

Influence of Academic Advising on Autonomy Support and Tasks Procrastination among Post Graduate Nursing Students

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Abstract:

Background: Academic advising is a pivotal component in the educational journey of postgraduate nursing students. It significantly influences their academic success and professional development by supporting their autonomy in learning settings and alleviating academic tasks procrastination. **Aim of the study is to:** Determine the influence of academic advising on autonomy support and tasks procrastination among post graduate nursing students. **Method: Research design:** A descriptive correlational research design was utilized. **Setting:** Faculty of Nursing at Tanta University. **Subjects:** All postgraduate nursing students (n=232) who were enrolled in a credit hours system in the academic years (2023 / 2024) and be available at time of data collection. **Tools of data collection:** Three tools were utilized: Academic advising questionnaire, perceived autonomy support questionnaire and procrastination assessment scale. **Results:** more than half (54.7% and 55.6%) of postgraduate nursing students had high level of perceptions regarding activities and satisfaction of academic advising respectively. 41.8% of them perceived moderate level of autonomy support. And slightly less than half (49.1%) of them had moderate level of tasks procrastination. **Conclusion:** There were positive significant correlation between dimensions of academic advising and autonomy support and negative significant correlation with tasks procrastination. **Recommendations:** Staff development programs are recommended to train academic advisors in the academic advising and how to provide autonomy support to their students to identify and alleviate tasks procrastination

Keywords: Academic advising, Autonomy support & Tasks procrastination.

Introduction

Postgraduate studies play a critical role in improving the quality of life of every student especially in nursing field. It aids in development of human skills, knowledge, and experience (Shobande & Asongu 2022). Postgraduate studies refer to academic or professional degrees, certificates, diplomas, or other qualifications pursued by students who have earned an undergraduate (bachelor's) degree. Completing postgraduate studies helps nursing students further their career prospects and deepen their understanding of their area of study. Nursing students to complete their studies efficiently need effective academic advising (Mohamed, et al., 2023).

Academic advising is a developmental process which helps post graduate nursing students in career goals clarification and development of future educational plans for achievement these goals (Ibrahim, et al., 2020). Academic advising is a collaborative relation between post graduate nursing students and an academic advisor to achieve their maximum educational potential needs through information exchanges and communication with an advisor (Mohammed, 2021). The academic advisor has fundamental roles in credit hours system

implementation and has many duties and responsibilities with regards to advising all students (Jennings, 2021). Academic advisors are granted formal authority of an academic unit to share their understanding, prerequisites, facilitate the post graduate nursing students' plans registration, and approve meaningful learning objectives which are consistent with their interests, values and abilities. These are achieved by supporting autonomy to their students (Lee & Metcalfe, 2017; Ghaffar, et al. 2021).

Autonomy supportive teaching refers to guidance and encouraging students to be more implicated, active, and self-directed in the learning process (Zheng, 2020). Autonomy support is an important aspect of post graduate students' education and professional development. Autonomy refers to the ability of individuals to make their own decisions and take responsibility for their actions occurs when the academic advisors listen to the nursing students' point of view, give them the ability for choice and self-initiation and provides nursing students with a meaningful rationale for the requirement (Jiang & Tanaka, 2021). Autonomy-supportive environment leads to nursing students' autonomous motivation and

self-regulation, by regulating, and organizing their behaviors to achieve their academic goals. In the context of nursing education, autonomy plays a crucial role in preparing students to become competent and confident healthcare professionals (Matahela & van Rensburg, 2023).

Academic advisors can contribute significantly to the autonomy support of postgraduate nursing students, fostering their growth as independent and competent professionals in the field by implementing many strategies for developing opportunities for independent learning and decision-making as individualized career planning, goal setting and progress monitoring, encouraging decision-making, promoting critical thinking, supporting research and scholarly activities, facilitating self-reflection, and building a supportive environment. Also, utilize technology and online resources to enhance autonomy in the learning process (Ibrahim, et al., 2020).

The development of autonomy in nursing students is supported by the availability of supportive and empowering learning environments. This includes positive relationships with academic advisors, opportunities for constructive feedback and reflection, and a culture that values student input and participation. These factors contribute to the development of students' confidence, independence, and ability to make sound clinical judgments (Bokja, et al., 2023).

Post graduate nursing students are considering as members of health team in different areas such as education, research, consulting, health, prevention, management, support, rehabilitation and medical care services. Thus, educational status is taking as a step toward sustainable of the healthcare improvement and developing academic performance in society (Talebian, et al., 2022). Post graduate nursing students need to carry out an academic tasks or activities on correct time without procrastination, such as writing a term paper, studying for exams, keeping up with reading assignments or doing academic administrative tasks etc. but, for some reasons, they failed to do an academic activity within the estimated time frame so, post graduate nursing students' satisfaction plays an energetic role in emerging the academic progress to provide a wide-ranging clear awareness of the academic advisor's role (Nawfal, 2020).

Task procrastination is the illogical inclination to put off doing and completing activities (Johansson, et al., 2023). As such, the cultivation of a greater number of professional and motivated nursing students is imperative. Because this information may help to develop coping and preventative strategies to improve the quality of nursing students' education, it

is imperative that academic advisors look into the causes and mechanisms associated with academic procrastination among postgraduate nursing students (Huang, et al., 2022).

