

# THE SATISFACTION OF NURSING STUDENT RESEARCHERS WITH THEIR PART-TIME RESEARCH ADVISERS AT OUR LADY OF THE PILLAR COLLEGE CAUAYAN, INC.

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**Abstract**— This qualitative study explored the satisfaction of nursing student researchers with their part-time research advisers at Our Lady of the Pillar College Cauayan, Inc. during the Academic Year 2024–2025. It aimed to understand students' experiences regarding adviser accessibility, communication quality, mentoring relationships, challenges, coping mechanisms, and suggestions for improvement. Using open-ended questions administered via Google Forms, data were collected from purposively selected student researchers and analyzed thematically. Findings revealed that consistent adviser accessibility and timely clear communication positively influenced student confidence, motivation, and research progress. However, limited adviser availability and delayed feedback posed challenges that impacted research quality and increased student anxiety. Despite these constraints, students developed resilience and self-directed learning strategies. The mentoring relationships, while generally positive, highlighted the need for balanced academic structure and autonomy. Students recommended fixed consultation schedules, co-adviser systems, and enhanced communication protocols to improve advising effectiveness. This study contributes valuable insights for optimizing part-time research advisement in nursing education, emphasizing the importance of accessible, supportive, and structured mentoring to foster student success.

**Keywords**— *Nursing student satisfaction, Part-time research advisers, Academic advising satisfaction, Research mentorship, Adviser accessibility, education and training, process management*

## I. INTRODUCTION

Research competency is a fundamental pillar in nursing education, underpinning the development of evidence-based practice, critical thinking, and lifelong learning skills essential for professional nursing. The research journey is complex and demanding, requiring continuous guidance, mentorship, and support from experienced advisers. At Our Lady of the Pillar College Cauayan, Inc., nursing students undertake research activities under the supervision of part-time research advisers. These advisers, while bringing valuable expertise, often balance multiple professional obligations, which may limit their availability and the frequency of student interactions. This dynamic introduces unique challenges to the mentorship experience and potentially impacts nursing students' satisfaction and academic success.

The satisfaction of nursing student researchers with their part-time research advisers is a pivotal factor influencing not only their academic motivation and research skill acquisition but also their overall perception of educational quality. Pizarro et al. (2020) emphasize that satisfaction in academic advisement directly correlates with students' ability to navigate the complexities of graduate-level education and research. When advisers can provide timely, supportive, and structured mentorship, students tend to perform better and feel more confident in their capabilities. Conversely, gaps in adviser availability or communication can introduce delays, anxiety, and lowered confidence, affecting students' academic trajectories and retention rates (Tindowen & Gavino, 2022).

Several studies within the Philippine context reflect mixed levels of satisfaction among nursing students regarding academic services, including research guidance. For instance, Balay-Odao et al. (2017) reported that nursing students express moderate satisfaction with clinical instruction and academic advising but also highlighted areas needing improvement, such as mentoring consistency and feedback quality. Gaspar et al. (2024) also noted that nursing students in simulation environments valued reflective feedback and active mentoring as essential to their learning and confidence. Collectively, these findings suggest that while students recognize the importance of mentorship, challenges related to advisor accessibility and engagement persist.

Moreover, the part-time status of research advisers places specific constraints on the mentorship process. Unlike full-time faculty who may provide continuous support, part-time advisers' limited availability may reduce opportunities for face-to-face consultations, timely feedback, and personalized attention, aspects vital to nurturing research competence and motivation. The dearth of localized empirical studies focusing explicitly on satisfaction with part-time research advisers highlights a knowledge gap, making this study particularly significant for nursing education administrators and policy-makers aiming to optimize student support frameworks.

This study, therefore, seeks to explore nursing students' satisfaction with their part-time research advisers at Our Lady of the Pillar College Cauayan, Inc., to understand their experiences, challenges, and perceptions comprehensively. It aims to identify the main factors contributing to satisfaction or

dissatisfaction and extract actionable insights for enhancing advising effectiveness. By systematically examining students' voices, the study endeavors to contribute to the formulation of policies and development programs that ensure more equitable, accessible, and high-quality research mentoring.

Addressing the satisfaction levels of nursing student researchers within this institutional context carries broader implications. Effective research advising fosters a positive research culture within nursing schools, bolsters students' scholarly identity, and prepares them for rigorous academic or professional pursuits post-graduation. By recognizing and adapting to the limitations posed by part-time advisement, colleges like Our Lady of the Pillar can implement targeted interventions that enhance mentor availability, communication strategies, and mentoring skill development. Such enhancements can transform the research advising landscape, ultimately elevating academic standards and student outcomes in nursing education.

