ANALYSIS OF ACADEMIC ADVISING COMPETENCIES OF THE TEACHERS AT SECONDARY LEVEL

Researcher:
Zaheer Ahmad
(122-FSS/PHDEDU/F16)

Supervisor:
Dr. Azhar Mahmood

Department of Education
Faculty of Education
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD
2022

Counseling in higher educa...

Academic advising

ANALYSIS OF ACADEMIC ADVISING COMPETENCIES OF THE TEACHERS AT SECONDARY LEVEL

Zaheer Ahmad
(122-FSS/PHDEDU/F16)

Submitted in partial fulfilment of the requirements for the
Degree of Doctor of Philosophy in Education
at the Faculty of Social Sciences,
International Islamic University,
Islamabad.

Department of Education
Faculty of Education
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD
2022

DEDICATED

TO

MY FAMILY AND MY TEACHERS

APPROVAL SHEET

ANALYSIS OF ACADEMIC ADVISING COMPETENCIES OF THE TEACHERS AT SECONDARY LEVEL

By

ZAHEER AHMED

(Reg.No:122-FSS/PHDEDU/F16)

Accepted by the Department of Education, Faculty of Social Sciences, International Islamic University Islamabad, in the partial fulfilment of the award of the degree of **"Doctor of Philosophy"**

Viva Voce Committee

Supervisor: _____
(Dr. Azhar Mahmood)

Internal Examiner: _____
(Prof. Dr. Nabi Bux Jumani)

External Examiner: _____
(Dr. Muhammad Imran Yousuf)

External Examiner: _____
(Dr. Wajeeha Shahid)

Date: _____

Chairman: _____
Department of Education,
International Islamic University,
Islamabad

Dean: _____
Faculty of Education,
International Islamic University,
Islamabad

Abstract

This study was aimed at analyzing the academic advising competencies of the teachers at secondary school level. Objectives of the study were: (1) to assess academic advising conceptual competencies of the teachers at secondary school level; (2) to examine academic advising informational competencies of the teachers at secondary school level; (3) to evaluate academic advising relational competencies of the teachers at secondary school level; and (4) to analyze perceptions of heads of secondary schools regarding academic advising competencies of the teachers at secondary school level. Mixed-methods approach was used in this study and the design of the study was sequential explanatory design. The study was delimited to the four districts of Rawalpindi Division, i.e. Attock, Chakwal, Jhelum and Rawalpindi. A total number of 4913 secondary school teachers and 960 heads of secondary schools were included in the population. Simple random sampling technique was used for the selection of sample. A total number of 491 teachers and 97 heads were selected as sample. Two questionnaires were developed separately for the collection of quantitative data from the teachers and the heads. Qualitative data from the heads was collected through interviews. The quantitative data was analyzed using the frequencies, percentages, mean, standard deviation and chi-square, whereas, thematic analysis was carried out for the analysis of qualitative data. Findings of the study concluded that majority of the secondary school teachers possess the requisite conceptual, informational and relational competencies and skills with regard to academic advising of the students. They use diverse academic advising approaches and strategies for their students and achieve the expected outcomes of academic advising. They engage the students in ongoing assessment of advising practices and assist the students in developing long-term education plan. They demonstrate effective decision-making and problem-solving skills with regard to academic advising. On the basis of the conclusions it is recommended that enough time for interaction and contact between the students and the teachers for the purpose of academic advising may be offered. The professional development of teachers regarding academic advising may be given due importance so as to make the very process more effective and efficient. The teachers in this regard may be given more autonomy and flexibility in dealing with rules and regulations of academic advising. There is a dire need to establish an advanced psycho-educational advising centre at the schools and activate its activities to offer advising, developmental, and remedial services focusing on the development of the bright and optimist side of students' personalities.

ACKNOWLEDGEMENTS

I am highly grateful to my supervisor and the Chairman, Department of Education, Dr. Azhar Mahmood whose kind guidance, support and continuous encouragement has remained a constant source of inspiration and confidence for me during the arduous process of this research work.

I would like to say special thanks to the esteemed teachers and the heads who participated vigorously in this research work and played their active role for its timely and successful completion.

I would like to extend and express my special and heartiest gratitude to Prof. Dr. Nabi Bux Jumani & Dr. Muhammad Munir Kayani for their continuous guidance and support.

Special thanks to my dearest fellow, Dr. Sufi Amin, because of whom I have been able to complete this research work as he always encouraged, supported and guided me wholeheartedly at every step.

Heartiest gratitude to my dearest friends; Tanvir Asghar, Dr. Abdul Qayyum Khattak and Dr. Asghar Abbas for their continuous encouragement and support during this research work.

Last but not the least, deepest and heartiest gratitude to my parents, friends, near and dear ones and everyone who played his part for the successful execution and completion of this study.

ZAHEER AHMAD

TABLE OF CONTENTS

FORWARDING SHEET

The thesis entitled, "Analysis of Academic Advising Competencies of the Teachers at Secondary Level" submitted by Zaheer Ahmed, Registration No. 122-FSS/PHDEDU/F16, in partial fulfilment of the requirements for the Degree of Doctor of Philosophy in Education has been completed under my guidance and supervision. I am satisfied with the quality of his research work and allow him to submit this thesis for further process as per IIU rules and regulations.

Date: _____

Supervisor: _____
Dr. Azhar Mahmood

STATEMENT OF UNDERSTANDING

I, Zaheer Ahmed, Registration No. 122-FSS/PHDEDU/F16, as a student of PhD in Education at International Islamic University, Islamabad do hereby solemnly declare that the thesis entitled, "Analysis of Academic Advising Competencies of the Teachers at Secondary Level", submitted in partial fulfilment of the requirements for the Degree of Doctor of Philosophy in Education, is my original work, except where, otherwise, acknowledged in the text and has not been submitted or published earlier and shall not in future, be submitted by me for obtaining any degree from this university or any other university or institution.

Date: _____ Signature: _____

Zaheer Ahmad

CHAPTER 1

INTRODUCTION

Academic advising holds a key position in the efforts of supporting students' success in colleges and universities. It serves an indispensable function in improving student persistence and facilitating timely degree completion (Robbins, 2016). Higher education leaders are drawing more attention to academic advising; in recognition of the powerful role that academic advising plays in improving retention and graduation rates, as well as supporting student learning (Darling, 2015).

Academic advising in colleges and universities has been traditionally viewed as a function of disseminating curricular and institutional information, as well as assisting students with course registration. However, academic advisors are urged to see themselves as teachers and academics whose responsibilities should go beyond providing students with information and assisting students with course registration, to ensure appropriate course taking for timely graduation (Campbell & Nutt, 2008). Instead of viewing academic advisors as merely agents of degree completion, the academic advising community and higher education leaders are urged to consider academic advisors as agents of learning, whose practices should aim at enhancing and supporting student learning.

Hurt & McLaughlin (2012) advocated advisors to help students develop a logical understanding of their curriculum, construct meanings and connections among the courses, and create a more cohesive learning experience. Providing the undergraduate students with the guidance on their course taking within their general education curriculum is one of the key responsibilities of the professional academic advisors. Given their unique role in providing students with academic guidance,

academic advisors could play a central and influential role in helping students make sense and meaning of their general education (Egan, 2015).

Educational guidance and counselling are very much significant for the students and the educational institutions have a key role to play in drawing out the best amongst the students. Although, good behaviour and conduct is desirable, but most of the times in order to groom and polish their personalities, the young minds need guidance. By using the counselling techniques, the young minds are given advice on how to address, manage and deal with their personal, academic and professional problems.

There are diverse techniques which are used worldwide to address the students' problems and issues in this regard and the academic advising is one of those which is aimed at helping and assisting the students in their academic matters (Lowenstein, 2005). With the passage of time, the concept and meaning of academic advising has evolved. O'Banion (1972) defined academic advising as a process which involves a relationship respectful of student concerns. Through the advisor's role as a teacher and guide, the chief purpose of the academic advising is to to enhance and improve the self-awareness and fulfilment within the student.

The very definition of academic advising also includes the enhancement of behavioural awareness, development of decision-making skills, inculcation of problem-solving abilities and the facilitation of students' rational processes (Crookston, 1972). In this era, with the burden of responsibility on the student, the very concept of academic advising has been defined as an information exchange that is designed to enhance and foster the students' educational and career goals (Drake, 2011).

Planning, communication, and personal accountability are the only three components that Nutt (2003) used to describe academic advising as a partnership between the advisor and advisee. Grites (2013) described it as circumstances in which a student receives guidance and assistance from an institutional representative with regard to personal, social, or academic issues in a way that mentors, informs, counsels, or advises a course to take.

Tinto (2012) is of the view that although the faculty members in the academia are more than often well aware of the fact that why the students leave their studies but the fact of the mater is that the educational institution needs to be aware that how the students can be compelled to stay and be successful. It goes without saying that excellent student retention and advising seem to go hand in hand. Academic advising, which offers a personal link to the institution that is essential to student retention and achievement, is mentioned by Nutt (2003) as being fundamental to effective efforts in educating and retaining students. According to Tinto (1993), one of the key results of a successful and interesting experience in an educational institution is the retention of the students there.