Significant of study

The Faculty of Nursing at Tanta University applied the credit hours system since three years ago on postgraduate nursing students. Most postgraduate nursing students are coming from different faculties and settings and having emotional disturbance about new academic life. When postgraduate nursing students encounter academic advising, they respond positively in their search for autonomy support and help them to carry out their academic tasks without delaying. Understanding the intricate interplay between academic advising, autonomy support, and tasks procrastination is crucial for educators, advisors, and administrators seeking to enhance the educational experience and outcomes of postgraduate nursing students there is no national or international researches that connect the three variables together. Therefore, this research aims to determine the influence of academic advising on autonomy support and tasks procrastination among post graduate nursing students

Aim of the study

The core aim of this research was to determine the influence of academic advising on autonomy support and tasks procrastination among post graduate nursing students, which covered these objectives:

- Assess the perception level of post graduate nursing students about academic advising, autonomy support and tasks procrastination.
- Determine the influence of academic advising on autonomy support and tasks procrastination
- Investigate the relationship among the variables (academic advising, Autonomy Support and tasks procrastination) and post graduate nursing students' personal characteristics.

Research questions

- What are the levels of academic advising as perceived by post graduate nursing students?
- What are post graduate nursing students' levels of autonomy support?
- What are the levels of tasks procrastination among post graduate nursing students?
- What is the relation between the academic advising, autonomy support and tasks procrastination among post graduate nursing students?

Subjects and Method

Research design:

A descriptive, correlational research design was utilized to achieve the study's aim.

Setting:

The study was conducted at Faculty of Nursing, Tanta University that had seven academic departments namely; Nursing Administration, Critical Care and Emergency Nursing, Community Health Nursing, Medical-Surgical Nursing, Maternal and Newborn Health Nursing, Pediatric Nursing, and Psychiatric and Mental Health Nursing.

Subjects:

The study subjects consisted of all postgraduate nursing students who are enrolled in a credit hours system in the academic years (2023 / 2024) and be available at time of data collection (N=232) according to the records of postgraduates' department of Faculty of Nursing at Tanta University in all postgraduates' programs (diploma, master and doctorate).

Tools of data collection

Three tools were used to gather data of the study.

Tool I: Academic Advising Questionnaire

This tool was developed by the researchers guided by **Van, et al., (2018); Mohamed, (2021)**. It was used to assess perception of post graduate nursing students toward academic advising and consisted of three parts as follows:-

The first part was developed to collect information about post graduate personal data namely; age, gender, marital status, department, program (diplom, master, phd), and other questions related to academic advising such as number of academic advising meeting and type of academic advisor relation.

The second part:-Activities of Academic Advising

It consisted of 8 items that developed by the researcher and was used to assess levels of academic advising activities as perceived by post graduate nursing students. All items used a 5-point Likert Scale with anchors of 1 = not true, 2 = slightly true, 3 = neutral, 4 = true, and 5 = very true.

Scoring system:

Each student selected an answer only after reading and understanding it thoroughly. The following scoring method, which used cutoff points to measure the overall perception of academic advising activities:

- High perception occurs when the percent is equal to or greater than 75% of the whole score.
- Moderate perception falls between 60% and less than 75% of the overall score
- Low perception occurs when the percentage is less than 60%.

The third part: Satisfaction with Academic Advising.

It was used to assess satisfaction of post graduate nursing students with academic advising. It consisted of three dimensions involving; communication (7

items), support (6 items), and encouragement (3 items).

A five-point Likert scale, with 1 denoting strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 strongly disagree, was used to score the replies of postgraduate nursing students.

Scoring system:

Each dimension's score was totaled and converted to a percentage. The cutoff threshold was set at 60% = 48, with the entire score range being 16–80. The following grading scheme was used to assess how satisfied students were with their overall academic advising experience:

- A high degree of satisfaction if the percentage is equal or more than 75% of the overall score, which is 60 points.
- A moderately satisfied students would score between 48 and 60 points, or 60% to less than 75%.
- If the percentage is less than 60% or 48 points, there is a low satisfaction.

Tool II: Perceived Autonomy Support Questionnaire

This tool was originally named learning climate questionnaire that developed by **Simon & Salanga, (2021)** and adapted by the researchers to assess the level of perceived autonomy support among postgraduate nursing students at different learning settings. It comprised of 15 items.

Postgraduate nursing students' responses were measured on a 5 point Likert-scale that ranges from one to five where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly disagree for all items except for item number 13 the score was reversed.

Scoring system:

The total score was calculated by cutoff point and summing scores of all items. The total score represent varying levels of autonomy support from academic advisor as follows scoring system:

- High level of autonomy support < 75%
- Moderate level of autonomy support 60-75%
- Low level of autonomy support > 60%

Tool II: Procrastination Assessment Scale

It was adapted by the researchers based on **Solomon& Rothblum, (1984)** and other related literature. It was used to measure frequency and reasons for procrastination among postgraduate nursing students. It consisted of 43 items divided into two subscales:

- **Frequency of procrastination**, It was used to assess postgraduate nursing students' procrastination frequency and degree. It has (18) items. It fell into six categories: (3 items) for term paper writing, (3 items) for test preparation, (3 items) for maintaining weekly reading assignments, (3 items) for academic administration work, (3

items), for attendance tasks, and (3 items) for faculty activities in general.

- **Reasons of procrastination**, it was used to identify reasons for procrastination among nursing students. It consisted of 25 items divided into six sub dimensions namely the aversive task (6 items), fear of failure (4 items), professor style (3 items), the risk-taking (4 items), peer pressure (4 items) and rebelling against control (4 items)

The items of frequency for each task procrastination were scored on a 5- points Likert scale the degree to which they procrastinate on the task (1 =never, 5 = always) and the degree to which procrastination on the task is a problem for them (1 = not at all a problem, 5 = always a problem). The extent to which they want to decrease their procrastination behavior on each academic task (1 = do not want to decrease, 5 = definitely want to decrease).

Scoring system:

The total perception of task procrastination frequency was determined according to cutoff points as the following scoring system:

- High perception of frequency if the percent is equal or more than 75% of the total score
- moderate perception ranges from 60% to less than 75%
- Low perception if the percentage is less than 60%

While reasons of tasks procrastination scores were scored on a 3- point Likert scale ranged from 1-3 where:- disagree= 1, neutral =2 and agree= (3).

