considered an influential factor, even though one of its constituent items was considered uninfluential and another was considered entirely uninfluential.

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Faculty Responses to the Second
Major Factor: Student Attitudes and
Behavior Toward Academic Advising

Table 5.15 presents the ten items that constituted the second major factor, Student Attitudes and Behavior Toward Academic Advising. The mean scores of eight of these ten items or problems were 3.0 or higher, which means that all of those eight items were considered influential in limiting faculty advisers' efforts to perform their advising function. In other words, faculty responses indicated that four items or problems (Students show no willingness to seek help for nonacademic problems, The evident absence of encouragement on the part of students to come for help, Students come only for assigning courses, and Students seem to seek help from their peers) were ranked the most influential ones within this major factor. The mean scores for these four items ranged from 3.509 to 3.864.

Two items (Students show no need for help and Students show no belief in advising) were considered uninfluential by the faculty advisers. The mean scores for these two items were 2.973 and 2.645, respectively. The overall mean for the ten items or problems constituting this major factor was 2.38, which means that faculty advisers considered the ten items constituting the major factor of Student Attitudes and Behavior Toward Academic Advising to be influential, even though two items individually were considered uninfluential.

**Table 5.15.--Rank order of items constituting the second major factor:
Student Attitudes and Behavior Toward Academic Advising.**

Item	Rank Order	Item	Mean	S.D.
14	1	Students show no willingness to seek help for nonacademic problems	3.864	1.062
15	2	The evident absence of encouragement on the part of students to come for help	3.555	1.097
18	3.5	Students come only for assigning courses	3.509	1.353
22	3.5	Students seem to seek help from their peers	3.509	.936
24	5	Students seek help from their parents regarding nonacademic problems	3.327	.920
21	6	Students go to offices other than mine to solve their nonacademic problems	3.236	.967
23	7	Students prefer to solve their problems by themselves	3.164	.991
20	8	Students go to offices other than mine to solve their academic problems	3.018	.977
12	9	Students show no need for help	2.973	1.288
13	10	Students show no belief in advising	2.645	1.185
Overall Mean			3.280	

Faculty Responses to the Third Major
Factor: Faculty Attitudes and Behavior
Toward the University and Its Academic
Advising Program

Table 5.16 contains the 13 items that constituted the third major factor, The University and Its Academic Advising Program. As shown in this table, 12 of the 13 items constituting the third major factor were considered influential factors limiting the faculty advisers' efforts to perform the advising function. The mean scores for these 12 items ranged from 3.064 to 3.855. The first four items in the table (Advising has no relation to professional life, Frequent changes in adviser prohibit any continuity of relationship, There is a failure to provide the academic adviser with the necessary time for advising, and There is a failure to provide the academic adviser with the necessary space for advising) had mean score ranging from 3.618 to 3.855. According to the scale mentioned in Chapter Four, then, these items were considered to some extent as very influential factors because their scores were near 4.0. In other words, these factors--the lack of linking advising work with the professional life of the adviser (such as using it in increasing the salary), the unstable adviser-advisee relationship (in terms of keeping advisees with the same adviser for a long period), and the failure to provide advisers with the necessary time and space to conduct their advising work--seem to affect advisers' efforts to perform their role of advising students.

**Table 5.16.--Rank order of items constituting the third major factor:
The University and Its Academic Advising Program.**

Item	Rank Order	Item	Mean	S.D.
19	1	Advising has no relation to professional life (as research does, for example)	3.855	1.148
26	2	Frequent changes in adviser prohibit any continuity of relationship	3.809	1.088
6	3.5	There is a failure to provide the academic adviser with the necessary time for advising	3.618	1.341
7	3.5	There is a failure to provide the academic adviser with the necessary space for advising	3.618	1.341
4	5	Lack of privacy with advisees when they come for advising	3.564	1.468
43	6	The absence of in-service training programs for academic advisers	3.514	1.059
41	7	Lack of clarity on the part of whom I am responsible to in discharging my duties (who is my boss)	3.404	1.203
16	8	The absence of financial compensation for conducting advising work	3.373	1.164
1	9.5	Workload too heavy to conduct advising	3.355	1.331
17	9.5	Advising has no relevant role in the adviser's professional development (e.g., promotion)	3.355	1.305
8	11	There is a failure to provide the academic adviser with the necessary materials and information about curriculum and about students for adequate advising	3.227	1.332

Table 5.16.--Continued.

Item	Rank Order	Item	Mean	S.D.
42	12	Lack of an appropriate selection system of the faculty member as a faculty adviser	3.064	1.303
3	13	Advising functions occupy a low status in the department	2.855	1.305
Overall Mean			3.432	

The remaining eight items (Lack of privacy, Lack of in-service training, Lack of clarity concerning to whom the adviser is responsible, Lack of financial compensation, The heavy workload, The irrelevancy of the advising to work improvement, Lack of necessary material to conduct advising, and Lack of appropriate selection of faculty who become advisers) were considered by faculty advisers to be influential factors in limiting their efforts to perform advising functions. The mean scores for these eight factors ranged from 3.064 to 3.564.

Faculty advisers considered the item (Advising functions occupy a low status in the department) to be uninfluential, with a mean score of 2.855. The overall mean for the 13 items that constituted the third major factor (Faculty Attitudes and Behavior Toward the University and Its Academic Advising Program) was 3.432. Hence faculty advisers at Umm Al-Qura University considered this major factor influential in limiting their efforts to perform the advising function, even though

one of the items comprising this factor was considered to be uninfluential.

Students' Perceptions of the Factors and Problems
That Prevent Them From Benefiting From the
Academic Advising

This section is an analysis of students' responses to the 31 items in Part Three of the student questionnaire. These 31 items were considered by the literature as factors or problems that prevent students from benefiting from the academic advising program available to them. The presentation in this section is similar to that in the preceding section. That is, the 31 items were categorized into three major factors. The first factor was Student Attitudes and Behavior Toward Academic Advising, which comprised 10 items (see Appendix D). The second major factor was Faculty Advisers' Attitudes and Behaviors Toward Academic Advising, which contained 17 items (see Appendix D). The third factor was The University and Its Academic Advising Program, which comprised four items (see Appendix D). As explained in the preceding section, the remaining 15 items were presented similarly in Part Three of both the student and faculty adviser questionnaires. The analysis of these 15 items is presented later in this chapter.

Each of the 31 items is rank ordered within its major factor category. In addition, the total mean of all items comprising each major factor is given to enable a comparison of the three factors' overall means.

Students' Responses to the First Major
Factor: Students' Attitudes and
Behaviors Toward Academic Advising

Table 5.17 shows the ten items that constitute the first major factor (Students' Attitudes and Behavior Toward Academic Advising). As shown in the table, students considered the first six items influential in preventing students from benefiting from the academic advising program. These six items were (Solving problems on my own, Getting help from my parents regarding nonacademic problems, Go to officer other than my academic adviser to solve my nonacademic problems, I am not aware of the various aspects of the academic advising program at the university, Advising program seems worthless in solving my academic problems, and Getting help from my peers to solve my problems). The mean scores for these six items ranged from 3.140 to 3.743.

The last four items in the table are ones the students considered uninfluential. The mean scores for these four items ranged from 2.615 to 2.944. These items were (Go to officer other than my adviser to solve my academic problems, Lack of good relationship with my adviser, A signature for my schedule is the only thing I need from my adviser, and I am comfortable in going to my adviser for help).

The overall mean for all ten items comprising this factor was 3.245. Hence students' considered the factor Students' Attitudes and Behaviors toward Academic Advising an influential one, even though four of the ten items that constituted this factor were considered uninfluential.

**Table 5.17.--Rank order of items constituting the first major factor:
Students' Attitudes and Behavior Toward Academic Advising.**

Item	Rank Order	Item	Mean	S.D.
6	1	Solving problems on my own	3.743	1.144
8	2	Getting help from my parents regarding nonacademic problems	3.577	1.217
2	3	Go to offices other than my academic adviser to solve my nonacademic problems	3.259	1.162
4	4	I am not aware of the various aspects of the academic advising program at the university	3.237	1.267
10	5	Advising program seems worthless in solving my academic problems	3.226	1.269
5	6	Getting help from my peers to solve my problems	3.140	1.312
1	7	Go to offices other than my adviser to solve my academic problems	2.944	1.320
9	8	Lack of good relationship with my adviser	2.885	1.382
3	9	A signature for my schedule is the only thing I need from my adviser	2.832	1.524
7	10	I am comfortable in going to my adviser for help	2.615	1.243
Overall Mean			3.245	

Students' Responses to the Second Major Factor: Faculty Attitudes and Behaviors Toward Academic Advising

Table 5.18 shows the 17 items constituting the second major factor: Faculty Attitudes and Behaviors Toward Academic Advising. As shown in Table 5.18, students considered 13 of the 17 items influential in preventing students from benefiting from the academic advising program. The mean scores for these 13 items ranged from 3.067 to 3.484. The 13 influential items concerned the availability of advisers; advisers' ability to help students with academic and nonacademic problems; lack of interest, enthusiasm, easiness to get along with, and encouragement of students to ask for help; and advisers' lack of knowledge about the university's offerings.

Table 5.18.--Rank order of items constituting the second major factor: Faculty Attitudes and Behaviors Toward Academic Advising.

Item	Rank Order	Item	Mean	S.D.
14	1	My adviser seems to be helpless in solving my nonacademic problems	3.484	1.420
15	22	Lack of availability of my adviser	3.400	1.372
11	3	My adviser shows no enthusiasm for academic advising	3.342	1.318
12	4	Performance of his academic advising is inadequate	3.331	1.244
17	5	Lack of accessibility in meeting my adviser	3.308	1.330
24	6	Lack of concern about nonacademic problems on the part of my adviser	3.306	1.136

Table 5.18.--Continued.

Item	Rank Order	Item	Mean	S.D.
13	7	My adviser seems to be helpless in solving my academic problems	3.280	1.235
20	8	Lack of easiness to get along with	3.198	1.240
19	9	The evident absence of organization on the part of my academic adviser's performance	3.163	1.204
23	10	The evident absence of personal interest on the part of the academic adviser in the task of advising	3.108	1.173
18	11	The evident absence of personal knowledge on the part of my academic adviser regarding academic matters	3.102	1.211
22	12	The evident absence of encouragement toward self-reliance on the part of my adviser	3.100	1.207
29	13	Lack of knowledge on the part of adviser regarding the offerings at the university	3.067	1.272
26	14	The evident absence of clear understanding of the academic advising process on the part of my adviser's performance	2.927	1.236
25	15	The evident absence of knowledge about my major from my adviser	2.747	1.298
21	16	The evident absence of adequate personal appearance on the part of my adviser	2.663	1.248
16	17	The evident absence of belief on the part of my academic adviser in the task of advising	2.573	1.010
Overall Mean			3.123	

Table 5.18 also shows that students considered 4 of the 17 items uninfluential in preventing students from benefiting from the academic advising program. The mean scores for these four items ranged from 2.573 to 2.927. The items concerned faculty advisers' understanding of academic advising, their knowledge about students' majors, their personal appearance, and their belief in academic advising.

The overall mean of the 17 items comprising the second major factor was 2.123. This means that students considered the factor Faculty Attitudes and Behaviors Toward Academic Advising to be influential, even though they considered 4 of the 17 individual items constituting this factor to be uninfluential.

Students' Responses to the Third
Major Factor: The University and
Its Academic Advising Program

Table 5.19 shows the four items constituting the third major factor: The University and Its Academic Advising Program. Students considered three of the four items influential in preventing students from benefiting from the academic advising program. These factors concerned the absence of professional people to carry out the advising, the lack of privacy with advisers, and the lack of opportunities to change advisers. The mean scores for these three items ranged from 3.235 to 3.585. One of the four items was considered uninfluential; it pertained to the frequent change in advisers assigned to students. The mean score for this item was 2.726.

The overall mean for all four items comprising the third factor was 3.212. This indicates that students considered the third factor to be influential in preventing students from benefiting from the academic advising program.

Table 5.19.--Rank order of items constituting the third major factor:
The University and Its Academic Advising Program.

Item	Rank Order	Item	Mean	S.D.
39	1	The evident absence of professional people for conducting the academic advising	3.585	1.253
28	2	Lack of privacy with adviser when he is available	3.305	1.200
38	3	There is no opportunity to change advisers	3.235	1.112
27	4	Frequent changes in advisers assigned to me	2.726	1.409
Overall Mean			3.212	

Comparison of Faculty and Student Responses to the
15 Items Presented Similarly to Both Groups

In this section, the analysis of students' and faculty advisers' responses to the 15 items presented similarly in Part Three of both groups' questionnaires (see Appendix D) is presented as follows: First, the students' responses to the 15 items are rank ordered to determine the importance of each item according to its mean score. The

scale mentioned in Chapter IV was used in determining each item's importance. Second, the faculty advisers' responses to the 15 items are analyzed similarly to students' responses, to ascertain each item's importance. Third, the responses of the two groups are compared to discover whether any significant differences existed between the groups in terms of their responses to the 15 items.

Students' Responses to the 15 Items

Table 5.20 shows the students' responses to the 15 items presented in Part Three of the student questionnaire. Students considered all 15 items influential in preventing students from benefiting from the academic advising program available at Umm Al-Qura University.

The first four items had mean scores ranging from 3.625 to 3.782. These items concerned the absence of an office that can provide information about academic advising, not clearly understanding the purposes and procedures of academic advising, lack of information about academic advising available to students, and absence of orientation programs to help students understand the academic advising process.

The three lowest-ranked items had mean scores of 3.308, 3.278, and 3.191, respectively. These items concerned the lack of clarity as to expectations of academic advising, presence of many faculty advisers in one room, and getting help from advisers other than the student's own adviser.

Table 5.20.--Rank order of students' responses to the 15 items presented similarly to students and faculty advisers.

Item	Rank Order	Item	Mean	S.D.
34	1	The complete absence of a specific office to ask about any information needed regarding academic advising	3.782	1.295
46	2	The purposes and procedures of advising are not clearly understood	3.756	1.097
32	3	Lack of information about the academic advising program available to students	3.627	1.201
36	4	Lack of any kind of orientation by the university to help students understand the academic advising	3.625	1.228
45	5	The evident absence of a systematic appraisal for the academic advising program	3.592	1.370
42	6	The absence of a centralized advisory bureau in my college	3.578	1.233
33	7	The evident absence of a commitment on the part of the university's authorities toward academic advisement	3.561	1.223
31	8	The evident absence of a well-defined advising program by the university	3.449	1.195
44	9	Lack of a well-planned academic advising system	3.555	1.181
41	10	The absence of a complementary office to cooperate with the advisers in conducting the academic advising	3.548	1.181
40	11	The nonexistence of a centralized advisory bureau in the office of registration	3.546	1.278

Table 5.20.--Continued.

Item	Rank Order	Item	Mean	S.D.
43	12	Lack of clear-cut submitted information regarding the responsibilities assigned to the faculty adviser	3.540	1.450
30	13	Lack of clarity as to the expectations from academic advising	3.308	1.079
37	14	Many faculty members share my adviser's room	3.278	1.368
35	15	Getting help from faculty member other than my adviser	3.191	1.350
Overall Mean			3.292	

The items ranked fifth through twelfth had mean scores ranging from 3.540 to 3.592. These items related to the absence of systematic appraisal of the academic advising program; absence of a centralized advisory bureau at the college; absence of commitment, planning, definition, and information regarding academic advising; absence of a complementary office to cooperate with advisers, and absence of a centralized advisory bureau at the office of registration.

Faculty Advisers' Responses to the 15 Items

Table 5.21 shows the faculty advisers' responses to the 15 items presented in Part Three of the faculty adviser questionnaire. Faculty advisers considered these items influential in limiting their

efforts to conduct the functions of academic advisers. The mean scores of these 15 items ranged from 3.209 to 3.881.

Table 5.21.--Rank order of faculty advisers' responses to the 15 items presented similarly to students and faculty advisers.

Item	Rank Order	Item	Mean	S.D.
37	1	The absence of a complementary office to cooperate with the advisers in conducting the academic advising	3.881	1.098
31	2	The complete absence of a specific office to ask about any information needed regarding academic advising	3.790	1.041
33	3	Lack of any kind of orientation by the university to help students understand academic advising	3.772	1.081
44	4	The purposes and procedures of academic advising are not clearly understood	3.743	1.109
39	5	Lack of clear-cut, submitted information regarding the responsibilities assigned to the faculty adviser	3.636	1.073
29	6	Lack of information about the academic program available to students	3.627	1.201
38	7.5	The absence of a centralized advisory bureau in my college to conduct the advising work	3.618	1.219
40	7.5	Lack of a well-planned academic advising system	3.618	1.075
36	9	The nonexistence of a centralized advisory bureau in the office of registration	3.590	1.136

Table 5.21.--Continued.

Item	Rank Order	Item	Mean	S.D.
28	10	The evident absence of a well-defined academic advising program by the university	3.518	1.210
34	11	Many faculty members share a room with me	3.509	1.283
27	12	Lack of clarity as to the expectations from academic advising	3.481	1.179
45	13	The evident absence of a systematic appraisal for the academic advising program	3.394	1.217
32	14	Students seek help from faculty members other than me	3.290	1.112
30	15	The evident absence of commitment on the part of the university's authorities toward academic advising	3.209	1.150
Overall Mean			3.337	

The first eight items had mean scores ranging from 3.618 to 3.881. These items were related to the absence of a complementary office to cooperate with advisers in conducting academic advising, absence of an office to ask about information regarding academic advising, lack of orientation program for students, lack of clarity regarding the purposes and procedures of academic advising, lack of information clarifying the responsibilities of advisers, lack of information for students about academic advising, nonexistence of an

advisory bureau at the college, and absence of a well-planned academic advising program.

The three factors ranked ninth, tenth, and eleventh had mean scores around 3.5. These items concerned the absence of a well-defined advising program, the presence of many faculty advisers in one room, and the nonexistence of a centralized advisory bureau at the office of registration. The four items ranked lowest, with mean scores of 3.481, 3.394, 3.290, and 3.209, respectively, pertained to the lack of clarity about expectations from academic advising, the absence of a systematic appraisal of the academic advising program, students' going to other faculty members for help, and the lack of commitment to academic advising by the university's authorities.

Comparison of Students' and Faculty Advisers' Responses to the 15 Items

As shown in Table 5.22, students and faculty advisers differed significantly in their responses to 3 of the 15 items presented similarly to both groups in Part Three of the questionnaires. These items were: The evident absence of a commitment on the part of the university's authorities toward academic advisement, The absence of a complementary office to cooperate with the adviser in conducting the academic advising, and The purposes and procedures of faculty advising are not clearly understood.

For the first item on which students and faculty advisers differed significantly (The evident absence of a commitment on the part of the university's authorities toward academic advisement), students'

Table 5.22.--Results of t-tests of students' and faculty advisers' responses to the 15 items presented similarly to both groups.

No.	Item	Group	Mean	t-Value	Signif. of t
1	The lack of clarity as to expectations from academic advising	Student Faculty	3.308 3.481	-1.57	.117
2	The evident absence of a well-defined academic advising program at the university	Student Faculty	3.559 3.518	.34	.732
3	Lack of information about the academic advising program available for students	Student Faculty	3.627 3.672	-.38	.708
4	The evident absence of a commitment on the part of the university's authorities toward academic advisement	Student Faculty	3.561 3.209	2.87	.004*
5	The complete absence of a specific office to ask about any information needed regarding academic advising	Student Faculty	3.782 3.790	-.07	.945
6	Getting help from faculty member other than my adviser	Student Faculty	3.191 3.290	-.74	.460
7	Lack of any kind of orientation by the university to help students understand academic advising	Student Faculty	3.625 3.772	-1.20	.230

Table 5.22.--Continued.