## II. METHODS

This study employed a qualitative research design to explore and understand the experiences and satisfaction of nursing student researchers with their part-time research advisers at Our Lady of the Pillar College Cauayan, Inc. A qualitative approach was deemed appropriate as it captures the depth, complexity, and subjective meanings of participants' experiences, which are not readily quantifiable (Ingham-Broomfield, 2014; Renjith et al., 2021). This design enabled the researchers to examine students' perceptions, emotions, and insights regarding advisement, thereby generating rich and nuanced data that may inform improvements in faculty mentoring practices.

The participants consisted of one hundred three (103) nursing student researchers enrolled at Our Lady of the Pillar College Cauayan, Inc. during the Academic Year 2024–2025 who had been supervised by part-time research advisers. Purposive sampling was employed to select individuals with direct and relevant experience in part-time advising, ensuring the generation of meaningful and information-rich data. The sample size was guided by the principle of data saturation, wherein data collection continued until no new themes or insights emerged (Fountouki, 2024).

Data were collected through open-ended questions administered via Google Forms, which were designed based on the study's central research questions. This method allowed participants to freely articulate their experiences and perspectives regarding adviser accessibility, quality of communication, mentoring relationships, challenges encountered, coping mechanisms, levels of satisfaction, and recommendations for improvement. The online format provided flexibility and convenience, enabling participants to respond at their own pace while still yielding comprehensive qualitative data. Invitations were sent via email, accompanied by a clear explanation of the study's purpose and detailed instructions for completing the form. Responses were submitted in narrative form through designated text fields, ensuring that participants could fully express their insights.

The collected data were analyzed using thematic analysis, which involved the systematic identification, coding, and categorization of emerging patterns and themes (Pursell et al., 2021). The analysis followed a rigorous and iterative process that included familiarization with the data, generation of initial codes, development of themes, and refinement of thematic categories to ensure coherence and relevance to the research objectives. To enhance the credibility and trustworthiness of the findings, strategies such as peer debriefing and member checking were employed.

Ethical considerations were strictly observed throughout the study. Approval was obtained from the administration of Our Lady of the Pillar College Cauayan, Inc. prior to data collection. Informed consent was secured from all participants, who were assured of the confidentiality and anonymity of their responses, as well as their right to withdraw from the study at any time without any repercussions. All data were securely stored and made accessible only to the researchers, ensuring the protection of participants' information.

## III. RESULTS AND DISCUSSION

### **Variability in Adviser Accessibility and Responsiveness**

Most nursing student researchers experienced a positive impact on their research progress when their part-time advisers were consistently accessible and provided timely support. Student researchers emphasized that accessibility enabled immediate clarification of doubts, prompt feedback on research drafts, and effective assistance during challenging phases such as proposal development, data analysis, and final revisions. This adviser support contributed to increased confidence, reduced stress, and helped keep the research on schedule, aligning with previous studies that highlight the importance of timely academic advising in fostering student success and motivation (Hawthorne, 2022; Althewini, 2025). Conversely, inadequate adviser availability led to research slowdowns, missed deadlines, and heightened anxiety among student researchers. Delayed feedback and infrequent consultations caused uncertainty, repetitive revisions, and sometimes last-minute rushed corrections. These challenges forced some students to either wait passively or rely on independent problem-solving, which occasionally compromised the quality and timeliness of their work. Such findings are consistent with prior research that links poor accessibility to declines in research quality and increased student stress (Jamaludin, 2021; Miraj, 2022). Interestingly, some students noted that despite the difficulties posed by limited adviser access, this situation fostered greater student independence and resourcefulness. This balance between adviser support and self-reliance appears to contribute to the development of critical academic skills and resilience, a theme supported in the literature emphasizing the role of constrained advisement in promoting self-authorship and problem-solving capacities in learners (Westberg, 2025; Holland, 2020).