Validity and reliability:

Five specialists in nursing administration from Tanta University's nursing department were asked to review the questionnaire's face and content validity. For issues that were unclear or unconnected, experts were consulted to determine the necessary adjustments.

The value of Cronbach's coefficient alpha displaying worthy internal consistency of reliability of the questionnaires.

Questionnaires	Cronbach's alpha test
• Academic advising questionnaire	0.86
• Autonomy support	0.89
• Task procrastination	0.79

Pilot study:

The pilot study involved 26 postgraduate students who were not included in the study's sample and represented 10% of all postgraduate nursing students. In addition to controlling any possible roadblocks found during data collection, it was utilized to guarantee the instruments' appropriateness, applicability, consistency, clarity, and comprehensible language. The necessary adjustments

were made, including the removal of few elements. Each participant's anticipated time to complete the questionnaire was between 15 and 20 minutes.

Data Collection technique:

The researcher distributed the questionnaire to postgraduate students and met them in various study rooms in order to gather data. The subjects recorded the answer in the presence of the researcher to ascertain that all questions were answered. Data were collected in order to be subjected to hypothesis testing aimed at the study's objectives. Approximately three months, from the beginning of May 2023 to the end of July 2023, was this period.

Ethical Considerations:

Before any data was collected, the dean of Tanta University's faculty of nursing gave permission to carry out the study, and the faculty of nursing's Scientific Research Ethical Committee approved it under code of (249-4-2023). After being informed of the purpose of the study, the participants provided their oral agreement to take part. Furthermore, all information would be handled in confidence, and participation was optional and anonymous. Participants received assurances that their refusal to participate in the study would neither affect their evaluation nor result in any disciplinary action.

Statistical analysis:

Data were fed to the computer and analyzed using IBM SPSS software package version 20.0. (Armonk, NY: IBM Corp) Qualitative data were described using number and percent. The Kolmogorov-Smirnov test was used to verify the normality of distribution Quantitative data were described using range (minimum and maximum), mean and standard deviation. Significance of the obtained results was judged at the 5% level. The Chi-Square test was used for the categorical variables to compare different groups. The correlation was calculated using Pearson's correlation coefficient

Result

Table (1): Distribution of the post graduate nursing students according to personal data

Personal data	No.	%	Personal data	No.	%
Degree			Gender		
Diploma	63	27.2	Male	19	8.2
Master	128	55.2	Female	213	91.8
Doctorate	41	17.7			
Department			Age (years)		
-Nursing Administration	110	47.4	<30	106	45.7
-Community Health	21	9.1	30 – <35	70	30.2
-Critical care and Emergency Nursing	22	9.5	≥35	56	24.1
-Medical- Surgical Nursing	37	15.9	Min. – Max.	22.0 – 50.0	
-Pediatric Nursing	27	11.6	Mean ± SD.	31.40 ± 5.34	
-Psychiatric and Mental Health Nursing	10	4.3			
No academic advisor meeting			Type of academic advisor relation		
No meeting	23	9.9	Excellent	130	56.0
One per week	89	38.4	Fairly good	21	9.1
Two per week	45	19.4	Good	80	34.5
More than two per week	75	32.3	Not good	1	0.4
Marital status					
Single	41	17.7			
Married	185	79.7			
Divorced	3	1.3			
Widow	3	1.3			

Table (2): Mean percent scores of post graduate nursing students according to academic advising (n = 232)

Academic advising Questionnaire	(Min. – Max.) Score	Total Score	Average Score	% Score
		Mean ± SD.	Mean ± SD.	Mean
Activities of academic advising	(8 – 40)	28.48 ± 7.94	3.56 ± 0.99	64.0
Satisfaction with academic advising				
Communication	(7 – 35)	27.82 ± 5.54	3.97 ± 0.79	74.37
Support	(6 – 30)	23.35 ± 4.96	3.89 ± 0.83	72.29
Encouragement	(3 – 15)	11.57 ± 2.77	3.86 ± 0.92	71.41
Overall satisfaction	(16 – 80)	62.74 ± 12.24	3.92 ± 0.77	73.03
Overall Academic advising	(24 – 120)	91.22 ± 18.33	3.80 ± 0.76	70.02

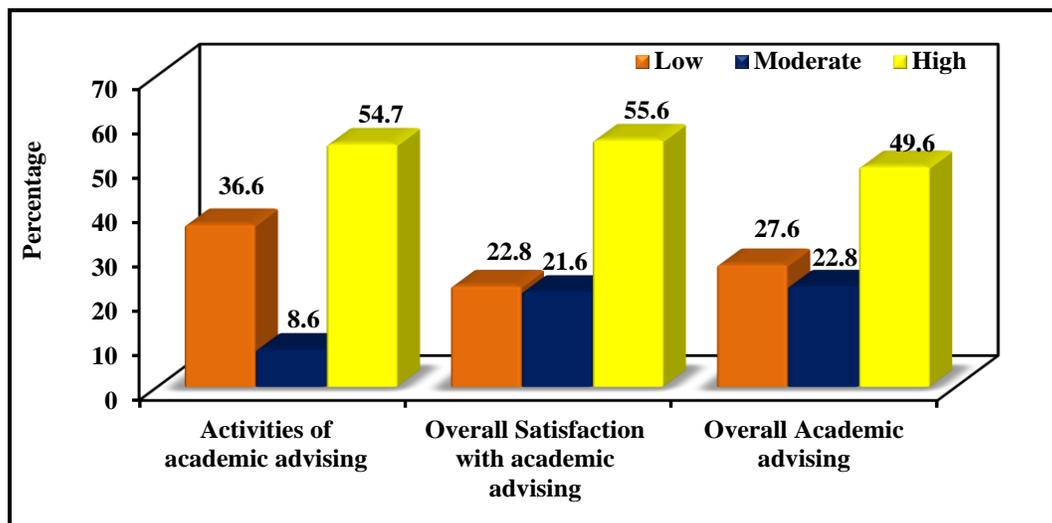


Figure (1): Levels of postgraduate nursing students' perception toward academic advising