No.	Item	Group	Mean	t-Value	Signif. of t
8	Many faculty members share my adviser's room	Student Faculty	3.278 3.772	-1.68	.094
9	The nonexistence of a centralized advisory bureau in the office of registration	Student Faculty	3.546 3.590	- .35	.729
10	The absence of a complementary office to cooperate with the adviser in conducting academic advising	Student Faculty	3.548 3.881	-2.81	.005*
11	The absence of an advisory bureau in my college	Student Faculty	3.578 3.618	- .32	.750
12	Lack of clear-cut submitted information regarding the responsibilities assigned to the faculty adviser	Student Faculty	3.540 3.636	- .83	.407
13	Lack of a well-planned academic advising system	Student Faculty	3.555 3.618	- .53	.597
14	The evident absence of a systematic appraisal of the academic advising program	Student Faculty	3.592 3.743	-1.31	.190
15	The purposes and procedures of faculty advising are not clearly understood	Student Faculty	3.756 3.394	3.21	.001*

*Significant at the .05 level.

mean score was 3.561 whereas advisers' mean score was 3.209, indicating that students considered this item more influential than did advisers. This finding can be attributed to three reasons. First, students were more critical of university authorities than were faculty advisers. Second, students were less informed about university authorities' commitment to the academic advising program than were faculty advisers. Third, university authorities' commitment to academic-advising-program matters related to students is less than their commitment to such matters related to faculty advisers.

For the second item on which students and faculty advisers differed significantly (The absence of a complementary office to cooperate with the adviser in conducting the academic advising), faculty advisers' mean score was 3.881 whereas students' mean score was 3.548, indicating that advisers considered this item more influential than did students. This finding can be attributed to the following reason. The item concerned the existence of a complementary office that would cooperate with advisers in conducting their advising work, which is really more related to faculty advisers than it is to students. Accordingly, faculty advisers considered the item more influential in limiting their efforts to perform the academic advising role.

For the third item on which students and faculty advisers differed significantly (The purposes and procedures of faculty advising are not clearly understood), students' mean score was 3.756 whereas advisers' mean score was 3.394, indicating that students considered this item more influential than did faculty advisers. Perhaps the

reason for this discrepancy is that students are less informed about the purposes and procedures of faculty advising than are the faculty advisers themselves. Hence students considered this item more influential than did faculty advisers in preventing them from benefiting from the academic advising program.

The Effects of Some Demographic Variables on Faculty
Advisers' Perceptions Regarding the Factors Included
in Part Three of Their Questionnaire

This section is devoted to an analysis of data regarding the effects of some demographic variables on faculty advisers' perceptions of the four major factors (Faculty Attitudes and Behaviors Toward Academic Advising, Student Attitudes and Behaviors Toward Academic Advising, The Combined Items Presented Similarly to Students and Faculty Advisers, and The University and Its Academic Advising Program). The data analyzed in this section relate to Research Question 5: Do faculty members' demographic variables (age, nationality, academic rank, years of advising experience, number of advisees, highest degree held, and college affiliation) affect their perceptions of the factors or problems that limit their performance as academic advisers?

Five demographic variables were analyzed to determine if they had any effect on faculty advisers' perceptions of the four major factors. These variables were nationality, academic rank, college affiliation, years of advising experience, and age. A multivariate analysis of variance (MANOVA) was employed to determine if these demographic variables had any effect on faculty advisers' perceptions of

the four major factors. The .05 alpha level was used as a criterion for determining whether differences were statistically significant.

Faculty Advisers' Nationality

Table 5.23 shows the results of testing whether a significant difference existed between Saudi and non-Saudi faculty advisers with respect to their opinions of the four major factors. The multivariate tests showed that the two groups of advisers did not differ significantly in their opinions of any of the four factors. In other words, the academic advisers' nationality had no effect on their perceptions of the four major factors.

Table 5.23.--Results of multivariate test of significance for faculty advisers' nationality.

Test Name	F-Value	df	Significance of F
Wilks	1.68594	4,105	.159

However, when a univariate test was applied to each of the four major factors, the two groups (Saudis and non-Saudis) were found to differ significantly on the third major factor (the 15 items presented similarly to both students and faculty advisers). (See Table 5.24.)

The means of each group are presented in Table 5.25. It can be seen that Saudi faculty advisers considered the third major factor to be more influential than did the non-Saudi advisers.

Table 5.24.--Results of univariate F-test with 1,108 degrees of freedom: faculty advisers' nationality.

Factor Category	Hypothesis Mean Square	Error Mean Square	F	Signif. of F
1. Faculty Attitudes and Behaviors Toward Academic Advising	.00097	.27570	.00356	.953
2. Student Attitudes and Behaviors Toward Academic Advising	.96525	.29832	3.23560	.075
3. Combined Items Presented Similarly to Students and Faculty Advisers	1.84570	.46086	4.00488	.048*
4. The University and Its Academic Advising Program	1.26917	.42946	2.95525	.088

*Significant at the .05 level.

Table 5.25.--Means and standard deviations for faculty advisers' nationality regarding their perceptions of the four major factors.

Factor Category	Nationality	Mean	S.D.
1. Faculty Attitudes and Behaviors Toward Academic Advising	Saudi	3.35268	.58956
	non-Saudi	3.34615	.49675
2. Student Attitudes and Behaviors Toward Academic Advising	Saudi	3.40625	.58251
	non-Saudi	3.20000	.53087
3. Combined Items Presented Similarly to Students and Faculty Advisers	Saudi	3.52708	.56069
	non-Saudi	3.24188	.72100
4. The University and Its Academic Advising Program	Saudi	3.56490	.62420
	non-Saudi	3.32840	.66746

Faculty Advisors' Academic Rank

A multivariate test was conducted to determine whether there were significant differences in the responses of faculty advisers of various academic ranks (instructor, assistant professor, associate professor, and full professor). Test results showed that the four groups of advisers did not differ significantly with respect to their perceptions of the four major factors. In other words, the faculty advisers' academic rank had no effect on their perceptions of the four major factors. (See Table 5.26.)

Table 5.26.--Results of multivariate test of significance for faculty advisers' academic rank.

Test Name	F-Value	df	Significance of F
Wilks	.91473	12.00	.533

When a univariate test was applied to each major factor, faculty advisers did not differ significantly on the four major factors according to academic rank. (See Table 5.27.)

Table 5.27.--Results of univariate F-test with 1,106 degrees of freedom: faculty advisers' academic rank.

Factor Category	Hypothesis Mean Square	Error Mean Square	F	Signif. of F
1. Faculty Attitudes and Behaviors Toward Academic Advising	.117	.277	.423	.737
2. Student Attitudes and Behaviors Toward Academic Advising	.362	.302	1.198	.314
3. Combined Items Presented Similarly to Students and Faculty Advisers	.258	.479	.538	.860
4. The University and Its Academic Advising Program	.112	.446	.251	.860

Table 5.28 shows the means for each of the major factors, according to the faculty advisers' academic ranks. The mean scores for faculty advisers on all four major factors did not differ significantly from each other.

Table 5.28.--Means and standard deviations for faculty advisers' academic rank regarding their perceptions of the four major factors.

Factor Category	Academic Rank	Mean	S.D.
1. Faculty Attitudes and Behaviors Toward Academic Advising	Instructor	3.357	.309
	Asst. prof.	3.306	.581
	Assoc. prof.	3.445	.446
	Full prof.	3.348	.472
2. Student Attitudes and Behaviors Toward Academic Advising	Instructor	3.416	.552
	Asst. prof.	3.320	.551
	Assoc. prof.	3.096	.540
	Full prof.	3.231	.560
3. The Combined Items Presented Similarly to Students and Faculty Advisers	Instructor	3.011	.732
	Asst. prof.	3.361	.747
	Assoc. prof.	3.353	.635
	Full prof.	3.254	.517
4. The University and Its Academic Advising Program	Instructor	3.448	.625
	Asst. prof.	3.356	.714
	Assoc. prof.	3.488	.701
	Full prof.	3.389	.360

Faculty Advisers' College Affiliation

A multivariate test was carried out to test whether there were significant differences in faculty advisers' perceptions of the four major factors, depending on the advisers' college affiliation within Umm Al-Qura University. As Table 5.29 shows, no significant differences existed among faculty advisers from the various colleges in terms of their perceptions of the four major factors. In other words, the faculty advisers' college affiliations had no effect on their perceptions of the four major factors.

Table 5.29.--Results of multivariate test of significance for faculty advisers' college affiliation.

Test Name	F-Value	df	Significance of F
Wilks	1.30609	24,350	.155

A univariate test was employed to determine on which of the four major factors faculty advisers differed significantly in terms of college affiliation. The results indicated that faculty advisers from the various colleges did not differ in their perceptions of the four major factors. (See Table 5.30.)

Table 5.30.--Results of univariate F-test with 6,103 degrees of freedom: faculty advisers' college affiliation.

Factor Category	Hypothesis Mean Square	Error Mean Square	F	Signif. of F
1. Faculty Attitudes and Behaviors Toward Academic Advising	.478	.261	1.831	.100
2. Student Attitudes and Behaviors Toward Academic Advising	.278	.305	.910	.490
3. Combined Items Presented Similarly to Students and Faculty Advisers	.656	.462	1.418	.215
4. The University and Its Academic Advising Program	.741	.419	1.767	.113

Table 5.31 shows the mean scores of faculty advisers for the four major factors, according to advisers' college affiliation. As is apparent from the table, there were no significant differences in these mean scores. In other words, the nonexistence of differences between mean scores for the four major factors supported the results of the multivariate and univariate tests presented earlier.

Faculty Advisers' Years of Advising Experience

A multivariate test was carried out to test whether faculty advisers' years of advising experience affected their perceptions of the four major factors. As Table 5.32 shows, there were no significant differences among faculty advisers with different amounts of advising experience concerning their perceptions of the four major factors. That is, the faculty advisers' years of advising experience had no effect on their perceptions of the four major factors.

A univariate test was employed to discover on which of the four major factors faculty advisers differed significantly, depending on their years of advising experience. The results of the univariate test revealed that faculty advisers with varying amounts of advising experience did not differ in their perceptions of the four major factors. (See Table 5.33.)

Table 5.31.--Means and standard deviations for faculty advisers' college affiliation regarding their perceptions of the four major factors.

Factor Category	College Affiliation	Mean	S.D.
1. Faculty Attitudes and Behaviors Toward Academic Advising	Al-Dawa	3.222	.589
	Al-Shari'a	3.602	.571
	Arabic Language	3.233	.476
	Social Science	3.333	.450
	Educ. in Makkah	3.384	.434
	Eng. & Appl. Sci.	3.164	.540
	Educ. in Taif	3.219	.465
2. Student Attitudes and Behaviors Toward Academic Advising	Al-Dawa	3.344	.547
	Al-Shari'a	3.271	.583
	Arabic Language	3.236	.474
	Social Science	3.466	.592
	Educ. in Makkah	3.069	.478
	Eng. & Appl. Sci.	3.084	.522
	Educ. in Taif	3.338	.642
3. The Combined Items Presented Similarly to Students and Faculty Advisers	Al-Dawa	3.377	1.141
	Al-Shari'a	3.445	.550
	Arabic Language	3.259	.650
	Social Science	3.640	.627
	Educ. in Makkah	2.984	.755
	Eng. & Appl. Sci.	3.276	.435
	Educ. in Taif	3.148	.745
4. The University and Its Academic Advising Program	Al-Dawa	3.657	.713
	Al-Shari'a	3.560	.651
	Arabic Language	3.336	.648
	Social Science	3.599	.690
	Educ. in Makka	3.248	.764
	Eng. & Appl. Sci.	3.029	.503
	Educ. in Taif	3.236	.530

Table 5.32.--Results of multivariate test of significance for faculty advisers' years of advising experience.

Test Name	F-Value	df	Significance of F
Wilks	.762	16,312	.728

Table 5.33.--Results of univariate F-test with 4,105 degrees of freedom: faculty advisers' years of advising experience.

Factor Category	Hypothesis Mean Square	Error Mean Square	F	Signif. of F
1. Faculty Attitudes and Behaviors Toward Academic Advising	.364	.269	1.352	.256
2. Student Attitudes and Behaviors Toward Academic Advising	.052	.314	.168	.954
3. Combined Items Presented Similarly to Students and Faculty Advisers	.583	.469	1.243	.297
4. The University and Its Academic Advising Program	.282	.443	.637	.637

Table 5.34 shows the mean scores of faculty advisers for the four factors, according to their years of advising experience. There were no noticeable differences in mean scores according to advisers' length of experience in advising. In other words, the nonexistence of

differences between mean scores for the four major factors supported the results of the multivariate and univariate tests discussed earlier.

Table 5.34.--Means and standard deviations for faculty advisers' years of advising experience regarding their perceptions of the four major factors.

Factor Category	Years of Advising Experience	Mean	S.D.
1. Faculty Attitudes and Behaviors Toward Academic Advising	< 1 year	3.363	.425
	1- <3 years	3.184	.532
	3- <6 years	3.387	.472
	6- <9 years	3.378	.495
	9 years and over	3.529	.644
2. Student Attitudes and Behaviors Toward Academic Advising	< 1 year	3.575	.622
	1- <3 years	3.215	.734
	3- <6 years	3.270	.622
	6- <9 years	3.233	.835
	9 years and over	3.568	.673
3. The Combined Items Presented Similarly to Students and Faculty Advisers	< 1 year	3.575	.622
	1- <3 years	3.215	.734
	3- <6 years	3.270	.622
	6- <9 years	3.233	.835
	9 years and over	3.568	.523
4. The University and Its Academic Advising Program	< 1 year	3.335	.622
	1- <3 years	3.275	.734
	3- <6 years	3.270	.622
	6- <9 years	3.233	.835
	9 years and over	3.568	.523

Faculty Advisers' Age

A multivariate test was employed to test whether faculty advisers' age affected their perceptions of the four major factors. As

Table 5.35 shows, the age of faculty advisers had no effect on their perceptions of the four major factors.

Table 5.35.--Results of multivariate test of significance for faculty advisers' age.

Test Name	F-Value	df	Significance of F
Wilks	1.435	16,312	.123

A univariate test to performed to determine on which of the four major factors the faculty advisers differed significantly, depending on their age. The univariate test results indicated that faculty advisers in the various age groups did not differ in their perceptions of any of the four major factors. (See Table 5.36.)

Table 5.37 shows the mean scores of faculty advisors for the four major factors, according to their age. The mean scores of the faculty advisors in the different age groups did not differ noticeably on any of the four major factors. In other words, the nonexistence of any difference in mean scores supported the results of the multivariate and univariate analyses discussed earlier.

Table 5.36.--Results of univariate F-test with 4,105 degrees of freedom: faculty advisers' age.

Factor Category	Hypothesis Mean Square	Error Mean Square	F	Signif. of F
1. Faculty Attitudes and Behaviors Toward Academic Advising	.365	.268	1.432	.228
2. Student Attitudes and Behaviors Toward Academic Advising	.571	.294	1.943	.109
3. Combined Items Presented Similarly to Students and Faculty Advisers	.468	.473	.988	.417
4. The University and Its Academic Advising Program	.795	.423	1.877	.120

The Effects of Some Demographic Variables on Students'
Perceptions Regarding the Factors Included in
Part Three of Their Questionnaire

This section is similar to the preceding one in terms of its purposes and procedures. It contains a discussion of the data analysis regarding the effects of some demographic variables on students' perceptions of four major factors: Student Attitudes and Behaviors Toward Academic Advising, Faculty Attitudes and Behaviors Toward Academic Advising, The Combined Items Presented Similarly to Students and Faculty Advisers, and The University and Its Academic Advising Program.

Table 5.37.--Means and standard deviations for faculty advisers' age regarding their perceptions of the four major factors.

Factor Category	Age	Mean	S.D.
1. Faculty Attitudes and Behaviors Toward Academic Advising	26-35	3.219	.466
	36-40	3.239	.541
	41-45	3.474	.596
	46-50	3.469	.580
	51-55	3.036	.485
2. Student Attitudes and Behaviors Toward Academic Advising	26-35	3.256	.586
	36-40	3.170	.723
	41-45	3.509	.641
	46-50	3.384	.487
	51-55	3.333	.658
3. The Combined Items Presented Similarly to Students and Faculty Advisers	26-35	3.256	.586
	36-40	3.170	.723
	41-45	3.509	.641
	46-50	3.384	.487
	51-55	3.333	.658
4. The University and Its Academic Advising Program	26-35	3.390	.586
	36-40	3.174	.723
	41-45	3.500	.641
	46-50	3.372	.487
	51-55	3.629	.658

The analysis of the data in this section is related to Research Question 6: Do students' demographic variables (age, years in college, college of enrollment, students' nationality, advisers' nationality, and student enrollment status) affect their perceptions of the factors or problems that prevent or discourage them from fulfilling their academic advising need?

Five demographic variables were analyzed to discover if they had any effect on students' perceptions of the four major factors

mentioned before. These demographic variables were student's age, student's college enrollment, student's nationality, adviser's nationality, and years in college. A multivariate analysis of variance (MANOVA) was employed to determine if these demographic variables had any effects on students' perceptions of the four major factors. The .05 alpha level was used as the criterion in determining whether differences were statistically significant.

Students' Age

A multivariate test was employed to determine whether the students' age had an effect on their perceptions of the four major factors. Table 5.38 shows that age had no effect on students' perceptions of the four major factors.

Table 5.38.--Results of multivariate test of significance for students' age.

Test Name	F-Value	df	Significance of F
Wilks	2.00	4,878	.092

A univariate test was used to discover whether students differed on any of the four major factors. Results of the univariate test revealed that students in the different age groups did not differ in their perceptions of any of the major factors. (See Table 5.39.)

Table 5.39.--Results of univariate F-test with 1,881 degrees of freedom: students' age.

Factor Category	Hypothesis Mean Square	Error Mean Square	F	Signif. of F
1. Student Attitudes and Behaviors Toward Academic Advising	.184	.316	.584	.445
2. Faculty Attitudes and Behaviors Toward Academic Advising	.127	.495	.256	.613
3. Combined Items Presented Similarly to Students and Faculty Advisers	1.453	.595	2.440	.117
4. The University and Its Academic Advising Program	1.966	.675	2.910	.088

Table 5.40 shows the mean scores for the four major factors, according to students' age. Mean scores on each major factor did not differ noticeably depending on the students' age. In other words, the nonexistence of statistically significant differences in mean scores supported the results of both the multivariate and univariate analyses.

Table 5.40.--Means and standard deviations for students' age regarding their perceptions of the four major factors.

Factor Category	Age	Mean	S.D.
1. Student Attitudes and Behaviors Toward Academic Advising	17-22	3.151	.555
	23 & over	3.122	.572
2. Faculty Attitudes and Behaviors Toward Academic Advising	17-22	3.123	.686
	23 & over	3.099	.727
3. The Combined Items Presented Similarly to Students and	17-22	3.516	.758
	23 & over	3.598	.789
4. The University and Its Academic Advising Program	17-22	3.163	.800
	23 & over	3.258	.849

Students' College Enrollment

A multivariate test was carried out to determine whether students' college enrollment (college affiliation) had an effect on their perceptions of the four major factors. Table 5.41 shows that students did differ in their perceptions of the four major factors, depending on their college enrollment. That is, it was apparent that college affiliation had an effect on students' perceptions of the four major factors that prevent or discourage students from benefiting from the academic advising program available at Umm Al-Qura University.

