

# Investigation of Advisors' Performance and Students' Satisfaction of Universities of Medical Sciences: A Systematic Review

Khalil komlakh<sup>1</sup>  | Hosein Karimiyarandi<sup>2\*</sup>

<sup>1</sup>Associate Professor of Neurology, Department of Neurosurgery, School of Medicine, Emam Khomeini Hospital, Ilam University of Medical Sciences, Ilam, Iran

<sup>2</sup>Assistant Professor of Orthopaedics, School of Medicine, Emam Khomeini Hospital, Ilam University of Medical Sciences, Ilam, Iran

\*Corresponding Author E-mail: [hoseinkarimiyarandi@yahoo.com](mailto:hoseinkarimiyarandi@yahoo.com)

Received: 10 June 2022, Revised: 20 July 2022, Accepted: 05 September 2022

## ABSTRACT

**Background:** Increasing the satisfaction of students with the advisors can help to improve the educational status of students. Therefore, this study aimed to investigate the performance of advisors from the viewpoint of medical students in Iran in the form of a systematic review.

**Methods:** In this study, all studies on the performance of advisors of universities of medical sciences were reviewed from the students' viewpoint and students' satisfaction with the professors' performance systematically. The national databases of Iran and international databases were searched and the data and articles were entered EndNote version 7.

**Results:** Results showed that 155 articles were searched at the first stage. 93 articles were excluded from the search at the first stage, and finally, a systematic review was conducted with 11 original articles. Also, 662 faculty members and 5697 students of 11 universities of the country including Kerman, Babol, Shiraz, Kurdistan, Rafsanjan, Alborz, Sabzevar, Urmia, Lorestan, Mashhad, and Semnan universities were investigated. Likewise, from the students' viewpoint, the professors' performance was in a range from poor to excellent. In addition, the level of satisfaction with the performance of the advisors from the students' viewpoint varied from poor to excellent.

**Conclusion:** According to the study results, it is suggested to hold training workshops on the necessary methods for the advisors' principles while revising job description of advisors.

**Keywords:** Advisors' performance, Medicine, Faculty, Medical Students.

## 1. Introduction

Universities as effective and efficient human resource training centers accept new students and graduate those with a

good educational level and academic or scientific competence. If the education quality is improved, the necessary ground for the country's development will be

provided so that students, due to their success in study, can enjoy maximum internal and external forces to achieve academic success and as a result, the development of the country [1, 2]. In fact, students are among the most dynamic groups of society and the university is the main platform for training the young generation and the student population, who are considered as the most important indicators of the culture of society [3].

Given the direct relationship between people's health and academic competition, medical science fields cause students facing various stressors and challenges with the negative impacts of emotional disturbance such as poor performance in the classroom and clinical exercises [4]. One of the challenges of students is depression. In fact, students of medical sciences experience various stresses and these stresses are among the factors that affect the reduction in desired medical, nursing care, and job satisfaction [5, 6]. Indeed, university students experience various challenges, including academic failure, changes in spiritual health, and physical, and psychological problems, including stress and depression [7-10]. Students who are accepted in a university given that they come from different urban and rural areas with different cultures and enter a new and vast cultural space face various challenges including educational, cultural, social, and economic challenges [11].

It is noticeable that students in the university experience new challenges by entering a higher level of education, and thus they need an advisor. Advising consistent with the scientific mission of professors can be considered as one of the important and main duties of faculty members, causing a sense of self-satisfaction, career success, and professional, and intra-organizational cooperation [12, 13]. The advisors have the skills of self-confidence, self-knowledge, ability to empathize,

responsibility and availability, the ability to teach authentically, a good work experience, and morals. They play an important role in guiding and encouraging students. The advisors interact with students and help to make appropriate decisions to achieve educational and professional goals [14-16].

In universities of medical sciences, the advisor is a member of the faculty who is responsible for academic guidance and counseling for students in various educational, research, cultural, and personal fields. Increasing the satisfaction of students with the advisors can help to improve the educational status of students and provide the necessary ground for progress in all aspects of life by motivating students [11, 17, 18].

Given the importance of advising medical students and the role of these students in the health of society, this study aimed to investigate the performance of advisors from viewpoint of medical students by using a systematic review.