Students are supported by professors, staff, and educational advisers in the areas of teaching, development, and career counselling (Himes, 2014). Academic advisers have a greater obligation than students and professors in the classrooms to assist students and help them completely adapt to the resources and institutional culture of the educational institution (Williamson et al., 2014). There are several persons in an educational institution who can, although, contribute to the students' achievement and overall connection but the most vital element emerges to be the most frequent interaction between the teachers, staff and academic advisors. In one way or

the other, all of them are the key stakeholders of students' academic and educational experiences (Tinto, 2012).

1.1. Rationale of the Study

The most important objective of the academic advising is to help and facilitate the students become and develop as effective and successful agents for their own personal development and lifelong learning. Every aspect of the students' concern that ranges from the resources that we share and recommend, the questions that we pose, developing the relationships between the students and the teachers, taking short-term decisions and formulating long-range plans, the perspectives that we share with them; in short, everything in which we help our students think through must aim and focus at increasing their competence and capacity towards making them independent and self-sufficient. Academic advising is a type of academic activity that aids students in creating and carrying out goals for their education and personal lives by using appropriate descriptions of complicated student behaviours and institutional circumstances. There are five principles that define the practical restrictions on academic advice in terms of its breadth.

The primary presumption is that academic counselling is done to help students learn and advance their careers. The second idea is that developmental counselling is better than prescriptive advising and should be the main focus. The third discusses the backdrop of academic counselling and emphasises how creating and carrying out educational and life plans are necessary given the educationally motivating circumstances. The focus of academic counselling should be on the whole person, which is the fourth and most significant point. The final point is that "the content of academic counselling is created information about students' educational and life

aspirations. As a result, it is clear that academic advising is a developmental activity geared on advancing student learning and growth as a person.

1.2. Statement of the Problem

A collaboration between the adviser and the advisee, academic advising emphasises planning, communication, and individual accountability. It is a distinct field in the developed counties through which the advisors tend to advise and guide the students pertaining to their academic matters but unfortunately, in developing countries in general and in Pakistan in particular the academic advising has not been taken care of. Unlike the developed countries, where the role of academic advisors is played by the persons who are specialized in this field, the role of academic advisors has to be played by the concerned teachers in Pakistan according to the proposed draft of the National Education Policy, 2017. In the said draft, the teachers at the level of secondary education are entrusted towards the guidance of the students for their better understanding and academic achievement but the fact of the matter is that the teachers have not been formally trained for this purpose. Keeping this into consideration, the present study was aimed at analyzing the current level of academic advising competencies of the teachers at secondary school level.

1.3. Objectives of the Study

The objectives of the study were:

1. To assess academic advising conceptual competencies of the teachers at secondary school level.
2. To examine academic advising informational competencies of the teachers at secondary school level.
3. To evaluate academic advising relational competencies of the teachers at secondary school level.

4. To analyze perceptions of heads of secondary schools regarding academic advising competencies of the teachers at secondary school level.

1.4. Research Questions of the Study

The study was based on the following research questions:

1. What are academic advising conceptual competencies of the teachers at secondary school level?
2. What are academic advising informational competencies of the teachers at secondary school level?
3. What are academic advising relational competencies of the teachers at secondary school level?
4. What are perceptions of heads of secondary schools regarding academic advising competencies of the teachers at secondary school level?

1.5. Significance of the Study

Academic advising has a great potential in helping students understand the meaning of their curriculum and the ways in which various components fit into a logical undergraduate experience. The instruction and learning in a course are the domains of the faculty; however, the facilitation of students' understanding of the overall curriculum, and the ways in which individual courses coalesce into a coherent whole are the domains of the academic advisors (Egan, 2015; Lowenstein, 2005).

The provision of accurate information is essential to facilitating timely degree completion; nevertheless, academic advisors could maximize their impact on students' academic success by centring their advising dialogues on learning and guiding students in developing a deeper and logical understanding of the curriculum (Lowenstein, 2005). Through purposeful and intellectually-engaging advising interactions, advisors assist students in the development of a logic of curriculum, an

intellectual process by which students learn to make sense and meaning of their curriculum and realize the interrelationships within general education and among other components of their undergraduate degree (White & Schulenberg, 2012).

While there has been an increase in discussions surrounding learning-centred advising, there is paucity in the literature that explores academic advisors' perspectives on the learning-centred advising approach and its potential in helping students construct a fuller and logical understanding of general education as a key component of their undergraduate studies. The academic advising literature has become more robust over the years, examining academic advising as well as its influence on retention and learner achievement. However, expansion on scholarly inquiry into academic advising practices, especially through the lens of the advising practitioners, is much needed (Shaffer, et al, 2010).

The identity, nature, and practice of academic advising in higher education will become clearer and more defined as we continue to examine academic advising through scholarly inquiry (Schulenberg & Lindhorst, 2008). It has been suggested that some advisors resist the idea of conceptualizing their role as teachers and continue to see their primary position as agents of degree completion (Hughey, 2011).

Approaching and delivering academic advising that is guided by learning-centred advising theory will require a shift in mindset and paradigm by the advising practitioners, as well as the institutions. According to Himes (2014), different people, even actual academic advisors, will likely interpret the scope and goal of academic advising in different ways. Without capturing advising practitioners' voices and examining their perspectives regarding their work surrounding general education, the challenge of guiding students towards a deeper understanding of general education and its connectivity to the other parts of their undergraduate experience will persist.

Academic advising will not be the panacea for the challenge of engaging students in general education learning. However, the voices and the perspectives from the advising field are the key to gaining insights into the challenges and opportunities in serving learners realize the importance, determination, and meaning of overall education Gaines (2014) asserted that the learning-centred advising is an exciting direction towards which the field of academic advising is moving. Understanding advising practitioners' perspectives on their role in supporting learning is an important step towards refining advising practices that engage and reinforce student learning in general education, developing advisor training and learning opportunities, and reaffirming the purpose and stature of academic advising within the academy.

Academic advising is purported to have great potential in supporting the learning in and understanding of general education; nevertheless, there has been limited investigation into the ways in which academic advising contributes to students' understanding of general education and the ways in which advisors can help students see general education as a meaningful learning component in their undergraduate curriculum (Egan, 2015). While it remains the responsibility of the students to make sense of their education, Workman (2015) declared that it is the responsibility of the academic advisors to facilitate students' learning and to help them make sense of their education through educative advising dialogues.

Academic advising role in accomplishing Goal 2025 is outlined as creating advocacy, partnerships, pathways, and conversations focused on breaking down the barriers; in developing support networks; and in creating data-driven change focused on student needs and goals. Developing compatible advising partnerships focused on learning, trust, personal development and educational goals will assist in accomplishing Goal 2025. Early engagement within the advising process through a

good advisor-advisee fit is a first step in this process. The connectedness an advisor and advisee experience defines their advisor-advisee fit. The examination of advisor-advisee relational fit assists in developing an understanding of what creates a compatible advising partnership, highlights the factors that contribute to relational fit, and clarifies how the fit influences the student and advisor experience.

The establishment of advising relationships and the practise of academic advising are informed by the relational factors that influence the fit between advisors and advisees. Exploring advisor-advisee fit in the academic advising relationship reveals whether fit matters when building the relationship and if fit is the component that promotes a strong, successful advising relationship. This research gives a voice to the dyadic advising pairs who have developed relational fit through a cumulating advising experience. An increase in knowledge of the advising relationship informs advising practitioners on the factors that influence the relational connectedness throughout the development of the advising relationship.

Employing an advising approach that promotes relational fit potentially builds stronger relationships while decreasing advising complaints and requests for assignment changes. A better understanding of fit informs the practice of advising by providing advisors and students clear expectations of the advising relationship and overall experience. Institutional leaders, advising coordinators, advisors, students, and individuals who study the field of academic advising can benefit from this research. The findings inform advisor professional development, the practice of advising, leadership decision-making, and the student and advisor experience.

This study will be considered significant for many reasons. Firstly, it will be helpful for the teachers for self-assessment of their current academic advising competencies. Secondly, it will be helpful for the teachers for improving and

strengthening their academic advising competencies. Thirdly, it will sensitize the teachers pertaining to the needs and demands of the students with reference to academic advising. Then, it will be helpful for the policymakers for introduction of academic advising as a field in our educational setup and lastly, it will help the students and teachers finding ways for building mutual-trust and confidence upon each other.

1.6. Delimitations of the Study

Following were delimitations of the study:

1. The study was delimited to four districts of Rawalpindi Division, i.e. Attock, Chakwal, Jhelum, and Rawalpindi.

1.7. Definitions of the Terms

Academic advising - a partnership that puts the student first and is centred on learning, working together with the advisor to set and achieve goals for future academic success (Darling, 2015).

Competency - The ability to do something successfully or efficiently.