Table 5.41.--Results of multivariate test of significance for students' college enrollment.

Test Name	F-Value	df	Significance of F
Wilks	6.922	24,304	.000*

*Significant at the .05 level.

A univariate test was employed to determine on which of the four major factors students' perceptions differed. This test indicated that students in the various college-enrollment categories differed significantly in their perceptions of all four major factors. (See Table 5.42.)

Table 5.42.--Results of univariate F-test with 6,876 degrees of freedom: students' college enrollment.

Factor Category	Hypothesis Mean Square	Error Mean Square	F	Signif. of F
1. Student Attitudes and Behaviors Toward Academic Advising	3.758	.292	12.846	.000*
2. Faculty Attitudes and Behaviors Toward Academic Advising	7.031	.450	15.604	.000*
3. Combined Items Presented Similarly to Students and Faculty Advisers	1.360	.591	2.300	.030*
4. The University and Its Academic Advising Program	5.879	.641	9.168	.000*

*Significant at the .05 level.

As shown in Table 5.43, the students' mean scores on the four factors differed significantly, according to college enrollment. Students enrolled in the College of Education in Makka and the College of Education in Taif perceived the first factor (Student Attitudes and Behaviors Toward Academic Advising) as uninfluential in preventing or discouraging students from benefiting from the academic advising program. The mean scores for students enrolled in these two colleges were 2.991 and 2.788, respectively. On the other hand, students enrolled in the remaining five colleges (College of Al-Dawa, College of Sharif'a, College of Social Science, College of Arabic Language, and College of Engineering and Applied Science) perceived this first major factor as influential. The mean scores for students enrolled in these colleges ranged from 3.022 to 3.306.

Students also differed significantly in their perceptions of the second major factor (Faculty Attitudes and Behaviors Toward Academic Advising), depending on their college enrollment. Students enrolled in the College of Education in Makka, the College of Engineering and Applied Science, and the College of Education in Taif perceived the second major factor as uninfluential. The mean scores of students enrolled in these colleges were 2.834, 2.981, and 2.646, respectively. On the other hand, students enrolled in the remaining four colleges (College of Al-Dawa, College of Sharif'a, College of Arabic Language, and College of Social Science) perceived the second major factor as influential. The mean scores for these four groups of students were 3.306, 3.297, 3.125, and 3.136, respectively.

Table 5.43.--Means and standard deviations for students' college enrollment regarding their perceptions of the four major factors.

Factor Category	College Affiliation	Mean	S.D.
1. Student Attitudes and Behaviors Toward Academic Advising	Al-Dawa	3.306	.530
	Al-Shari'a	3.297	.568
	Arabic Language	3.125	.566
	Social Science	3.136	.559
	Educ. in Makkah	2.991	.534
	Eng. & Appl. Sci.	3.022	.537
	Educ. in Taif	2.788	.404
2. Faculty Attitudes and Behaviors Toward Academic Advising	Al-Dawa	3.326	.638
	Al-Shari'a	3.301	.637
	Arabic Language	3.311	.883
	Social Science	3.087	.664
	Educ. in Makkah	2.834	.711
	Eng. & Appl. Sci.	2.981	.705
	Educ. in Taif	2.646	.527
3. The Combined Items Presented Similarly to Students and Faculty Advisers	Al-Dawa	3.473	.773
	Al-Shari'a	3.575	.828
	Arabic Language	3.662	.929
	Social Science	3.660	.648
	Educ. in Makkah	3.403	.801
	Eng. & Appl. Sci.	3.573	.740
	Educ. in Taif	3.373	.709
4. The University and Its Academic Advising Program	Al-Dawa	3.463	.837
	Al-Shari'a	3.377	.862
	Arabic Language	3.325	.874
	Social Science	3.155	.754
	Educ. in Makka	2.956	.693
	Eng. & Appl. Sci.	3.041	.780
	Educ. in Taif	2.839	.729

As shown in Table 5.43, students' mean scores for the third major factor (The Combined Items Presented Similarly to Both Students and Faculty Advisers) ranged from 3.373 to 3.662, depending on the college enrollment. Students in all seven colleges perceived this

major factor as influential in preventing students from benefiting from the academic advising program available at the university. Whereas students enrolled in all seven colleges perceived this factor as influential, mean scores for students in the various colleges differed. The mean scores of students enrolled in the College of Dawa, the College of Education in Makka, and the College of Education in Taif were 3.473, 3.403, and 3.373, respectively. The mean scores of students enrolled in the College of Arabic Language, the College of Social Science, the College of Shari'a, and the College of Engineering and Applied Science were 3.662, 3.660, 3.575, and 3.573, respectively.

Students also differed in their perceptions of the fourth major factor (The University and Its Academic Advising Program), depending on their college enrollment. Students enrolled in the College of Dawa, the College of Shari'a, the College of Arabic Language, the College of Social Science, and the College of Engineering and Applied Science perceived this factor as influential in preventing students from benefiting from the academic advising program. The mean scores for students in these colleges were 3.463, 3.377, 3.325, 3.155, and 3.041, respectively. On the other hand, students enrolled in the College of Education in Makka and the College of Education in Taif perceived the fourth major factor as unimportant. These groups' mean scores were 2.956 and 2.839, respectively.

Students' Nationality

A multivariate test was employed to discover whether students' nationality had an effect on their perceptions of the four major factors. Table 5.44 shows that students' nationality had no effect on their perceptions of these factors.

Table 5.44.--Results of multivariate test of significance for students' nationality.

Test Name	F-Value	df	Significance of F
Wilks	1.272	4,855	.279

A univariate test was run to find out on which of the four major factors, if any, students differed. The test results indicated that students did not differ significantly in their perceptions of the major factors considered separately, depending on nationality. (See Table 5.45.)

The mean scores of the students according to their nationality for the four major factors are shown in Table 5.46. Mean scores did not differ noticeably as a result of nationality. The lack of a difference in mean scores supported the results of the multivariate and univariate analyses.

Table 5.45.--Results of univariate F-test with 1,858 degrees of freedom: students' nationality.

Factor Category	Hypothesis Mean Square	Error Mean Square	F	Signif. of F
1. Student Attitudes and Behaviors Toward Academic Advising	.404	.318	.000	.997
2. Faculty Attitudes and Behaviors Toward Academic Advising	.050	.500	.101	.750
3. Combined Items Presented Similarly to Students and Faculty Advisers	.726	.595	1.219	.270
4. The University and Its Academic Advising Program	1.868	.679	2.747	.098

Table 5.46.--Means and standard deviations for students' nationality regarding their perceptions of the four major factors.

Factor Category	Nationality	Mean	S.D.
1. Student Attitudes and Behaviors Toward Academic Advising	Saudi	3.137	.571
	non-Saudi	3.137	.507
2. Faculty Attitudes and Behaviors Toward Academic Advising	Saudi	3.116	.717
	non-Saudi	3.092	.631
3. The Combined Items Presented Similarly to Students and Faculty Advisers	Saudi	3.543	.778
	non-Saudi	3.633	.717
4. The University and Its Academic Advising Program	Saudi	3.191	.818
	non-Saudi	3.335	.868

Students' Advisers' Nationality

A multivariate test was employed to test whether students' perceptions of the four major factors were affected by the nationality of their advisers. Table 5.47 shows that students did differ in their perceptions of the four major factors as a result of the adviser's nationality. In other words, students' advisers' nationality did affect their perceptions of the four factors.

Table 5.47.--Results of multivariate test of significance for students' advisers' nationality.

Test Name	F-Value	df	Significance of F
Wilks	2.302	8,157	.019*

*Significant at the .05 level.

A univariate test was applied to determine on which of the four major factors, if any, students differed in their perceptions. The test results indicated that students did not differ in their perceptions of the four major factors individually, depending on their advisers' nationality. (See Table 5.48.)

Table 5.49 shows the mean scores of students according to their advisers' nationality for the four major factors. No noticeable differences existed in the mean scores for the first, third, and fourth major factors. However, the mean scores did differ on the second factor. Students whose advisers were Saudi and Egyptian perceived the

second major factor as influential in preventing students from benefiting from the academic advising program available at the university. Students whose advisers were of nationalities other than Saudi and Egyptian perceived the second major factor as uninfluential. Their mean score was 2.986.

Table 5.48.--Results of univariate F-test with 2,790 degrees of freedom: students' advisers' nationality.

Factor Category	Hypothesis Mean Square	Error Mean Square	F	Signif. of F
1. Student Attitudes and Behaviors Toward Academic Advising	.655	.312	2.097	.123
2. Faculty Attitudes and Behaviors Toward Academic Advising	1.360	.511	2.658	.071
3. Combined Items Presented Similarly to Students and Faculty Advisers	.752	.594	1.266	.282
4. The University and Its Academic Advising Program	.849	.684	1.240	.290

Table 5.49.--Means and standard deviations for students' advisers' nationality regarding their perceptions of the four major factors.

Factor Category	Adviser's Nationality	Mean	S.D.
1. Student Attitudes and Behaviors Toward Academic Advising	Saudi	3.171	.568
	Egyptian	3.125	.571
	Others	3.047	.498
2. Faculty Attitudes and Behaviors Toward Academic Advising	Saudi	3.164	.771
	Egyptian	3.090	.700
	Others	2.986	.668
3. The Combined Items Presented Similarly to Students and Faculty Advisers	Saudi	3.500	.753
	Egyptian	3.557	.799
	Others	3.633	.668
4. The University and Its Academic Advising Program	Saudi	3.244	.837
	Egyptian	3.213	.839
	Others	3.106	.767

Students' Years in College

A multivariate test was employed to determine whether students' years in college had any effect on their perceptions of the four major factors. As shown in Table 5.50, students did differ significantly in their perceptions of the four major factors, according to their years in college. That is, the number of years students had spent in college affected their perceptions of the four major factors.

Table 5.50.--Results of multivariate test of significance for students' years in college.

Test Name	F-Value	df	Significance of F
Wilks	3.958	8,175	.000*

*Significant at the .05 level.

A univariate test was run to determine on which of the four major factors students differed in their perceptions. The test results indicated that students differed significantly (.05 level) in their perceptions of the second, third, and fourth major factors. Students did not differ in their perceptions of the first major factor. (See Table 5.51.)

Table 5.52 demonstrates the mean scores of students according to the years they had spent in college, for each of the four major factors. Mean scores on the first major factor did not differ noticeably according to students' years in college. In contrast, students' mean scores did differ on the remaining three factors. The differences in mean scores were most apparent for factors two and four; students who had spent less than one year in college perceived these factors as uninfluential in preventing students from benefiting from the academic

advising program. Students who had spent one year and above in college perceived these factors as influential.

Table 5.51.--Results of univariate F-test with 2,879 degrees of freedom: students' years in college.

Factor Category	Hypothesis Mean Square	Error Mean Square	F	Signif. of F
1. Student Attitudes and Behaviors Toward Academic Advising	.194	.316	.615	.540
2. Faculty Attitudes and Behaviors Toward Academic Advising	2.461	.491	5.009	.007*
3. Combined Items Presented Similarly to Students and Faculty Advisers	7.192	.582	12.351	.0008
4. The University and Its Academic Advising Program	5.543	.666	8.316	.000*

*Significant at the .05 level.

Table 5.52.--Means and standard deviations for students' years in college regarding their perceptions of the four major factors.

Factor Category	Years in College	Mean	S.D.
1. Student Attitudes and Behaviors Toward Academic Advising	< 1 year	3.104	.506
	1 to <3 years	3.136	.561
	3 and above	3.162	.590
2. Faculty Attitudes and Behaviors Toward Academic Advising	< 1 year	2.959	.660
	1 to <3 years	3.141	.693
	3 and above	3.157	.729
3. The Combined Items Presented Similarly to Students and Faculty Advisers	< 1 year	3.323	.754
	1 to <3 years	3.537	.755
	3 and above	3.682	.775
4. The University and Its Academic Advising Program	< 1 year	2.977	.734
	1 to <3 years	3.233	.814
	3 and above	3.284	.857

**Faculty Advisers' Responses to the Three
Open-Ended Questions**

In Part Four of the faculty advisers' questionnaire, advisers were asked to comment on the following three questions:

1. The academic advising program at Umm Al-Qura University?
(a comment was requested)
2. What other factors or problems not mentioned in the questionnaire do you think limit your efforts in performing your functions as an academic adviser?
3. What are the three most important factors you think help you in performing your functions as an academic adviser?

Out of 110 faculty advisers, 30 responded to Question 1, 50 responded to Question 2, and 63 responded to Question 3. The faculty

advisers' responses to the three questions are discussed in the following paragraphs.

Faculty Advisers' Responses
to the First Question

Faculty advisers were asked to comment on the academic advising program at Umm Al-Qura University. Thirty out of 110 faculty advisers (about 27.5%) responded to that request. Faculty advisers' responses to this question were categorized as follows: (1) comments rating the academic advising program as excellent, (2) comments rating the academic advising program as good, (3) comments rating the academic advising program as acceptable, and (4) comments rating the academic advising program as bad.

Twelve of the 30 faculty advisers considered the academic advising program at Umm Al-Qura University bad. Following is a translation of two of the comments of advisers who considered the academic advising program bad:

It is an off-handed program, basically providing students with signatures during registration time without any good follow-up and well-planned program provided to students by their advisers. Students may seek signatures from different persons each semester. Moreover, most departments at the university do not assist students with planning their programs from the time they enroll to the time they graduate. Hence, students do not understand how to plan their programs until they spend two or three semesters at the university. Another problem in the program, and it is a very important problem and an undeniable one, is that a number of the faculty members do not understand fully the academic advising process, and the only thing they understand about it is just the signature they provide to students, while there are many things they should know about academic advising.

The current academic advising program at the university is not adequate and does not fulfill its purposes. Students rarely take their adviser's advice seriously, and students' main concern is to

get a signature from their advisers, despite those who take the adviser's advice seriously. However, because the academic advising program is not clear in general for the faculty advisers, their work as academic advisers merely concerns a few things about advising, such as knowing only the credit hours students have earned.

Ten faculty advisers out of 30 who commented on the first open-ended question considered the current academic advising program at Umm Al-Qura University an acceptable one. The following are translations of two comments chosen from those by advisers who considered the academic advising program at Umm Al-Qura University acceptable:

The current program is acceptable. But some of the shortcomings have to be eliminated, and consultations with departments and advisers are requested to achieve that elimination.

The current program is acceptable, and it can be more effective if the following suggestions are taken into consideration: (1) a continuous in-service training for advisers must be established, (2) meetings must be established to receive feedback from those who practice advising, and (3) the performance of those who practice advising must be recognized.

Five out of 30 faculty advisers considered the current academic advising program at the university a good program. Finally, three faculty advisers out of 30 considered the current program an excellent one.

Faculty Advisers' Responses to the Second Question

Fifty faculty advisers (45.5%) responded to the second question. Their responses typically concerned the following factors or problems:

1. Some faculty members do not understand the advising system because they have had no previous experience with it.

2. Lack of understanding of the academic advising program on the part of students.

3. The existence of many shortcomings in the drop-add procedures.

4. The leniency in the university's policy of allowing students easily to change to another department or college.

5. Some students add and drop their courses without telling their advisers.

6. The frequent changes in courses, course numbers, and credit hours of courses.

7. Advisers assigning students who are not in the adviser's major field.

8. Unavailability of advisers during the registration period.

9. The department does not keep files for students' records.

10. Nonexistence of a computer terminal to help advisers obtain the needed information about courses that are offered, those that have been canceled, and those that are closed.

11. The delay in providing advisers with reports of students' standings after each term.

12. Giving advisers so much paperwork that they cannot perform their advising function properly.

13. Inaccuracy of statements provided to advisers by the office of registration.

14. Nonexistence of an office at the office of registration to correct inaccurate statements.

Faculty Advisers' Responses
to the Third Question

Sixty-three faculty advisers (57.3%) responded to the third open-ended question: What are the three most important factors you think help you in performing your functions as an academic adviser? The faculty advisers' responses to this question were varied. Hence, the responses were categorized as follows:

1. Factors related to students
2. Factors related to the office of registration
3. Factors related to the university and its academic advising system
4. Factors related to departments

Factors related to students. Following are the factors that faculty advisers said helped them perform their functions as academic advisers. These factors are rank ordered according to the frequency with which they were mentioned.

1. Students have to establish direct contact with their advisers and strengthen the relationship with their advisers through frequent formal and informal meetings.

2. Students should be aware of academic advising and its advantages for their life as students.

3. Students should be in their advisers' offices at the scheduled time.

4. Students should respect the advisers' advice and should take them seriously.

5. Students should clearly present and state their problems to help their advisers understand and find solutions to their problems.

Factors related to the office of registration. Following are the factors that faculty advisers said help them perform their advisory functions. The statements are listed in rank order according to their frequency of mention.

1. Reports of students' standings should be provided to advisers as soon as possible following the end of the semester.

2. Registration procedures and regulations should be stable and should not be changed frequently.

3. The registration office should provide students with information regarding university requirements.

4. The registration office should increase the number of alternative courses, which would give students more flexibility in choosing their courses.

5. Advisers should be provided adequate time for advising before the registration time.

6. The registration office should limit the number of students in each course because overburdening faculty with large numbers of students in their courses may preclude their advising effectively.

7. Cooperation is needed between the office of registration and the computer center to help advisers quickly receive accurate information about advisees.

Factors related to the university. Following are the factors that faculty advisers said help them perform their advisory function. The responses are rank ordered according to their frequency of mention.

1. A room should be provided for each faculty adviser.
2. Academic advising should be a well-defined process.
3. In-service training should be provided for new faculty advisers.
4. Academic advising should be considered part of the faculty's duties. Hence, such advising should be taken into consideration in the total workload of the faculty adviser.
5. An office should be established at the university, to which faculty advisers could refer if they needed answers regarding academic advising.
6. Each college within the university should inform new students about the different majors, different departments, and the requirements of each major.
7. Clear-cut authority should be established for faculty advisers, regarding academic advising.
8. Academic advising should be replanned and reorganized at the university.

Students' Responses to the Three Open-Ended Questions

Three open-ended questions were presented in Part Four of the students' questionnaire. Students were asked to comment on the following questions:

1. The academic advising program at Umm Al-Qura University?
(a comment was requested)
2. What other factors or problems not mentioned in the questionnaire do you think prevent or discourage you from fulfilling your academic advising needs?
3. What are the three most important factors that you think have encouraged you to benefit from the academic advising program?

Out of 883 students, 410 responded to the first question, 312 responded to the second question, and 325 answered the third question. The following paragraphs discuss the students' responses to the three open-ended questions.

Students' Responses to the First Question

Students were asked to comment on the current academic advising program at Umm Al-Qura University. Out of 883 students, 410 (46.4%) responded to the first question. The discussion of students' responses to the first open-ended question is similar to the discussion of faculty advisers' responses. Students' responses were categorized according to the following scale: (1) comments rating the academic advising program excellent, (2) comments rating the academic advising program good, (3) comments rating the academic advising program acceptable, and (4) comments rating the academic advising program bad.

Of the 410 students responding to this question, 173 considered the academic advising program at Umm Al-Qura University bad. Following is a translation of three of those comments.

The program is not adequate. Usually, the academic adviser asks the students to choose the courses, and the only thing he does is

sign the course sheets with serious discussion about the suitability of the courses to the student. Moreover, during the add and drop period, the academic adviser's only concern with signing the sheets is being aware about what courses the student added or dropped. Generally speaking, it can be said that the only thing the academic adviser is performing is the signature on the student's registration papers, while he is supposed to be more effective as an academic adviser.

