
- **Basic Research**

Satisfaction with Virtual Academic Advising in the Coronavirus Disease 2019 Era among Nursing Students

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Abstract

Introduction: College advising is one of the most effective services that a university can offer to students. Because of the coronavirus disease 2019 (COVID-19) pandemic, many colleges and universities have converted to online student services. Using technology in advising has been more relevant than ever before. **Aim:** This study was designed to assess satisfaction with virtual academic advising in the COVID-19 era among nursing students. **Design:** This study adopted a descriptive, cross-sectional design. **Setting:** This study was conducted at the Faculty of Nursing, Mansoura University, Egypt. **Participants:** In this study, 179 first-year nursing students who completed the online electronic survey, were enrolled. **Methods:** Two tools were used to collect data on the students' satisfaction with virtual advising from October 2020 to December 2020. Data analysis was mainly descriptive. **Results:** Statistically significant differences in general advising concerns and outreach functions were observed among the students ($p < 0.001$). Additionally, a statistically significant difference in the perception of virtual advising was observed among the students ($p < 0.001$). **Conclusions:** Most students were satisfied with their experience with virtual advising and perceived it as a better way to improve the advising process. Moreover, the students had a positive perception of virtual advising. **Recommendation:** Universities should incorporate technology in college advising to build a virtual environment that actively supports and enhances the advising system.

Keywords: satisfaction, virtual advising, coronavirus disease 2019, nursing students

Introduction

College advising is a counseling process in which a trained professional helps students throughout their college semesters. ⁽¹⁾ The main goal of college advising is guiding and supporting higher education students through their academic life. ⁽²⁾ The interest in advising in Arab universities has increased since the implementation of the credit hour system. As the system of higher education differs from that used in basic education, students experience several problems in adapting. During different semesters of college study, students meet different unique problems and recognize the necessity for assistance differently; as a result the proportions of the students need advising vary. ^(3,4) Advising in the college of nursing is facing many challenges, including shrinking resources and the growth in students' number registered at universities. ⁽³⁾ Recently, the coronavirus disease 2019 (COVID-19) pandemic has become an advising challenge in 2020. Globally, COVID-19 is creating a broad-based crisis in higher education. ⁽⁵⁾

At the end of December 2019, COVID-19 infection was first known in China (Wuhan City). Then, the virus extent rapidly throughout the world as soon as, the World Health Organization announced COVID-19 as a pandemic on March 11, 2020. ⁽⁶⁾ With the COVID-19 pandemic the doors of higher education institutions have closed. The University of Cambridge has closed its doors, for the second time in its history in 2020 due to the COVID-19 pandemic. ⁽⁷⁾ Governments worldwide mandate to follow social distancing as a precautionary measure that could decrease the spread of the virus. ⁽⁸⁾ Additionally, education systems worldwide have adapted to this pandemic through a transition from face-to-face classes to online learning systems. College advising faces a similar transition called virtual advising. ⁽⁶⁾

Virtual advising is a remote communication between the school and its students using technology. ⁽¹⁾ It helps higher education institutions provide the best experience for their students by using technology. ⁽⁹⁾ If virtual advising is used effectively, it contributes positively to improve learners' academic success. ⁽¹⁰⁾ Integrated technology and the Internet in the advising process become a critical need. When technology is used appropriately, it can enhance relationship between the advisors and their advisee. Despite the benefits of using technology in advising, advisors are not intentionally incorporating these technologies into everyday advising practice. ⁽¹¹⁾

The Faculty of Nursing of Mansoura University is one of the first faculties that have turned virtual to overcome the COVID-19 pandemic. So, the contribution of this study comes from the importance of identifying satisfaction on virtual advising at the Faculty of Nursing, Mansoura University, as perceived by students. Moreover, its significance comes from highlighting some recommendations and suggestions to the faculty administration. These recommendations and suggestions will enhance the advising practice, which in turn contributes to an effective education process.

Aim of the study

The study was designed to assess satisfaction with virtual advising in the COVID-19 pandemic among nursing students.

Research Question

What is the satisfaction with virtual advising in the COVID-19 pandemic among nursing students?

Subjects and methods

Design: A descriptive, cross-sectional design was adopted in this study.

Settings: This study was conducted online using electronic communication media, such as Facebook, WhatsApp, and Instagram.