## 2. Materials and Methods

In this systematic review study, which is done according to PRISMA checklist (29), we reviewed studies on the performance of advisors of universities of medical sciences from the students' viewpoint, and students' satisfaction with the professors' performance systematically.

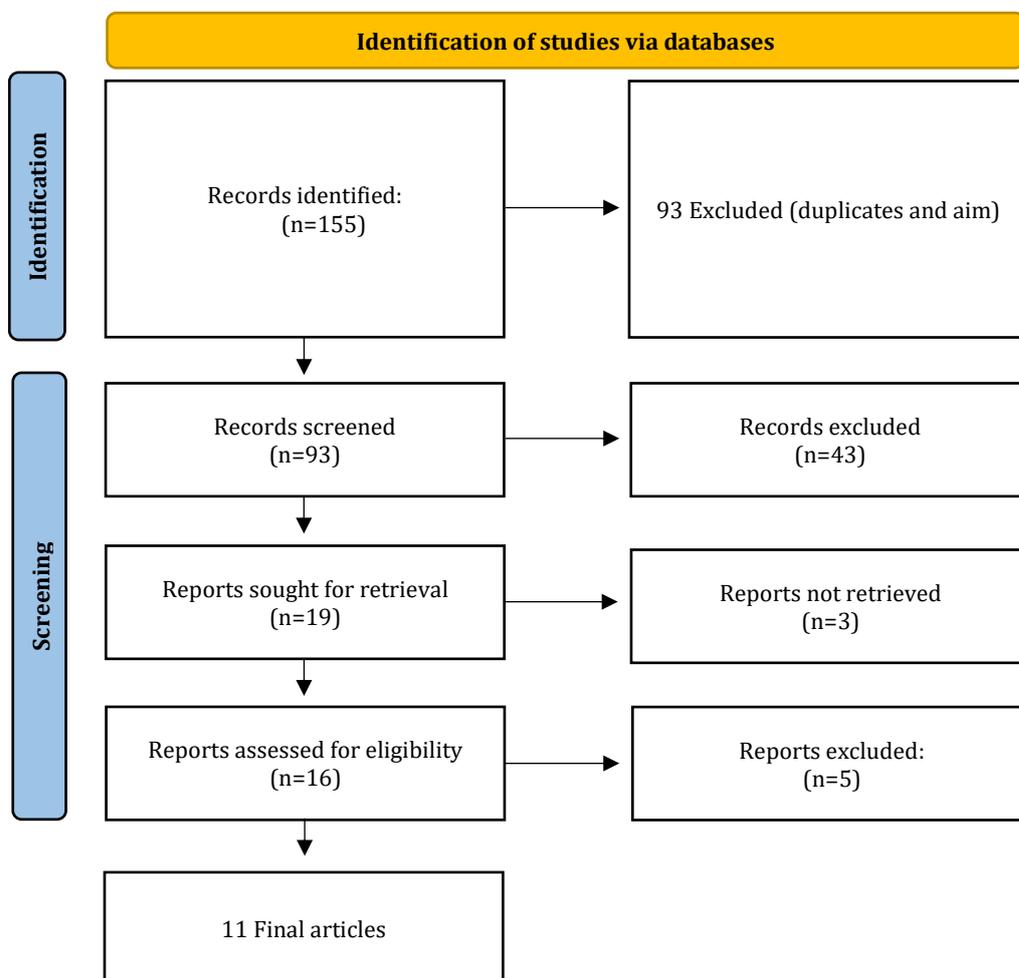
The study was conducted during 2000-2021 by separately or a combination of the keywords of satisfaction with the advisors, advisors, supervisors, students, advising, advising, and guidance, advisors, performance, satisfaction, academic advising, attitude and awareness, knowledge, duties of advisors, faculty members, and guidance (Persian or English equivalent).

The inclusion criteria included the following: (i) Studies conducted in Iran, (ii) studies published in Persian and English, and (iii) availability of the full file of articles. The qualitative articles and meta-analysis, studies with incomplete findings, or articles with unrelated purpose were excluded from the study.

The national databases of Iran (IranMedex, Scientific Information Database (SID), Iran Doc, and Mag Iran) and International databases (PubMed/Medline, Web of Science (ISI), Scopus, Science Direct, and EMBASE) were searched and the data and articles were entered EndNote version 7.