The current academic advising program is totally inadequate. The relationship between the student and his academic adviser is nonexistent. Most advisers don't know the importance of academic advising, and they don't know most of its procedures. Usually advisers depend on the students to solve their academic and nonacademic problems by themselves.

The current program has no positive effects on students. The student doesn't know his advisor because of the absence of an adequate relationship between the student and his adviser. Moreover, both the academic adviser and the student look at academic advising as an unimportant function. Generally speaking, the academic advising program seems to be unclear and ill-defined.

Of the 410 respondents, 175 rated the current academic advising program at Umm Al-Qura University acceptable. Following is a translation of two of those comments.

The current academic advising program is unclear. It needs a lot of effort from the university's authorities, the academic advisers, and the academic departments to clarify the process of academic advising for students in order to help them understand the program and overcome many problems stemming from a lack of student understanding of the advising process.

The current academic advising program [lacks] professional persons in academic advising. They should be available at the university. Adequate rooms should be available for them. The students' and the professional advisers' relationship should be established through a weekly or monthly meeting. Assistance for these advisers is a necessity.

Of the 410 students who responded to the first question, 48 rated the current academic advising program at Umm Al-Qura University as good. Finally, 14 of the 410 respondents to the first question rated the current advising program an excellent one.

Students' Responses to
the Second Question

Of the 883 students, 312 (35.3%) responded to the second open-ended question: What other factors or problems not mentioned in the questionnaire do you think prevent or discourage you from fulfilling your academic advising needs? Their responses were typical of the following factors or problems:

1. Informing student of his academic adviser.
2. Each faculty adviser should have his own room.
3. Students should be free to choose their advisers.
4. Cooperation should exist between students and advisers.
5. Improving the performance of the computer center, which provides information to advisers.
6. Setting a time when advisers will be available in their offices.
7. An assistant to the adviser should be available to help students when their adviser is not available.
8. Establishing periodic meetings between advisees and faculty advisers.
9. Increasing faculty advisers' authority regarding registration procedures.
10. Failure to involve students in the advising process, despite their importance as a part of that process.
11. Faculty advisers are overloaded. Hence they care less about advising.

12. Lack of cooperation between the academic advisers and other offices within the university, especially the office of registration.

13. Lack of follow-up by departments to the advising process.

14. Frequent changes in the schedule, the courses, and the times of the courses.

15. Lack of cooperation by department chairpersons with students when a problem exists between a student and his adviser.

16. The frequent changes in academic advisers.

17. Course offerings are limited, which increases academic advising problems.

18. Some advisers are unfamiliar with the credit-hour system. Hence they lack experience in academic advising.

19. The office of registration's provision of a report of students' standings is delayed each semester, which precludes advisers from performing their work.

Students' Responses to the Third Question

Of the 883 students, 325 (36.8%) responded to the third open-ended question: What are the three most important factors that you think have encouraged you to benefit from the academic advising program? Students gave a variety of answers to this question. For this reason, factors were categorized as follows:

1. Factors related to the faculty adviser

2. Factor related to the office of registration

3. Factors related to the university

4. Factors related to the department

Factors related to the faculty adviser. Following are the factors that students said had encouraged them to benefit from the academic advising program available at Umm Al-Qura University. They are presented in rank order according to their frequency of mention.

1. The good understanding, cooperation, and brotherhood relationship between faculty advisers and students.

2. The availability of the adviser in his office.

3. Encouragement, advice, and solving students' problems (academic and nonacademic) by the adviser.

4. Advisers' knowledge (experience) about registration procedures, academic advising, the credit-hour system, and what is going on at the university.

5. Advisers' morality and their treatment of students.

6. Advisers' assistance to students in registration, planning the program, and overcoming some problems.

7. Advisers' curiosity to follow students' progress.

8. Advisers' positive belief in advising.

9. Advisers' awareness of students' interests.

10. Cooperation among advisers to share information about advising.

Factors related to the Office of Registration. Following are the factors that students said encouraged them to benefit from Umm Al-Qura University's academic advising program. The factors are listed in rank order according to their frequency of mention.

1. The reorganization of registration procedures.
2. The existence of an advising office in the office of registration, staffed by professional academic advisers.
3. Cooperation between the registration office and the academic advisers.
4. Provision of information that would help students understand the registration procedures.
5. The availability of academic advisers during the registration period.

Factors related to the university. Following are the factors that students said encouraged them to benefit from the academic advising program available at the university. These factors are listed in rank order according to the frequency with which they were mentioned.

1. Provision of a private room for each adviser.
2. Definition of the academic advising program, its goals and procedures.
3. Existence of an office for academic advising, occupied by persons who are professional academic advisers.
4. Informing the students about the importance of academic advising and its relationship to their lives.
5. Provision of in-service training for academic advisers.

6. Provision of information needed by advisers concerning academic advising.

7. Commitment on the part of the university's authorities to improve the academic advising program.

8. Provision of an orientation program for high school seniors who plan to enroll in the university.

Factors related to the department. Following are the departmental factors that students said encourage them to benefit from the academic advising program available at the university. They are listed in rank order according to frequency of mention.

1. Arranging a specific time for the faculty adviser and the student to meet. (Students suggested a day each week, three times each semester, once a month, or at the beginning of each year as a time to meet with their advisers.)

2. Limiting the number of students assigned to each adviser. (Students suggested 15 students for each adviser.)

3. Allowing students to choose their courses by themselves.

4. Assigning the student to an adviser for the entire college experience.

5. Limiting the load assigned to faculty advisers so they can perform their advising responsibilities adequately.

6. Having academic-advising professionals at the departmental level.

7. Increasing advisers' authority in matters related to academic advising.

8. Maintaining files and records at the departmental level, regarding students' progress.

9. Involving the department chairman in the academic advising process.

10. Making facilities and assistance available for faculty advisers that would help them conduct academic advising appropriately.

11. Using college department seniors in the advising process.

Summary

This chapter contained an analysis of the data collected through the academic advisers' and students' questionnaires. Ten sections were included in the chapter. The first one dealt with the presentation of demographic data concerning the respondents (academic advisers and students). The second section was devoted to a discussion of faculty advisers' responses to the second part of their questionnaire (the 16 academic advising functions); this section was related to Research Question 1 stated in Chapter I. The third section discussed the students' responses to the second part of their questionnaire (the 16 academic advising functions); this section concerned Research Question 2. The fourth section discussed faculty advisers' responses to Part Three of their questionnaire (factors or problems that limit the faculty advisers' efforts to perform their work as academic advisers); this section dealt with Research Question 3. The fifth section discussed students' responses to Part Three of their questionnaire (factors or problems that prevent or discourage students from benefiting from the academic advising program available at Umm Al-Qura

University); this section was related to Research Question 4. The sixth section discussed the comparison of faculty advisers' and students' perceptions of the 15 items presented similarly to both groups in their questionnaires. The seventh section was devoted to a discussion of the effect of some independent variables on faculty perceptions of the four major factors included as individual items in Part Three of the faculty questionnaire. This section related to Research Question 5. The eighth section discussed the effects of some independent variables on students' perceptions of the four major factors included as individual items in Part Three of the student questionnaire; this section related to Research Question 6. Finally, the last two sections included in the chapter dealt with an analysis of the three open-ended questions posed in the fourth part of the faculty advisers' and students' questionnaires.

CHAPTER VI

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

Purposes

The study had three main purposes: (a) to investigate the perception of undergraduate faculty advisers and undergraduate students at Umm Al-Qura University regarding students' academic advising needs, (b) to determine the factors or problems that prevent or limit the fulfillment of academic advising as perceived by undergraduate students and faculty advisers, and (c) to contribute to a higher quality of undergraduate academic advising at Umm Al-Qura University.

Research Questions

This study was guided by the following seven research questions:

1. What are the academic advising needs of undergraduate students as perceived by the faculty advisers?
2. What are the academic advising needs of undergraduate students as perceived by the students themselves?
3. What do faculty members perceive as factors or problems that limit their performance as academic advisers?

4. What do students perceive as factors or problems that prevent or discourage them from fulfilling their academic advising needs?

5. Do faculty members' demographic variables (age, nationality, academic rank, years of advising experience, number of advisees, highest degree held, and college affiliation) affect their perceptions of the factors or problems that limit their performance as academic advisers?

6. Do students' demographic variables (age, years in college, college enrollment, students' nationality, advisers' nationality, and students' enrollment status) affect their perception of the factors or problems that prevent or discourage them from fulfilling their academic advising needs?

7. Do faculty and students differ in their perceptions of the following aspects of academic advisement: (a) the possible outcomes expected from the academic advisement process, (b) the accepted definition of the program and related information needs, (c) the commitment of university authorities to academic advising, (d) the establishment of a complementary or centralized advisory bureau, (e) the advisement responsibilities assigned to faculty members, (f) the academic advising program's purposes and procedures, and (g) the evaluation of faculty advising.

Methodology

All undergraduate male faculty advisers and all undergraduate male students at Umm Al-Qura University were the target population of

this study. The total sample selected from the target population was 186 faculty advisers out of 606 or about 30%. One hundred ten faculty advisers responded to the questionnaire distributed to them. They represented 59% of the total number of the sample. These faculty advisers were from the seven colleges at Umm Al-Qura University (College of Shari'a, College of Dawa, College of Arabic Language, College of Social Science, College of Education in Makka, College of Engineering and Applied Science, and College of Education in Taif).

The total number of undergraduate male students selected for the sample was 1,815 out of a target population of 5,185, or about 35%. Eight hundred eighty-three undergraduate males (49% of the sample) responded to the questionnaire distributed to them. Those students were from the seven colleges at Umm Al-Qura University.

Two questionnaires were distributed to both the faculty advisers and the students. Each questionnaire comprised four parts. The first part of the faculty advisers' questionnaire sought demographic information from the respondents. The second part consisted of 16 academic advising functions. Faculty advisers were asked to respond to the 16 functions, taking into account their own perceptions of (a) the extent to which a faculty adviser should fulfill each function and (b) the extent to which each function was being fulfilled at the time of the study through the academic advising system at Umm Al-Qura University. The second part of the faculty advisers' questionnaire was related to Research Question 1.

Part Three of the faculty advisers' questionnaire consisted of 45 factors or problems identified in the literature as major factors that limit a faculty adviser's efforts to perform his duties as an academic adviser. Thirty of the 45 factors or problems were organized in three categories: (a) factors related to the faculty adviser's attitudes or behaviors toward academic advising, (b) factors related to students' attitudes or behaviors toward academic advising, and (c) factors or problems related to the university and its academic advising program. These categories do not represent discrete and separate factors or problems and did not appear as individual items in the questionnaire. Rather, they were used to facilitate the data analysis. This part of the faculty advisers' questionnaire related to Research Question 3. Fifteen of the 45 factors or problems were presented similarly in Part Three of the students' and faculty advisers' questionnaires.

Part Four of the faculty advisers' questionnaire contained three open-ended questions. The first asked about the current status of the academic advising program conducted at Umm Al-Qura University as perceived by the faculty advisers. The second question asked respondents to list additional factors or problems that limit faculty advisers' efforts to perform their duties as academic advisers. The third question asked faculty advisers to name the three most important factors they thought would help them in performing their functions as academic advisers. Answering the open-ended questions was optional.

The students' questionnaire, like the faculty advisers' questionnaire, consisted of four parts. The first part included items designed to elicit demographic information about the students who participated in the study. Part Two of the students' questionnaire comprised the same 16 academic advising functions stated in Part Two of the faculty advisers' questionnaire. Students were asked to respond to these functions, taking into account their own perceptions of (a) the extent to which a faculty adviser should fulfill each function and (b) the extent to which each function was being fulfilled at the time of the study through the academic advising system at Umm Al-Qura University. This part of the questionnaire was related to Research Question 2.

Part Three of the students' questionnaire comprised 46 factors or problems identified in the literature as major factors that prevent or discourage students from benefiting from the academic advising program. Thirty-one of the 46 factors were grouped in one of three categories: (a) factors related to the students' attitudes or behaviors toward academic advising, (b) problems related to the faculty advisers' attitudes and behaviors toward academic advising, and (c) factors or problems related to the university and its academic advising program. These three categories do not represent discrete and separate factors or problems and did not appear in the questionnaire itself. They were identified only for data-analysis purposes. Fifteen of the 46 items were also included in the faculty advisers' questionnaire, in order to obtain information related to Research Question 7.

Finally, Part Four of the students' questionnaire consisted of three open-ended questions similar to the ones used in the faculty advisers' questionnaire. These questions were posed for the same reasons the open-ended questions were used in the faculty advisers' questionnaire.

Several statistical methods were used in analyzing the data to answer the research questions. Descriptive statistics such as frequency distributions, means, standard deviations, and rank ordering were used to define each variable in the study. Specifically, mean scores, t-tests, and rank ordering were used to answer Research Questions 1 and 2. Rank ordering and mean scores were used to answer Research Questions 3 and 4. A multivariate analysis of variance (MANOVA) test and a univariate analysis of variance (ANOVA) test were applied to answer Research Questions 5 and 6. T-tests were also performed to answer Research Question 7.

In analyzing the responses to the open-ended questions contained in Part Four of both questionnaires, the questions were treated as follows: The first question asked about the academic advising program at Umm Al-Qura University. Responses were categorized as 1 = bad, 2 = acceptable, 3 = good, and 4 = excellent. A frequency distribution was used to visualize the division of responses according to the above-mentioned categorization. The second question asked about other factors or problems not mentioned in Part Three of the questionnaires. A frequency distribution was calculated for the responses to this question. The third open-ended question asked what factors the

students and faculty advisers thought would provide more assistance in benefiting from the academic advising program. A frequency distribution for all responses was calculated to identify the factors mentioned most often as providing assistance in benefiting from the academic advising program at Umm Al-Qura University.

Discussion of Major Findings

A discussion of the major findings is presented in the following paragraphs. In general, the discussion includes the major findings concerning (a) the faculty advisers' and students' perceptions of the students' academic advising needs, (b) the faculty advisers' and students' perceptions of the factors or problems that prevent or discourage students from benefiting from the academic advising program and limit faculty advisers' efforts to perform the advising function, (c) students' and faculty advisers' perceptions of the items presented similarly to both groups in the third part of the questionnaires, (d) findings regarding the effects of some of the demographic variables on faculty advisers' and students' perceptions of the four major factors, and (e) faculty advisers' and students' responses to the open-ended questions.

Faculty Advisers' and Students' Perceptions of the Students' Academic Advising Needs

Sixteen academic advising functions were presented to the faculty advisers and students in the second part of their respective questionnaires. They were asked to respond to these 16 academic

advising functions in terms of (a) the extent to which these 16 functions should be fulfilled and (b) the extent to which these functions are now being fulfilled. Faculty advisers and students both indicated that all 16 academic advising functions should be fulfilled to various extents. Faculty advisers' and students' perceptions of the extent to which the 16 functions should be fulfilled were identical regarding some functions. In other words, the rank ordering of the responses of faculty advisers and students concerning the extent to which the 16 functions should be fulfilled indicated that the nine functions ranked high by the two groups were the same, but with different rank orders (except for the first four functions, which were ranked similarly by both groups). These nine academic advising functions were (a) provide students with academic advice and suggestions for scholastic improvement, (b) assist students with course registration procedures, (c) explain university academic regulations and requirements to students, (d) assist students in planning their academic program of study, (e) encourage students to overcome their academic problems, (f) assist students in selecting a major, (g) help students to find ways to make their college experiences more interesting and intellectually stimulating, (h) help students explore possible graduate/professional school study, and (i) help students with problems they encounter with other faculty.

The faculty advisers' and students' responses regarding the extent to which the 16 functions should be fulfilled indicated that both groups ranked the functions related to academic and administrative

concerns within the nine highest-ranked functions that should be fulfilled. On the other hand, faculty advisers' and students' responses indicated that some of those functions related to personal and career/vocational concerns were ranked within the lowest-ranked functions that should be fulfilled. However, it was apparent that faculty advisers' and students' ratings of these functions indicated that both groups considered the functions related to academic and administrative concerns as ones that should be fulfilled by the academic adviser, whereas functions related to personal and career/vocational concerns were considered functions that should be fulfilled by the adviser, but not of as high a priority as those related to academic and administrative concerns. This finding is partially consistent with Burke's (1982) findings (which were also consistent with other studies--Kramer & Gardner, Albel, Hellberg, Biggs, Brodie and Barnhart, and Landy), which suggested that faculty advisers should not be expected to counsel students concerning personal (nonacademic) concerns.

In contrast to some of Burke's findings, faculty advisers and students considered those functions related to administrative concerns as high-priority functions in addition to those related to academic concerns. Burke's findings indicated that functions related to career/vocational concerns were considered high-priority functions in addition to those related to academic concerns. This difference between the two studies' findings can be attributed to the different backgrounds of respondents in the two studies. Whereas Burke's study was conducted in the United States, the present study was carried out in Saudi Arabia,

and this influential factor cannot be ignored in considering any differences between the findings of the two studies.

Faculty advisers and students differed significantly in their perceptions of the priorities of the 16 functions as students' academic advising needs. The eight functions ranked highest as needs, according to the students' responses, were those related to personal, academic, and administrative concerns. Two of the functions related to personal concerns were the ones ranked highest by students as a need. Those two functions were (a) help students with problems they encounter with other faculty and (b) help students with problems they encounter with university administrators. Four of the six functions related to academic concerns were among the eight functions ranked highest by students as a need. These functions were, in order, (a) help students explore possible graduate/professional school study, (b) encourage students to overcome their academic problems, (c) help students find ways to make their college experiences more interesting and intellectually stimulating, and (d) assist students in selecting a major. In addition, two of the four functions related to administrative concerns were perceived by students as being among the eight functions ranked highest as a need.

Even though two functions related to personal concerns were ranked highest as a need, two functions related to personal concerns were among the five functions students ranked lowest in terms of need. These functions were (a) serve as a student's personal reference for prospective graduate schools and (b) assist students with personal

(nonacademic) concerns, e.g., family disputes. This means that personal concerns directly related to the student's study environment were rated high as a need, whereas those personal concerns not directly related to the academic environment were rated low as a need. This finding reflects the conservative way of life in Saudi Arabia, where personal concerns that are not directly related to the student's academic endeavors are rarely considered a need within the university environment.

Two out of the three functions ranked lowest by students as a need were related to administrative concerns. These two functions were (a) provide students with information concerning extracurricular opportunities at the university and (b) assist students with course registration procedures. However, the latter function was considered by students as the highest-ranked function that should be fulfilled, whereas as a need students rated it lowest among the 16 functions. Therefore the students considered this function high in priority as a function that should be fulfilled, but low in priority as a need.

In contrast to the students' perceptions, the eight functions ranked highest as a need by faculty advisers were related to all the areas of concern. In other words, the eight functions ranked highest by faculty advisers as a need were related to personal, academic, vocational, and administrative concerns. Two functions were related to personal concerns, two were related to academic concerns, two to career/vocational concerns, and two to administrative concerns. Four of the six functions related to academic concerns were scattered

throughout the middle of the rank order of the 16 functions. Two of the four functions related to administrative concerns were among the three functions rated lowest as needs by the faculty advisers. However, these two functions rated low as a need were considered high in priority as functions that should be fulfilled.