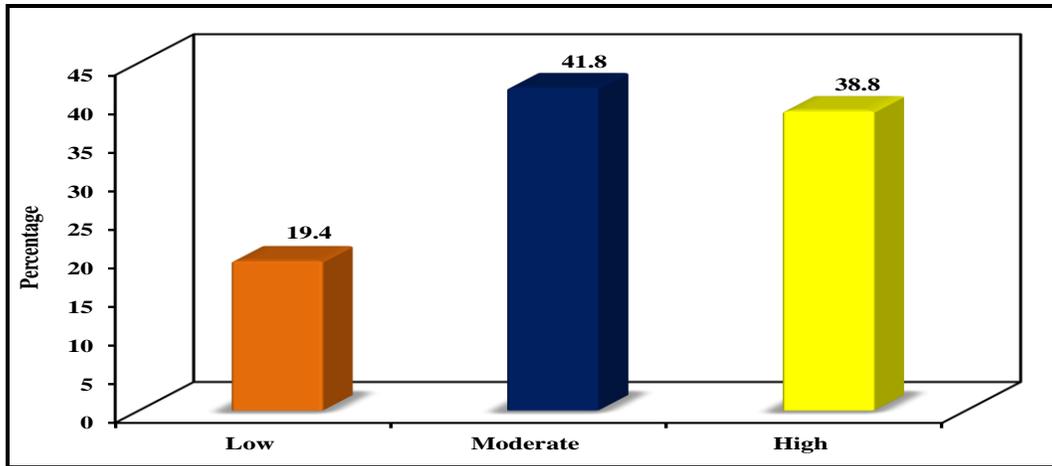


Figure (2): Levels of autonomy support as perceived by postgraduate nursing students (n = 232)

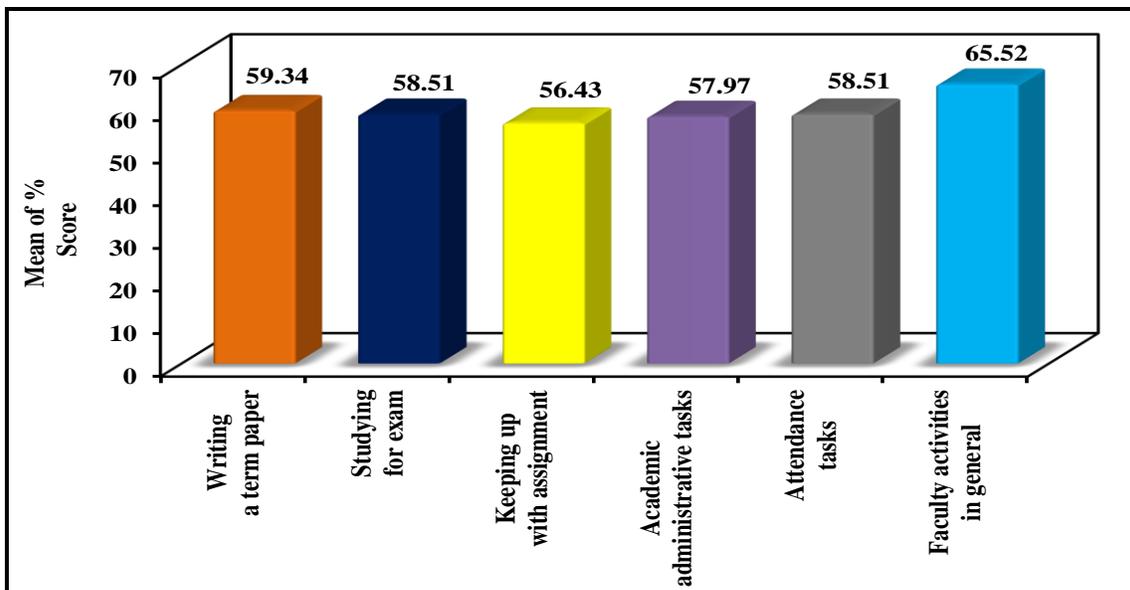


Figure (3): Postgraduate nursing students mean percent score toward tasks procrastination

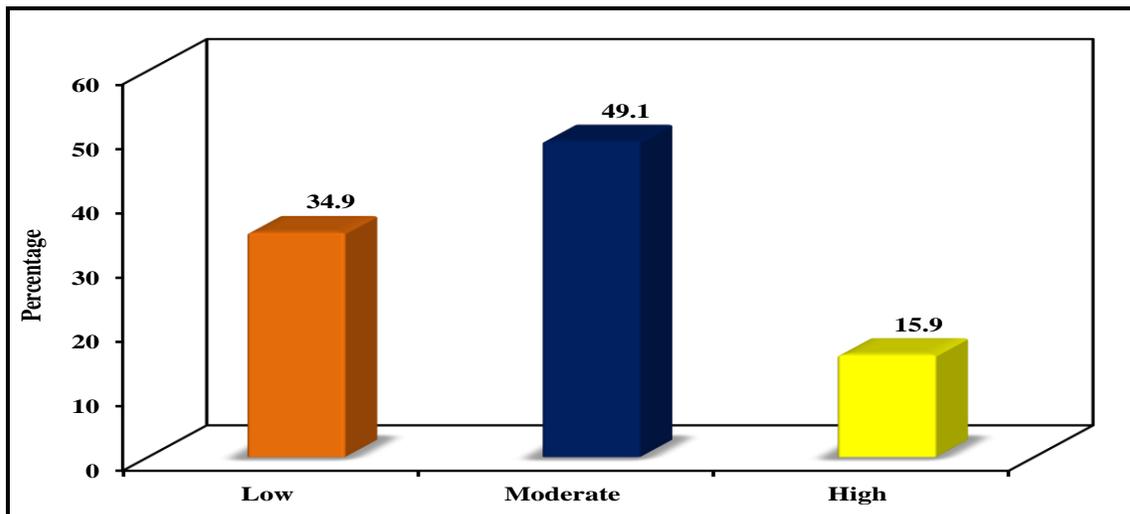


Figure (4): Levels of task procrastination frequency according to postgraduate nursing students' perception