Subjects: A convenience sample of first-level nursing students in Faculty of Nursing, Mansoura University, Egypt was invited to participate in the study. First-level nursing students are expected to experience more problems than other students in the subsequent level. ⁽³⁾ Therefore, the target population for this study involved first-level nursing students from both sexes who agreed to participate in this study. These students should use any form of technology to communicate with their college advisor during an academic semester.

Sample size: To estimate the appropriate sample size for this study, the Steven K. Thompson equation was used. ⁽¹²⁾ According to the student affairs administration, the total number of nursing students who have enrolled in first-level was 959 students. Based on the previous information the sample size needed for this study should be at least 275 students, where n indicates the sample (275), N indicates the population size (959), Z indicates the confidence level 95% (1.96), d indicates the error proportion (0.05), and p indicates the probability (50%). The number of students who responded was 179 with a response rate of 65%.

Tools of data collection: Two tools were used in this study for collecting pertinent data.

Tool I: The Perception of Virtual Advising Questionnaire. This tool was developed by the researcher after reviewing national and international literature and scientific references. ^(5, 13, 14) The purpose of this questionnaire is to collect personal and sociodemographic data of nursing students and their perception of virtual advising. This tool consisted of 12 statements divided into two parts:

Part (1) contained five statements regarding students' sociodemographic characteristics, including sex, marital status, residence, nationality and the commonest device for seeking advice.

Part (2) incorporated eight statements covering the perception of virtual advising to the type of technology used to communicate with the advisor. From statement 6 to statement 12 (seven statements) the students were instructed to rate their perception of virtual advising using 5-point Likert scale (i.e., 1 = strongly disagree, 2 = disagree, 3 = uncertain, 4 = agree, and 5 = strongly agree).

Tool II: Teasley's Advising Scale. This tool was developed by Marilee Teasley and Erin Buchanan (2013).⁽¹⁵⁾ The purpose of this scale is to assess students' level of satisfaction within the college's advising environments. This scale consists of 24 statements centered on students' feedback toward the college's advising. These statements cover two domains of the advising process. The first domain consists of 20 statements from statement 1 to statement 20. This domain covers general advising concerns, including advisor traits, such as patience and trustworthiness. The second domain contains 4 statements from statement 21 to statement 24. This domain examines the outreach functions that refer to students' awareness of development beyond academic concerns. Students should be aware of the additional types of activities that are necessary for their success. These additional activities incorporate contributions to the surrounding community and leadership experiences, among others. The participants were instructed to rate their responses using a 7-point Likert scale (i.e., 1 = strongly disagree, 4 = neutral, and 7 = strongly agree).⁽¹⁵⁾

Validity of the study tools

The developed and translated tools were tested for face and content-related validity by a panel of seven experts in the related fields and all necessary modifications were performed accordingly.

Ethical considerations

Approval was obtained from the Research Ethical Committee of the Faculty of Nursing, Mansoura University, Egypt (reference number: P.0209). Permission to conduct this study was obtained from the Dean of the Faculty of Nursing, Mansoura University, Egypt. Additional permission to use tool (II) was obtained from the tools' author by e-mail. At the beginning of the electronic survey, the researcher wrote an introductory paragraph describing the purpose and nature of the study. Additionally, the researcher highlighted the confidentiality and privacy of participant information and other elements of the informed consent. Then informed electronic consent was obtained from each nursing student before enrolling in the study. Moreover, the participants had the right to withdraw from the study at any time by pressing "exit" from the electronic survey. The participants' names or any identifying forms were not involved in the electronic survey.

Procedure

First, all the study tools were translated into Arabic by the researcher. Second, the Arabic version of the tools was retranslated into English by a bilingual English teacher who was blinded to the original scale. Then, Arabic version was reviewed relative to the original scale by a panel of experts to exclude translation discrepancy. In this study, Cronbach's alpha coefficient values for tool (I) and (II) were 0.83 and 0.98, respectively. A pilot study was conducted involving 10% of the study sample for testing the feasibility and applicability of the developed tool. The students included in the pilot study were excluded from the study sample, and the necessary modifications were performed accordingly. Once the necessary

approval was granted to proceed with the proposed study, the researcher designed the electronic survey using Google Forms to collect the necessary data using the study tools. The researcher sent the link of the electronic survey to the team leader of the first-year students. Then, the team leader uploaded the link to the chat group on Facebook, WhatsApp, and Instagram. The electronic survey began with informed consent statements. Moreover, the researcher specified the target group of this study—a first-year nursing students in the Faculty of Nursing, Mansoura University, Egypt, and who use any form of technology to communicate with their academic advisor. If the students agreed to participate in this study, they were asked to press “yes.” Consequently, they were shifted to the next section (tool (I)). For those who refused to participate in this study, they were asked to press “no,” and then, they exited from the survey. The participants took approximately 10–15 min to answer the electronic survey.