Comparing the faculty advisers' and students' ratings of the 16 functions in terms of need, the following findings emerged. Students perceived the functions related to personal concerns within the study environment as high-priority needs (problems they encounter with other faculty members and university administrators). In contrast, faculty advisers perceived the function that related to personal concerns that were not associated with the students' study environment as a high-priority need (assist students with personal [nonacademic] concerns, e.g., family disputes). Moreover, while students ranked those functions related to career/vocational concerns ([a] assist students with career/vocational planning and [b] assist students in obtaining part-time work experiences [paid or unpaid] which complement their career and/or educational goals) as rather low-priority functions (ranked ninth and eleventh as needs), faculty advisers considered these same two functions as somewhat high-priority ones (ranked third and seventh as needs). This finding indicates that the faculty advisers were more aware of academic advising functions related to career/vocational concerns, which may reflect their maturity and experience.

Further comparing faculty advisers' and students' responses, it was apparent that students rated those functions that related to their

direct study environment as high priority in terms of need (academic, direct personal concern to their study, and direct administrative concern to their study). In contrast, the faculty advisers considered those functions related indirectly to the students' study environment as being of high priority (nonacademic problems, finding ways to make students' college experiences more interesting and intellectually stimulating, helping students obtain part-time work experiences, helping students explore possible graduate/professional school study, providing students with information concerning extracurricular opportunities and up-to-date information about other sources of assistance on campus, assisting them with course/vocational planning, and helping students with problems they encounter with university administrators). Moreover, comparing the faculty advisers' and students' perceptions of students' academic advising needs, the responses indicated that both groups considered the function of assisting students with course registration procedures to be the lowest in priority as a need.

Finally, despite the differences in faculty advisers' and students' perceptions of the 16 functions as students' academic advising needs, the two groups perceived all 16 functions as a need.

Faculty Advisers' and Students' Perceptions of the Factors Limiting Advisers' Efforts and Preventing Students From Benefiting From the Academic Advising Program at Umm Al-Qura University

Faculty advisers' perceptions of the factors. In general, faculty advisers' responses to 30 items pertaining to factors or problems that limit their efforts to perform their role as academic advisers

indicated that 4 of the 30 items were considered uninfluential. These items were: (a) advising is not considered part of my work, (b) students show no need for help, (c) students show no belief in advising, and (d) advising functions occupy a low status in the department. Faculty advisers considered one of the 30 items entirely uninfluential in limiting their efforts to perform their advising work. This item was: Academic advising is largely clerical in nature and not worthy of faculty members' time. The mean score for this item was 1.973.

The 30 items were categorized into three major factors (Faculty Attitudes and Behavior Toward Academic Advising, Student Attitudes and Behavior Toward Academic Advising, and The University and Its Academic Advising Program). Faculty advisers' responses indicated that this group considered all three major factors influential, even though 5 of the 30 items constituting the three major factors were considered uninfluential or very influential in limiting advisers' efforts to perform their role. The mean scores for these three major factors were, respectively, 3.348, 3.280, and 3.432.

The findings of this study regarding faculty advisers' perceptions of factors or problems that limit their efforts to perform the advising function were consistent with the findings of some previous investigations. In this study it was found that faculty advisers considered 25 of 30 items very influential or influential in limiting their efforts to perform the advising role. These 25 items constituted the three major factors (Faculty Attitudes and Behavior Toward Academic

Advising, Student Attitudes and Behavior Toward Academic Advising, and The University and Its Academic Advising Program).

Regarding the first major factor (Faculty Attitudes and Behavior Toward Academic Advising), five of the seven items constituting this major factor were considered as very influential or influential. These factors were (a) academic advising requires personal contact with students, (b) academic advising requires enthusiasm to perform, (c) conducting academic advising requires a certain kind of ability, (d) academic advising requires personal involvement, and (e) academic advising takes time from those activities believed to be the rightful preoccupation of faculty members.

Crocket (in Seppanen, 1981) stated that "The advisor needs to have a positive attitude toward his/her role especially in relation to the educational mission. Advisors must develop an appreciation of all those involved in the educational process as well as their own personal domain" (pp. 19-20). The Committee on the Future of Michigan State University in 1957 defined the essentials for an effective faculty adviser as follows: "To carry out the functions, the academic adviser should be interested and effective in his role as defined by institutional policy" (DeLisle, 1965, p. 115). Similarly, Hallberg (1964) stated, "If we attempt to revitalize the advising programs in our large colleges and universities it is necessary that faculty regard the advising function as an important phase of higher education, as they did in the past" (p. 117).

Faculty advisers considered eight of the ten items constituting the second major factor (Student Attitudes and Behavior Toward Academic Advising) as influential in limiting their ability to perform the advising function. These items were (a) students show no willingness to seek help for nonacademic problems, (b) the evident absence of encouragement on the part of students to come for help, (c) students come only for assigning courses, (d) students seem to seek help from their peers, (e) students seek help from their parents regarding non-academic problems, (f) students go to offices other than mine to solve their nonacademic problems, (g) students prefer to solve their problems by themselves, and (h) students go to offices other than mine to solve their academic problems. Crockett (in Seppanen, 1981) stated, "Since the student is the primary beneficiary of the advising process, it is important that the advisee perceive advising in a positive way" (p. 19).

Concerning the third major factor (The University and Its Academic Advising Program), faculty advisers considered all 11 items constituting this factor as influential in limiting their efforts to perform the advising function. These factors were (a) advising has no relation to professional life (as research does, for example), (b) frequent changes in adviser, (c) the failure to provide the academic adviser with the necessary time for advising, (d) the failure to provide the academic adviser with the necessary space for advising, (e) lack of privacy with advisee, (f) the absence of in-service training programs, (g) lack of clarity on the part of whom advisers are

responsible to in discharging their duties, (h) the absence of financial compensation for advising, (i) the heavy work load, (j) advising has no relevant role in the adviser's professional development (e.g., promotion), and (k) the failure to provide advisers with the necessary materials and information about curriculum and students for adequate advising.

DeLisle (1965) indicated in his study that the most frequently mentioned criticisms causing faculty dissatisfaction related to

(1) the assignment of large numbers of advisees, as extra responsibilities, without regard to the full load previously assigned; (2) the failure to provide the academic adviser with the necessary time, space, materials and information about curricula and about students necessary for adequate advising; (3) the lack of clarity as to the expectations from academic advising. On the other hand, the number of advisees assigned, the time allowed, and the materials provided preclude anything but minimal functions to be carried out; (4) related to the latter, the functions that are possible are largely clerical in nature and not worthy of the faculty member's time; and (5) the absence of either incentives or rewards available to faculty for excellence in academic advising; rather, according to faculty members, the advising function occupies the lowest status in the department. (p. 99)

However, Larsen (1983), Poslaph and Moor (1980), Tegue and Grites (1980), Borgard, Hornbuckle and Mahony (1977), Dresel (1974), Morris (1973), and Hardee (1970) all indicated that such factors as an adequate incentive and reward system, availability of in-service training, recognition and support, professional and personal advancement, knowing to whom the adviser is responsible, and provision of adequate information are important factors in making the adviser able to conduct his work and in making the academic advising program successful and effective.

Students' perceptions of the factors. Students' responses to the 31 items that prevent or discourage them from benefiting from the academic advising program available at Umm Al-Qura University indicated that 9 of the 31 items were considered uninfluential factors. Four items were related to the first major factor (Student Attitudes and Behavior Toward Academic Advising), four were related to the second major factor (Faculty Attitudes and Behavior Toward Academic Advising), and one was related to the third major factor (The University and Its Academic Advising Program). These items, successively, were (a) go to offices other than my adviser's to solve my academic problems, (b) lack of good relationship with my adviser, (c) a signature for my schedule is the only thing I need from my adviser, (d) I am comfortable in going to my adviser for help, (e) the evident absence of a clear understanding of the academic advising process on the part of my adviser, (f) the evident absence of knowledge about my major from my adviser, (g) the evident absence of adequate personal appearance on the part of my adviser, (h) the evident absence of belief on the part of my academic adviser in the task of advising, and (i) frequency changes in advisers assigned to me.

Students considered all three major factors (Student Attitudes and Behaviors Toward Academic Advising, Faculty Attitudes and Behavior Toward Academic Advising, and The University and Its Academic Advising Program) influential in preventing or discouraging them from benefiting from the academic advising program, even though they considered 9 of

the 31 items uninfluential. The mean scores for the three major factors were 3.245, 3.123, and 3.212, respectively.

The findings of this study regarding students' perceptions of the factors or problems preventing them from benefiting from the academic advising program were consistent with the findings of other investigations. Students in the present study considered 22 of the 31 items influential in preventing or discouraging them from benefiting from the academic advising program. These 22 items were distributed among the three major factors (Student Attitudes and Behavior Toward Academic Advising, Faculty Attitudes and Behavior Toward Academic Advising, and The University and Its Academic Advising Program).

Students considered six of the seven items constituting the first major factor (Student Attitudes and Behavior Toward Academic Advising) to be influential. These factors were (a) solving problems on my own, (b) getting help from my parents regarding nonacademic problems, (c) go to offices other than my academic adviser's to solve my nonacademic problems, (d) I am not aware of the various aspects of the academic advising program at the university, (e) advising program seems worthless in solving my academic problems, and (f) getting help from peers to solve my problems. These findings are consistent with Crockett's (in Seppanen, 1981) statement that "since the student is the primary beneficiary of the advising process, it is important that the advisee perceive advising in a positive way" (pp. 19-20). Also, Winston et al. (1982), in discussing the potential of achieving a good academic advising program, stated, "This potentially potent process can

be actualized through a unified effort on the part of faculty members, students, student affairs staff members, and other institutional administrators."

Students considered 13 of the 17 items constituting the second major factor (Faculty Attitudes and Behavior Toward Academic Advising) as influential. These items were (a) adviser seems to be helpless in solving students' nonacademic problems, (b) lack of availability of adviser, (c) adviser shows no enthusiasm for academic advising, (d) performance of his academic advising is inadequate, (e) lack of accessibility in meeting adviser, (f) lack of concern about nonacademic problems on the part of the adviser, (g) adviser seems to be helpless in solving students' academic problems, (h) lack of easiness to get along with, (i) the evident absence of organization on the part of adviser's performance, (j) the evident absence of personal interest on the part of the academic adviser in the task of advising, (k) the evident absence of personal knowledge on the part of adviser regarding academic matters, (l) the evident absence of encouragement toward self-reliance on the part of adviser, and (m) lack of knowledge on the part of adviser regarding the offerings at the university. Consistent with these findings, Cummer (in Seppanen, 1981) stated, "Student satisfaction was related to advisers' knowledge of academic matters, the personal interest shown, availability and accessibility, and sharing the same field of interest" (p. 20). Witters and Millers' findings (in Seppanen, 1981) were also consistent with those of the present study. They indicated that

Students identified nine characteristics of good faculty advisers: they were well organized, had a good sense of humor, were easy to get along with, were competent, had a friendly attitude, kept regular office hours, were able to advise about future careers, encouraged completion of degree, and were a source of information about registration. (p. 20)

Finally, students considered three of the items constituting the third major factor (The University and Its Academic Advising Program) influential in preventing or discouraging them from benefiting from the academic advising program. These items were (a) the evident absence of professional people for conducting the academic advising, (b) lack of privacy with adviser when he is available, and (c) the absence of opportunity to change advisers.

Students' and Faculty Advisers'
Perceptions of the Combined Items
Presented Similarly to Both Groups

Students' responses. According to their responses in the third part of the questionnaire, students considered all 15 items influential in preventing or discouraging them from benefiting from the academic advising program. The mean scores for these 15 items ranged from 3.191 to 3.782. Four of the five highest-ranked items were concerned with the information-giving process. In other words, students considered the factors concerned with information that would help them benefit from the academic advising program as influential in preventing them from benefiting from academic advising. These factors were (a) the complete absence of a specific office to ask about any information needed regarding academic advising, (b) the purposes and procedures of advising are not clearly understood, (c) lack of information about the

academic advising program available to students, and (d) lack of any kind of orientation by the university to help students understand the academic advising.

The five items ranked lowest according to the students' responses were related to the following areas of concern: (a) the existence of an advisory office at the office of registration, (b) clear information clarifying the responsibilities of the academic adviser, (c) lack of clarity as to the expectations from academic advising, (d) the lack of privacy when students see the adviser, and (e) seeking help from other faculty members.

The five items ranked in the middle were related to the following areas of concern: (a) the existence of a complementary office, (b) the existence of an advisory office at the college, (c) the absence of a well-planned, well-defined program, (d) a commitment from the university's authorities to support the academic advising program, and (e) the absence of a systematic appraisal for the academic advising program.

Faculty advisers' responses. Faculty advisers considered all 15 items influential in limiting their efforts to conduct their work as academic advisers. The five highest-ranked items were those relating to areas of concern surrounding the work of the faculty adviser, such as (a) the absence of a complementary office to cooperate with the advisers, (b) the complete lack of an office to ask about any needed information, (c) the absence of orientation programs for students, (d) the lack of clarity about the program's purposes and procedures, and

(e) the lack of clarity about responsibilities assigned to the faculty advisers.

The five items ranked lowest by faculty advisers were those concerned with (a) lack of privacy while advising students, (b) lack or clarity about expectations from academic advising, (c) the absence of a systematic appraisal for the program, (d) students going to other faculty members for help, and (e) the absence of a commitment toward the academic advising program from the university authorities.

The items ranked in the middle according to the faculty advisers' responses were those concerned with (a) the submission of information to students about the advising program, (b) the absence of an advisory office at the college, (c) the absence of an advisory office at the office of registration, and (d) the lack of a well-planned and well-defined advising program.

Differences between students' and faculty advisers' responses regarding the 15 items. When students' and faculty advisors' responses to the 15 items presented similarly to them in the third part of their questionnaires were compared, it was apparent that they differed significantly on three items: (a) the evident absence of a commitment on the part of the university's authorities toward academic advisement, (b) the absence of a complementary office to cooperate with the adviser in conducting the academic advising, and (c) the purposes and procedures of faculty advising are not clearly understood.

Students considered the first and second items more influential in preventing or discouraging them from benefiting from the academic

advising program available at Umm Al-Qura University than the faculty advisers did. In contrast, faculty advisers considered the second factor more influential in limiting their advising efforts than students did.

Effects of Some Demographic Variables
on Faculty Advisers' and Students'
Responses to the Four Major Factors

A number of demographic variables were analyzed to determine if they had any effect on faculty advisers' and students' perceptions of the four major factors: Faculty Attitudes and Behaviors Toward Academic Advising, Student Attitudes and Behaviors Toward Academic Advising, The Combined Items Presented Similarly to Students and Faculty Advisers, and The University and Its Academic Advising Program. For faculty advisers, the following five demographic variables were analyzed: nationality, academic rank, college affiliation, years of advising experience, and age. The following five demographic variables were analyzed for students: student's age, student's college enrollment, student's nationality, adviser's nationality, and years in college.

A multivariate analysis of variance (MANOVA) was employed to determine if the demographic variables had any effect on faculty advisers' and students' perceptions of the four major factors. The .05 alpha level was used as a criterion for determining whether differences were statistically significant.

According to the analysis of data, none of the five demographic variables (faculty adviser's nationality, academic rank, college

affiliation, years of advising experience, and adviser's age) seemed to have no effect on faculty advisers' perceptions of the four major factors. However, when a univariate analysis of variance (ANOVA) was applied to each of the four factors for all five demographic variables, faculty advisers were found to differ in their perceptions of the four factors, based on nationality. Faculty advisers differed on the third major factor (The Combined Items Presented Similarly to Faculty Advisers and Students). Saudi faculty advisers perceived this factor as more influential in limiting their efforts in conducting the academic advising role than did non-Saudi faculty advisers.

A univariate analysis of variance revealed that students differed in their perceptions of the four major factors, depending on the college in which they were enrolled. Students enrolled in the College of Education in Makka and the College of Education in Taif perceived the first factor (Student Attitudes and Behaviors Toward Academic Advising) as uninfluential in preventing or discouraging them from benefiting from the academic advising program. Conversely, students enrolled in the remaining five colleges (College of Al-Dawa, College of Shari'a, College of Social Science, College of Arabic Language, and College of Engineering and Applied Science) perceived this first major factor as influential.

Students also differed significantly on the second major factor (Faculty Attitudes and Behaviors Toward Academic Advising), depending on the college in which they were enrolled. Students enrolled in the College of Education in Makka, the College of Engineering and Applied

Science, and the College of Education in Taif perceived this major factor as uninfluential. On the other hand, students enrolled in the College of Shari'a, the College of Al-Dawa, the College of Arabic Language, and the College of Social Science perceived this major as influential.

Students enrolled in all seven colleges perceived the third major factor (The Combined Items Presented Similarly to Faculty Advisers and Students) as influential. However, the mean scores for students enrolled in the College of Al-Dawa, the College of Education in Makka, and the College of Education in Taif were higher than those of students enrolled in the remaining colleges. Those with higher mean scores perceived the third major factor as more influential.

The demographic variable of students' advisers' nationality had an effect on students' perceptions of the four major factors. No noticeable differences existed in the mean scores of the students according to their advisers' nationality on the first, third, and fourth major factors. But students' mean scores did differ on the second major factor. Students whose advisers were Saudi or Egyptian perceived the second factor as influential in preventing students from benefiting from the academic advising program at Umm Al-Qura University. Conversely, students whose advisers were of other nationalities perceived the second major factor as uninfluential.

Students' years in college was the third demographic variable found to affect students' perceptions of the four major factors. A univariate test revealed that students differed significantly on the

second, third, and fourth major factors, whereas they did not differ on the first factor, based on years in college. Students who had spent less than one year in college perceived the second and fourth major factors as uninfluential in preventing them from benefiting from the academic program, whereas students who had spent one or more years in college perceived these factors as influential.

Faculty Advisers' and Students'
Responses to the Open-Ended Questions

Faculty advisers and students were asked to respond to three open-ended questions concerning (a) the current status of the academic advising program as perceived by faculty advisers and students, (b) other factors or problems not mentioned in Part Three of the questionnaires as preventing students from benefiting from the academic advising program or limiting faculty advisers' efforts to conduct their work as advisers, and (c) the three most important factors that students and faculty advisers thought would help make the academic advising program more beneficial.

Thirty faculty advisers responded to the first open-ended question. Twelve of the 30 advisers considered the current status of the academic advising program bad, 10 considered it acceptable, 5 said it was good, and 3 considered it excellent.

Fifty faculty advisers responded to the second open-ended question. Their responses mainly centered on (a) the shortcomings of the office of registration in terms of registration procedures and regulations, the delay in providing reports of students' standings, the

frequent changes in courses, course numbers, and credit hours of courses, the lengthy drop and add process, and the inaccuracy of statements provided to advisers; (b) students' lack of understanding of the advising program and their behavior in adding and dropping courses without telling the adviser; (c) university authorities' lack of commitment to the program; and (d) some faculty advisers' lack of understanding of the academic advising program and the unavailability of advisers during registration time.

Sixty-three faculty advisers responded to the third open-ended question. Because the responses to this question were varied, they were categorized as follows:

1. Factors related to students, which concerned such issues as students having to establish a good relationship with advisers by contacting them, students' awareness about academic advising should be upgraded, students should be on time when making an appointment with their advisers, students should clearly present and state their problems, and students should respect their advisers' comments.

2. Factors related to the office of registration, which centered on such issues as the provision of the student's standing as soon as possible, the stabilization of procedures and regulation of registration, the provision of information to students concerning university requirements, an increase in the number of courses offered to students, the limitation of students in each course, and the need for cooperation between the office of registration and the computer center.

3. Factors related to the university, which concerned providing a room for each faculty adviser, establishing a good definition of the program, providing in-service training, establishing a financial compensation system for conducting advising, and clarifying the authority of advisers.

Four hundred ten out of 883 students responded to the first open-ended question. Of those responding, 173 considered the current academic advising program bad, 175 said it was acceptable, 48 students rated it good, and 14 considered it excellent.