Table (3): Distribution of the studied nursing students according their responses toward reasons of task procrastination (n = 232)

Dimensions of reasons	No. of items	Total	Average	Ranking
		Mean ± SD.	Mean ± SD.	
Professor style	3	5.60 ± 1.32	1.87 ± 0.44	5
Fear of failure	4	7.44 ± 1.66	1.86 ± 0.41	6
Aversive tasks	6	12.16 ± 2.45	2.03 ± 0.41	1
Risk Taking	4	7.78 ± 1.82	1.94 ± 0.46	4
Peer pressure	4	7.97 ± 1.70	1.99 ± 0.43	2
Rebelling Against Control	4	7.86 ± 2.00	1.96 ± 0.50	3

Table (4): Matrix Correlation between academic advising autonomy support and tasks procrastination among post graduate nursing students

		Activities of academic advising	Satisfaction with academic advising	Autonomy support	Tasks procrastination
Activities of academic advising	r	1.000	0.632	0.520	-0.863
	P		<0.001	<0.001	<0.001
Satisfaction with academic advising	r		1.000	0.827	-0.600
	P			<0.001	<0.001
Autonomy support	r			1.000	-0.562
	P				<0.001
Tasks procrastination	r				1.000
	P				

r: Pearson coefficient

*: Statistically significant at $p \leq 0.05$

Table (5): Relation between level of overall academic advising and personal data (n = 232):

Personal data	Level of overall academic advising						χ^2	P
	Low (n = 64)		Moderate (n = 53)		High (n = 115)			
	No.	%	No.	%	No.	%		
Age (years)								
<30	28	26.4	27	25.5	51	48.1	6.940	0.139
30 – <35	24	34.3	9	12.9	37	52.9		
≥35	12	21.4	17	30.4	27	48.2		
Marital status								
Single	17	41.5	12	29.3	12	29.3	11.188*	MCp= 0.032*
Married	46	24.9	40	21.6	99	53.5		
Divorced	1	33.3	1	33.3	1	33.3		
Widow	0	0.0	0	0.0	3	100.0		
Gender								
Male	6	31.6	1	5.3	12	63.2	3.691	0.158
Female	58	27.2	52	24.4	103	48.4		
Degree								
Diploma	16	25.4	13	20.6	34	54.0	4.157	0.385
Master	41	32.0	29	22.7	58	45.3		
Doctorate	7	17.1	11	26.8	23	56.1		
Department								
- Nursing Administration	32	29.1	23	20.9	55	50.0	14.690	MCp= 0.229
- Community Health	4	19.0	9	42.9	8	38.1		
- Critical care and Emergency Nursing	3	13.6	3	13.6	16	72.7		
- Maternal and Newborn Health Nursing	0	0.0	1	20.0	4	80.0		
- Medical- Surgical Nursing	13	35.1	6	16.2	18	48.6		
- Pediatric Nursing	9	33.3	8	29.6	10	37.0		
- Psychiatric and Mental Health Nursing	3	30.0	3	30.0	4	40.0		

Personal data	Level of overall academic advising						χ^2	P
	Low (n=64)		Moderate (n=53)		High (n=115)			
	No.	%	No.	%	No.	%		
No academic advisor meeting								
No meeting	10	43.5	5	21.7	8	34.8	7.921	0.244
One per week	28	31.5	15	16.9	46	51.7		
Two per week	10	22.2	13	28.9	22	48.9		
More than two per week	16	21.3	20	26.7	39	52.0		
Type of academic advisor relation								
Excellent	22	16.9	18	13.8	90	69.2	50.120*	<0.001*
Fairly good	10	47.6	5	23.8	6	28.6		
Good	31	38.8	30	37.5	19	23.8		
Not good	1	100.0	0	0.0	0	0.0		

χ^2 : Chi square test

MC: Monte Carlo

FE: Fisher Exact

p: p value for comparison between the studied categories

*: Statistically significant at $p \leq 0.05$

Table (6): Relation between level of autonomy support and personal data (n = 232):