1.8. Conceptual Framework of the Study

The conceptual framework of this study was based on the 'Academic Advising Core Competencies Model'. The model was developed in 2017 by the National Academic Advising Association Professional Development Committee of the Kansas State University, USA. The model's objectives include identifying the wide range of comprehension, knowledge, and abilities that support academic advising, directing professional growth, and promoting the contributions of advising to the growth, advancement, and success of students. The model is meant to be utilised by:

- **Primary Role** Advisors for self-assessment and evaluation, and to guide learning, career development, and advancement.

- **Faculty Advisors and Advising Administrators** to clarify academic advising roles and responsibilities, and to highlight the contributions of academic advising to teaching and learning.
- **Advising Supervisors, Managers, and Mentors** to identify strengths and areas for staff development, and to guide hiring, training, and evaluation.
- **Learning Professionals, Trainers, and Researchers** to support curriculum development, establish learning priorities, and advance scholarship in the field.

Three content components—the conceptual, informational, and relational—serve as the theoretical underpinnings for the key competences for academic advising and as the building blocks for efficient advisor training programmes and advising practise. Advisors can effectively help their students by having a solid understanding of these subject areas.

- The **Conceptual** component provides the context for the delivery of academic advising. It covers the ideas and theories that advisors must understand to effectively advise their students. Core competencies in the Conceptual component (concepts academic advisors must understand) include the understanding of:

i. The history and role of academic advising in higher education.
ii. NACADA's Core Values of Academic Advising.
iii. Theory relevant to academic advising.
iv. Academic advising approaches and strategies.
v. Expected outcomes of academic advising.
vi. How equitable and inclusive environments are created and maintained.

- The **Informational** component provides the substance of academic advising. It covers the knowledge advisors must gain to be able to guide the students at their institution. Core competencies in the Informational component (knowledge academic advisors must master) include the knowledge of:

i. Institution specific history, mission, vision, values, and culture.

ii. Curriculum, degree programs, and other academic requirements and options.

iii. Institution specific policies, procedures, rules, and regulations.

iv. Legal guidelines of advising practice, including privacy regulations and confidentiality.

v. The characteristics, needs, and experiences of major and emerging student populations.

vi. Campus and community resources that support student success.

vii. Information technology applicable to relevant advising roles.

- The **Relational** component provides the skills that enable academic advisors to convey the concepts and information from the other two components to their advisees. Core Competencies in the Relational component (skills academic advisors must demonstrate) include the ability to:

i. Articulate a personal philosophy of academic advising.

ii. Create rapport and build academic advising relationships.

iii. Communicate in an inclusive and respectful manner.

iv. Plan and conduct succcssful advising interactions.

v. Promote student understanding of the logic and purpose of the curriculum.

vi. Facilitate problem solving, decision-making, meaning-making, planning, and goal setting.

vii. Engage in on-going asscssment and development of the advising practice.

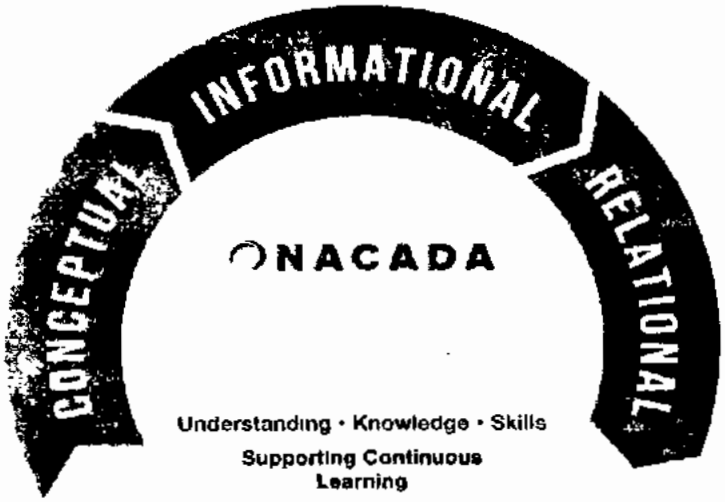


Figure 1.1. *Academic Advising Core Competencies Model*

https://www.nacada.ksu.edu/Resources/Pillars/CoreCompetencies.aspx

CHAPTER 2

LITERATURE REVIEW

Academic advising has been praised as one of the vital functions in education that improves student retention and degree completion rates. While facilitating timely degree completion is a key responsibility of academic advisors, academic advising scholars are encouraging academic advisors to see themselves as facilitators and agents of learning, rather than merely agents of degree completion (Gordon et al., 2000). Most college students complete general education as part of their undergraduate degree; however, many students fail to realize general education as an essential learning component of their undergraduate experience (Lowenstein, 2005).

The goal of this study was to evaluate secondary school teachers' abilities in academic advising. This examination of the literature looked at the definition of academic advising, how it has evolved, and how it is practised. In addition, it included information about the various types of academic advising, their structure, and their use with particular regard to student experiences, gender, and ethnicity. The function of academic advisors, highly efficient academic advising methodologies, and the foundations of academic advising were also covered. In order to understand the role of academic advising in contemporary higher education, it would be important to understand how academic advising has evolved. The development of academic advising section examines the history, evolvement, and formalization of academic advising, from the American colonial period through the establishment of the National Academic Advising Association (NACADA). The approaches of advising section reviewed three prominent approaches to academic advising, providing a foundational understanding of the ways in which these approaches frame and guide

academic advising practices. Finally, the literature review explored some of the related studies which are pertinent to academic advising.

2.1. Definitions of Academic Advising

Academic guidance's meaning has changed over the years. This was characterised by O'Banion (1972) in his landmark essay as a process involving a connection respectful of the needs of the students, with the advisor serving as a guide and teacher to help the students increase their self-awareness and sense of fulfilment. Developing a student's problem-solving, behavioural awareness, and decision-making abilities has also been incorporated into the description (Crookston, 1972). Academic advising is now understood to be an information exchange aimed at supporting students' educational and career goals, with the onus of responsibility being with the student (Dibia & Obi, 2013). According to Johnson and Henry (2020), academic advising is a collaborative effort between the advisor and the student that emphasises forward planning, effective discussions, and individual accountability.

Academic advising was defined by Afify & Nasr (2017) as circumstances in which a college student receives guidance and advice from a representative of the school regarding academic, social, or personal matters in a way that mentors, informs, counsels, or proposes a course to take. According to Tinto (2012), academic teachers and staff frequently know why students leave, but the challenge is that the college needs to know how to keep students and help them succeed. The good retention of students and advising seem to go hand in hand. The effectiveness of attempts to educate and retain students depends on their ability to form a personal bond with the school, which is made possible by academic advising. A successful and enjoyable college experience is a byproduct of student retention. According to Kuhn et al.

(2002), students reported high levels of satisfaction with their academic degree, while substantially lower levels of satisfaction with their advising.

It's probable that the advisor's choice of advising approach will have an impact on how satisfied students are with their advisors (Kuhn et al., 2002). The congruence between a student's desired advising style and their academic advisor's style, according to Museus & Ravello's (2010) research, is one factor. According to Porterfield et al. (2011), giving students information related to their courses increased their satisfaction with the advising process. Other explanations for low student satisfaction with advising include advisors giving erroneous information regarding the prerequisites for courses, as well as not knowing about and/or not providing information about specialised programmes, financial aid, and employment options (Powers et al., 2014).

Another issue from students was that they felt their advisers were either too busy to provide them good advice or that they had very little time with them. Inadequate or ineffective academic counselling is a significant factor in student attrition, as Rimbau et al. (2011) revealed that retention and academic achievement at two-year colleges. It was discovered that first-year school students were more likely to be retained and to perform better if they were familiar with and routinely interacted with their academic advisor.

Additionally, Sapp & Williams (2015) reported findings showing that an intervention plan used in their research, which required, among other things, bimonthly meetings between students and their academic advisors, led to a 53 % greater chance of completion and graduation, as those in the intervention programme were graduating at a rate of 30% at two years and 55 % at three years compared to their average of percent at two years and 25 % at three years. The progressive and

prescriptive approaches of academic advising were each defined by Lowenstein (2005). According to the research, college students may be impacted favourably or unfavourably by either a developmental or prescriptive approach to academic advising.

As an alternative, Shaffer et al. (2010) reported on organisational structures, such as a centralised, decentralised, or shared structure of service provision, can have an impact on academic advising as well. Through academic advice, these various structures can also have an impact on college students, both good and bad. Academic advising, often known as advising in the literature, is, at its most basic level, a decision-making process in which students achieve their greatest educational potential through dialogue and information exchanges with an adviser (Sandeen, 2011).

Afify & Nasr's (2017) practical definition is another useful one that is comparable but offers further explanation of the varied functions of advisers. They define academic advising as instances in which a representative of the school offers advice or guidance to a college student over an academic, social, or personal issue. This guidance could have a variety of purposes, including informing, advising, correcting, coaching, mentoring, or even instructing. Academic advisers are available to students to handle a wide range of concerns, as evidenced by the definition's inclusion of academic, social, and personal issues. Advisors do not only address academic issues. This upholds fundamental principles of the many theories explaining student development in post-secondary education, which emphasise fostering the entire workforce (Al-Khafaji, 2017). Additionally, the use of "inform," "counsel," "advice," "guide," "teach," "role model," or even "teach" illustrates the variety of strategies advisers may employ with students. In order to grasp the area of practise for

academic advisors, it is equally vital to have a broad awareness of how advisors provide advice.