Three hundred twelve students responded to the second open-ended question. The responses to this question centered on the following issues: (a) informing students of their academic adviser, students' right to choose their advisers, good relationships between students and faculty advisers, and establishment of periodic meetings with advisers; (b) provision of a room, an assistant, adequate workload, and appropriate authority for the academic adviser, the faculty adviser's availability, and the lack of experience of some faculty advisers regarding academic advising; (c) lack of cooperation between advisers and other offices at the university, especially the office of registration; (d) improvement of the performance of the computer center; (e) involvement of the department chairperson in following up the advising process and offering assistance to students having problems with their advisers; and (f) the frequent changes in schedules, courses, class times, limitations in course offerings, and delay in providing reports of students' standings.

Three hundred twenty-five out of 883 students responded to the third open-ended question. Students gave a variety of answers, which were categorized as follows:

1. Factors related to faculty advisers, which concerned such issues as the good understanding, cooperation, and brotherhood relationship between faculty advisers and students; advisers' morality, curiosity, awareness, knowledge about and positive belief in advising, and encouragement of students; the availability of faculty advisers; and the cooperation among advisers in sharing information about advising.

2. Factors related to the office of registration, such as the reorganization of registration procedures, the existence of an advising office, the provision of accurate information to students, cooperation between the office of registration and faculty advisers, and the provision and availability of academic advisers during the registration period.

3. Factors related to the university, which centered on such issues as provision of a room for each faculty adviser, provision of in-service training, provision of information needed by advisers, provision of an orientation program for high school seniors who plan to enroll in the university, commitment on the part of university authorities to improve the academic advising program, and the existence of an office occupied by professional personnel.

4. Factors related the department, for example, providing assistance to the academic advisers, giving more authority to academic

advisers, limiting the number of students assigned to academic advisers, limiting faculty advisers' workload, giving students more freedom to choose their courses, maintaining files or records at the departmental level, involving the department chairperson in the advising process, and using college seniors in the advising process.

Conclusions

The purposes of this investigation were (a) to investigate the perceptions of faculty advisers and undergraduate students at Umm Al-Qura University regarding students' academic advising needs; (b) to determine the major factors or problems that prevent or limit the fulfillment of academic advising, as perceived by undergraduate students and faculty advisers; and (c) to contribute to higher-quality undergraduate academic advising at Umm Al-Qura University.

The major findings of this study revealed that students and faculty advisers at Umm Al-Qura University had similar perceptions of students' academic advising needs. Moreover, faculty advisers' and students' responses indicated that all 16 academic advising functions should be fulfilled to various extents.

However, even though the two groups had similar perceptions of students' academic advising needs, students and faculty advisers differed in terms of the priorities of the 16 advising functions as students' academic advising needs. Students' greatest needs were those advising functions attached directly to the educational experience (i.e., academic goals). In contrast, faculty advisers' perceptions of the students' academic advising needs were centered on those functions

that would give direction to students' personal (nonacademic), career, and life goals.

In addition, the major findings of this study revealed that faculty advisers considered most of the factors stated in Part Three of their questionnaire as influential factors that limit their efforts in performing their work as academic advisers. The faculty advisers considered 25 out of 30 factors influential in limiting their effort to perform the advising work. These 30 factors were categorized into three major factors. The first one is Faculty Attitudes and Behavior Toward Academic Advising, the second was Students' Attitudes and Behavior Toward Academic Advising, and the third was The University and Its Academic Advising Program. The overall means for the items that constituted each major factor indicated that all the aforementioned three major factors were considered influential in limiting the faculty advisers' effort in performing their work as academic advisers. However, although the three major factors were considered influential in limiting the advisers' effort to perform their work, 5 of the 30 factors that constituted the three major factors were considered uninfluential or very influential. Four were considered uninfluential; these factors were (1) Advising is not considered part of my work, (2) Students show need for help, (3) Students show no belief in advising, and (4) Advising functions occupy a low status in the department. The second and third belonged to the second major factor, the first belonged to the first major factor, and the fourth belonged to the third major factor. One factor was considered very uninfluential in

limiting academic advisers' efforts to perform their work as academic advisers. This factor was (Academic advising is largely clerical in nature and not worthy of faculty members' time), and it belonged to the first major factor.

On the students' part regarding the factors that prevent or discourage them from benefiting from the academic advising program, the findings revealed that students considered most of the factors stated in Part Three of their questionnaire as influential in preventing or discouraging them from benefiting from the academic advising program available at Umm Al-Qura University. Students considered 22 out of 31 factors as influential in preventing or discouraging them from benefiting from the academic advising program available at the university. These 31 factors were categorized into three major factors. The first was Students' Attitudes and Behavior Toward Academic Advising. The second major factor was Faculty Advisers' Attitudes and Behavior Toward Academic Advising. The third major factor was The University and Its Academic Advising Program. The overall means for all items that constituted each major factor indicated that all of the aforementioned three major factors were considered by students as influential in preventing or discouraging them from benefiting from the academic advising program. However, even though the mean scores of all three major factors indicated that these major factors were influential, 9 of the 13 factors that constituted these three major factors were considered uninfluential in preventing or discouraging students from benefiting from the academic advising

program available at Umm Al-Qura University. Four of these nine factors were related to the first major factor, four were related to the second major factor, and one was related to the third major factor.

The findings revealed that faculty advisers and students considered all 15 items presented similarly to both groups in the third part of their questionnaires as influential in limiting faculty advisers' efforts to perform their work as academic advisers, and in preventing or discouraging students from benefiting from the advising program. However, when the perceptions of the two groups were compared, the results indicated that faculty advisers and students differed significantly in their perceptions of 3 of the 15 factors. These three factors were (The evident absence of a commitment on the part of the University's authorities, which students considered more influential than faculty members did; The absence of a complementary office to cooperate with the academic adviser in conducting the advising work, which faculty advisers considered more influential than students did; and The purposes and procedures of faculty advising are not clearly understood, which students perceived as more influential than faculty advisers did).

Selected demographic variables were tested to determine whether they had an effect on faculty advisers' perceptions regarding the four major factors (Faculty Attitudes and Behavior Toward Academic Advising, Student Attitudes and Behavior Toward Academic Advising, The Combined Items Presented Similarly to Students and Faculty Advisers, and The University and Its Academic Advising Program). The findings revealed

that none of the five demographic variables examined (faculty adviser's age, nationality, academic rank, years of advising experience, and college affiliation) had any effect on the faculty advisers' perceptions of the four major factors that limit their efforts in performing their work as academic advisers.

On the students' side, five demographic variables (student's age, college enrollment, student's nationality, adviser's nationality, and years in college) were also tested to determine whether they had any effect on the students' perceptions of the four major factors (Student Attitudes and Behavior Toward Academic Advising, Faculty Advisers' Attitudes and Behavior Toward Academic Advising, The Combined Items Presented Similarly to Faculty Advisers and Students, and The University and Its Academic Advising Program). The findings indicated that three of the aforementioned demographic variables did affect students' perceptions of the four major factors. These three demographic variables were student's years in college, student's adviser's nationality, and student's college enrollment.

Faculty advisers and students were asked to respond to three open-ended questions. The trends of the responses of both groups regarding the first open-ended question (their comments on the current status of the academic advising program) were included toward considering the advising program at Umm Al-Qura an ill-performed program. The faculty advisers' and students' responses to the second and third open-ended questions indicated that the two groups concentrated their comments on the reorganization, reevaluation, and

upgrading of the advising program's components (faculty advisers, students, Office of Registration, University authorities, and University departments). In other words, both groups perceived the cooperation among these components as the cornerstone of the effectiveness of the academic advising program at Umm Al-Qura University.

Recommendations

Based on the study results and the review of related research, it is apparent that the undergraduate academic advising program at Umm Al-Qura University needs to be improved. According to the study findings, the analysis of data, the responses to the open-ended questions, and the review of related research, such improvement can be achieved by manipulating the components that have caused the current situation in the advising program at the university. These components, according to the study findings, are (a) the university authorities, (b) the faculty advisers, (c) the students, (d) the office of registration, and (e) the departments at Umm Al-Qura University.

Accordingly, the researcher formulated recommendations he feels are important to improve the academic advising program at Umm Al-Qura University. Recommendations are stated separately for each of the aforementioned components.

Recommendations for
University Authorities

1. University authorities should increase their commitment to supporting the academic advising program at the university because that commitment is the backbone of the program's success.

2. University authorities should replan and redefine the academic advising program because good planning and definition are crucial in establishing an academic advising program.

3. University authorities as decision makers of the University should meet the students' academic advising needs identified in this study in planning any academic advising program they decide to establish.

4. University authorities should establish a reward system for conducting advising because recognition and compensation are regarded as vital elements.

5. University authorities should establish in-service training programs for academic advisers for two reasons: (1) to provide new insights to those now doing the advising and (2) to help newcomers to the advising system gain some knowledge of the advising process.

6. University authorities should provide each faculty adviser with his own room to ensure privacy when advising students.

7. University authorities should establish a computer terminal to help advisers obtain the necessary information about courses that are offered, those that have been canceled, those that are closed, and other vital information for performing their advising role.

8. University authorities should establish at least two orientation programs for students before the start of each semester to give students a better understanding of the academic advising process.

9. University authorities should establish an academic advising office, occupied either by professional personnel or faculty advisers, that would provide necessary assistance to faculty advisers and students.

10. University authorities should organize the university's policy of allowing students easily to change to another college or department.

11. University authorities should establish clear-cut authority for faculty advisers regarding academic advising.

12. University authorities should involve faculty advisers and students in the academic advising process because of their importance as part of that process.

13. University authorities should establish a system for appraising the academic advising program.

14. Finally, university authorities should enhance and encourage the cooperation between the academic advisers and other offices at the university.

Recommendations for Faculty Advisers

1. Faculty advisers should be interested in and have a positive attitude toward advising.

2. Faculty advisers should have a good understanding of and a brotherhood relationship with their advisees.

3. Faculty advisers should be willing to encourage students to benefit from the available academic advising program.

4. Faculty advisers should hold meetings with students and be available to students if they need help.

5. Faculty advisers should understand the students' needs and interests.

6. Faculty advisers should cooperate with each other to upgrade their performance.

Recommendations for Students

1. Students should have more awareness of the academic advising program and its advantages for their academic life.

2. Students should have a positive attitude toward academic advising.

3. Students should strengthen their relationship with their advisers through frequent formal and informal meetings.

3. Students should be more responsible in meeting their advisers on time.

4. Students should have positive attitudes toward their advisers and respect their advice.

5. Students should be curious in presenting and stating their problems to their advisers.

Recommendations for the
Office of Registration

1. The office of registration should improve the registration procedures.
2. The office of registration should organize the timing, policies, and procedures of the drop and add process.
3. The office of registration should provide advisers with reports of student standings as soon as possible after each term to help advisers follow students' performance.
4. The office of registration should eliminate the frequent changes in courses, course numbers, and credit hours of courses, which cause faculty advisers much confusion.
5. The office of registration should provide academic advisers with accurate information about their advisees.
6. The office of registration should increase the number of alternative courses, which would give students more flexibility in choosing their courses and academic advisers more freedom in conducting their advising.
7. The office of registration should increase its cooperation with academic advisers, on the one hand, and with the computer center, on the other.
8. The office of registration should provide students with the necessary information that would help them understand registration procedures.

Recommendations for the Departments

1. Departments should maintain files and records regarding students' progress.
2. Departments should reduce or eliminate the paper work advisors do, which precludes them from performing their work as advisers properly.
3. Departments should assign advisers to students who share the same major.
4. Departments should arrange the number of times advisers and advisees should meet.
5. Departments should assign an appropriate numbers of advisees to each faculty adviser.
6. Department should give faculty advisers an appropriate work load that helps them fulfill the advising responsibilities.
7. Departments should give more authority to academic advisers in matters related to academic advising.
8. Departments should inform new students about the different majors and the requirements of each major, to help students better understand and choose their majors.
9. Department chairpersons should cooperate with students when a problem exists between students and their advisers.

Recommendations for Further Research

The following recommendations for further research were drawn from the findings and implications of this study:

1. The main purposes of this study were (a) to investigate students' and faculty advisers' perceptions of students' academic advising needs and (b) to investigate the factors that prevent students from benefiting from the academic advising program and that limit academic advisers' effort to conduct their work as advisers. Further research is suggested to investigate other constituencies of the university (top administrators, chairpersons, office of registration staff, student personnel staff) concerning their perceptions of students' needs and the factors that prevent students from benefiting from the advising program and that limit advisers' efforts in performing the advising function.

2. This study was limited to undergraduate students at Umm Al-Qura University. Further investigations similar to this one should be conducted with graduate and female students' academic advising programs to see if differences exist in terms of these students' perceptions of their academic advising needs and of the factors that prevent them from benefiting from the academic advising program available at Umm Al-Qura University.

3. Further research should be conducted at the other six Saudi universities and girls' colleges to determine whether students and faculty advisers at these institutions have different perceptions of students' academic advising needs, and of the factors that prevent students from benefiting from advising programs and that limit faculty advisers' efforts to perform the advising function.

4. The findings of this study indicated that the undergraduate academic advising program was not functioning well. Further studies to investigate the restructuring of the academic advising configuration at Umm Al-Qura University are recommended.

APPENDICES

APPENDIX A

ENGLISH VERSION OF THE COVER LETTER AND FACULTY ADVISER AND STUDENT QUESTIONNAIRES

STUDENT QUESTIONNAIRE

Dear Students:

Academic advising is considered one of the vital functions the University must fulfill in order to meet the students' needs and to help them during their university experience.

This study is devoted to investigating the current academic advising program available to undergraduate students at Umm-AL-Qura University.

The purpose of this questionnaire is to collect data concerning the academic advising needs of students as perceived by you, and to collect data about some of the problems and/or factors which prevent you from fulfilling your academic advising needs.

The researcher would like to obtain your answers for all of the items on the questionnaire. Your answers will be valuable to the completion of this study, and each answer will be an important component reflecting the real data which is relevant to this study. Consequently, the researcher requests and hopes that you will take a few minutes to complete this questionnaire.

Since your responses will be completely confidential, it will not be necessary to write your name on the questionnaire. In addition, if you would be interested in the results of this study, please enclose your name and address on a separate sheet of paper and upon completion of the study, I will send a copy of the results to you.

Sincerely,

STUDENT QUESTIONNAIRE**Part I: Demographic Data**

Please indicate your answer for each item by checking () the line or filling in the blank that is most appropriate.

1. Age: a. 17-19 _____
 b. 20-22 _____
 c. 23-25 _____
 d. 26 and over _____
2. Approximate number of years at Umm-AL-Qura University.
(Please check appropriate answer.)

 a. Less than 1 year _____
 b. From 1 year to less than 3 _____
 c. From 3 years to less than 5 _____
 d. From 5 years and above _____
3. College and department where you are advised.

 a. college _____
 b. department _____
4. Nationality:

 a. Saudi _____
 b. Non-Saudi (please specify) _____
5. What is your Advisors Nationality?

 a. Saudi _____
 b. Non-Saudi (please specify) _____
6. Enrollment Status:

 a. Full-time _____
 b. Part-time _____

Part II: Advising Functions

Introduction: This part is designed to obtain information about academic advising functions which you think or believe are being conducted through the academic advising system at Umm AL-Qura University, in order to determine the advising needs for you as students at Umm AL-Qura University.

An example for answering this part:

Please read the following points carefully before starting to answer the items in this part.

First: You will be given the following codes to help you answer items in this part:

Extent of Fulfillment
 0 - Not at all
 1 - To a very little extent
 2 - To some extent
 3 - To a great extent

Second: Answer the items that follow the next example by circling the code that best fits your choice.

Look at this example:

Should be fulfilled		Advising Functions		is now being fulfilled
0 1 (2) 3		1. Keep relationship with student after graduation		0 1 2 (3)

In this example, it is apparent that the choice for the column to the left of the item (should be fulfilled), was code number (2) representing the choice (to some extent). The choice for the column to the right of the item (is now being fulfilled) was code number (3) representing the code for (to a great extent).

Directions:

The following are some selected statements about academic advising functions. Please indicate:

- (1) On the left margin, the extent to which a faculty adviser SHOULD FULFILL this function.
- (2) On the right margin, the extent to which this function IS NOW BEING FULFILLED, through the academic advising system at Umm AL-Qura University.

Please use the following codes and circle the number at the left and right margins that best describe your answer (choice):

- 0 - Not at all
 1 - To a very little extent
 2 - To some extent
 3 - To a great extent

should be fulfilled				Advising Functions	is now being fulfilled			
0	1	2	3	1. Assist student in selecting a major	0	1	2	3
0	1	2	3	2. Explain university academic regulations and requirements to students	0	1	2	3
0	1	2	3	3. Assist student with career vocational training	0	1	2	3
0	1	2	3	4. Assist students with personal (non-academic) concerns e.g. family disputes	0	1	2	3
0	1	2	3	5. Assist students with course registration procedures	0	1	2	3
0	1	2	3	6. Helps students to find ways to make their college experience more interesting and intellectually stimulating	0	1	2	3
0	1	2	3	7. Assist students in planning their academic program of study	0	1	2	3
0	1	2	3	8. Help students explore possible graduate/professional school study	0	1	2	3
0	1	2	3	9. Provide students with up-to-date information about other sources of assistance on campus	0	1	2	3
0	1	2	3	10. Assist students in obtaining part-time work experiences (paid or unpaid) which complement their career and/or educational goals	0	1	2	3
0	1	2	3	11. Provide students with information concerning extra-curricular opportunities at the university	0	1	2	3

Extent of Fulfillment

- 0--Not at all
 1--To a very little extent
 2--To some extent
 3--To a great extent

should be fulfilled				Advising Functions	is now being fulfilled			
0	1	2	3	12. Provide students with academic advice and suggestions for scholastic improvement	0	1	2	3
0	1	2	3	13. Help students with problems the student encounters with other faculty.	0	1	2	3
0	1	2	3	14. Help students with problems the student encounters with university administrators	0	1	2	3
0	1	2	3	15. Serve as a student's personal reference for prospective graduate schools	0	1	2	3
0	1	2	3	16. Encourage students to overcome their academic problems	0	1	2	3

Part III: Factors or problems which prevent or discourage students from fulfilling their academic advising needs.

Introduction. This part is concerned with collecting data about the factors or problems which you think or believe prevent you from fulfilling the academic advising needs.

An example for answering this part

The following is an example showing you the way to answer items in this part.

<u>Problems or Factors</u>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1-Absence of an orientation program for students	A	H	M	E	D

From the above example, it is apparent that the choice was (strongly agree) Code (A) which means that the respondent thought or believed strongly that this factor is limiting his academic advising needs. Let us suppose the following.

1. Suppose that your choice was not (Strongly Agree) code (A), but (Agree) code (H). This means that you still think or believe it is a factor in preventing or discouraging you from fulfilling your academic advising needs.
2. Suppose that your choice was not (Strongly Agree) code (A), but (Undecided) code (M). This means that you are not sure whether or not it is a factor in preventing you from fulfilling your advising needs.
3. Suppose that your choice was not (Strongly Agree) code (A), but (Disagree) code (E). This would mean that you did not think or believe that this factor is preventing you from fulfilling your academic advising needs.
4. Suppose that your choice was not (Strongly Agree) code (A), but (Strongly Disagree) code (D). This would mean that you do not think or believe that this factor prevents or discourages you from fulfilling your academic advising needs.

Directions

- (1) Rate every item according to your understanding of how much it prevents or discourages you from fulfilling your academic advising needs.
- (2) Please draw one circle only for each item you choose.
- (3) Please respond to every factor or problem (item).