Data analysis

Data were fed to the computer and analyzed using Statistical Package for the Social Sciences, version 20.0. Qualitative data were described using numbers and percentages. Quantitative data were described using ranges, means, and standard deviations. The significance of the obtained results was judged at the 5% level. Student’s t-test was used to compare normally distributed quantitative variables, Reliability Statistics were assessed using Cronbach's alpha test.

Results

The survey response rate was 65%, as only 179 out of 275 first-year nursing students completed the survey.

Table (I) shows the sociodemographic characteristics of the respondents. Most respondents (66.5%) were female; all respondents were single. Approximately two-thirds of the respondents (80.4%) were from rural regions. Moreover, all respondents (99.4%) were Egyptian, except for one student. Regarding the students’ communication with their academic advisor; most respondents (86.6%) used a smartphone.

Table (II) illustrates the respondents’ perception of virtual advising. The nursing students expressed a statistically significant difference in their perceptions of virtual advising. Approximately 45.8% of the respondents agreed that using technology encourages them to seek advice from their advisor. Additionally, 47.5% of them agreed that the increase in technological resources positively affects their relationship with their advisor. Meanwhile, almost half (49.2%) disagreed that technological resources have a negative effect on advising. Approximately half of the respondents (50.3%) strongly agreed that the use of technology in advising greatly reduces time and effort. Furthermore, more than half of the respondents (52.5%) strongly agreed that using technology helps them communicate with their advisor at any time and from anywhere. Moreover, 43% agreed that they benefit from the questions that their colleagues ask. Approximately 41.3% agreed that their advisor provides enough time to discuss topics.

Table (III) demonstrates that most of respondents were satisfied within college advising environments ($p < 0.001$). Regarding general advising concerns, approximately 32.4% of the respondents agreed that the time of advising is worthy. Furthermore, approximately 36.3% agreed that when they talk, their advisor listens to them. Almost 34.1% agreed that their advisor is knowledgeable about course offerings. However, regarding developing a long-term education plan, 22.3% of the respondents were neutral. Moreover, approximately 36.2% agreed that after meeting the advisor, they feel that every course in their new schedule has a purpose. Concerning requirements for graduation, 34.6% agreed that their advisor is knowledgeable of these requirements. Additionally, the respondents agreed that they are given the time they need during their academic advising appointments (38%), and their advisor acts professionally (35.2%). Approximately 34.6% of the respondents agreed that they trust their advisor. Almost 35.2% agreed that they would recommend their advisor to a friend. Moreover, 43.6% of them strongly agreed that their advisor is ethical. Concerning the outreach functions domain, nearly one-third (33%) of the respondents agreed that their advisor tells them about the importance of their public affairs mission. Through advising appointments, 35.8% of the respondent agreed that they have learned different student organizations. Furthermore, 35.2% agreed that they have learned to contribute to surrounding community.

Table (I): Distribution of the respondents regarding their socio-demographic characteristics (N = 179).

Items	No.	%
Gender		
Male	60	33.5
Female	119	66.5
Marital status		
Single	179	100.0
Residence		
Urban	35	19.6
Rural	144	80.4
Nationality		
Egyptian	178	99.4
International student	1	0.6
The commonest device for seeking advice		
Computer	5	2.8
Laptop	13	7.3
Smartphone	155	86.6
Tablet	6	3.4
Note: Data are presented as count and percentage.		

Table (II): Distribution of the respondents regarding their perception of virtual advising (N = 179).

Items	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		t	p
	N	%	N	%	N	%	N	%	N	%		
Seek advice from my advisor	4	2.2	9	5.0	23	12.8	82	45.8	61	34.1	14.947*	<0.001*
Affect the relationship in a positive way.	3	1.7	16	8.9	24	13.4	85	47.5	51	28.5	12.813*	<0.001*
Affect the relationship students in a negative way.	20	11.2	88	49.2	29	16.2	33	18.4	9	5.0	5.378*	<0.001*
Technology greatly reduces time and effort.	3	1.7	5	2.8	10	5.6	71	39.7	90	50.3	21.303*	<0.001*
Communicate at any time and from anywhere.	4	2.2	3	1.7	12	6.7	66	36.9	94	52.5	21.162*	<0.001*
I benefit a lot from the questions that my colleagues ask.	4	2.2	6	3.4	19	10.6	77	43.0	73	40.8	17.191*	<0.001*
The advisor gives me enough time to discuss my topics on WhatsApp.	9	5.0	8	4.5	23	12.8	74	41.3	65	36.3	12.520*	<0.001*
Note: Data are presented as count and percentage; t: One-sample t-test. *: Statistically significant at $p \leq 0.05$.												