### 3. Results

According to the results, 155 articles were searched at the first stage. 93 articles were excluded from the search at the first stage, and finally, a systematic review was conducted with 11 original articles (Figure 1). In addition, 662 faculty members and 5697 students of 11 universities of the country including Kerman, Babol, Shiraz, Kurdistan, Rafsanjan, Alborz, Sabzevar, Urmia, Lorestan, Mashhad, and Semnan universities were investigated.



**Figure 1.** Flowchart of the current systematic review

In terms of the status of the investigated faculties, all faculties were

investigated (8 articles), the paramedical faculty (1 articles), the health faculty (1

articles), and the dental faculty (1 articles), were examined. The results were indicated from the students' viewpoint; the professors' performance was in a range from poor to excellent

(Table 1). Furthermore, the level of satisfaction with the advisors' performance from the students' viewpoint varied from poor to excellent.

**Table 1.** Specifications of articles entered in the systematic review

| No. | Author                        | Years | N                              | Field of Study | University | Scale   | Outcomes   |
|-----|-------------------------------|-------|--------------------------------|----------------|------------|---|--|
| 1   | Adhami <i>et al.</i> [1]      | 2008  | 164 teachers                   | All faculty    | Kerman     | Two parts of attitude (18 items) and the duties of the advisor (20 items)   | 77.6% of the professors had experience in student advising and guidance, 82.6% were knowledgeable about advising duties, and 86.7% completely agreed with the duties of the advisor. M(SD) of total attitude score was equal to 66.9 (8.2) with a minimum of 42 and a maximum of 87, and the subjects obtained a total of 74.3% of the total attitude score.   |
| 2   | Sam <i>et al.</i> [2]         | 2012  | 14 teachers                    | Dentistry      | Babol      | Two parts of academic advising and advisors' opinions about duties of the advisor (16 items) and the knowledge and attitude of advisors towards the optimal advising (14 items) | 9 professors participating in the study were men, 4 professors had 1-5 years of experience in executive management, 9 professors underestimated the students' referrals to professors, and 9 professors underestimated the importance given by faculty officials to advising and guiding students, 42.7% of the professors were not aware of duties of advisors, and 42.8% did not know about the educational rules of the university. Also, 85.7% of the professors were aware of the given situation of advising and believed in it. From viewpoint of students and professors, there is no suitable time to provide services due to the high workload of professors, presenting the plan as a criterion for evaluating professors, the case-oriented nature of the plan, the lack of suitable physical space, the time-consuming process of completing the cases, the lack of professors due to the specialization of the advising services, the compulsion to complete the case and the lack of knowledge of the professors about the educational rules and regulations were among the problems of the advisor's plan. |
| 3   | Keshavarz <i>et al.</i> [3]   | 2021  | 378 teachers and 3590 students | All faculty    | Shiraz     | 15 items related to the problems of the advisor's plan from the professor's and student's viewpoints.   | The low awareness was 16 (14.5%), average awareness was 71 (64.5%), and high awareness was 23 (20.9%). Likewise, the low attitude was equal to 16 (14.5%), average attitude was equal to 82 (74.5%) and high attitude was equal to 12 (10.9%).   |
| 4   | Tairi <i>et al.</i> [4]       | 2019  | 110 teachers                   | All faculty    | Kurdistan  | Two parts of attitude (18 questions) and the duties of the advisor (20 items)   | 47.1% of the students reported access to the advisor during the announced hours according to the schedule, 43.5% of the students reported the knowledge of the advisor of the student's field of study, 41.7% of the students reported the appropriateness of the time and place of advising by the advisor as good or excellent. M(SD) of the advisors' performance score from the students' viewpoint was 78.53 (22.54), which was classified as average according to the scoring of the questionnaire. The satisfaction level with the performance of the consultant professors was 52.5%. The level of satisfaction of the students was related to the same gender of advisors, and more frequent visits to the professor. The satisfaction level of the students was higher in the mentioned groups.  |
| 5   | Rafiee <i>et al.</i> [4]      | 2017  | 276 students                   | All faculty    | Rafsanjan  | Questions on the advisor's performance  | 76.1% of the students of Sabzevar University of Medical Sciences were satisfied with the advisors performance, with the highest satisfaction of the laboratory science students with a mean score of 81.90 and the lowest satisfaction of the medical students with a mean score of 64. In addition, in the cultural dimension, 67.42% of the students were satisfied with the duties of the advisors.   |
| 6   | Davoodabadi <i>et al.</i> [5] | 2016  | 304 students                   | All faculty    | Alborz     | Advisor's performance (26 questions) and plan in the university (10 items)  | For the satisfaction with the advisor, 29.6% had very low satisfaction, 12.1% had low satisfaction, 30% had to some extent satisfaction, 19.3% had high satisfaction,  |
| 7   | Esmailpour <i>et al.</i> [6]  | 2019  | 350 students                   | All faculty    | Sabzevar   | Satisfaction of students with advisors (20 items)   |  |
| 8   | Jabari <i>et al.</i> [7]      | 2014  |                                | Faculty of     | Urmiah     | Advisor's Performance   |  |