On the advising-counselling continuum, Arms et al. (2008) aimed to clarify the differences between various ways of advice. In order to clarify the goal, focus, and typical duration of each sort of face-to-face advising engagement, this continuum uses five levels of advising: informative, explanatory, developing, mentor, and counselling. They provide a thorough explanation of the differences between the jobs of advisers and counsellors, as well as the elements that are only within the purview of advisors, those that either could do, and those that are only within the purview of counsellors. The term "counselling" and the practise of it are both regulated activities in Canada, representing a more distinct profession with a defined scope of practise that focuses on psychological health and treatment (Abelman & Molina, 2006).

Academic advising is described as a process that seeks to help students uncover their talents and potentials in order to aid them in making decisions about their study programme, choice of major study courses, and support in overcoming challenges that could impede the students' academic or study development (Barker & Mamiseishvili, 2014). As a result, students particularly profit from the university's practical advising system in the following ways:

1. A list of the prerequisites and restrictions for each programme, as well as the requirements of the faculty, the institution, the major, and the paradigms and study plans given by the faculty.
2. Determining the student's academic performance and advancement level as well as how to align his or her actual skills with their academic goals.
3. Evaluation of students' abilities, aptitudes, and academic level based on tests administered to them in order to provide appropriate guidance and instruction.

4. Assisting students in choosing the courses or concentrations that best match their interests, abilities, and potential.
5. Assisting pupils in overcoming any academic challenges they may be experiencing and offering the best ways to avoid failing or expulsion from school.
6. Developing students' study techniques, such as note-taking, report writing, and exam planning.
7. Developing kids' social skills by participation in various activities, positive interactions with teachers, and classmates.
8. Whenever it becomes necessary to assist students with any of their academic or non-academic problems, coordinating with nearby community organizations whether on or off campus.

In order to guarantee that every student has the chance to enrol in college in a welcoming environment that fosters learning and development, Daly & Sidell (2013) identified the top five best practises for an academic advisor that should be used by every faculty's advisor. Here are some of them:

1. Advisors need to be familiar with the student's position and programme.
2. Advisors need to be aware of the student's wellbeing inside the classroom.
3. Students should have access to advisors in a variety of methods
4. Advisors ought to be truthful with adult learners.
5. Advisors and adult learners should interact on a peer-to-peer basis.

As a result, there are several strategies used by universities to provide academic advising services to students, as shown by the techniques and regulations of academic advising. These academic advising services include advising by faculty members in addition to their teaching responsibilities, advising by full-time specialists

who are not faculty, advising by postgraduate students, instructors, and teaching assistants, as well as other approaches including self-advising and automated advising. There are two ways to advise students, according to Demetriou (2011): one is "prescriptive," in which the advisor instructs the student on what must be done in order to graduate, and the other is "developmental," in which the advisor and student work together to ensure that the student graduates on time.

A prescriptive advisor gives the student advice on what they should do rather than letting them make their own decisions regarding the course of their education. When using prescriptive advising, the connection between a student and adviser is particularly power-based and impersonal, providing just specified answers without taking the student's personal growth into account. In addition, Battin (2014) notes that an academic advisor's duties include filling out study plans, monitoring students' academic progress, assisting learners to complete courses, giving accurate information about teaching options and facilities provided, and resolving any problems they may be having, particularly academic ones.

Academic advising involves more than just giving out higher education directives and policies; it also involves an ongoing dialogue between the academic adviser and the student. The advisor introduces the student to university life as well as the various opportunities for extracurricular activities and experiences. Furthermore, the adviser introduces students to the policies, procedures, and academic systems of the institution; gives information about academic life as a subject-matter expert, including prospects, applications in real life, and job opportunities; and serves as an example for students. In addition, he represents seriousness, tenacity, and achievement. The pupils pick up good behaviour from him as a result, and they learn how to solve problems using logic and science.

Aune, 2000 further claimed that in order to be a good advisee, a mutual academic advising procedure between the advisor and advisee is required. The requirement for interaction between the adviser and advisee, readiness and preparation for counselling sessions, and the accessibility of correct and accurate information are all examples of this. A further point made by the study is that both parties engage in constant and ongoing advising, which is not restricted to particular time frames. Aune, 2000 further claimed that in order to be a good advisee, a mutual academic advising procedure between the advisor and advisee is required. The requirement for interaction between the adviser and advisee, readiness and preparation for counselling sessions, and the accessibility of correct and accurate information are all examples of this. A further point made by the study is that both parties engage in constant and ongoing advising, which is not restricted to particular time frames.

The National Academic Advising Association (NACADA) admits that there is no single, comprehensive theory of academic counselling. The NACADA website provides a list of thirteen distinct definitions, all of which differ in terms of philosophy and organization. Academic advising is a decision-making process in which students attain their optimum educational potential through dialogue and information sharing with an adviser, according to Grites (2013), who provided the clearest and most elegant definition to date. Academic advisers ought to operate as referral sources, coordinators of extracurricular and curricular activities, and interpreters of institutional rules and regulations. The American professional organization NACADA represents academic advising professionals, faculty, and administrators. Although NACADA has not released a particular definition of academic advising, it does support the "Concept of Advising," which broadly defines

academic advising and positions it at the center of post-secondary institutions' teaching and learning missions.

Academic advising includes three elements: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes. This is true regardless of the diversity of our institutions, students, advisors, and organizational structures (the result of academic advising). Academic advising should be interpreted broadly to encompass anyone involved in offering academic guidance, career advise, counselling, liaison services, and/or learning opportunities to students in order to support their success and retention.

2.2. History of Academic Advisement

The development of student services and the full history of American higher education are directly reflected in the history of academic counselling (Carpenter & Stimpson, 2007). There are three functional eras in the development of academic counselling. From 1636 to 1870, the first period of academic advising was characterised by a standardised curriculum and minimal consideration for students' needs. The introduction of electives and majors marked the beginning of the second phase of academic counseling, which lasted from 1870 to 1970. Student services staff became necessary as a result of elective courses, the development of specialisation, and academic majors (Smith & Allen, 2006). Academic counselling was a vague and unresearched practise throughout the second period. Academic advising is currently in its third era, which began in 1970 and is characterised by the profession being both defined and investigated (Dougherty, 2007).

2.2.1. First Era of Academic Advising

The first era of higher education began in 1636 with the founding of the first institution in the United States of America and continued until 1870. When American

higher education institutions were first established, they followed a standard curriculum and students took the same courses. Academic advising was neither a necessary nor a formally recognised component of the institutional services for supporting students because of the rigid curriculum. Academic advising's early years were characterised by institutional services staff and academics who served as "in loco parents," or "in lieu of the parents," for the kids they served (Makondo, 2014). All aspects of the total student's moral and educational growth fell under the purview of this staff. Despite the accusation that they were acting in the student's parents' place, faculty members were expected to maintain a professional separation in order to influence the student's moral behaviour. The discussion of life objectives and other components of modern academic advising services were probably covered in these conversations, but the uniform curriculum model's functional limitations rendered a codified academic advising process superfluous (Reinarz & Ehrlich, 2002).

The introduction of elective courses marked the conclusion of the first phase of academic counselling. The rigidity of the curriculum, the lack of engrossing courses, and the bad relationships with instructors were the subject of student protests in the late 1800s. Administrators developed the first optional courses and an academic advising system as a way to promote student participation after becoming disenchanted with the conventional curricula and harbouring perceptions of the faculty as being cold and distant. Both Harvard and John Hopkins University introduced these optional systems for the first time in 1872 and 1877, respectively. There ultimately developed entire tracks, or what are now known as majors, as a result of the popularity of these elective lab and seminar courses (Jordan, 2000).

Students enjoyed having more options for their coursework and majors as a result of the inclusion of majors and electives, which gave them a happy mood.

Professors developed a reputation as authorities in their fields, enabling them to develop fresh lecture formats to appeal to bigger audiences, supplemental seminars for in-depth discussion, and informal gatherings. These knowledgeable professors quickly gained a reputation for being more approachable than their earlier counterparts (Jackson, 2005).

New regulations and standards were implemented to govern the system and protect the integrity of the core curriculum, as is the case with any system that becomes more complicated and specialised. Issues emerged from this flexibility. As a result of these problems, there are now more guidelines and norms in place to aid students in navigating this new paradigm. The first official academic advisors were developed from the faculty as a result of the requirement for defining policies and procedures. At John Hopkins University, the first organised faculty academic advisement system was established in 1877 using the knowledgeable faculty members who were considered as being more approachable. The second period of academic advising began in 1877 at John Hopkins University with the introduction of the elective system and a formal advisement system (Mitchell & Rosiek, 2005).