Table (III): Distribution of the respondents regarding their Satisfaction within college advising as regard general advising concerns and the outreach functions (N = 179).

Items	Do not agree strongly		I do not agree		Somewh at disagree		Neutral		Somewh at agreed		Agreed		Agree strongly		t	p
	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Advising are worth my time.	14	7.8	14	7.8	18	10.1	28	15.6	27	15.1	58	32.4	20	11.2	4.824*	<0.001*
The advisor listens to me	16	8.9	8	4.5	9	5.0	27	15.1	15	8.4	65	36.3	39	21.8	7.622*	<0.001*
The advisor is knowledgeable.	14	7.8	9	5.0	6	3.4	20	11.2	17	9.5	61	34.1	52	29.1	9.292*	<0.001*
The advisor has helped me.	15	8.4	22	12.3	11	6.1	40	22.3	21	11.7	39	21.8	31	17.3	3.619*	<0.001*
The advisor is prepared.	14	7.8	14	7.8	12	6.7	29	16.2	18	10.1	58	32.4	34	19.0	6.180*	<0.001*
Concerned about my development.	12	6.7	24	13.4	19	10.6	35	19.6	18	10.1	51	28.5	20	11.2	3.156*	0.002*
Considers my interests and talents	18	10.1	14	7.8	9	5.0	30	16.8	22	12.3	50	27.9	36	20.1	5.375*	<0.001*
Every course has a purpose.	15	8.4	11	6.1	8	4.5	27	15.1	20	11.2	65	36.3	33	18.4	7.114*	<0.001*
I get the best possible educational experience.	16	8.9	12	6.7	10	5.6	28	15.6	21	11.7	55	30.7	37	20.7	6.342*	<0.001*
Advisor is knowledgeable.	8	4.5	8	4.5	14	7.8	30	16.8	17	9.5	62	34.6	40	22.3	9.198*	<0.001*
Connects to someone.	11	6.1	15	8.4	6	3.4	22	12.3	19	10.6	56	31.3	50	27.9	8.581*	<0.001*
Encourages me to speak freely.	15	8.4	11	6.1	8	4.5	27	15.1	14	7.8	60	33.5	44	24.6	7.569*	<0.001*
I am given the time I need.	14	7.8	12	6.7	10	5.6	26	14.5	16	8.9	68	38.0	33	18.4	7.137*	<0.001*

Table (III) (Cont.)

The advisor and I work as a team.	16	8.9	9	5.0	9	5.0	35	19.6	14	7.8	57	31.8	39	21.8	6.805*	<0.001*
The advisor acts professionally.	13	7.3	6	3.4	10	5.6	25	14.0	11	6.1	63	35.2	51	28.5	9.482*	<0.001*
I can trust my advisor.	12	6.7	6	3.4	10	5.6	21	11.7	9	5.0	62	34.6	59	33.0	10.478*	<0.001*
I will graduate in a reasonable time	11	6.1	12	6.7	12	6.7	33	18.4	18	10.1	59	33.0	34	19.0	7.125*	<0.001*
I recommend my advisor to a friend.	16	8.9	9	5.0	11	6.1	30	16.8	12	6.7	63	35.2	38	21.2	6.975*	<0.001*
My advisor is ethical.	9	5.0	8	4.5	8	4.5	19	10.6	6	3.4	51	28.5	78	43.6	12.263*	<0.001*
Advising is a positive experience.	14	7.8	9	5.0	8	4.5	25	14.0	13	7.3	60	33.5	50	27.9	8.647*	<0.001*
Tells me about our public affairs.	14	7.8	14	7.8	7	3.9	31	17.3	12	6.7	59	33.0	42	23.5	7.078*	<0.001*
Learn about different organizations.	14	7.8	15	8.4	9	5.0	30	16.8	20	11.2	64	35.8	27	15.1	6.068*	<0.001*
How I can obtain leadership experiences	15	8.4	12	6.7	10	5.6	34	19.0	20	11.2	55	30.7	33	18.4	6.085*	<0.001*
I can contribute to the surrounding community.	11	6.1	9	5.0	8	4.5	25	14.0	11	6.1	63	35.2	52	29.1	9.790*	<0.001*
Note: Data are presented as count and percentage; t: One-sample t-test. *: Statistically significant at $p \leq 0.05$.																