|    |                               |      |              |                   |                     |          |  |   |
|----|-------------------------------|------|--------------|-------------------|---------------------|----------|--|---|
| 9  | Galehdar <i>et al.</i> [8]    | 2013 | 680 students | All faculty       | par<br>med<br>icine | Lorestan | Questionnaire (17 items)   | and 8.9% had very high satisfaction. For the need for advisors, 7.9% had a very low need, 3.6% had a low need, 13.6% had a moderate need, 33.6% had a high need, and 41.4% had a very high need.<br>199 (37.9%) advisors had inadequate performance, 233 (44.38%) advisors had the average performance, and 93 (17.72%) advisors had the good performance. 311 (59.2%) referrals of students to advisors were due to problems and then the need for educational references, and the most frequent reference of students referred to solve their problems included advisors (37.5%). |
| 10 | Ebrahimpour <i>et al.</i> [9] | 2015 | 97 students  | Faculty of Health |                     | Mas hhad | Advisor's Performance Questionnaire (20 items)   | 33% of the students reported the professor's performance as poor, 56.7% as relatively good, and 10.3% as good. Regarding the duties of the advisor, the students' opinions were categorized in order of priority and included familiarizing the student with university regulations, following up on the student's academic level and preparedness to accept responsibility. Also, the advisors' performance from the students' viewpoint included signing and checking the unit selection form and the presence of the advisers during the announced hours.                        |
| 11 | Haji Aghajani <i>et al.</i>   | 2002 | 400 students | All faculty       |                     | Semnan   | Performance (15 questions) and duties of the advisor (12 questions) and the responsibility and expectations of students (13 questions) | 75.1% of the students considered the advising results as effective and 45.2% of the sample did not consider group advising as effective. Also, 63.3% of the students considered the intervention of the advisors in all academic, family, economic, and social fields which is effective on academic failure as the advisor's responsibility.   |

#### 4. Discussion

This systematic review is the first conducted study aimed to investigate the performance of advisors of universities of medical sciences by using a systematic review. Different societies have considered education as an important factor of reducing global poverty, increasing the level of equality, peace and stability. Thus, they have tried to train efficient human resources and fundamental changes have been made in academic centers. Therefore, the education and training of students as creative, efficient, and dynamic forces of society is very important [25, 26].

Given that in Iran, no study similar to the present study has been conducted by using a systematic review, in this regard, the study results will be investigated and compared with other studies. A study by Hasani *et al.* found that according to the opinions of faculty members regarding the change in performance as a result of student evaluation, 59.5% of students underestimated the change in performance due to the evaluation done

during the last two years. 31.3% of students reported this as moderate and 9.2% of students overestimated this [27]. Likewise, Ranjbar *et al.* according to the opinion of faculty members and students on the professors' evaluation by students showed that the evaluation method was suitable for most of the students and professors, and more than half of the professors had a negative attitude towards the process of evaluation [28].

This study, which investigated the performance of and satisfaction with advisors of universities of medical sciences, was the first systematic review in Iran, which is one of the strengths of this study. It is also necessary to conduct a meta-analysis to provide better results.

#### Conclusion

According to the results of this study, it is suggested to hold training workshops on the necessary methods for the advisors' principles while revising job description of advisors.

#### Abbreviation

Not Abbreviation in the article

### Conflict of interest

No Conflict of interest

### Consent for publications

Ok

### Availability of data and material

Ok

### Authors' contributions

Both authors contributed to all parts of the article.

### Funding

No Funding

### Ethics approval and consent to participate

Not need for Systematic Review article

### Acknowledgement

We thank the authors of the articles whose articles entered the systematic review stage.