Personal data	Level of autonomy support						χ^2	P
	Low (n=45)		Moderate (n=97)		High (n=90)			
	No.	%	No.	%	No.	%		
Age (years)								
<30	21	19.8	55	51.9	30	28.3	13.242*	0.010*
30 – <35	16	22.9	25	35.7	29	41.4		
≥35	8	14.3	17	30.4	31	55.4		
Marital status								
Single	9	22.0	27	65.9	5	12.2	21.016*	<0.001*
Married	36	19.5	68	36.8	81	43.8		
Divorced	0	0.0	2	66.7	1	33.3		
Widow	0	0.0	0	0.0	3	100.0		
Gender								
Male	4	21.1	6	31.6	9	47.4	0.940	0.625
Female	41	19.2	91	42.7	81	38.0		
Degree								
Diploma	15	23.8	28	44.4	20	31.7	7.127	0.129
Master	24	18.8	57	44.5	47	36.7		
Doctorate	6	14.6	12	29.3	23	56.1		
Department								
- Nursing Administration	21	19.1	52	47.3	37	33.6	18.840	MC p=0.072
- Community Health	3	14.3	10	47.6	8	38.1		
- Critical care and Emergency Nursing	1	4.5	8	36.4	13	59.1		
- Maternal and Newborn Health Nursing	1	20.0	0	0.0	4	80.0		
- Medical- Surgical Nursing	7	18.9	16	43.2	14	37.8		
- Pediatric Nursing	9	33.3	10	37.0	8	29.6		
- Psychiatric and Mental Health Nursing	3	30.0	1	10.0	6	60.0		
No academic advisor meeting								
No meeting	8	34.8	13	56.5	2	8.7	17.100*	0.009*
One per week	16	18.0	41	46.1	32	36.0		
Two per week	5	11.1	21	46.7	19	42.2		
More than two per week	16	21.3	22	29.3	37	49.3		
Type of academic advisor relation								
Excellent	18	13.8	40	30.8	72	55.4	41.802*	MC p=<0.001*
Fairly good	8	38.1	8	38.1	5	23.8		
Good	18	22.5	49	61.3	13	16.3		
Not good	1	100.0	0	0.0	0	0.0		

χ^2 : Chi square test

MC: Monte Carlo

FE: Fisher Exact

p: p value for comparison between the studied categories

*: Statistically significant at $p \leq 0.05$

Table (7): Relation between level of tasks procrastination and personal data (n = 232):

Personal data	Level of tasks procrastination						χ^2	P
	Low (n = 81)		Moderate (n = 114)		High (n = 37)			
	No.	%	No.	%	No.	%		
Age (years)								
<30	36	34.0	53	50.0	17	16.0	1.458	0.834
30 – <35	28	40.0	31	44.3	11	15.7		
≥35	17	30.4	30	53.6	9	16.1		
Marital status								
Single	11	26.8	18	43.9	12	29.3	9.381	MCp=0.082
Married	68	36.8	93	50.3	24	13.0		
Divorced	0	0.0	2	66.7	1	33.3		
Widow	2	66.7	1	33.3	0	0.0		
Gender								
Male	10	52.6	4	21.1	5	26.3	6.578*	0.037*
Female	71	33.3	110	51.6	32	15.0		
Degree								
Diploma	28	44.4	28	44.4	7	11.1	5.375	0.251
Master	37	28.9	67	52.3	24	18.8		
Doctorate	16	39.0	19	46.3	6	14.6		
Department								
- Nursing Administration	33	30.0	60	54.5	17	15.5	11.308	MCp=0.477
- Community Health	8	38.1	11	52.4	2	9.5		
- Critical care and Emergency Nursing	11	50.0	8	36.4	3	13.6		
- Maternal and Newborn Health Nursing	4	80.0	1	20.0	0	0.0		
- Medical- Surgical Nursing	12	32.4	16	43.2	9	24.3		
- Pediatric Nursing	10	37.0	14	51.9	3	11.1		
- Psychiatric and Mental Health Nursing	3	30.0	4	40.0	3	30.0		
No academic advisor meeting								
No meeting	7	30.4	9	39.1	7	30.4	20.305*	0.002*
One per week	20	22.5	49	55.1	20	22.5		
Two per week	17	37.8	23	51.1	5	11.1		
More than two per week	37	49.3	33	44.0	5	6.7		
Type of academic advisor relation								
Excellent	64	49.2	58	44.6	8	6.2	47.409*	MCp=<0.001*
Fairly good	0	0.0	12	57.1	9	42.9		
Good	17	21.3	44	55.0	19	23.8		
Not good	0	0.0	0	0.0	1	100.0		

χ^2 : Chi square test

MC: Monte Carlo

FE: Fisher Exact

p: p value for comparison between the studied categories

*: Statistically significant at $p \leq 0.05$

Table (1): Illustrates distribution of the post graduate nursing students according to personal data. It was observed that, around half (47.4%) of post graduate nursing students were in nursing administration department while only 4.3% in psychiatric and mental health nursing department. More than half (55.2%) of them were registered in master degree. The age of postgraduate nursing students ranged from 22-50 years old, with a mean of 31.40 ±5.34. High percent (79.7%) of them were married, and 91.8% of them were female. Regarding number of academic advisor meeting, more than one third (38.4%) of them had one meeting per week and

slightly less than one third (32.3%) had more than two meetings per week. 56.0% of them had excellent relation with their academic advisor.

Table (2): Describes mean percent scores of post graduate nursing students according to academic advising. The mean percent score for activities of academic advising was 74% and 73% for satisfaction with academic advising. The overall mean percent score for academic advising as total was 70%.

Figure (1): Shows levels of academic advising as perceived by studied nursing students. The figure illustrates that more than half (54.7% and 55.6%) of postgraduate nursing students had high level of

perceptions regarding activities and satisfaction of academic advising respectively. Also, slightly less than half (49.63%) had high level of perceptions regarding academic advising as total.

Figure (2): Displays levels of autonomy support as perceived by postgraduate nursing students. This figure reveals that, 41.8% of postgraduate nursing students had moderate level of autonomy support. In addition to, more than one third (38.8%) of them had high level of autonomy support perception.

Figure (3): Represents distribution of the studied nursing students according to mean percent score toward tasks procrastination. The figure shows that, the task of faculty activities in general takes the high percent level (65.52%) for frequency of procrastination followed by 59.34%, 58.51%, 57.97% and 56.43% for the task of writing the term paper, attendance, studying for exam, academic administrative task and keeping up with assignment respectively.

Figure (4): Declares distribution of the studied nursing students according to overall Frequency level of task procrastination. As evident from this figure, slightly less than half (49.1%) of post graduate nursing students had moderate level of overall tasks procrastination.