## **Perceived Effectiveness in Communication and Feedback**

Many nursing student researchers attributed clear and constructive communication from their part-time advisers as a key factor boosting their confidence and motivation throughout the research journey. Supportive and detailed feedback encouraged students to stay focused, take ownership of challenges, and persevere, making the research experience more manageable and fulfilling. Step-by-step guidance helped clarify complex concepts and develop core research skills like methodology refinement and argument structuring, positively impacting the quality of their outputs. These findings echo prior studies highlighting that effective communication and timely feedback create a less overwhelming and more organized research process, helping students meet deadlines and expectations efficiently (Maddineshat et al., 2019). Despite the benefits, inconsistency in communication was a significant challenge. Delays in feedback or limited adviser availability caused confusion, slowed progress, and increased anxiety. Unclear instructions and late responses generated uncertainty and pressure near deadlines — issues supported by research demonstrating the negative effects of poor communication on student satisfaction and academic performance (Maddineshat et al., 2019). Moreover, some students perceived strict or blunt communication styles as stressful or demotivating, especially when coupled with reactive demands or late announcements. The emotional tone and manner of adviser feedback influenced students' experiences significantly, aligning with evidence that adviser communication style affects student emotional engagement and resilience (Maddineshat et al., 2019). Importantly, students reported that navigating communication challenges taught them patience, resourcefulness, and resilience. Even imperfect interactions contributed to their academic and personal growth as researchers. This supports literature suggesting that while consistent and empathetic communication is crucial, overcoming communication hurdles also fosters important skills needed for academic success (Maddineshat et al., 2019).

## **Dual Role of Advisers as Facilitators and Constraints in the Research Process**

Several nursing student researchers reported feeling constrained when part-time advisers imposed strict adherence to specific formats, methodologies, or preferences. While these constraints upheld academic consistency and a focused approach, they sometimes limited students' ability to explore creative or alternative research approaches. This tension between structure and independence was perceived as both a necessary academic boundary and a source of limitation. Limited face-to-face interactions, busy adviser schedules, and delayed feedback further contributed to students' feelings of restriction, especially during critical stages such as revising or analyzing data. Students frequently experienced slowed progress or uncertainty when timely, specific guidance was unavailable. General comments lacking actionable direction left some unsure how to proceed, forcing guesswork or waiting for clarification, which

impeded momentum and diminished confidence. This finding aligns with literature emphasizing the importance of timely, clear, and constructive academic advising in supporting student success and minimizing research-related stress (Shellenbarger, 2016). Despite these challenges, some students viewed adviser-imposed boundaries as beneficial, driving them to develop independence, critical thinking, and self-reliance. Advisers' structured guidance was seen as essential academic scaffolding that pushed students to be responsible and take ownership of their research journey while maintaining scholarly standards. Many students praised advisers who balanced structure with flexible, supportive feedback that encouraged creativity within academic norms. However, a minority of students reported negative experiences where advisers showed discouragement, inefficacy, or insufficient support during difficult phases, contributing to feelings of being stuck or unsupported. The emotional dimension of these perceptions influenced motivation and overall research experience, underscoring the critical role of adviser attitudes and communication style. These findings highlight the delicate balance that advisers must strike between providing academic structure and fostering student autonomy to optimize research development. Effective advising combines rigorous expectations with supportive, timely guidance, empowering students to navigate challenges while cultivating independent scholarly skills (Harrell & Reglin, 2018; Shellenbarger, 2016).

## **Supportive and Developmental Mentoring Relationships**

Most nursing student researchers described their mentoring relationships with part-time advisers as positive, valuable, and meaningful. They credited the guidance, constructive feedback, and encouragement provided by their advisers for contributing significantly to their academic growth, enhanced research skills, and increased confidence. Many students valued how advisers fostered critical thinking, resilience, and independence, which amplified their preparedness for future academic challenges. These findings align with research highlighting mentoring as a vital factor in student success, self-confidence, and resilience development in nursing education (Gularte-Rinaldo et al., 2022; Flores & Estudillo, 2018). Despite some challenges such as limited adviser availability, delayed feedback, and communication gaps, most students felt sufficiently supported to progress and develop as researchers. Interestingly, overcoming these mentoring difficulties was seen as an opportunity to build patience and problem-solving skills. While many students rated their mentoring experience highly, some acknowledged room for improvement, particularly concerning timelier communication and more frequent or personalized interactions. Student researchers also expressed dissatisfaction tied to inconsistent guidance and perceived lack of support, which they felt compromised the quality of their research output. This variability in mentoring quality reflects known challenges in sustaining effective adviser-student relationships but underscores the critical role of consistent and empathetic mentorship (Sedigh et al., 2024; Flores & Estudillo, 2018). Students emphasized that mentoring extended beyond

research completion to personal and academic growth. They highlighted learning discipline, perseverance, attention to detail, and confidence, underscoring mentoring's role in cultivating a research mindset necessary for academic and professional success. This holistic view of mentorship corresponds with perspectives in the literature that mentoring fosters long-term academic and psychosocial development for nursing students (Gularte-Rinaldo et al., 2022; Nadder et al., 2025).