### Orcid

Khalil *Komlakh:*  
<https://www.orcid.org/0000-0002-8291-5540>

### References

1. Parsi B, Motevali Haghi F, Malekzadeh Shafarudi M, Eslamifar M, Barimani K. (2018). Study of academic failure and its associated factors on Students of different levels in Mazandaran university of medical science. *J Bimonthly of Education Strategies in Medical Sciences.*, 11(3): 143-148. [Crossref], [Google Scholar], [Publisher].
2. Esmaeilpour-Bandboni M, Naderi Shad S, Kobrai F, Gholami-Chaboki B. (2017). Students' Viewpoints about Academic Failure and Some Related Factors in Guilan University of Medical Sciences. *J Research in Medical Education.*, 9(3): 72-65. [Crossref], [Google Scholar], [Publisher]
3. Fadavi roodsari A, Salehi K, Khodaie E, Moghadamzadeh A, javadipour M. (2021). Students and teachers' perception of university education and providing solutions for prevention of academic failure. *J Bimonthly of Education Strategies in Medical Sciences.*, 13(6): 639-648. [Google Scholar], [Publisher]
4. Ayob F, Bawar F A, Joekar S. (2020). Investigation of prevalence of depression among medical students of Balkh University of Medical Sciences, Afghanistan, *J Feyz Journal of Kashan University of Medical Sciences.*, 24(3): 350-356. [Google Scholar], [Publisher]
5. Ariapooran S, Amirimanesh M. (2020), Depression, Anxiety and Suicidal ideation of Nurses in the Outbreak of COVID-19: The Role of Demographic Variables, *J Journal of Arak University of Medical Sciences.*, 23(5): 724-739. [Crossref], [Google Scholar], [Publisher]
6. Phomprasith S, Karawekpanyawong N, Pinyopornpanish K, Jiraporncharoen W, Maneeton B, Phinyo P, Lawanaskol S. (2022). Prevalence and Associated Factors of Depression in Medical Students in a Northern Thailand University: A Cross-Sectional Study. *Healthcare.*, 2022: 488. [Crossref], [Google Scholar], [Publisher]
7. kalani N, Eslami Akbar R, Kooti W, Noori Ahmad Abadi M, Zare Marzoni H. (2015). The study of depression prevalence among the students of Jahrom University of Medical Sciences in 2013. *J Zanko Journal of Medical Sciences.*, 15(47): 58-66. [Google Scholar], [Publisher]
8. Atienza-Carbonell B, Guillén V, Irigoyen-Otiñano M, Balanzá-Martínez V. (2022). Screening of substance use

- and mental health problems among Spanish medical students: A multicenter study. *Journal of Affective Disorders.*, 311: 391-398. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]
9. McKerrow I, Carney P A, Caretta-Weyer H, Furnari M, Miller Juve A J. (2020). Trends in medical students' stress, physical, and emotional health throughout training. *Medical Education Online.*, 25(1): 1709278. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]
  10. Raghavendra N, Lokesh K. (2020). Assessment of spiritual health and its relation with perceived stress among medical students. A cross-sectional study. *International Journal of Advanced Community Medicine*, 3(1): 34-37. [[Crossref](#)], [[Google Scholar](#)], [[PDF](#)]
  11. Zare Z, Jabrailly M, Jabari N, Shikhi N, Sofyan K. (2014) .The Viewpoint of Paramedical Students About Advisors'performance of Urmia University of Medical Sciences., 12(6): 420-426. [[Google Scholar](#)], [[Publisher](#)]
  12. LaFleur A K, White B J. (2010). Appreciating mentorship: The benefits of being a mentor. *Professional Case Management.*, 15(6): 305-311. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]
  13. Davoodabadi M, Kabir K, Shirazi M, Najafipoor S, Khalegi E. (2016). The Study of Mentor's Performance from Students View in Alborz University of Medical Sciences 2013. *J Alborz University Medical Journal.*, 5(2): 87-94. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]
  14. Chemishanova M. International Students' Expectations of and Satisfaction with Academic Advising at a Community College. 2018. [[Google Scholar](#)], [[Publisher](#)]
  15. Coles A. The Role of Mentoring in College Access and Success. *Research to Practice Brief.*, 2011. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]
  16. Esmaeilpour M, Moafi L, Houshmand Dalir R, Akbarzadh R. (2019). Evaluation of the Student Satisfaction about the Performance of Faculty Members of Sabzevar University of Medical Sciences in 1397-98. *Paramedical Sciences and Military Health.*, 14(1): 17-25. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]
  17. Usmani A, Omaeer Q, Sultan ST. (2011). Mentoring undergraduate medical students: experience from Bahria University Karachi. *J Pak Med Assoc.*, 61(8): 790. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]
  18. Day K, Schwartz T, Rao V, Khokhar M, Miner T, Harrington D, Ryder B. (2016). Medical student clerkship performance and career selection after a junior medical student surgical mentorship program. *The American Journal of Surgery.*, 211(2): 431-436. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]
  19. Adhami A, Nouhi E, Mohammadalizadeh S, Jalili Z, Fattahi Z. (2008). Faculty members' attitude toward academic advising and counseling and their viewpoints about counseling duties. *Iranian Association of Medical Education.*, 8(1):7-14. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]
  20. Sh S, Seyfi S, Ehsani M, Pourghasem M (2012). Academic counselors' attitude toward university counseling and counselors duties; Babol dental school. *Iranian Quarterly of Education Strategies*, 5(2): 83-88. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]
  21. Keshavarz K, Bastani P, Gholami A, Abid F, Sotoudehnia A, Keshavarz G, Moradi N. (2021). Students and teachers' Attitudes Toward counselor Planning and Identify Problems and solutions. *RME*, 13(4): 35-44. [[Crossref](#)], [[Google Scholar](#)], [[Publisher](#)]