2.2.2. Second Era of Academic Advising

From the 1870s onward, the second age of counselling persisted as a distinct but unresearched activity. Advising first became a regular and regulated part of the American higher education system in the 1920s and continued to grow until the 1970s. The first professional academic advisers or counsellors were implemented in the 1920s along with other significant improvements to support faculty advisors in assisting students in navigating the range of options in academic fields. By the 1950s, there had been a significant increase in the number of students enrolling in higher education, including many people from academically, racially, and socially diverse

backgrounds. Due to the significant increase in student enrollment and the development of student affairs in the 1950s, the emphasis switched to the provision of new or improved student services, such as established academic advising models. Although this second phase of academic advisement, which came to an end in 1970, was referred to as "defined," no official definition of the scope of these services had been developed (Demetriou, 2005).

2.2.3. Third Era of Academic Advising

The third and present phase of academic counselling is centred on counselling as a defined and evaluated activity. Academic advising shifted in the 1970s from being a reactionary and unstudied activity to one that was the subject of concentrated research and various models and definitions that all attempted to describe what academic advising actually is. In the scholarly field of academic advising, the 1970s saw a number of firsts: the publication of the first academic advising research by Crookston and O'Banion in 1972, the holding of the first academic advising conference in 1977, and the founding of the National Academic Advising Association in 1979. The faculty advising paradigm of academic counselling was still widely used at the time (Reinarz & Ehrlich, 2002). Professional or staff advisers were not widely used to support academics in the provision of academic advising services until the 1970s.

As faculty responsibilities and roles changed, student attitudes changed, technology grew more prevalent, and budget cuts drove higher accountability during this time, according to Kuhtmann (2005) and Smith and Allen (2006), using staff advisers to assist faculty advisors became an increasingly critical component. According to Cruise (2002), faculty members lacked the necessary computer proficiency, knowledge of counselling theory, and student affairs knowledge to

effectively advise students in these schools' new settings. Because of these shifting tendencies, which made institutions more accountable, more professional advisors at the undergraduate level have taken the role of faculty advisors. Despite the shifting tendencies, researchers observed that academic advising was still viewed as largely an academic activity that should only be carried out by faculty members in the early 1990s (Smith, 2004).

2.3. Models of Academic Advising

According to Crookston (1972) and Demetriou (2005), there are two types of academic counselling: prescriptive advice and developmental advising. While the developmental model of advising incorporates a mutually-based decision-making process and is more of a mentorship style of advising, prescriptive advising often sees the faculty member as the authority who instructs the student with little to no involvement from the student (Begley & Johnson, 2001). Students with advisers who are more prescriptive in character are less likely to have the same possibilities for integration into the college's social and academic life as those with advisors who are more developmental in nature. According to Tinto's attrition model from 1993, these students have a lower chance of graduating and completing their study. However, other researchers pointed out benefits of the prescriptive paradigm. According to Hale et al. (2009), more than 50% of students regarded several prescriptive tasks, such as course selection, graduation requirements, and selecting an educational trajectory, as high priorities.

Additionally, a lot of students have grown accustomed to the prescriptive form of advising because that is all they have ever known. Students of colour have frequently demonstrated a preference for the prescriptive model According to Hollis (2009), developmental advising is a procedure that relies on a close bond between the

adviser and the advisee. It also serves as a tool to help students settle in and then support their academic and professional development. The development of the advising model was actively promoted by the National Academic Advising Association starting in 1977. According to Chickering (1994), the adviser must be informed of the services provided by the institution and must speak up for the student if they are to be truly effective.

The developmental approach includes deliberate student stimulation and involvement as a growth tool for the learner. The developmental paradigm, however, has some flaws, including time commitment, caseload size, a lack of training, and elevated outside-of-class expectations, according to study. Smith (2004) reported that this methodology strengthened the communication between academics and advisors and increased the success rates for at-risk students. Wilson (2004) defined a group of at-risk kids that comprised probationary students, students with disabilities, students from poor socioeconomic statuses, ethnic minorities, and students who were academically challenged. Contact with a key person at the institution, according to the research on attrition and retention, is a crucial determinant in students' decisions to continue their education. According to Beaudin and Breiner (2001), developmental educators who work with kids who are academically underdeveloped and underprepared could have more success if they use invasive academic advice to assist the student with personal problems and other non-academic challenges.

According to Hollis (2009), developmental advising is a procedure that relies on a close bond between the adviser and the advisee. According to Sams et al. (2003), community institutions give students from all backgrounds the chance to further their education and careers. Due to the fact that eight million college students are above the age of 25, there is also a need for pupils who lack college ready skills to receive

advice (Wisniewski et al., 2015). Furthermore, according to survey findings from the U.S. Department of Education, 96% of high school students are not proficient in advanced arithmetic (Braun & Zolfagharian, 2016).

On top of that, 52% of these developing students came from households where both parents had not completed college. This can make it more difficult to pursue further education and necessitate developmental coursework once you do. Researchers have also suggested that educators should consider affective factors such as attitudes toward learning and the readiness to ask for and accept aid in addition to cognitive scores that place kids in developmental classes (Cate & Miller, 2015). Here, the function of the academic advisor becomes essential to students' success. By guiding students through the maze of academic rules, regulations, and prerequisites, academic advisors can reduce students' stress levels, according to Hollis (2009). The author went on to say that academic advisors do, in fact, frequently hold the keys to success in assisting students with this process (Hollis, 2009). Effective advising is said to only take place when the adviser, the student, and the institution are all aware of their respective roles.

Hemwall & Trachte (2005) also discussed the necessity of using technology by including web-based advising tools that were required for students and the significance of communicating with students. However, relating this to an earlier observation, there is a dearth of genuine research on academic advising and the models used, particularly in light of the fact that degree attainment has not increased over the past 40 years (Henning, 2009).

2.3.1. O'Banion Model of Academic Advising

O'Banion provided what would eventually become the O'Banion Model of Academic Advising with the first description of academic advising that outlined

particular obligations and duties (1972). The O'Banion Model of Academic Advising was developed by Terry O'Banion in 1972 and identifies the key themes relating to the tasks and responsibilities of the academic advisor while outlining five key aspects of the field. According to the O'Banion's Model of Academic Advising, the field of work entails five sequential steps: 1) investigation of life goals, 2) assessment of career goals, 3) program choice, 4) course choice, and 5) development courses (O'Banion, 1972).

O'Banion (1972) viewed the discussion of life objectives as the initial stage in counselling. A fundamental principle of the exploration of life objectives stage was that every student deserved respect, dignity, and understanding of their unique differences. The role of the adviser was to enable conversation about the student's personal traits, an evaluation of their degree of growth, and an examination of the amount of understanding they used while making decisions. It was advised that the adviser be knowledgeable in psychology, sociology, counselling methods, and fundamental student development theory. Later, O'Banion indicated that a basic understanding of psychological and social concepts would be sufficient. Additionally, he suggested using career counsellors to deal with career placement tests, inventories, and the interpretation of these tools.

The examination of career objectives made up step two of O'Banion's model of academic advising. He said that in addition to the first stage's skills, the counsellor would also require knowledge of career possibilities, changes in society that affect particular career areas, the capacity to administer and interpret career inventories, and the attitude that all occupations are valuable. In O'Banion's Model of Academic Advising, support with programme or major selection was the third stage. He claimed that the role of the academic advisor was to encourage discussions about the

institution's programmes, the prerequisites for certain programmes, the alternatives for those programmes at other universities, and the transfer procedures necessary to pursue those tracks. Additionally, it was advised that the academic advisor have a working understanding of how other students had fared in the programme of choice as well as knowledge of the outcomes and triumphs of those who had completed the programme.

The fourth and largest stage of O'Banion's Model of Academic Advisement is course selection. O'Banion advised advisers to be informed about the courses that are available, the limits or special enrollment criteria that may apply, the appropriate sequences of courses, the characteristics of certain teachers, the courses that were acceptable for the student's skill level, the courses that would count toward requirements, and the remedial or honours courses that may be taken. The fourth stage also covered information on institutional requirements for probation and suspension of students, such as caps on the number of units they might enrol in (O'Banion, 1994).

The fifth and last stage of the Model of Academic Advisement involves course scheduling. Knowing the timetable itself, the registration processes, and learning about the personal obligations that a student must register for classes around are all necessary for class scheduling. O'Banion did not assign any specific individuals to any individual responsibilities in the earlier iterations of the concept. While it is assumed that all of these are carried out by academic advisors, O'Banion also makes the case that, depending on institutional interests and structures, any particular step of the model might make use of additional persons. Peer advising has been suggested as an alternative to academic or staff advisors during the fourth stage in particular (O'Banion, 1972). The idea was that specially trained student peers who could teach

other students how to complete this process could handle the actual process and procedures of using the institutional systems to register.

The National Academic Advising Association extended the section on obligations from O'Banion's (1972) definition of academic advisors and added it as a cornerstone of their Core Values (NACADA, 2006). According to the NACADA Core Values, academic advisors are accountable for: 1) to the individuals they advise, 2) for comprising others, 3) to their organizations, 4) to higher education, 5) to their educational community, 6) and for themselves and their specialized practices. The Core Values were developed to show the profession's dynamic character and the numerous facets of the role, which include professional growth, advancing the institutional vision, working in collaboration with others, and assisting schools. The Core Values (NACADA, 2005) statement is explicit in stating that the qualities of work for advisers are not intended to imply an equal balance between all aspects, instead indicating that advising profession is faced with a complicated set of responsibilities.

