

The Impact of Academic Advising on the Academic Achievement of Students at the Faculty of Administrative and Financial Sciences at Yarmouk Private University

Fadila Abdul Latif Al-Mohammad* , Dr. Munzer Saleh Zaida** , Dr. Laylan Shihab Muhammad ***

* Graduate Student _ *Postgraduate student, International Economics and Business Management, Higher Institute for Administrative Development, Damascus University.

** Faculty Member: Al-Yarmouk Private University _ College of Administrative and Financial Sciences.

*** Faculty Member: Al-Yarmouk Private University _ College of Administrative and Financial Sciences

Abstract

This study aimed to determine the impact of academic advising on the academic achievement of students at the College of Administrative and Financial Sciences at Yarmouk Private University. The study relied on the descriptive analytical method, and the tool used in the study was a questionnaire distributed to 100 students from the College of Administrative and Financial Sciences, with 80 valid forms retrieved for statistical analysis using SPSS. The results showed that there is a significant impact of academic advising on the academic achievement of students at the College of Administrative Sciences at Yarmouk Private University.

Keywords: Academic advising, Academic achievement, Yarmouk Private University.

Introduction

The world is currently witnessing technological development, widespread knowledge growth, and a rapid explosion in various aspects of contemporary life. This development has affected education, making it no longer limited by time and place, as it is considered a necessary investment with its possibilities; by adapting it to the developments and novelties of the current era in knowledge and skills. This is due to the continuous cycles of change that require education to keep pace with global quality systems, and in response to the necessity of education to be a foundation for continuous development and renewal.

Academic advising is one of the most important and fundamental pillars and axes of the educational process. It is a crucial tool and a unique means to help students integrate into the university environment, assist them in applying basic principles and adapting to university life, and improve their scientific knowledge through the provision of academic guidance, counseling, and assistance in overcoming obstacles and challenges. This helps the student rely on himself in managing his academic affairs and developing his academic and scientific level.

Problem Statement

In the field of education and scientific learning, many studies have indicated that academic advising is one of the most important factors that place the student on the right path in university life. Academic advising should be the responsibility of the school and the student, and this responsibility should be clearly defined by a specialized center (Al-Safasifa, 2003).

Study Problem:

Many scholars and specialists in the field of education believe that academic advising is the soul of the educational process because it puts the student on the right path in their studies and university life. Academic

advising should be the responsibility of the one being studied and this responsibility should not be transferred to any other central authority (Sfasfa, 2003). This role played as a guide and advisor is not significantly different from the role played by the teacher (Bird and Hatley, 1992).

Hence, the study problem is represented by the following question:

What is the impact of academic advising on the academic achievement of students in the College of Administrative and Financial Sciences at Yarmouk Private University?

Study Importance :

Theoretical Importance:

-This study can contribute to establishing a reference database for future studies on academic advising, which can be relied upon to conduct such studies periodically .

-Enriching the research library with Arabic studies about the role of academic advising in private universities.

Practical Importance:

-Measuring the impact on students of the Faculty of Administrative and Financial Sciences at Yarmouk Private University who are subject to academic advising, and the noticeable improvement in their academic and educational level .

-Benefiting from this research to generalize the experience to other faculties at Yarmouk Private University according to the study results .

-The results reached by the study and the recommendations provided can be utilized in the university's future academic plans; based on students' opinions and attitudes toward academic advising .

-Contributing to the advancement and development of the academic advising process, achieving the objectives set by the university's academic system, and attaining the highest quality levels in providing these services .

-Providing practical recommendations to develop academic advising programs at Yarmouk Private University.

Study Objectives:

The study aimed at the following:

- Determining the impact of applying academic advising on the academic achievement of students at the Faculty of Administrative and Financial Sciences at Yarmouk Private University.

- Identifying the reality of academic advising at the Faculty of Financial and Administrative Sciences at Yarmouk Private University.

- Providing some proposals to improve the level of academic advising at Yarmouk Private University.