22. Tairi F, Sepehr S, Yousefi F, Zarezadeh Y. (2019). The rate of lectures attitude towards academic counseling and its related factors at Kurdistan University of Medical Sciences in 2016. *Shenakht Journal of Psychology and Psychiatry.*, 6(2): 161-170. [Crossref], [Google Scholar], [Publisher]
23. Galehdar N, Jafari Mianae S, Mohamadi S. (2013). Evaluation of supervisors' performance in students' views in Lorestan University of Medical Sciences. *J Education and Ethics in Nursing.*, 2(2): 0-0. [Crossref], [Google Scholar], [Publisher]
24. Ebrahimipour H, Arazi R, Shadnam Z, Nasrollahi S, Ebrahimipour S, Lael M E. (2015). Duties and Performance of Academic Advisors from the Students' Perspective. *Research in Medical Education.*, 7(2): 69-77 [Crossref], [Google Scholar], [Publisher]
25. Nazari R, Sharifnia S. (2010). Investigating the causes of nursing student drop out. *J. Babol Univ. Medical Sci.*, 12(5): 90-94. [Google Scholar], [Publisher]
26. Mahdion Z, Khatony A, Abdi A, Jafary F. (2017). Assessment of Academic Failure Rate and Related Factors From the Perspective of Nursing Students of School of the Nursing and Midwifery Faculty, Kermanshah University of Medical Sciences, in the First Semester of 2011-2012. *J Journal of Nursing Education.*, 5(5): 1-8. [Crossref], [Google Scholar], [Publisher]
27. Hasani M, Farshdi S. (2013). Investigating The Effect of Students Ratings of Faculty Members on Their Performance In Faculty Members and Heads of Educational Departments Opinion In Tabriz University of Medical Sciences. *J Nursing and Midwifery Journal.*, 11(1): 1-13. [Google Scholar], [Publisher]
28. Ranjbar M, Vahidshahi K, Mahmoudi M. (2007). Viewpoints of the attendings and medical students about the students' evaluation of the attendings, Mazandaran, *J Mazandaran Univ Med Sci.*, 16(56): 126-135. [Google Scholar], [Publisher]
29. Tricco, Andrea C, et al. (2018). PRISMA extension for scoping reviews (PRISMA-ScR): checklist and explanation, *Annals of internal medicine.*, 169.7, 467-473. [Crossref], [Google Scholar], [Publisher]

**How to cite this article:** Khalil komlakh, Hosein Karimiyarandi\*. Investigation of advisors' performance and students' satisfaction of universities of medical sciences: A systematic review. *International Journal of Advanced Biological and Biomedical Research*, 2022, 10(3), 229-236. Link: [http://www.ijabbr.com/article\\_254640.html](http://www.ijabbr.com/article_254640.html)