2.3.2. Prescriptive and Developmental Models of Advising

The prescriptive approach of advice was compared to housekeeping by Lowenstein (2005). The student's only responsibility is to obey or comply with the adviser's instructions while the advisor records that all stages and rules were followed. The advisor merely outlines the procedures and the rules that must be followed for the student. This strategy forces the process on the pupil with no opportunity for contact or feedback. As opposed to this, the developmental model (Crookston, 1972) is concerned with developing and utilising the student's skills and capacities in decision-making, evaluation, problem-solving, interpersonal relationships, and reasoning

processes in order to achieve the student's overall outcome. In other words, the procedure involves the student.

2.3.3. Organizational Models of Advising

The researchers have identified organisational problems as a factor in how satisfied students are with advice. Students' levels of satisfaction with academic advising can be impacted, specifically by the organisational type of advising that a college uses. Habley (2009) offered a framework to define advisory programmes. His proposal included a paradigm that would only allow faculty to provide instruction and advisement for students. He also provided a supplement model, which includes an instructional faculty member and an office for academic advice and general referrals. He also mentioned a split model, in which some students are allocated to academic advisors while others receive advice from an advising office. Each student has a faculty advisor and an academic advisor, according to a dual approach that Habley also integrated.

He also included a total intake approach, in which students are assigned to academic departments or teaching faculty for advising after first receiving academic advice from academic advisors. According to Padak & Kuhn (2009), the centralised model, the decentralised model, and the shared model are the three types of advising that are most frequently used. In this way, he distinguished the three models. All academic advising under the centralised model takes place in one location on campus, and all students travel there for advising services. Within their specific programmes, faculty members provide advice to students under the decentralised approach. Due to the presence of both a student-accessible advising centre and academic members who also serve as advisors, the shared model incorporates elements of both centralised and decentralised advising. Habley's (2009) research on advisor versus faculty-driven

advising essentially makes the case for centralised versus decentralised service delivery.

2.4. Student Experiences with Advising

There may be perceived disconnects between the advising experiences of students across various approaches. For instance, Allen & Smith (2008) noted that faculty members felt that training for advising was necessary in decentralised models and that they disagreed with students over the role that advisers should perform. Hardly 48 of the 636 academic job advertising Harrison (2009) examined said that the position required advising, and only one of them asked examples of your efficacy as a mentor. This raises the issue of how to assist the students in this situation without any formal education or prior experience. Additionally, there are functional problems with the centralised paradigm. Henning (2007) noted that it can result in overworked academic advisers and a lack of knowledge and experience with regard to academic programmes. With the inclusion of mixed messages if viewing more than one advisor, the shared model may have the same problems as the centralised and decentralised versions.

2.5. Gender and Academic Advising

According to Huggett (2000), gender roles are intricate social constructs participants, emotions, and intentions. Hurt & McLaughlin (2012) found that experiences of coldness and an alienating climate awaiting women and minority faculty members. Gender roles played a component in these findings. Are female pupils affected by this as well? Given the growing variety of our student populations, those involved in academic advising should be aware of how identity formation relates to age, colour, class, gender, and other communities (Hughey, 2011). According to Houman and Stapley (2013), men were more likely to favour the

prescriptive model of advising and showed little interest in having a motivating advisor or having a customised schedule. This suggests that gender affects both students' perceptions and ideals towards academic advising.

2.6. Ethnicity and Academic Advising

Additionally, issues of race, ethnicity, and advice are raised. Himes (2014) questioned if a student's race or ethnicity moderated the impact of academic counselling. Research also showed that African-American students were more likely to have unfavourable perceptions about their academic performance. This suggests that racism may still exist on college campuses. In their investigation, Hingorani & Askari (2014) identified three issues with academic advising of minority students that warrant further attention. These issues include recurring patterns of low retention, low accomplishment, and low levels of satisfaction. Minority college students who are the majority minority there have also reportedly experienced excessive mental trauma.

One strategy to assist these students in becoming more successful in their college endeavours is through mentoring, which is loosely described as both an informal and structured procedure through which less experienced students are actively engaged in a supportive way by more experienced college teachers or staff members. This relates to Hollis (2009), who believed that the developmental advising process was reliant on a good relationship between the student and adviser, which encouraged students to feel at ease and to advance academically and professionally.

2.7. Organization and Delivery of Advisement Services

According to D'Alessio & Banerjee (2016), Habley described the administrative and organisational frameworks of academic advisement in 1983. According to D'Alessio and Banerjee (2016), Habley identified seven kinds of advisement organisation: the faculty-only model, supplementary model, split model,

dual model, total intake model, satellite model, and the self-contained model. The faculty-only approach has no central counselling office, and all students are paired with teaching professors (DeLaRosby, 2017). A central advisement office is implemented in the supplemental model, although all students are assigned to faculty for advice and permission. All students are assigned to academic units or faculty advisers under the split model, and some student populations, including as athletes, undecideds, and honours students, are also given access to specific advising programs.

Each student is assigned two advisers under the dual model of advisement: one for general requirements and information and one academic advisor for issues pertaining to the specific major of study. According to the total intake model, all new students are admitted into a central advisement office until they reach a certain threshold, usually the number of units or the declaration of a major, at which point advisement services are provided in the department or school that houses the chosen major (Crookston, 1994). For the duration of a student's academic career, the self-contained model provides counselling through a single unit. According to the satellite model, each institution, college, or division develops its own special advisement delivery system. Arizona State University has used a combination of the models that includes the satellite, dual, and split models. The satellite model may seem like the perfect fit for an institutional mission focused on the school. The decision made by each individual regarding how to set up and deliver academic advising systems results from a succession of decisions made by institutional officials (Baldridge, 2020).

The best way to explain this procedure is according to Borgard (1981): "The organisation and delivery of advising services on any given campus is greatly influenced by four key factors: the mission of the institution, the makeup of the student body, the faculty's role, and the institution's programmes, policies, and

procedures. Each component must be taken into account while a facility creates or redesigns academic advising services in order to have a successful system. At Arizona State University, the roles of the various populations of students, programs, policies, and procedures have changed over time. A shift in mission to an institutional model focused on schools was the most important component, which also had an impact on these earlier ones.

2.8. Approaches to Academic Advising

Advisors use a variety of academic advising strategies; the most of these strategies were developed during the previous 40 years and are currently being researched and studied. Drake et al. (2013) stated that advising only became an analysed activity around 1970 when advisors started comparing their performance to other advisors at different institutions in a historical analysis of the eras of academic advising. The groundbreaking writings of Crookston (1972) and O'Banion (1972) represent the first theoretical approaches to academic advising and placed a strong emphasis on the value of developmental advising as well as the function of prescriptive advice. Developmental advising, according to Crookston, "is concerned not only with a specific personal or vocational decision but also with facilitating the student's rational processes, environmental and interpersonal interactions, behavioural awareness, and problem-solving, decision-making, and evaluating skills." (p. 5) According to Grites (2013), this focus on student growth and progress was based on the knowledge that the majority of advisors were faculty members. As a result, the foundation of advising was the idea that advisors use their expertise in classroom instruction to help students' growth. This idea is still very much present in NACADA's Concept of Advising today. Crookston also highlighted the significance of the advisor-student relationship and the importance of a team-based decision-

making process. Crookston (1972) articulated these concepts around the same time as O'Banion (1972) wrote on developmental academic advice from the viewpoint of a school.

Contrary to Crookston, O'Banion thought that the group best prepared to carry out this role was the counsellors, not the faculty. O'Banion described his five-step model of academic advising in detail, outlining the information and abilities advisors required at each stage. The steps are: investigating life objectives, investigating career goals, selecting a programme, selecting courses, and scheduling classes. Above all, Crookston and O'Banion maintained in different ways that prescriptive advising, in which advisors merely instructed students on what to do next, was still an essential element of the learning process. Instead than simply challenging students to think about the solutions on their own through developmental counselling, the concept was that occasionally students just needed some answers. The established method of academic advising prior to Crookston's work on developmental advising was prescriptive advising (Grites, 2013). These ideas are still widely used in both modern literature and practise.

Intrusive advising (Aldulaimi, 2019), appreciative advising (Bridgen, 2017), and strengths-based advising are just a few of the many additional modern methods to academic advising. For instance, proactive advising is increasingly more frequently used to refer to intrusive advice. The core of this strategy is for advisors to make more conscious personal outreach to students in order to give them information or support before they actually need it. This strategy tries to create connections and raise student motivation through proactive intervention. Positive psychology and the organisational development theory of appreciative inquiry are the foundations of appreciative advising. Apprehend, explore, imagine, create, execute, and so don't settle are the six

stages of the advising process that are included to enhance the beneficial and cooperative character of students' learning. Each of these strategies incorporates theory from many domains to guide advising practise, much like developmental advising.