- (4) If after you have chosen an answer for one item, you change your mind, please draw an X on the first answer, and draw a circle around the new code.

Factor or Problem	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1-Go to offices other than my academic adviser to solve my academic problems.	A	H	M	E	D
2-Go to offices other than my academic adviser to solve my non-academic problems.	A	H	M	E	D
3-A signature for my schedule is the only thing I need from my adviser.	A	H	M	E	D
4-I am not aware of the various aspects of the academic advising program at the university.	A	H	M	E	D
5-Getting help from my peers to solve my problems.	A	H	M	E	D
6-Solving problems on my own.	A	H	M	E	D
7-I am comfortable in going to my adviser for help.	A	H	M	E	D
8-Getting help from my parents regarding the non-academic problems	A	H	M	E	D
9-Lack of good relation with my adviser.	A	H	M	E	D
10-Advising program seems worthless in solving my academic problems.	A	H	M	E	D
11-Adviser shows no enthusiasm for academic advising.	A	H	M	E	D
12-Performance of his academic advising is inadequate.	A	H	M	E	D

Factor or Problem	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
13-My adviser seems to be helpless in solving my academic problems.	A	H	M	E	D
14-My adviser seems to be helpless in solving my non-academic problems.	A	H	M	E	D
15-Lack of availability of my adviser.	A	H	M	E	D
16-The evident absence of belief on the part of my academic adviser in the task of advising.	A	H	M	E	D
17-Lack of accessibility in meeting my adviser.	A	H	M	E	D
18-The evident absence of personal knowledge on the part of my academic adviser regarding the academic matters.	A	H	M	E	D
19-The evident absence of organization on the part of my academic adviser's performance.	A	H	M	E	D
20-Lack of easiness to get along with.	A	H	M	E	D
21-The evident absence of adequate personal appearance on the part of my adviser.	A	H	M	E	D
22-The evident absence of encouragement toward self-reliance on the part of my adviser's work.	A	H	M	E	D

Factor or Problem	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
23-The evident absence of personal interest on the part of the academic adviser in the task of advising.	A	H	M	E	D
24-Lack of concern about the (non-academic) problems on the part of my adviser.	A	H	M	E	D
25-The evident absence of knowledge about my major from my adviser.	A	H	M	E	D
26-The evident absence of clear understanding of the academic advising process on the part of my adviser's performance.	A	H	M	E	D
27-Frequent changes in adviser assigned to me.	A	H	M	E	D
28-Lack of privacy with adviser when is available.	A	H	M	E	D
29-Lack of knowledge on the part of the adviser regarding the offering at the university.	A	H	M	E	D
30-The lack of clarity as to expectations from academic advising	A	H	M	E	D
31-The evident absence of a well defined academic advising program by the university.	A	H	M	E	D
32-Lack of information about the academic advising program available for students.	A	H	M	E	D
33-The evident absence of a commitment on the part of the university's authorities toward academic advisement.	A	H	M	E	D

Factor or Problem	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
34-The complete absence of a specific office to ask about any information needed regarding academic advising.	A	H	M	E	D
35-Getting help from faculty member other than my adviser.	A	H	M	E	D
36-Lack of any kind of orientation by the university to help students understanding the academic advising.	A	H	M	E	D
37-Many faculty members share my adviser's room.	A	H	M	E	D
38-There is no opportunity to change advisers.	A	H	M	E	D
39-The evident absence of professional people for conducting the academic advising.	A	H	M	E	D
40-The inexistence of a centralized Advisory Bureau in the office of registration.	A	H	M	E	D
41-The absence of a complementary office to cooperate with the adviser in conducting the academic advising.	A	H	M	E	D
42-The absence of a centralized Advisory Bureau in my college.	A	H	M	E	D
43-Lack of clear-cut submitted information regarding the responsibilities assigned to the faculty adviser.	A	H	M	E	D

Factor or Problem	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
44-A lack of a well-planned academic advising system.	A	H	M	E	D
45-The evident absence of a systematic appraisal for the academic advising program.	A	H	M	E	D
46-The purposes and procedures of faculty advising is not clearly understood.	A	H	M	E	D

Part IV: General Comments

Please make additional comments concerning the following three points:

- (1) The academic advising program at Umm AL-Qura University.
- (2) What other factors or problems not mentioned in the questionnaire do you think prevent or discourage you from fulfilling your academic advising needs.
- (3) What are the three most important factors you think encouraged you to benefit from academic advising programs.

Thank you for your cooperation.

FACULTY QUESTIONNAIRE

Dear Faculty:

Academic advising is considered one of the vital functions the University must fulfill in order to meet the students' needs and to help them during their university experience.

The purpose of this study is to investigate the current academic advising program available to undergraduate students at Umm AL-Qura University. You will be asked to respond to items which will generate data that will be helpful in completing this study.

The questionnaire's parts, which you will be asked to respond to, are concerned with: first the academic advising needs of students as perceived by you as a faculty member and second, the identification of the factors and/or problems which limit your efforts in performing the function of an academic adviser.

The researcher would like to obtain your answers for all of the items on the questionnaire. Your answers will be valuable to the completion of this study, and each answer will be an important component reflecting the real data which is relevant to this study. Consequently, the researcher requests and hopes that you will take a few minutes to complete this questionnaire.

Since your responses will be completely confidential, it will not be necessary to write your name on the questionnaire. In addition, if you would be interested in the results of this study, please enclose your name and address on a separate sheet of paper and upon completion of the study, I will send the results to you.

Finally, the writer would welcome any comments that you may have concerning both (1) the current academic advising program of Umm-Al-Qura University, and (2) any factors or problems you think relevantly limit your efforts in fulfilling the function of an adviser.

Thank you for your help.

Sincerely,

Part I: Demographic Data

Please indicate your answer for each item by checking (✓) the line or filling in the blank that is most appropriate.

1. Age: 25-29 _____
 30-35 _____
 36-40 _____
 41-45 _____
 46-50 _____
 51-55 _____
 56-60 _____
 61 and Over _____

2. Nationality:

- a. Saudi _____
 b. Non-Saudi (please specify) _____

3. Academic Rank:

- a. Instructor _____
 b. Assistant Professor _____
 c. Associate Professor _____
 d. Professor _____

4. Years of advising experience:

- a. Less than 1 year _____
 b. From 1 year to less than 3 _____
 c. From 3 years to less than 6 _____
 d. From 6 years to less than 9 _____
 e. From 9 years to less than 12 _____
 f. From 12 years to less than 15 _____
 g. From 15 years and above _____

5. Number of advisees assigned to you:

- 1-4 _____
 5-8 _____
 9-12 _____
 13-16 _____
 17 and over _____

6. Highest degree held:

- a. B.A. or B.S. (or equivalent) _____
 b. M.S. or M.S. _____
 c. Ph.D. _____
 d. Other (please indicate) _____

7. College and department where you advise students:

- a. College _____
 b. Department _____
 c. Major _____

Part II: Advising Functions

Introduction: This part is designed to obtain information about academic advising functions which you think or believe are now being fulfilled through the academic advising system at Umm AL-Qura University, in order to determine the advising needs for undergraduate students at Umm AL-Qura University.

An example for answering this part:

Please read the following example carefully before starting to answer the items in this part.

First: The following codes are given to help you answer items in this part:

Extent of Fulfillment
 0 - Not at all
 1 - To a very little extent
 2 - To some extent
 3 - To a great extent

Second: Answer each item by circling the code that best fits your opinion. See the following example:

Should be fulfilled		Advising Functions		is now being fulfilled
0 1 (2) 3		1. Keep relationship with student after graduation.		0 1 2 (3)

In this example, it is apparent that the choice for the column to the left of the item (should be fulfilled), was code number (2) representing the choice (to some extent). The choice for the column to the right of the item (is now being fulfilled) was code number (3) representing the code for (to a great extent).

Directions:

The following are some selected statements about academic advising functions. Please indicate:

- (1) On the left margin, the extent to which a faculty

adviser Should Fulfill this function.

- (2) On the right margin, the extent to which this function Is Now Being Fulfilled, through the academic advising system at Umm AL-Qura University.

Please use the following codes and circle the number at the left and right margins that best describe your answer (choice):

- 0 - Not at all
- 1 - To a very little extent
- 2 - To some extent
- 3 - To a great extent

should be fulfilled	Advising Functions	is now being fulfilled
0 1 2 3	1. Assist student in selecting a major	0 1 2 3
0 1 2 3	2. Explain university academic regulations and requirements to students	0 1 2 3
0 1 2 3	3. Assist student with career vocational training	0 1 2 3
0 1 2 3	4. Assist students with personal (non-academic) concerns e.g. family disputes	0 1 2 3
0 1 2 3	5. Assist students with course registration procedures	0 1 2 3
0 1 2 3	6. Helps students to find ways to make their college experience more interesting and intellectually stimulating	0 1 2 3
0 1 2 3	7. Assist students in planning their academic program of study	0 1 2 3
0 1 2 3	8. Help students explore possible graduate/professional school study	0 1 2 3
0 1 2 3	9. Provide students with up-to-date information about other sources of assistance on campus	0 1 2 3

Extent of Fulfillment

- 0--Not at all
 1--To a very little extent
 2--To some extent
 3--To a great extent

should be fulfilled				Advising Functions	is now being fulfilled			
0	1	2	3	10. Assist students in obtaining part-time work experiences (paid or unpaid) which complement their career and/or educational goals	0	1	2	3
0	1	2	3	11. Provide students with information concerning extra-curricular opportunities at the university	0	1	2	3
0	1	2	3	12. Provide students with academic advice and suggestions for scholastic improvement	0	1	2	3
0	1	2	3	13. Help students with problems the student encounters with other faculty	0	1	2	3
0	1	2	3	14. Help students with problems the student encounters with university administrators	0	1	2	3
0	1	2	3	15. Serve as a student's personal reference for prospective graduate schools	0	1	2	3
0	1	2	3	16. Encourage students to overcome their academic problems	0	1	2	3

Part III: Factors or problems which limit faculty's (your) efforts to perform their functions as academic advisers.

Introduction. This part is concerned with collecting data about the factors or problems which you think or believe limit your efforts to perform your functions as an academic adviser.

An example for answering this part

The following is an example showing you the way to answer items in this part.

Problems or Factors	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1-Absence of an orientation program for students	A	H	M	E	D

From the above example, it is apparent that the choice was (strongly agree) Code (A) which means that the respondent thought or believed strongly that this factor is limiting his efforts to perform his function as an academic adviser. Let us suppose the following.

1. Suppose that your choice was not (Strongly Agree) code (A), but (Agree) code (H). This means that you still think or believe it is a factor in limiting your efforts perform your functions as an academic adviser, but your feelings are not strong.
2. Suppose that your choice was not (Strongly Agree) code (A), but (Undecided) code (M). This means that you are not sure whether or not it is a factor in limiting your efforts to perform your functions as an academic adviser.
3. Suppose that your choice was not (Strongly Agree) code (A), but (Disagree) code (E). This would mean that you did not think or believe that this factor is limiting your efforts to perform your functions as an academic adviser.
4. Suppose that your choice was not (Strongly Agree) code (A), but (Strongly Disagree) code (D). This would mean that you strongly think or believe that this factor does not limit your efforts to perform your functions as an academic adviser.

Directions

- (1) Rate every item according to your understanding of how much it limits your efforts to perform your functions as an academic adviser.
- (2) Please draw one circle for each item you choose.
- (3) Please respond to every factor or problem (item).

- (4) If after you have chosen an answer for one item, you change your mind, please draw an X on the first answer, and draw a circle around the new code.

Factor or Problem	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1-Work load is too heavy to conduct advising.	A	H	M	E	D
2-Advising is not considered part of my work.	A	H	M	E	D
3-Advising functions occupy a low status in the department.	A	H	M	E	D
4-Lack of privacy with advisees when they come for advising.	A	H	M	E	D
5-Academic advising is largely clerical in nature and not worthy of a faculty member's time.	A	H	M	E	D
6-There is a failure to provide the academic adviser with the necessary time for adequate advising.	A	H	M	E	D
7-There is a failure to provide the academic adviser with the necessary space for adequate advising.	A	H	M	E	D
8-There is a failure to provide the academic adviser with the necessary materials and information about curriculum and about the student for adequate advising.	A	H	M	E	D
9-Academic advising requires personal involvement with students.	A	H	M	E	D
10-Academic advising requires personal contact with students.	A	H	M	E	D

Factor or Problem	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
23-Students prefer to solve their problems by themselves.	A	H	M	E	D
24-Students seem to seek help from their parents regarding their non-academic problems.	A	H	M	E	D
25-Academic advising requires enthusiasm to perform.	A	H	M	E	D
26-Frequent changes in advisees which prohibits any continuity of relation.	A	H	M	E	D
27-Lack of clarity as to expectations from academic advising.	A	H	M	E	D
28-The evident absence of a well-defined academic advising program by the university.	A	H	M	E	D
29-Lack of information about the academic advising program available for students.	A	H	M	E	D
30-The evident absence of commitment on the part of the university's authorities towards academic advising.	A	H	M	E	D
31-The complete absence of a specific office to ask about any information needed regarding academic advising.	A	H	M	E	D
32-Students seek help from faculty members other than me.	A	H	M	E	D
33-Lack of any kind of orientation by the university to help students understand academic advising.	A	H	M	E	D

Factor or Problem	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
11-Conducting academic advising requires a certain kind of ability.	A	H	M	E	D
12-Students show no need for help.	A	H	M	E	D
13-Students show no belief in advising.	A	H	M	E	D
14-Students show no willingness to discuss non-academic problems.	A	H	M	E	D
15-The evident absence of encouragement on the part of students to come for help.	A	H	M	E	D
16-The absence of financial compensation for conducting advising work.	A	H	M	E	D
17-Advising has no relevant role on the advisers professional life (as research does for example).	A	H	M	E	D
18-Students come only for signing courses.	A	H	M	E	D
19-Advising has no relation to professional development (e.g. promotion).	A	H	M	E	D
20-Students go to offices other than mine to solve their academic problems.	A	H	M	E	D
21-Students go to offices other than mine to solve their (non-academic problems).	A	H	M	E	D
22-Students seem to seek help from their peers.	A	H	M	E	D

Factor or Problem	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
34-Many faculty members share a room with me.	A	H	M	E	D
35-Academic advising takes time from those activities believed to be the rightful preoccupation of faculty members.	A	H	M	E	D
36-The nonexistence of a centralized advisory Bureau in office registration.	A	H	M	E	D
37-The absence of a complementary office to cooperate with the advisors in conducting the academic advising.	A	H	M	E	D
38-The absence of a centralized Advisory Bureau in my college.	A	H	M	E	D
39-Lack of clear-cut, submitted information regarding the responsibilities assigned to the faculty adviser.	A	H	M	E	D
40-Lack of a well-planned academic advising system.	A	H	M	E	D
41-Lack of clarity on the part of whom I am responsible to in discharging my duties (who is my boss).	A	H	M	E	D
42-Lack of appropriate selection system for the faculty members as faculty advisers.	A	H	M	E	D

Factor or Problem	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
43-The absence of an in-service training program for academic advisers.	A	H	M	E	D
44-The purposes and procedures of academic advising is not clearly understood.	A	H	M	E	D
45-The evident absence of a systematic appraisal for the academic advising program.	A	H	M	E	D

Part IV: General Comments

Please make additional comments concerning the following three points:

- (1) The academic advising program at Umm AL-Qura University.
- (2) What other factors or problems not mentioned in the questionnaire do you think limit your efforts in performing your functions as an academic adviser.
- (3) What are the three most important factors you think help you in performing your function as an academic adviser.

APPENDIX B

CORRESPONDENCE

KINGDOM OF SAUDI ARABIA

MINISTRY OF HIGHER EDUCATION

IM AL-QURA UNIVERSITY

MAKKAH ALMUKARRAMAH

FACULTY OF EDUCATION

المملكة العربية السعودية
وزارة التعليم العالي

جامعة أم القرى

مكة المكرمة
كلية التربية

REF

DATE

الرقم ٧٦١
التاريخ ١٢٥١/٦/١٤
الموافق
المشموعات

المعترم سعادة عميد كلية الشريعة والدراسات الإسلامية

السلام عليكم ورحمة الله وبركاته وبعد ..

انطلاقاً من مبدأ التعاون فيما بين معاهدات الجامعة ورضه من قسم
التربية بكلية التربية بمكة المكرمة في تسهيل مهمته مهتت القسم السيد/
سلطان سعيد مفسود نحو قيامه بزيارته ميدانية خاصة بجمع المعلومات
التي تتعلق بمبحثه وموضوعه :

" برنامج الارشاد الأكاديمي في جامعة أم القرى "

الامر الذي يتطلب جمع هذه المعلومات من كليات الجامعة .

لذا أرجو مساعدته في جمع هذه المعلومات وفق الله الحبيب لما فيه

صالح الاعمال .

وتفضلوا حالص تحياتي ..

عميد كلية التربية بمكة المكرمة

د. محمد جميل حبيب
د. محمد جميل حبيب

سعادة الزملاء المقناطصة التدرج في التعليم العالي
لدواعي منه سادة الجامعة
تدريج ما يريد من معلومات عليه

د. سنيان ١٢٥١
يعلم عايد رؤي
الذات ١٢٥١

الذات ١٢٥١
الذات ١٢٥١

١٢٥١/٧/١٤
١٢٥١/٧/١٤

KINGDOM OF SAUDI ARABIA

MINISTRY OF HIGHER EDUCATION

Umm AL-QURA UNIVERSITY

MAKKAH ALMUKARRAMAH
FACULTY OF EDUCATION

المملكة العربية السعودية

وزارة التعليم العالي

جامعة أم القرى

مكة المكرمة

كلية التربية

REF

DATE

الرقم ١٢٧٦١
التاريخ ١٥/٦/١٤
الموافق
المشروعات

المحترم

سعادة عميد كلية العلوم الاجتماعية

السلام عليكم ورحمة الله وبركاته وبعد ..

انطلاقاً من مبدأ التعاون فيما بين عمادات الجامعة ورفقه من قسم
التربية بكلية التربية بمكة المكرمة في تسهيل مهمة منحت القسم السيد/
سلطان سعيد مقصود نحو قيامه بزيارته ميدانية خاصة بجمع المعلومات
التي تتعلق ببحثه وموضوعه :

"برنامج الارشاد الأكاديمي في جامعة أم القرى"

الامر الذي يتطلب جمع هذه المعلومات من كليات الجامعة .

لذا أرحو مساعدته في جمع هذه المعلومات وفق الله الحبيب لما فيه

صالح الأعمال .

وتقبلوا خالص تحياتي ..

عميد كلية التربية بمكة المكرمة

د. محمد جميل عياط

لهيؤفة رؤساء بركاته مع بركة
الرجاء تقديم كل توفيق وساعدة ، ودمني

KINGDOM OF SAUDI ARABIA

MINISTRY OF HIGHER EDUCATION

IMM AL-QURA UNIVERSITY

MAKKAN AL-MUKARRAMAH

FACULTY OF EDUCATION

المملكة العربية السعودية

وزارة التعليم العالي

جامعة أم القرى

مكة المكرمة

كلية التربية

BY

NOTE

2/27/94

الرقم ١٦١٤
التاريخ ١٦/١٠
الموافق ١٦/١٠
المستقر

المحترم

سعادة عميد كلية الدعوة وأصول الدين

السلام عليكم ورحمة الله وبركاته وبعد ..