Study Method and Tool:

This study relied on the descriptive-analytical method. The reasons for choosing this method include its suitability for the study's objective, as well as its applicability and the achievement of many advantages such as: the ability to collect a large amount of information that helps describe the community under study, the accuracy and validity of the information by asking the same questions to all members of the studied community; thus, the results can be generalized in the presence of validity and reliability of the tool, and high flexibility because questions can be posed that provide a large amount of information (Al-Shanti, 2018). The tool used in the study was a questionnaire, which was prepared based on the study's literature and previous studies.

Study Hypothesis:

There is a significant impact of academic advising on the academic achievement of students at the Faculty of Administrative and Financial Sciences at Yarmouk Private University.

Study Limits:

- Objectivity: Academic advising and students' academic achievement.
- Spatial: Yarmouk Private University - Faculty of Administrative and Financial Sciences.
- Temporal: The second semester of the academic year 2024-2025.

Study Terms:

- Academic Advising: It is the process of providing guidance to a university student regarding an academic, social, or personal issue (Koring, 2014).
- Academic Achievement: Academic achievement refers to the student's cumulative GPA (Al-Kafiri, 2018).

Theoretical Section

Academic Advising:

(Barkat and Barakhila, 2021) define academic advising as a professional educational process that represents the most important means of helping the student integrate into the university and academic environment, and achieve the requirements of optimal success. It also contributes to enriching the student's academic journey and improving their performance and academic achievement in various courses.

Objectives of Academic Advising:

The most important objectives of academic advising can be mentioned as follows:

- Creating a positive change in the student's behavior.
- Establishing a suitable environment for learning and teaching.
- Paying attention to the student's physical, mental, social, and psychological personality.
- Focusing on students' abilities at all levels.
- Helping the student achieve compatibility on a personal and educational level.

- Improving and developing the educational process.
- Raising awareness among new students to adapt to the new university life.
- Coordinating between the various university departments and divisions to activate the role of academic advising.
- Providing preventive services to avoid falling into problems and acquiring the ability to face challenges that the student may encounter.
- Assisting students, standing by their side, and providing the necessary advice and guidance in case they are subjected to penalties by the university (Al-Khayyat, 2015).

The Importance of Academic Advising:

Academic advising is considered one of the most important services that universities have undertaken, based on the belief that education is a right and aims to achieve psychological, social, educational, and professional compatibility for learners, and to help them reach the highest goals of comprehensive growth (Al-Zoubi, 2021). Academic advising focuses on helping the student understand themselves and address their problems to achieve appropriate personal and social adjustment. It works on understanding the individual's needs, motivations, and problems and providing the available services in academic advising (Abu Khreis, 2022).

Facilitating Factors for Academic Advising:

- Recognizing the potential of each student and working with them to discover it and know the best ways to invest it.
- Considering that each student is unique in their needs and interests, which differ from other students and generate goals they seek to achieve.
- Giving students the freedom to choose from the available alternatives in the academic field, in a way that aligns with their inclinations, abilities, and desires.
- Identifying students' academic goals and helping them to plan their university paths by reducing the difficulties they face, such as failure and transferring from one scientific specialization to another, etc.
- Encouraging the growth of students' various talents in a comprehensive manner.
- Preparing students according to their scientific and personal orientations and according to labor market requirements (Mubarki and Belmadani, 2021).

Previous studies:

Study (Saada et al., 2007): This study aimed to identify the problems faced by university students resulting from various registration procedures on one hand, and those caused by the academic advisor on the other hand. The study sample consisted of (864) male and female students from Isra University, a private Jordanian university. A questionnaire was distributed to the study sample, and the statistical program SPSS was used. The study reached a number of results, the most important of which were: the majority of problems related to registration procedures were very severe from the students' point of view. It also found statistically significant

differences between the average student responses to the questionnaire items related to the academic advisor between students of the College of Administrative Sciences and students of the College of Engineering.

Study (Abdullah, 2013): This study aimed to identify the perspective of students at Bakht Al-Rida University regarding the academic advising services provided to them. The study was conducted during the first semester of the academic year 2012-2013. To achieve the study's objectives, a questionnaire was used to collect data from a control sample of 780 male and female students. The study reached a number of results, the most important of which is that there is a generally low level of satisfaction among students with the academic advising services provided by faculty members. The study recommended the necessity of exerting more efforts to activate the academic advising process.