In order to understand the ways in which academic advisors work with their students, it seems logically imperative to examine the various approaches that are employed by practicing advisors. This section explores three prominent academic advising approaches that are widely used in the advising field and discussed in the literature: prescriptive, developmental, and learning-centred approaches.

Prescriptive. Prior to the publishing of the seminal work on developmental advising by Crookston (1972) and O'Banion's (1972), prescriptive advising was extensively practiced by academic advisors. In the prescriptive advising model, academic advisors primarily serve in the role of information provider (Crookston, 1994); academic advisors disseminate information pertaining to the curriculum, as well as course scheduling and description to students. The chief purpose in providing prescriptive advising is to ensure that students select and complete the appropriate coursework for their degree (Crookston, 1972).

The relationship between the advisor and advisee in prescriptive advising is principally characterized as hierarchical, and the flow of information is one-directional in that advisors provide the information to the students; academic advisors are the active providers of information, whereas students are the passive recipients of information in the advising relationship (Fielstein, 1994; Lowenstein, 1999, 2005). Furthermore, prescriptive advising is an authoritative approach to providing students with guidance, where students are responsible for following and affecting the advice given to them by their advisor (Smith & Allen, 2006).

The prescriptive advisors do not actively engage students in dialogues about the challenges and issues they encounter while completing their courses; rather, students visit their advisors when they are in need of advising support, and their advisors offer their advice and students are expected to accept and follow through with their advice or remedy offered (Erlich & Russ,- 2012). The advisor-advisee relationship in prescriptive advising is similar to that of a physician-patient relationship. In a physician-patient context, patients visit a physician when they are unwell or in need of medical attention; to remedy their patient's' ailment, the physician writes a prescription of medication (Crookston, 1972); similarly, in the academic advising context, students visit an advisor when challenges and concerns arise, and advisors provide students with a "prescription of advice" (Lowenstein, 2005, p. 67) to address those challenges and concerns.

Prescriptive advising is not necessarily a bad model or approach, and some advising scholar-practitioners may even argue that "advising starts with basic prescriptive advising" (Filson & Whittington, 2013, p. 7). In providing prescriptive advising, academic advisors often use other tools, such as degree checklist, to help students with identifying unmet academic requirements (Cook, 2009). While a degree checklist is a helpful visual tool to facilitate understanding of degree requirements, the checklist mentality, however, is linear and does not illustrate the connectivity among various degree components and the student's learning in relation to their academic and personal goals. Lowenstein (2005) argued that there is little intentionality in the advising interaction between the student and the advisor when the sole purpose is to utilize a checklist for identifying unmet requirements for degree completion. Ellis (2014) posited that academic advising only partially and indirectly contributes to mission of higher education if the sole purpose and goal of academic advising is

degree progress monitoring and tracking. Lowenstein (2005) critiqued that the learning is overlooked in the prescriptive approach of advising.

Advising practitioners agree that prescriptive advising does not cultivate meaningful advising relationships and very few advising practitioners and scholars nowadays would retort that pure prescriptive advising ought to be the model of advising employed in advising programs (Lowenstein, 2005). Besides, Lowenstein (2005) suggested that those who practice pure prescriptive advising may be getting occupational burnout or may not have been properly trained and professionally developed in academic advising.

Developmental. Early in the 1970s, Crookston (1972) released his article on developmental academic advising, ushering in a new era of academic counselling (White, 2015). Developmental advising "continues to be one of the most fundamental and comprehensive approaches to academic counselling," claims Grites (2013). (p. 5). Developmental advising is "particularly worried not only with particular personal or career training decision, but also with facilitating the student's rational processes, environmental and emotional and social interactions, behavioural awareness, and problem-solving, decision-making, and evaluation skills," according to Crookston (1972). (p. 5). Moreover, Crookston (1972) declared that advising is not simply telling; rather, advising is teaching. The developmental advising model gained momentous status and became a dominant paradigm in the academic advising community since the publishing of Crookston's seminal article on developmental advising (Lowenstein, 2005).

The developmental advising model has roots in numerous disciplinary and theoretical perspectives, including psychology, sociology, and education; student development, psychosocial, and cognitive development theories in particular

contribute to the formulation of the developmental advising model. Developmental advising is a student-centered process that, in the words of Smith and Allen (2006), "recognises students' individuality; assists them in integrating life, professional life, and academic expectations; connects curricular and co-curricular aspects of their educational experiences; and provides scaffolding that allows them to practise decision-making and problem-solving skills" (p. 5).

Developmental advising is a process in which students work in tandem with their advisor to clarify their academic, personal and professional goals, and devise educational plans that will facilitate the achievement of those personal and professional goals (Grites, 2013; Smith & Allen, 2006). Under the developmental advising perspective, academic advisors are encouraged to develop a trusting advising relationship in which advisors will continue to learn about and understand their students, as well as their needs; in order to cultivate an advising relationship that fosters personal growth, developmental advisors oftentimes use interactive dialogues to build meaningful advising relationships (Himes, 2014).

Crookston (1972) emphasized the need for advisors to consider the student's academic, personal, and professional goals when working with their students. According to O'Banion (1972), the developmental advising process includes the following dimensions: exploration of life goals; exploration of vocational goals; examination of vocational aims; program choice; course choice; and development courses. Developmental advising requires the advisors to view the students' needs and goals holistically; instead of concentrating on a particular goal or aspect, advisors incorporate students' educational, professional, and personal goals into the advising conversations.

The locus of developmental academic advising is the individual contact and relationship between the advisor and the advisee. Instead of serving primarily as information providers, developmental advisors serve as facilitators of student learning and development. The developmental advising relationship is interactive and dynamic, in which the developmental advisors are respectful of the students' goals and concerns (O'Banion, 1972). Dyarbrough (2002) emphasized that developmental advising is intended to cultivate a continuous and collaborative relationship between the advisor and the advisee. "Guiding not leading students toward the personal goals to set and how to attain them" is the primary component of developmental advising practise (Elliott, p. 2). In contrast to prescriptive advising, Crookston (1972) and O'Banion (1972) argued that in a relationship of developmental advising, students are in charge of their choices.

Developmental advising is generally viewed as a more superior approach in comparison to prescriptive advising. However, Eduljee & Michaud (2014) asserted that prescriptive and developmental advising need not be mutually exclusive; rather, academic advisors can utilize both approaches in concert to provide students with advising that meets their students' individual needs. According to Hale, Graham, and Johnson (2009), students who prefer to have a more developmental advising relationship with their advisors, and whose advisors employ a developmental advising approach, indicate a markedly higher level of satisfaction with their advising experience.

Both Crookston (1972) and O'Banion (1972) greatly contributed to the framework by which advising scholar-practitioners practice and examine academic advising. While recognizing the merits of developmental advising as proposed by Crookston (1972) and further expanded upon by O'Banion (1972), advising scholar-

practitioners (Fricker, 2015; Kuhn & Padak, 2008; Kim & Feldman, 2011) question whether the theories contributing to the developmental advising model are the most relevant and applicable to the practice of academic advising; the developmental advising approach is critiqued for its heavy focus on student development and growth.

Crookston (1994) advocated that advising is more than simply telling students which courses to take in order to complete their degree; moreover, he suggests that advising ought to be considered teaching if the advising interaction in any learning or educational environment "Contributes to individual, group, or community growth and development" (p. 5). However, Krumm et al., (2014) pointed out that the developmental advising approach focuses on the student's personal growth and development and overlooks students' academic learning. While acknowledging Crookston's (1972) perspective of advising as teaching, Lowenstein (2005) critiqued Crookston's failure to elaborate on what advising as teaching truly entails. Lynch & Lungrin, (2018) argued that relying on the developmental model, which does not tightly align with the core academic and curricular mission, distances academic advising from the key mission of higher education.

The ground-breaking work on developmental advising by Crookston (1972) gave academic advisers "the words to announce that their work was unquestionably much more than schedule preparation and that the effects of their labour may, in fact, be substantial" (White, 2015, p. 270). In critically examining the developmental advising approach, Lawton (2018) proposed that there be an alternative approach to academic advising, which he coined the term. "Academically-centred advising," an approach that aligns with mission of teaching and learning in higher education.

Learning-centred. The goal of higher education, according to Kohlfeld et al. (2020), is to "introduce the students to liberal learning, to the realm of imagination, to

the life of the mind, and to nurture in them the habit of continuous improvement" (p. 7). They claimed that helping students learn is academic advising's primary goal.

Ledwith (2014) and Martinez & Elue (2020) agreed with Hemwall and Trachte's perspective, adding that the learning-centred approach to advising, in comparison to the developmental approach, is more academically-oriented and in line with the teaching and learning mission of higher education. While recognizing that college students need support from developmental counsellors, Lowe & Toney (2000) insisted that college students are in need of support from academic advisors, who facilitate and support their learning.