انطلاقاً من مبدأ التعاون فيما بين عمادات الجامعة ورضه من قسم العربية بكلية العربية بمكة المكرمة في تسهيل مهمة متتعت القسم السيد سلطان صعيد مقصود نحو قيامه بهزارة ميدانيه خاصه بجمع المعلومات التي تتعلق بهجته وموضوعه :

"برنامج الارشاد الاكاديمي في جامعة ام القرى"

الامر الذي يتطلب جمع هذه المعلومات من كلمات الجامعة .

لذا أرجو مساعدته في جمع هذه المقومات وفق الله الجميع لما فيه

طالع الاموال .

وتقبلوا حالس نحياتي ..

معهد كلية العربية بحكم المكرمة

د. محمد جميل غبطا

سعد و رضا، السلام
 اهل ما بعد الإسعاد، السلام
 في نون، يوم در سنجاب، عبد الله و شلال

Shant. 5/10/14

P.O. BOX 8711

CABLE JAMEAT UMM AL - QURA MAKKAH

TELEX 640996 JAMNKA RU

Operator: SL 5574844 | 10 Lines

صندوق برید ۳۷۱۱
برنیا جامعہ ام القری مکہ
تلفن عربی ۱۱۰۰۱۱ م لٹ جامعہ

KINGDOM OF SAUDI ARABIA
MINISTRY OF HIGHER EDUCATION
Umm AL-QURA UNIVERSITY
MAKKAH ALMUKARRAMAH
FACULTY OF EDUCATION



المملكة العربية السعودية
وزارة التعليم العالي
جامعة أم القرى
مكة المكرمة
كلية التربية

REF
DATE

الرقم ٢٦١
التاريخ ١٦/١٢/٩٠
الموافق
المستوفات

المحترم
سعادة عميد كلية اللغة العربية
السلام عليكم ورحمة الله وبركاته وبعد ،،
انطلاقاً من مبدأ التعاون فيما بين عمادات الجامعة ورضه من قسم
التربية بكلية التربية بمكة المكرمة في تسهيل مهبة مجتمع القسم السيد/
سلطان سعيد مقصود نحو قيامه بزيارته ميدانيه خاصه بجمع المعلومات
التي تتعلق ببحثه وموضوعه :
" برنامج الارشاد الاكاديمي في جامعة أم القرى"
الامر الذي يتطلب جمع هذه المعلومات من كليات الجامعة .
لذا أرجو مساعدته في جمع هذه المعلومات وفق الله الجميع لما فيه
صالح الاعمال .
وتقبلوا خالص تحياتي ،،

عميد كلية التربية بمكة المكرمة

د. محمد جميل شبيب

احياء السادة رؤساء الكليات
بجامعة أم القرى مكة

KINGDOM OF SAUDI ARABIA

MINISTRY OF HIGHER EDUCATION

UMM AL-QURA UNIVERSITY

MAKKAH ALMUKARRAMAH

FACULTY OF EDUCATION



المملكة العربية السعودية

وزارة التعليم العالي

جامعة أم القرى

مكة المكرمة

كلية التربية

REF

DATE

الرقم ١٦٦١
التاريخ ١٤٠٦/١١
الموافق
الملاحظات

المعترم

سماعة عميد معهد اللغة العربية

السلام عليكم ورحمة الله وبركاته وبعد ..

انطلاقاً من مبدأ التعاون فيما بين عمادات الجامعة ورضيه من قسم
التربية بكلية التربية بمكة المكرمة في تسهيل مهمة متعثري القسم السيد/
سلطان سعيد مقصود نحو قيامه بزيارته مدانيه خاصه بجمع المعلومات
التي تتعلق بمبحثه وموضوعه :

"برنامج الارشاد الاكاديمي في جامعة أم القرى"

الامر الذي يتطلب جمع هذه المعلومات من كليات الجامعة .

لذا أرجو مساعدته في جمع هذه المعلومات وفق الله الجميع لما فيه

صالح الاعمال .

وتقبلوا خالص تحياتي ..

عميد كلية التربية بمكة المكرمة

د. محمد جميل خياط

KINGDOM OF SAUDI ARABIA
MINISTRY OF HIGHER EDUCATION
Umm AL-QURA UNIVERSITY
MAKKAH ALMUKARRAMAH
Arabic Language Institute



المملكة العربية السعودية
وزارة التعليم العالي
جامعة أم القرى
مكة المكرمة
مؤسسة العرسية

REF

DATE 19 MAY 1985

الرقم

التاريخ

المواضع

الملاحظات

This letter is to certify that the enclosed two questionnaires were translated from English to Arabic language by a team of professors who have good command of both languages. These questionnaires were developed by Sultan S. Maqsood for his Ph.D. Concerning "The Undergraduate Academic Advising Program at Umm Al-Qura University".

The translation from English to Arabic is authentic and well written.

Rousdy Toiemah
Dr. Rousdy Toiemah,
Ph.D., Univ. of Minnesota,
Department of Curriculum.

A. C. Abu-Shanab
Dr. Ahmed Abu-Shanab,
Univ. of Southern California,
Department of Psychology.

A.M. Rady
Dr. Abdul Hakiem Radi,
Ph.D., Cairo Univ.
Department of Arabic

Abdullah A. Al-Abadi
Dr. Abdullah A. Al-Abadi,
Dean, Arabic Language Institute.



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TELEX 640000 JAMMKA SA

سفرات - (٥٦٤٧٧٠) ٠٢
Operator : 02 - 6504770

مستغرق بريد ٣٧١٢
بريداً جامعة أم القرى مكة
تلكس عربي، ٤٤٠٠٤١، مكة جامعة

KINGDOM OF SAUDI ARABIA
 MINISTRY OF HIGHER EDUCATION
UMM AL-QURA UNIVERSITY
 MAKKAH ALMUKARRAMAH
 College of Social Sciences
 Department of English



المملكة العربية السعودية
 وزارة التعليم العالي
جامعة أم القيوين
 مكة المكرمة
 كلية العلوم الاجتماعية
 قسم اللغة الإنجليزية

: الرسم
 : التاريخ
 : المواقف
 : الموضوع
 : المتفرعات

This is to certify that the two questionnaires developed in English by Sultan S. Maqsood concerning "The Undergraduate Academic Advising Program at Umm Al-Qura University" was reviewed and translated into Arabic by several staff members of the Department of English at Umm Al-Qura University. Those staff members have a good command of English / Arabic languages and have teaching experience at the Department of English.

J. A. Sheshsha

(Dr. JAMAL A. SHESHSHA)
 Chairman, Department of English
 College of Social Sciences



P.O. BOX 715
 CABLE JAMEAT UMM AL - QURA MAKKAH
 TELEX 640000 JAMMKA SJ

{ 00671111 } تلفون
 { 00671111 }
 { 5572444 }
 Tel. { 5574644 }

صندوق بريد ٧١٥
 برقية جامعة أم القرى مكة
 تليكس ١١٠٠١١ م لك جامعة

January 31, 1985

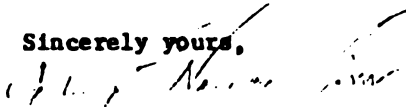
Vice-President for Academic Affairs
UMM Al-Qura University
Saudi Arabia

Dear Sir:

This letter will certify that on January 31, 1985 Sultan Magsood presented his dissertation proposal to his doctoral guidance committee for their review. The Guidance committee approved his proposal. The dissertation will be entitled "A Study of the Undergraduate Academic Advising Program at UMM Al-Qura University as Perceived by Students and Faculty Advisors."

Any assistance you can provide him in the completion of his research will be appreciated.

Sincerely yours,


Eldon R. Nonnamaker
Professor

KINGDOM OF SAUDI ARABIA
MINISTRY OF HIGHER EDUCATION
Umm AL-QURA UNIVERSITY
MAKKAH ALMUKARRAMAH
FACULTY OF EDUCATION



المملكة العربية السعودية
وزارة التعليم العالي
جامعة أم القرى
مكة المكرمة
كلية التربية

REF

DATE

الرقم ٦١٧٢
التاريخ ١٤٠١/٦/١٥
الموافق
المشروعات

المحترم

سعادة عميد القبول والتسجيل

السلام عليكم ورحمة الله وبركاته وبعد ..

انطلاقاً من مبدأ التعاون فيما بين عمادات الجامعة وروحه من قسم
الغربة بكلية التربية بمكة المكرمة في تسهيل مهمة صتعت القسم السيد/
سلطان سعيد مقصود نحو قيامه بزيارته ميدانيه خاصه بجمع المعلومات
التي تتعلق ببحثه وموضوعه :

"برنامج الارشاد الاكاديمي في جامعة أم القرى"

الامر الذي يتطلب جمع هذه المعلومات من كليات الجامعة .

لذا أرجو مساعدته في جمع هذه المعلومات وفق الله الحاصل لما فيه

سالح الاعمال :
ح

وتقبلوا خالص تحياتي ..

عميد كلية التربية بمكة المكرمة

د. سعد جميل السعيد

سعادة مدير مكتب التربية
برقية (النداء) / ١٤٠١/٦/١٥
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برقية جامعة أم القرى مكة
تلكس عربي ٤١٠٠٤١ م لت جامعة

APPENDIX C

**BURKE'S PERMISSION LETTER, BURKE'S QUESTIONNAIRE, AND
HIS CATEGORIZATION OF THE 15 ACADEMIC
ADVISING FUNCTIONS**

January 18, 1985

Thomas H. Burke
16 Norman Road
Fletcher, NC
28732

Mr. Sultan Magoosod
4904 Belle Chase
Apt. 308
Lansing, Michigan 48910

Dear Mr. Magoosod:

Thank you for your call today concerning the questionnaire I developed when writing my dissertation. If the instrument will be helpful to you, please feel free to use it for your study.

Good luck to you.

Sincerely,

A handwritten signature in cursive script that reads "Thomas H. Burke". The signature is written in dark ink and is positioned above the printed name.

Thomas H. Burke

Burke's Questionnaire

Extent of Fulfillment

- 0 = Not at all
 1 = To a very little extent
 2 = To some extent
 3 = To a great extent

Should Be Fulfilled	Advising Function	Is Now Being Fulfilled
0 1 2 3	1. Assist students in selecting a major	0 1 2 3
0 1 2 3	2. Explain university academic regulations and requirements to students	0 1 2 3
0 1 2 3	3. Advise students with career/vocational planning	0 1 2 3
0 1 2 3	4. Be a person with whom students can discuss personal (nonacademic) concerns	0 1 2 3
0 1 2 3	5. Assist students with course registration procedures	0 1 2 3
0 1 2 3	6. Inform student of the employment opportunities in the student's intended field of study	0 1 2 3
0 1 2 3	7. Refer students to the appropriate sources of information for loans, scholarships, financial aid, or other methods of financing a student's education	0 1 2 3
0 1 2 3	8. Help students find ways to make their college experience more interesting and intellectually stimulating	0 1 2 3

Should Be Fulfilled	Advising Function	Is Now Being Fulfilled
0 1 2 3	9. Assist students in planning their academic program of study	0 1 2 3
0 1 2 3	10. Help students explore possible graduate/professional school study	0 1 2 3
0 1 2 3	11. Provide students with up-to-date information about other sources of assistance on campus	0 1 2 3
0 1 2 3	12. Serve as a student's personal reference for prospective employers and/or graduate schools	0 1 2 3
0 1 2 3	13. Assist students in obtaining part-time work experiences (paid-unpaid) which complement their career and/or educational goals	0 1 2 3
0 1 2 3	14. Provide students with information concerning extracurricular opportunities at the university	0 1 2 3
0 1 2 3	15. Provide students with academic advice and suggestions for scholastic improvement	0 1 2 3

Burke's Advising Functions by Category Type

Category Type	Advising Function
VOCATIONAL/CAREER*	1. Inform students of the employment opportunities in the student's intended field 2. Assist students with career/vocational planning 3. Assist students in obtaining part-time work experiences (paid or unpaid) which complement their career and/or educational goals
ACADEMIC	1. Assist students in planning their academic program of study 2. Provide students with academic advice and suggestions for scholastic improvement 3. Help students explore possible graduate/professional school study 4. Help students find ways to make their college experience more interesting and intellectually stimulating
ADMINISTRATIVE	1. Explain university academic regulations and requirements to students 2. Provide students with up-to-date information about other sources of assistance on campus *3. Refer students to the appropriate sources of information for loans, scholarships, financial aid, or other methods of financing a student's education

Category Type	Advising Function
ADMINISTRATIVE (Continued)	4. Provide students with information concerning extracurricular opportunities at the university
	5. Assist students with course registration procedures
PERSONAL	1. Be a person with whom students can discuss personal (nonacademic) concerns
	2. Serve as a student's personal reference for prospective employers and/or graduate schools

APPENDIX D

**CATEGORIZATION OF THE 45 ITEMS PRESENTED IN THE
THIRD PART OF THE FACULTY ADVISER QUESTIONNAIRE
INTO THREE MAJOR FACTORS**

**CATEGORIZATION OF THE 46 ITEMS PRESENTED IN THE
THIRD PART OF THE STUDENT QUESTIONNAIRE INTO
THREE MAJOR FACTORS**

**THE 15 ITEMS PRESENTED SIMILARLY TO FACULTY
ADVISERS AND STUDENTS IN THE THIRD PART OF
THEIR QUESTIONNAIRES**

Categorization of the 45 Items Presented in the
Third Part of the Faculty Adviser Questionnaire
Into Three Major Factors

Major Factor	Item
FACULTY ATTITUDES AND BEHAVIOR TOWARD ACADEMIC ADVISING	Academic advising requires personal contact with students
	Academic advising requires enthusiasm to perform
	Conducting academic advising requires a certain kind of ability
	Academic advising requires personal involvement
	Academic advising takes time from those activities believed to be the rightful preoccupation of faculty members
	Advising is not considered part of my work
	Academic advising is largely clerical in nature and not worthy of faculty members' time
STUDENT ATTITUDES AND BEHAVIOR TOWARD ACADEMIC ADVISING	Students show no willingness to seek help for nonacademic problems
	The evident absence of encouragement on the part of students to come for help
	Students come only for assigning courses
	Students seem to seek help from their peers
	Students seek help from their parents regarding nonacademic problems
	Students go to offices other than mine to solve their nonacademic problems

Major Factor	Item
STUDENT ATTITUDES AND BEHAVIOR TOWARD ACADEMIC ADVISING (Continued)	Students prefer to solve their problems by themselves
	Students go to offices other than mine to solve their academic problems
	Students show no need for help
	Students show no belief in advising
THE UNIVERSITY AND ITS ACADEMIC ADVISING PROGRAM	Advising has no relation to professional life (as research does, for example)
	Frequent changes in adviser prohibit any continuity of relationship
	There is a failure to provide the academic adviser with the necessary time for advising
	There is a failure to provide the academic adviser with the necessary space for advising
	Lack of privacy with advisees when they come for advising
	The absence of in-service training programs for academic advisers
	Lack of clarity on the part of whom I am responsible to in discharging my duties (who is my boss)
	The absence of financial compensation for conducting advising work
	Workload too heavy to conduct advising
	Advising has no relevant role in the adviser's professional development (e.g., promotion)

Major Factor	Item
THE UNIVERSITY AND ITS ACADEMIC ADVISING PROGRAM (Continued)	There is a failure to provide the academic adviser with the necessary materials and information about curriculum and about students for adequate advising
	Lack of an appropriate selection system of the faculty member as a faculty adviser
	Advising functions occupy a low status in the department

Categorization of the 46 Items Presented in the
Third Part of the Student Questionnaire Into
Three Major Factors

Major Factor	Item
STUDENT ATTITUDES AND BEHAVIOR TOWARD ACADEMIC ADVISING	Solving problems on my own
	Getting help from my parents regarding nonacademic problems
	Go to offices other than my academic adviser to solve my nonacademic problems
	I am not aware of the various aspects of the academic advising program at the university
	Advising program seems worthless in solving my academic problems
	Getting help from my peers to solve my problems
	Go to offices other than my adviser to solve my academic problems
	Lack of good relationship with my adviser
	A signature for my schedule is the only thing I need from my adviser
	I am comfortable in going to my adviser for help
FACULTY ATTITUDES AND BEHAVIOR TOWARD ACADEMIC ADVISING	My adviser seems to be helpless in solving my nonacademic problems
	Lack of availability of my adviser
	My adviser shows no enthusiasm for academic advising
	Performance of his academic advising is inadequate

Major Factor	Item
FACULTY ATTITUDES AND BEHAVIOR TOWARD ACADEMIC ADVISING (Continued)	Lack of accessibility in meeting my adviser
	Lack of concern about nonacademic problems on the part of my adviser
	My adviser seems to be helpless in solving my academic problems
	Lack of easiness to get along with
	The evident absence of organization on the part of my academic adviser's performance
	The evident absence of personal interest on the part of the academic adviser in the task of advising
	The evident absence of personal knowledge on the part of my academic adviser regarding academic matters
	The evident absence of encouragement toward self-reliance on the part of my adviser
	Lack of knowledge on the part of adviser regarding the offerings at the university
	The evident absence of clear understanding of the academic advising process on the part of my adviser's performance
	The evident absence of knowledge about my major from my adviser
	The evident absence of adequate personal appearance on the part of my adviser
	The evident absence of belief on the part of my academic adviser in the task of advising

Major Factor	Item
THE UNIVERSITY AND ITS ACADEMIC ADVISING PROGRAM	The evident absence of professional people for conducting the academic advising
	Lack of privacy with adviser when he is available
	There is no opportunity to change advisers
	Frequent changes in advisers assigned to me

The 15 Items Presented Similarly to Faculty
Advisers and Students in the Third Part
of Their Questionnaires

Item
The complete absence of a specific office to ask about any information regarding academic advising
The purposes and procedures of advising are not clearly understood
Lack of information about the academic advising program available to students
Lack of any kind of orientation by the university to help students understand the academic advising
The evident absence of a systematic appraisal for the academic advising program
The absence of a centralized advisory bureau in my college
The evident absence of a commitment on the part of the university's authorities toward academic advisement
The evident absence of a well-defined advising program by the university
Lack of a well-planned academic advising system
The absence of a complementary office to cooperate with the advisers in conducting the academic advising
The nonexistence of a centralized advisory bureau in the office of registration
Lack of clear-cut submitted information regarding the responsibilities assigned to the faculty adviser
Lack of clarity as to the expectations from academic advising
Many faculty members share my adviser's room
Getting help from faculty member other than my adviser

APPENDIX E

**CATEGORIZATION OF THE 16 ACADEMIC ADVISING FUNCTIONS
PRESENTED IN PART TWO OF THE FACULTY ADVISER
AND STUDENT QUESTIONNAIRES**

Category Type	Advising Function
VOCATIONAL/CAREER	3. Assist students with career/vocational planning
	10. Assist students in obtaining part-time work experience (paid or unpaid) which complements their career and/or educational goals
ACADEMIC	7. Assist students in planning their academic program of study
	12. Provide students with academic advice and suggestions for scholastic improvement
	8. Help students explore possible graduate/professional school study
	1. Assist students in selecting a major
	6. Help students to find ways to make their college experiences more interesting and intellectually stimulating
16. Encourage students to overcome their academic problems	
ADMINISTRATIVE	2. Explain university academic regulations and requirements to students
	9. Provide students with up-to-date information about other sources of assistance on campus
	11. Provide students with information concerning extracurricular opportunities at the university
	5. Assist students with course registration procedures

Category Type	Advising Function
PERSONAL	4. Assist students with personal (nonacademic) concerns, e.g., family disputes
	15. Serve as a student's personal reference for possible graduate school
	13. Help students with problems the students encounter with other faculty
	14. Assist students with problems the students encounter with university administrators

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