Table (3): Shows distribution of the studied nursing students according their responses toward reasons of task procrastination. This table illustrates that, aversive tasks was ranked as the first reason for procrastination followed by peer pressure, rebelling against control, risk taking, professor style and finally fear of failure.

Table (4): Illustrates matrix correlation between dimensions of academic advising, autonomy support and tasks procrastination among post graduate nursing students. This table shows positive significant correlation between dimensions of academic advising and autonomy support at $p < 0.001$ and negative significant correlation with tasks procrastination at $r = -0.863$, -0.600 and $p < 0.001$. Also, negative significant correlation between autonomy support and tasks procrastination at $r = -0.562$ and $p < 0.001$.

Table (5): Describes relation between level of overall academic advising and postgraduate nursing students' personal data. The table reveals that there is no significant relation between overall academic advising and personal data except for the item of marital status and types of academic advisor relation at $MCp = 0.032^*$ and $p < 0.001$.

Table (6): Describes relation between level of autonomy support and personal data. As evident in the table there is positive significant relation between level of autonomy support and all items of personal data except for gender, degree and department.

Table (7): Displays relation between level of tasks procrastination and personal data. Based on the table, there is not significant relation between level of tasks procrastination and personal data except for the item of gender, number of academic advising meetings and types of academic advisor relation.

Discussion

Academic advising is an essential component in the educational journey of postgraduate nursing students, serving as a guiding force that significantly influences their academic success and professional development. One of the key areas where academic advising plays a critical role is in shaping the autonomy support experienced by students and addressing the challenge of tasks procrastination (Jennings, 2021). Autonomy support refers to the degree to which individuals feel empowered to make independent decisions about their academic and professional paths. Conversely, tasks procrastination represents a common obstacle that can hinder students' progress and success. In the demanding field of postgraduate nursing education, where the cultivation of autonomy and the avoidance of procrastination are paramount, the influence of academic advising becomes particularly noteworthy (Ghaffari, et al., 2021).

The finding of the current study demonstrated that post graduate nursing students had high mean percent score for satisfaction with academic advising. From the researchers point of view, academic advisor communication affects post graduate nursing students' satisfaction since this communication is a purposeful process through which the academic advisor is responsible for the educational counseling and according to the results of the present study more than one third of post graduate nursing students had one meeting per week and slightly of less than one third had more than two meetings per week, this communication quality and quantity reflecting postgraduate nursing students' satisfaction.

This result supported with Ismail, et al., (2021) who indicated that most of the students were satisfied with the quality of academic advising. Also, Ibrahim, et al., (2020) found that there was more than half of nursing students had satisfaction for the overall academic advising. In addition to Mahfouz & Farage (2015) revealed that there was high mean of general students satisfaction regarding the academic advising in nursing college

The present study revealed that more than half of postgraduate nursing students had high level of perceptions regarding activities and satisfaction of academic advising. This finding could be due to postgraduate nursing students had a good knowledge about the academic advising and acceptable

awareness of the academic advisor's role, and activities. Also, may be due to high frequency meeting of academic advising and excellent relation of students with their academic advisor as reported by the finding of current research.

This result supported by **Mohammed, (2021)** who showed that majority of postgraduate students had satisfaction with academic advising. Also, **Keetch, (2021)** found that frequency of advising meetings is the only contributor reported in students' satisfaction with advising. Additionally, **Khider & Hegy (2022)** reported that most students were satisfied with their experience with virtual academic advising. On the other hand, **Alshuaybat, (2021)** reported a low satisfaction among students for academic-advising and student-support systems

As the present study results showed that more than one third of postgraduate nursing students perceive moderate level of autonomy support. In addition to, more than one third of them perceive high level of autonomy support. This finding can be interpreted by role of academic advisor to post graduate nursing students through providing them by more opportunities, choices and options to learn them. Also, provides more confidence to pursue their interest in learning lead to feeling of ability to take decisions independently and receiving of autonomy support

These results are consistent with the study of **Songyi Yuk & Soyoung Yu (2023)** who reported that the total score for nurses' professional autonomy was in middle level. Also, **Sevari, et al., (2021)** showed higher goals and motivation.

Current study results demonstrated that slightly less than half of post-graduate nursing students had a moderate level of overall task procrastination and the task of faculty activities in general takes the high percent level for frequency of procrastination followed by the task of writing the term paper, attendance, studying for exam, academic administrative task and keeping up with assignment. This result can be due to the majority of post graduate students are married and had family that had many requirements, also they are working either at private hospital or at governmental hospital or at both at the same time so they have to procrastinate some tasks over the other, as they feel overburdened by the amount of work they have to complete. Also, they may spend most of their time on social media with their friends.

These findings are supported with the previous studies carried out by **Mohammed, et al., (2023)** who demonstrated that slightly more than half of nursing students had moderate level of academic procrastination. In addition, **Babaie, et al., (2022)** found that the average procrastination score for

postgraduates was lower than for graduates. On the other hand, the findings of the present study opposite with studies conducted by **Calonia, (2023)** who revealed that the majority of students experiencing high academic procrastination. **Sabry, (2022)** revealed that slightly less than half of nursing students had low level of academic procrastination. Moreover, **Farhan, (2020)** found that more than half of students had low level of academic procrastination.

The current study results illustrated the reasons for procrastination are listed as aversive tasks as the first reason followed by peer pressure, rebelling against control, risk-taking, professor style, and fear of failure. This can be explained by the point that post graduate students had many tasks at the same time either on the personal side or on the academic side. University students' academic life requires them to put their effort and attention in every moment. They need to devote their time mostly on completing various tasks such as attending several classes in a day, submitting assignments, engage in a group discussion whether online or offline, submitting projects at the end of the semester, and joining in several extracurricular activities with several obligations. Students tended to engage in procrastination as they have many tasks to do and should be completed in a short period.