Discussion

College advising has an essential role in a student's academic life, starting from student admission to the university to their graduation. Several colleges and universities have changed to virtual student services because of COVID-19 pandemic.⁽³⁾ In this context, this study assessed first-year nursing students' satisfaction with virtual advising. The findings of this study revealed that most of the students were satisfied with their experience with virtual advising and perceived it as a better way to improve the advising process. Similarly, these results are consistent with those of previous studies that highlighted the importance of online student services. Notably, studies have reported that students agreed to use technology, such as social media to communicate with their college personnel. Furthermore, their students reported that virtual advising is a good way for seeking help. Consequently, the previous findings highlighted the need for increased technology use for college advising.^(7, 16)

However, other studies have reported that students prefer using technology for more formulaic tasks, such as course registration, but prefer face to face communication for more complex tasks, such as planning courses for multiple semesters.^(9, 17)

Considering students' perception of virtual advising, this study found that most students used smartphones to communicate with their college advisor. These findings disagree with those of the study by Vaikunthanathan (2019)⁽⁵⁾, who reported that during an advising appointment, students frequently used their laptops. Accordingly, the students used their laptops to immediately follow their advisor's instructions.

Integrating technology in the advising process has many advantages as it facilitates and increases communication between students and their advisor. Thus, in this study, most nursing students agreed that using an electronic social network, such as WhatsApp, encourages them to communicate with their advisor. This is in line with the findings of the study by Amador and Amador (2014)⁽¹⁷⁾, who examined college advising through an electronic social network (i.e., Facebook) and stated that higher education students are using technology to communicate with and seek help from university personnel, including college advisors.

However, the results of this study contradict those of the studies by Gaines (2014)⁽¹⁸⁾ and Kalmakarian and Karp (2017)⁽⁹⁾, who reported that students prefer in-person communication with their advisors and only agree to use technology as an aiding device with face-to-face communication. From the researcher point of view, there is no doubt about the importance of face-to-face communication. However, because of the COVID-19 pandemic, direct face-to-face interactions are not applicable.

As the number of available technological resources increases, the academic relationship between students and their advisors improves. Moreover, student satisfaction is related to college advising. As students' relationship with the academic advisor is enhanced, students become more satisfied with their academic experiences. In this study,

most students agreed that their relationship with their college advisors is positively affected as the technological resources increased. Thus, this finding indicates that nursing students' satisfaction has increased. A similar finding was reported by Pargett (2011)⁽¹⁹⁾, who found that students were more satisfied with their college experiences if they develop an academic relationship with their assigned college advisor.

This result contradicts those of Vaikunthanathan (2019)⁽⁵⁾, who reported that students had a neutral response when they were asked if technology allows to discuss educational goals and if technology improves the student–advisor relationship. Vaikunthanathan reported that technology helps improve the advisor–student relationship under specific circumstances.

Since college advising is time-consuming, virtual advising has the benefit of saving time and effort. The present findings showed that most nursing students strongly agreed that virtual advising greatly reduces time and effort and helps them communicate with their advisor at any time and from anywhere. These findings conform to those of Darling (2015)⁽²⁰⁾, who reported that virtual resources can increase advising accessibility regarding time and location.

Additionally, most students strongly agreed that they benefit from the questions that their colleagues ask. Furthermore, most students agreed that they are given the appropriate time to discuss their topics. These findings are supported by the findings of Noaman and Ahmed (2015)⁽²¹⁾, who reported that using electronic academic advising has the benefit of keeping the advisor and students up-to-date with the latest developments related to them. Additionally, the students benefit from the experiences of each other through access to information available onsite.

In this study, nursing students were satisfied with the general advising concerns. As they agreed that their advisor listens to them and felt that every course in their new schedule has a purpose. Additionally, they are given the time they need during their college advising appointments. Regarding their college advisor, the students reported that the advisor acts professionally and ethically. These findings are supported by those of Mahfouz and Farag (2015)⁽¹⁴⁾, who reported that most students were satisfied with their academic advisors in the nursing college. Additionally, most students agree that their academic advisors were knowledgeable of the academic processes in the college.