Study (Khmas, 2019): This study aimed to identify the role of academic advising in the development of university education from the perspective of students at Al-Mustansiriya University. The descriptive analytical method was relied upon, and a questionnaire was distributed to 300 students from Al-Mustansiriya University. The researcher used the statistical program SPSS to analyze the data. One of the most important results reached by the study is that the level of the role of academic advising in the development of academic advising from the students' perspective is acceptable.

Study (Nyaga, et al., 2012): This study aimed to determine the effectiveness of guidance and counseling services in developing the academic competence of university students. Quantitative and qualitative data were collected using a questionnaire directed at 369 full-time university students in their third and fourth years, enrolled in three public universities and three private universities in Kenya. Through an interview conducted with ten (10) academic advisors, and a focused group discussion involving thirty-six (36) peer advisors from the studied universities. Statistical methods, including one-way ANOVA and t-test, were used to test statistical significance and determine whether the study hypotheses should be rejected or accepted. The study results found statistically significant differences in the effectiveness of guidance and counseling services in developing students' academic achievement among the studied universities.

Study (Devi, et al., 2013): This study aimed to explore the relationship and impact of academic counseling on the academic performance of first-year students at the SBMCH¹ College of Medicine. A questionnaire was distributed to 54 students in the 2007-2008 academic year, who also underwent individual personal interviews. The results of this study showed that the academic counseling services for the study sample were effective and had a positive impact on academic performance and alleviating the difficulties faced by students at their university.

Study (Kanwal, et al., 2020): This study aimed to explore the impact of academic achievement orientation in the context of university students in both the private and public sectors; the Achievement Orientation Attitude Scale developed by Ansari was used to measure achievement orientations, consisting of 10 items. Data were collected through stratified random sampling. The data were analyzed using various statistics, revealing that university students in the public sector have higher orientations toward academic achievement. The study also recommended that at the university level, students may also learn self-management and should work hard to achieve their academic goals without external motivation.

¹ SBMCH: Sree Balaji Medical College & Hospital

Study (Hawthorne, et al., 2021): The current study examined how academic advising predicts student GPA. The findings support the idea that Advisor Accountability and Advisor Empowerment are important predictors of student success, along with Study Skills and Perceived Support. Additional analyses revealed that students who scored higher on Study Skills and Perceived Support reported better grade point averages. Undergraduate students at a mid-sized university in the southern United States were recruited to participate in the study providing a sample size of 719 participants. Three instruments were used to assess students' advising experience (Student Self-Assessment, Student Expectations of Advising Assessment, Student Demographic Information). The results of this study reaffirm the role of Perceived Support in student success. The findings indicate that Perceived Support is significantly and positively correlated to student GPA.

Study (Ismail, et al., 2021): This study aimed to identify the key characteristics of academic advising services in public universities at the University of Technology Malaysia (UiTM)**2, which can be used to improve the services provided to students. It also studied the relationship between service quality dimensions and student satisfaction. A quantitative study was conducted using a questionnaire adapted from the SERVQUAL model, with a sample size of 221 students. The results of multiple regression analysis showed that reliability and empathy are two dimensions that have a statistically significant relationship with student satisfaction. The results also showed statistically significant differences in student satisfaction with academic advising services according to their years of study and the frequency of their meetings with advisors.

Study (Hrisyov & Kostadinov, 2022): The study aimed to determine the impact of guidance and counseling on the academic performance of students in Bulgaria. The study targeted 628 male and female students from Zlatarski International School in Sofia. The study used the simple random sampling method to collect data. Data were collected using questionnaires. The results of the study showed that guidance and counseling explain 25.8% of the variations in academic performance in Bulgaria. The results indicated that guidance and counseling are positively and significantly associated with academic performance and have a significant effect.