According to **Gohain & Gogoi (2021)** the academic students had high and low procrastinators due to various reasons and reported averseness of the task is the reason for their procrastination. Also, **Huang & Golman (2019)** found that students are more likely to delay the tasks than when they find less enjoyable. Also **Bytamar, et al., (2020)** revealed that procrastinator who found that task aversive tends to regulate negative emotions to the assigned task. On the opposite side, **Sulaiman & Hassan (2019)** found that the majority of students perceived high level of academic procrastination due to parenting style of academic advisor. Also, **Wirajaya, (2020)** stated that the main reasons of students' procrastination in academic life were lack of time management, task assertiveness, lack of sincerity, and bad personal initiative.

Additionally, the finding presents a matrix correlation between academic advising, autonomy support, and task procrastination and revealed positive significant correlations between academic advising and autonomy support, and negative significant correlations with tasks procrastination. This may due to that students who receive good academic advising helped them to clarify and achieve their educational and career goals, to choose the correct courses that they need to take and to maintain a balance between life and college. These

all help them in feeling of satisfaction, receiving autonomy support at learning setting and overcome procrastination of academic tasks

This results supported by **Bäulke & Dresel (2023)** who reported that student satisfaction was negatively related to academic procrastination also there was a relation between specific course characteristics and procrastination. In addition to, **Jiang & Tanaka (2021)** found that that autonomy support was positively related to students' satisfaction with academic advising. Also, **Zheng, et al., (2020)** reported direct significant relation effects between autonomy support and academic advising. As well as, **Nawfal, (2020)** found a negative significant relation between the autonomy support and academic procrastination. As well as, **Janta, et al., (2019)** demonstrated that autonomy system had indirect effects on academic procrastination. On the other hand, **Sagone & Indiana (2023)** found that there's no significant effects on academic self-efficacy and decisional procrastination.

The current study finding also reveals that there is no significant relation between overall academic advising and personal data, except for marital status and types of academic advisor relation. This result is attributed with the finding that the majority of studied post graduate students are female, married and need advisor who help them in their new academic life. Also, their satisfaction with academic advising depend with large extent on the type of their relation with academic advisor

This result is in the same line with, **Ismail, (2021)** who demonstrated a statistical difference in academic advising service satisfaction among the students according to their years of study and meeting frequency with advisors. Also, **Mohammed, (2021)** illustrated that there was a significant difference between nursing students' age and their satisfaction. While there was no significant difference in their gender and their satisfaction. **Gordon, (2016)** contradicted our result findings and found that there's no relation between academic advising types and students' personal data.

The current study findings showed a positive significant relation between level of autonomy support and all items of personal data, except for gender, degree, and department. This study result can be interpreted by many factors as, the studied post graduate students are adult enough, visionary, competent and able to make decision independently about their academic life this means they fell with autonomy support. Also from the previous our research result we found that they receive regular academic meeting and excellent relation with their academic advisor that help them to be autonomy supported.

In this context, **Ibrahim, et al., (2020)** agreed with the study result and found statistically significant relations regarding nursing students' autonomy and their characteristics. One the other side, **Ramadan & Essa, (2011)** found significant differences were only found between students' perception of clinical instructors autonomy support and gender differences among both groups. Additionally, **Yuk & Yu (2023)** mentioned that there wasn't a significant relation between level of professional autonomy among nurses and personal characteristics except for type of work.

The current study results displayed no statistically significant relation between level of tasks procrastination and personal data, except for gender, number of academic advising meetings, and types of academic advisor relation. This can be interpreted by the logic that some students are more eager to complete tasks than other students. Also, the more frequent the academic advising meeting occurs and the better the relationship with the academic advisor, the less procrastination of assignments vice versa.

In this scene, the current study agree with **Abd El-Salam, et al., (2022)** who found that level of academic procrastination was significantly lower in males compared to females nursing students. Also, **Lu, et al., (2022)** found that no significant relation between level of tasks procrastination and personal data, except for gender and graduate students. On the opposite side, **Wendy, (2019)** study about academic procrastination: The role of stress, self-esteem, self-efficacy, age and gender on undergraduate students showed there was no differences between procrastination and personal students' data.

Postgraduate nursing students to complete their graduated studies efficiently need effective academic advising and supportive advisor. A college advisor is an important part of the educational process who is responsible for fostering a cooperative relationship with students and improve autonomy support in the learning setting. So students can make their decision about their academic tasks independently in the correct time without any procrastination.

Conclusion

The current study's findings confirmed that around half of postgraduate nursing students had high level of perceptions regarding academic advising. More than one third of them perceived high level of autonomy support. Also, slightly less than half of post graduate nursing students had moderate level of overall tasks procrastination and the task of faculty activities in general takes the high percent level for frequency of procrastination. Furthermore, there are positive significant correlations between dimensions of academic advising and autonomy support but there

are negative significant correlation between dimensions of academic advising and tasks procrastination.

Recommendations:

The findings of the present study directed to recommend the following:

For faculty administrator, Staff development programs are strongly recommended to train academic advisors in the academic advising and how to provide autonomy support to their students.

- Regular surveys of students satisfaction with academic advising and consider their results in planning academic advising.
- Formulating curricula that meet students' needs and decrease procrastination level.

For academic advisors, conduct conferences for newly admitted students to guide them about how to avoid academic procrastination and improve autonomy support.

- Provide sufficient time for advising sessions to postgraduate students to provide them with strategies that help them to succeed and avoid procrastination.
- Make the academic advisors meetings flexible in order to be able to respond to students needs whenever help is requested.

For further studies, investigate obstacles of academic advising from students and educators point of view.

- Investigate factors affecting nursing students' autonomy support and academic procrastination.

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