These findings are supported by the finding of the qualitative study by Chan (2016)⁽²²⁾, who examined first-year students' perspective on college advising in nursing. They have reported that most first-year students were satisfied and described their college advisors as caring class teachers and support social workers. Moreover, first-year students have reported that college advisors played a significant role in advising and supporting them.

The primary purpose of college advising is to guide and support students in higher education throughout their academic careers. Incorporating integrated technologies and the Internet into the advising process has become a need. A college advisor is an important part

of the educational process who is responsible for fostering a cooperative relationship with students. ⁽³⁾ When a college adviser plans and conducts virtual advising correctly, students may get the most from the university's resources and achieve academic success.

Limitations of the study

This study has four limitations. First, the data were collected only from one nursing faculty (Mansoura University) instead of all nursing faculties in Egypt, which inhibits the generalizability of this study's results. Second, the data were collected only once. Future studies should use a longitudinal design to explore any changes in first-year nursing students during their course of study. Third, the response rate for the survey was 65% only, which might have been increased by repeatedly announcing the survey to the students. However, a study has considered a 50% response rate acceptable, as it is acknowledged that online surveys achieve much lower response rates. ⁽²³⁾ Finally, we have to consider the internet access as regard the financial cost for some students specially the target populations of this study were 80.4% from the rural area.

Conclusions and recommendations

This study provided a base of new knowledge for future updating of college advising. First-year nursing students were satisfied with their virtual advising experience. Virtual advising enriches the advising process where students can contact their advisors anytime and anywhere. Consequently, at the beginning of the first semester, students should be informed about virtual advising options and available resources, as needed. Beyond the COVID-19 pandemic, colleges should proactively incorporate virtual advising into the academic advising process. Moreover, universities should update their electronic resources to provide the best virtual advising experiences. Additionally, colleges should provide training courses for advisors about informatics in general and available electronic resources and develop workshops to demonstrate the use and function of these resources.

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الملخص العربي

الرضا عن الإرشاد الافتراضي في عصر مرض فيروس كورونا 2019 بين طلاب التمريض

المقدمة: الإرشاد الجامعي هو عملية إرشاد يقوم فيها أحد المحترفين المدربين غالبا عضو هيئة تدريس بمساعدة الطلاب طوال فصولهم الدراسية بالكلية. الهدف الرئيسي من الإرشاد الجامعي هو توجيه ودعم طلاب التعليم الجامعي خلال حياتهم الأكاديمية. الإرشاد الافتراضي هو إتصال عن بعد بين المرشد والطلاب باستخدام التكنولوجيا. تساعد مؤسسات التعليم العالي على توفير أفضل تجربة لطلابها باستخدام التكنولوجيا. إذا تم استخدام الإرشاد الافتراضي بشكل فعال، فإنها تساهم بشكل إيجابي في تحسين النجاح الأكاديمي للمتعلمين.

هدف البحث: تهدف هذه الدراسة إلى تقييم الرضا عن الإرشاد الافتراضي خلال جائحة كوفيد 19 بين طلاب التمريض.

أسئلة البحث: ما مدى رضا طلاب التمريض عن الإرشاد الافتراضي خلال جائحة كوفيد 19؟

التصميم البحثي: تم استخدام دراسته وصفية لإتمام هذا البحث.
منهجه البحث: أجريت هذه الدراسة عبر الإنترنت باستخدام وسائط الاتصال الإلكترونية، مثل الفيس بوك والواتس لطلاب المستوى الأول كليه التمريض. تم جمع البيانات عن طريق أداتين وهم إستبيان تصور الإرشاد الافتراضي ومقياس تيسلي الإرشادي.

النتائج: لقد أسفرت نتائج البحث عن أن معظم طلاب كليه التمريض المستوى الأول كانوا راضيين عن الإرشاد الافتراضي وكذلك لديهم تصور إيجابي تجاه الإرشاد الافتراضي.

الخلاصة: علي ضوء هذه النتائج نستخلص التالي: كان طلاب التمريض في السنة الأولى راضين عن تجربتهم الإرشادية الافتراضية. يثرى الإرشاد الافتراضي عملية تقديم المشورة حيث يمكن للطلاب الإتصال بمرشديهم في أي وقت وفي أي مكان.

التوصيات: يجب على الكليات أن تدمج بشكل إستباقي الإرشاد الافتراضي في عملية تقديم المشورة.

مفاتيح الكلمات: الرضا، الإرشاد الافتراضي، مرض فيروس كورونا 2019، طلاب التمريض