Study (Joyce, Mugiraneza, & Ndirangu, 2024): This study aimed to examine the relationship between academic guidance and counseling services and the academic achievement of undergraduate students in higher education institutions. A correlational and descriptive design was used, applying both qualitative and quantitative data. Participants included students who underwent psychological counseling in the Psychological Counseling Department at Mount Kenya University between 2022 and 2023. The sample size was 62 respondents. Data were collected through structured questionnaires and interviews, and their reliability and validity were confirmed through pilot testing and expert reviews. The results showed a positive and statistically significant relationship between the variation in students' achievement, which resulted from three components: factors affecting the willingness to seek guidance and counseling services at MKUR*3 University, techniques applied during counseling, and challenges hindering effective guidance and counseling for MKUR University students.

Study (Yuan, et al., 2024): This study examined whether academic advisor's cultural empathy, advisor-advisee rapport, and international students' advising satisfaction influenced international students' perspectives of belonging to the institution. The study further examined whether cultural empathy and **advisor-advisee rapport**

² UiTM: Universiti of Teknologi MARA

³ MKUR: Mount Kigali University in Rwanda

mediated the effect of advising satisfaction on international students' sense of belonging. The cross-sectional quantitative study used a convenience sample of 209 international students enrolled in two institutions in the United States. Results indicated that cultural empathy and student advising satisfaction had a statistically significant influence on the sense of belonging, not advisor-advisee rapport, and cultural empathy mediated the effect of advising satisfaction on sense of belonging. In addition, offered recommendations for institutions and academic advisors when working with international students.

Practical Section:

1- Study Population and Sample:

The study population consisted of all students of the Faculty of Administrative and Financial Sciences at Yarmouk Private University. A convenience sampling method was used by distributing 100 questionnaires to the college students, and 90 questionnaires were retrieved. Ten questionnaires were excluded due to incomplete answers; thus, 80 questionnaires were approved for statistical analysis, representing 80%.

2- Instrument Reliability and Validity

Cronbach's alpha scale was used, which represents the average internal correlation among the items it measures, ranging between (0-1). The acceptable value is (0.60) or higher. The closer the value is to one, the higher the reliability and validity of the instrument for use. Table No. (1) shows that the overall Cronbach's alpha reliability coefficient reached 0.873, which is greater than 0.60 (Ojo & Yusof, 2017, p34); this indicates that all items have good reliability, and there is no need to delete any item

.Table No. (1)

Reliability Statistics

Cronbach's Alpha	N of Items
0.873	10

Source: Outputs of the statistical program SPSS

Analysis of the Study Sample Responses:

Table No. (2) shows the arithmetic means and standard deviations of the sample individuals' responses related to both academic advising and academic achievement for students of administrative and financial sciences at Yarmouk Private University.

Table No. (2)

Number	Statement	Standard Deviation	Arithmetic Mean
1	An academic advisor is available to assist me every semester	.770	4.16
2	The academic advisor allocates sufficient time to answer my inquiries	.730	4.06
3	I am informed in advance about counseling sessions or appointments	1.046	3.76
4	he academic advisor clearly explains the requirements of the study plan and graduation	0.851	4.10
5	The advisor helps me choose the appropriate courses	0.900	4.03
6	The advisor follows up on my academic status when facing difficulties	0.842	3.98
7	I can easily communicate with the advisor (office - email - electronic system)	0.878	4.04
8	Academic advising helped me improve my cumulative GPA	0.964	3.86
9	Academic advising reduced my feeling of confusion when registering for courses	1.024	3.80
10	I feel that academic advising contributed to the overall stability of my academic performance	0.870	3.95

Source: Outputs of the statistical program SPSS

It is evident from Table No. (2) that the arithmetic means ranged between (3.76 - 4.16). Statement No. 1, which states "There is an academic advisor available to assist me every semester," ranked first with an arithmetic mean of 4.16. Statement No. 3, which states "I am informed in advance of academic advising sessions or appointments," ranked last with an arithmetic mean of (3.76). This indicates that the study sample members believe that academic advising is available in their college, and their evaluation is good and positive.

3- Study hypothesis testing:

There is a statistically significant effect of academic advising on the academic achievement of students in the College of Administrative and Financial Sciences at Al-Yarmouk Private University.