### **Challenges in the Part-Time Advising Process**

Nursing student researchers commonly faced challenges in advising processes with part-time faculty, primarily related to limited adviser availability, delayed feedback, and busy schedules. Students coped with these constraints by planning consultations well in advance, preparing specific questions or agendas beforehand, and setting personal deadlines aligned with adviser availability. Effective scheduling and time management were crucial strategies for maximizing the limited interaction opportunities and maintaining a steady research progress. This aligns with findings from Champlin et al. (2015) highlighting the importance of proactive planning to optimize advising effectiveness. In response to delayed feedback and limited direct guidance, students became more independent by researching solutions on their own, consulting academic references, and problem-solving without immediate adviser input. This promoted resourcefulness, critical thinking, and self-directed learning, essential skills for academic success (Harrell & Reglin, 2018). Peer collaboration was another key coping mechanism, where students shared ideas, clarified doubts, and divided research tasks within their networks, mitigating the impact of adviser unavailability through collective problem-solving. When adviser support was insufficient, students sought assistance from other instructors, mentors, or research experts, broadening their support system and filling gaps in guidance. Flexibility and patience were emphasized, with students adapting to advisers' schedules and making the most of available consultation time. These adaptive strategies helped maintain motivation and manage the stress associated with advising limitations, in line with research on nursing student persistence and retention (Holmes-Carter et al., 2022). These findings underscore the challenges inherent in part-time faculty advising but also highlight nursing students' resilience and strategic adaptability in overcoming those hurdles. Developing effective time management, fostering peer support, and broadening mentorship networks are critical for navigating advising limitations to ensure research progress and academic growth.

### **Overall Satisfaction with Part-Time Advising**

Most nursing student researchers experienced a positive impact on their research progress when their part-time advisers were consistently accessible and provided timely support. Students emphasized that accessibility enabled immediate clarification of doubts, prompt feedback on research drafts, and effective

assistance during challenging phases such as proposal development, data analysis, and final revisions. This adviser support contributed to increased confidence, reduced stress, and helped keep the research on schedule, aligning with previous studies that highlight the importance of timely academic advising in fostering student success and motivation (Hawthorne, 2022; Althewini, 2025). Conversely, inadequate adviser availability led to research slowdowns, missed deadlines, and heightened anxiety among students. Delayed feedback and infrequent consultations caused uncertainty, repetitive revisions, and sometimes last-minute rushed corrections. These challenges forced some students to either wait passively or rely on independent problem-solving, which occasionally compromised the quality and timeliness of their work. Such findings are consistent with prior research that links poor accessibility to declines in research quality and increased student stress (Jamaludin, 2021; Miraj, 2022). Interestingly, some students noted that despite the difficulties posed by limited adviser access, this situation fostered greater student independence and resourcefulness. This balance between adviser support and self-reliance appears to contribute to the development of critical academic skills and resilience, a theme supported in the literature emphasizing the role of constrained advisement in promoting self-authorship and problem-solving capacities in learners (Westberg, 2025; Holland, 2020). These findings underscore the dual importance of accessible adviser support and the promotion of student autonomy. Educational institutions should strive to maintain timely and consistent advising while also encouraging students' independent academic growth to enhance satisfaction and research outcomes.

### **Student Recommendations for Enhancing Part-Time Advising Effectiveness**

Nursing student researchers frequently suggested that establishing fixed, consistent consultation schedules between part-time advisers and students would enhance advising effectiveness. Regularly scheduled meetings—whether face-to-face or virtual—were viewed as crucial for improving communication, providing predictable adviser access, and reducing delays in feedback and research revisions. These preferences align with prior research emphasizing the importance of reliable, structured meetings in fostering strong advisor-advisee relationships and improving student satisfaction (Champlin et al., 2015; Burks, 2022). Several students proposed implementing a co-adviser or secondary full-time mentor system to complement part-time advisers. This approach would ensure continuous guidance, timely feedback, and a broader support network, effectively addressing adviser unavailability challenges. Such a dual-mentoring system reflects best practices in academic advising models where multiple mentors support diverse student needs and promote sustained development (Champlin et al., 2015). Students emphasized clearer communication protocols, including agreed timelines for feedback, standardized response policies, and centralized platforms to monitor research progress. The use of