Table No. (3)

Top of Form Pearson correlation coefficient	Determination Coefficient (R Square)	Significance level	Hypothesis Result
Bottom of Form(R)			
.730a	.532	0,000	Acceptance of the hypothesis

Source: Outputs of the statistical program SPSS

Table No. (3) shows that there is a significant relationship between the variable of academic advising and academic achievement at the university under study; Table No. (3) showed that the value (sig = 0.000) is less than (0.05); accordingly, the hypothesis indicating the existence of a significant effect of academic advising on the academic achievement of students at the Faculty of Administrative and Financial Sciences at Al-Yarmouk Private University is accepted; where the value of the Pearson correlation coefficient $R = 0.73$. The Coefficient of Determination reached ($R^2 = 0.53$), which indicates that 53% of the changes in the academic achievement of students at the Faculty of Administrative and Financial Sciences at Al-Yarmouk Private University are due to changes in the academic advising applied at Al-Yarmouk Private University - Faculty of Administrative and Financial Sciences.

Study Results:

The field study concluded a set of results that were discussed and included during the hypothesis testing; these results are:

- There is a statistically significant correlation between academic advising and academic achievement at Yarmouk Private University - the college under study.
- Academic advising plays a major and important role in solving all obstacles that hinder students' educational journey.
- The importance of students becoming familiar with the regulations and systems related to the educational process from the academic advisor.
- Academic advising helps in discovering students' abilities and assisting them in achieving their educational goals.

Study Recommendations:

Based on the research results and statistical analysis outcomes, there are a set of recommendations that the university can adopt to develop its academic advising; consequently, improving the academic achievement of its students. The most important recommendations are as follows:

- Devote more attention to academic advising to improve the academic achievement of students at Yarmouk Private University; thereby raising the university's level and ranking.
- It is necessary to intensify the media aspect of academic advising.
- It is essential to formulate an academic advising guide and make it available both in print and electronically for both the academic advisor and the student.
- Hold an academic advising workshop at the beginning of each year to clarify the role of academic advising to new students.
- The academic advisor must familiarize students with the study plan and its distribution across the semesters.
- The academic advising process must be continuous and not seasonal.

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AUTHORS

- First Author – Fadila Abdul Latif Al-Mohammad

Postgraduate student, International Economics and Business Management, Higher Institute for Administrative Development, Damascus University.

- Second Author – Dr. Munzer Saleh Zaida

Faculty Member: Al-Yarmouk Private University _ College of Administrative and Financial Sciences

- Third Author- Dr. Laylan Shihab Muhammad

1 Faculty Member: Al-Yarmouk Private University _ College of Administrative and Financial Sciences

Appendices:

Questionnaire on

"The Impact of Academic Advising on the Academic Achievement of Students at the Faculty of Administrative and Financial Sciences at Al-Yarmouk Private University"

Dear Student,

This questionnaire aims to gather your opinions about the academic advising services at the Faculty of Administrative and Financial Sciences at Al-Yarmouk Private University, and the extent of their impact on your academic achievement.

Please answer objectively, noting that all responses are confidential and used solely for scientific research purposes.

Thank you for your kind cooperation with us.

First: General Information

1. Gender: Male Female

2. Academic Level: First Year Second Year Third Year Fourth Year

3. Current Cumulative GPA: Honor (4-3.75) Excellence (3.74-3.25) Very good (3.24-2.75) good (2.74-2.25) Accepted (2.24-2)

Second: Survey Topics

Chapter One: The Availability of Academic Advising Services

Strongly agree	agree	Neutral	disagree	Strongly disagree	Phrases
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					There is an academic advisor available to help me every semester.
					The academic advisor allocates enough time to answer my inquiries.
					I am informed of counseling sessions or appointments in advance

Chapter Two: Quality of Academic Advising

Strongly agree	agree	Neutral	disagree	Strongly disagree	Phrases
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					The advisor clearly explains the curriculum and graduation requirements.
					My advisor helps me choose the appropriate courses.
					The advisor monitors my academic status when facing difficulties
					I can communicate with the counselor easily (office, email, online system).

Chapter Three: The Impact of Academic Advising on Achievement

Strongly agree	agree	Neutral	disagree	Strongly disagree	Phrases
					Academic advising helped me improve my GPA
					Academic advising reduced my feeling of confusion when registering for courses.
					I feel that academic advising has contributed to the overall stability of my academic performance.