monitoring tools and accountability mechanisms was seen as essential for maintaining consistent advising quality. These suggestions echo calls in the literature for transparent, proactive advising communication and technological integration to enhance advising efficiency and student engagement (Burks, 2022; Champlin et al., 2015). Additional recommendations included reducing adviser-to-student ratios to allow for more focused attention, providing specialized training or hiring advisers experienced in research development, and encouraging advisers to prioritize regular, comprehensive engagement. Many students preferred synchronous consultations over asynchronous digital messaging, valuing face-to-face interactions for clarifying complex issues, building rapport, and sustaining motivation. These insights correspond with evidence emphasizing the effectiveness of personalized, interactive advising in nursing education (Champlin et al., 2015; Burks, 2022). Student suggestions highlight the need for structured, responsive, and multifaceted advising approaches to optimize the research advising experience, particularly when advisers serve part-time. Integrating consistent scheduling, enhanced communication protocols, mentoring teams, and interactive engagement fosters a supportive environment conducive to research success and academic growth.

#### IV. CONCLUSION AND RECOMMENDATIONS

This study revealed that the satisfaction of nursing student researchers with their part-time research advisers at Our Lady of the Pillar College Cauayan, Inc. is influenced by multiple interrelated factors including adviser accessibility, quality of communication, mentoring relationships, and the balance between academic structure and student autonomy. Consistent adviser availability and timely support were essential in fostering research progress, student confidence, and reduced stress, while inadequate access contributed to delays, anxiety, and sometimes compromised research quality. Communication quality, including clarity, constructiveness, and emotional tone, significantly impacted student motivation and resilience throughout the research process. Students experienced a dual dynamic where part-time advisers' structured guidance provided necessary academic scaffolding but occasionally constrained creative freedom and initiative. The mentoring relationships, despite occasional challenges, were largely valued for encouraging critical thinking, perseverance, and personal growth. The coping strategies students employed—to manage limited adviser availability and feedback delays—reflected high levels of resourcefulness and independent learning. Their overall satisfaction was closely aligned with how these factors interacted to support or hinder their research journey. Students' suggestions for improvement underscored the need for fixed consultation schedules, co-adviser systems, enhanced communication protocols, and more synchronous interactions to maximize advising effectiveness despite part-time limitations. Implementing these recommendations could strengthen mentoring quality, enhance student satisfaction, and improve research outcomes. This study highlights the critical role of accessible, consistent, and empathetic advising in nurturing nursing student researchers. By recognizing the specific

challenges posed by part-time advisership and fostering supportive, flexible mentoring environments, institutions can better prepare nursing students for academic and professional success.

The College of Nursing and Midwifery is encouraged to establish consistent and regular consultation schedules between part-time research advisers and nursing student researchers to ensure reliable access and timely feedback. It is important to appoint part-time advisers who possess sufficient availability and commitment to provide individualized attention, thereby enhancing the quality of mentorship. Additionally, reducing the adviser-to-advisee ratio can allow for more focused and personalized guidance, improving the effectiveness of research supervision and fostering better student outcomes. Implementing these measures will contribute to a supportive mentoring environment that promotes academic success and strengthens research competence among nursing students.

The Research Office should develop and implement robust mechanisms to regularly assess the effectiveness of part-time research advising and monitor student satisfaction. This can be accomplished through validated surveys, feedback channels, and periodic evaluation tools designed to capture both adviser performance and student experiences comprehensively. Furthermore, the office should provide comprehensive training programs for research advisers and student researchers, focusing on research planning, methodology, time management, and effective communication. Such professional development initiatives will enhance advisers' mentoring capabilities and equip students with the essential skills needed to navigate the research process effectively. Continuous improvement informed by feedback will ensure higher-quality advisement and foster a supportive research environment.

Student nursing researchers are encouraged to take proactive steps to maximize the benefits of part-time advising. Scheduling meetings with advisers well in advance, preparing specific questions or discussion topics, and actively engaging in self-directed learning are critical strategies for success. Students should utilize available academic resources, relevant literature, and peer collaboration to independently address research challenges. Participation in workshops, peer support groups, and alternative mentorship opportunities, particularly those offered by the Research Office, is essential. Attentive engagement in seminars on research writing and methodology equips students with practical knowledge and skills vital for completing research successfully. Developing a disciplined, self-motivated approach not only enhances academic performance but also cultivates lifelong skills that are integral to professional nursing practice.

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