Under the learning-centred advising perspective, academic advising should be viewed as an academic activity in which academic advisors serve as teachers and help students find meaning and purpose in their education; furthermore, academic advisors guide students in thinking intentionally and reflectively about the knowledge they gained and skills they developed through their coursework. Keeling (2010) emphasized that academic advising ought to be helping students develop a logic of curriculum, which involves making sense of and coalescing the various parts of their degree components, such as general education, major, and co-curricular experiences, into a coherent whole; the guidance from advisor in navigating the curricular ambiguities is especially vital when the curriculum appears to be incoherent and disjointed to the students.

Kim (2007) posited, "Learning happens when a student makes sense of their entire curriculum as well as when they comprehend a specific subject, and the former is just as crucial as the last" (p. 174). Students tend to learn more in each of the courses when they understand the role of each of the courses and the underlying relationships among courses within the curriculum believed that academic advisors

are uniquely positioned to facilitate student learning and their search for meaning and connections across the curriculum. When academic advisors engage students in their search for meaning and connections in their curriculum, Erlich & Russ-Eft (2011) concluded that advising is indeed an academic activity, which affirms the notion of advising as teaching.

The learning-centred advising paradigm draws from constructivist and social constructivist theories. Based on the constructivist perspective of learning, Fisher et al., (2011) introduced the concept of logic of curriculum, which is the understanding of the rationale, purpose, and value of the curriculum; academic advisors help students develop a fuller understanding of their curriculum and create a cohesive learning experience through educative and dialogic advising conversations. Framed within the constructivist paradigm, learning-centred advising inspires students to construct meaning out of their experiences in coursework and co-curricular experiences; similar to the developmental advising approach, the learning-centred approach situates the students as the active constructor of their knowledge and the advisors as the facilitator of learning (Folsom et al., 2015).

Erlich & Russ-Eft, (2013) suggested that the learning-centred advising model helps frame academic advising as an indispensable function in fulfilling the teaching and learning mission of higher education. The learning-centred paradigm provides a compelling justification for making sure that academic advising is structured and adequately staffed; furthermore, the learning centred advising theory illustrates the teaching function of advisors, which suggests that no faculty professional advisors ought to have the stature akin to that of teaching faculty (Feghali et al., 2011; Fiore et al., 2019).

Zarges et al., (2018) critiqued Crookston's (1972) inadequate explication on the notion of advising as teaching as he suggested and his failure in discussing what exactly advisors teach within the academic advising context. In order to situate advising as a vital academic function within higher education, Xyst (2016) proclaimed that academic advising needs to be focusing on enhancing and supporting student learning and viewed differently from the student developmental perspective. The developmental paradigm has given the advising community the language with which to define and frame academic advising; however, Lowenstein (2005) argued that developmental paradigm, which focuses on student development, fails to provide clarity on its relationship to teaching, learning, and the academic curriculum, which are at the core of higher education.

Lynch (2004) and McLaren, (2004) suggested that academic advisors help students develop a logical understanding of their curriculum and coursework by asking challenging questions and supportively facilitating discussions that engage students in thinking about curricular connections, strategic course-sequencing, and developing transferable skills across the curriculum. Accepting advising as teaching and learning, it is imperative that advisees are seen as learners and they must be active learners in the advising process (Shields & Gillard, 2002). Since students are not generally accustomed to intentional and engaging conversations about learning, Yale (2019) suggested that academic advisors use more pointed questions; for example, instead of asking a vague question about how they are doing in their coursework, advisors can facilitate and frame the discussion using the courses in which students are enrolled. The pointed and intentional questions are intended to prompt students to think critically about what they are learning in their courses and the possible connections in these courses and their chosen disciplines.

As well as fostering a situation favourable to meaningful advising dialogues, Woods et al., (2017) suggested that advisors use reflective writing as one of the methods to involve learners in advising & responding to questions pertaining to what they learned during the advising interaction. Electronic portfolio can be used as one of the ways to facilitate students' reflective thinking and for students to thoughtfully document the justification for their academic choices (Yudof, 2003). During advising sessions, students are often involved in conducting academic and educational planning to ensure timely degree completion. While the academic and educational plan may be tentative in nature and revised regularly, the purposeful activity in developing their own plan not only encourages them in thinking about coursework and strategic course-sequencing, it also prompts them to consider other co-curricular activities, such as study abroad and undergraduate research, to integrate these experiences into a meaningful and coherent undergraduate experience (Werghi & Kamoun, 2010).

The learning-centred paradigm provides the academic advisors a lens through which to see themselves as having a key part in supporting the academic and learning mission of higher education (Lowenstein, 2005). Academic advisors can be much more than information providers and caring mentors; advisors can serve in a richer and impactful role by becoming "full-time teachers that are actively supporting learners' growth" (Williamson et al., p. 21). In comparing the advisor to the course instructor, "the function that a great advisor plays with regard to a student's whole curriculum is comparable to the function that a great instructor plays with regard to the subject matter of a specific course" (Ugur, 2015, p. 700). Academic advisors who see themselves as teachers within the advising context enhance student learning by helping them see the connections in knowledge (Turner & Thompson, 2014).

2.9. Organization of Advising on Campus: Who Advises and Where

There are numerous ways to arrange and give academic advising. Academic adviser offices are located in both the academic and student affairs divisions, and both faculty and professional advisors facilitate advising. Any or all of these elements may be used in a variety of ways on each campus to organise and give advising generally. Tudor (2018) identified three major strategies for organising and delivering advice, including shared models, centralised models, and decentralised models. Two categories of decentralised models exist. There is no central advising office and each student is assigned a faculty advisor in the faculty-only approach.

Each academic department under the satellite model has a counselling office. The centralised approach, which maximises advisor resources and cooperation, has a single central advising office. Shared models combine central advising offices with academic unit advising offices, faculty advisers, or both. There isn't just one strategy that has been identified in the research as being the most successful; each of these approaches has intrinsic advantages and disadvantages. The needs of the school's students and the structure of the institution must be compatible, according to the Council for the Advancement of Standards in Higher Education, for "advising programmes to be built thoughtfully, managed efficiently, and meet these demands." (Walters & Seyedian, 2016, p. 260). Similar reasons have been made in recent work, which notes that consistent overall coordination of student success programmes is one of the most crucial components to successfully improving student outcomes. As a result, the models of advising delivery are secondary to the calibre of advising practise and the uniform calibre of delivery throughout school (Vianden & Barlow, 2015).

2.10. Current Debates about Academic Advising

Is academic advising an area of study or a profession? And other fundamental questions about academic advising have been the subject of current scholarly debate. According to Gaines (2014), there are no theories of counselling. In response to this claim, Grites & Gordon (2009) acknowledge that there isn't a single, comprehensive theory of counselling, but they also note that this is true for other professions. They contend that different views can and ought to coexist within a professional. The most significant contributions to these discussions have come from Grites (2013) and Harris (2018), particularly his proposed Integrative Theory of Advising. According to this theory, advising is "fundamentally a learning approach in which students deliberately and reflectively integrate their educational experiences into an education that is a comprehensible whole (Habley, 2009, p. 78).

Kuhn and Padak (2008) answer the query of academic advising as a field in their capacity as editors of the NACADA Journal. They came to the conclusion that "academic advising needs develop more credentials before it can be considered an academic discipline" based on "published discipline-oriented research findings in adjudicated journals and acceptability as a degree-granting area" (p. 3). The same conclusion was reached a year later by He, Hutson, and colleagues (2016) following a thorough examination of academic advising-related research. The ability of academic advising to develop and use theory, implement research findings in practise, and evaluate efficacy through research, according to Kadar (2001), will determine how the field's future is shaped (p. 176). The suggested theory by Iatrellis et al. (2017) may serve as the impetus for fresh scholarly work to rise to this challenge. There is still a critical need for a broadly recognised and empirically validated theory of advising to legitimise it.

There are various definitions and ways that advisors typically agree upon when discussing the fundamental components of academic advising, but no one definition or theory of academic advising is universally supported. Regarding the administration and delivery of advising on campuses, a comparable situation prevails. The role of academic advising in higher education is vast and multifaceted, that in numerous ways probably contributes to confusion and limits its potential to promote greater academic achievement. There is some evidence about the connection between advising and student success, and recent literature is positioning it more centrally among a set of strategies aimed at enhancing student success, despite the relative lack of common sense that educational leadership seems to have that as a field of inquiry or a profession.

2.11. Academic Advising and Role of Academic Advisors

Academic advisers are the first instructional professionals that students meet when they enrol in school, according to Hutson (2013). According to Schwebel et al. (2012), academic advising can improve students' experiences by assisting them in establishing their personal and professional goals, motivating them to engage in extracurricular activities, and letting them know about chances for professional growth. Furthermore, when a student is experiencing difficulties outside of the classroom, academic advisers are frequently their first source of support. Educational academic advising, in the words of Crookston (1994), "concerns itself not only with a specific personal or vocational decision but also with fostering the student's rational processes, environmental and interpersonal conversations, behavioural knowledge and understanding, and problem-solving, decision-making, and evaluation skills (p. 5). According to McGill (2019), being an academic advisor is a fulfilling profession that

enables advisors who grasp crucial possibilities to significantly impact students' lives and academic career.

Academic advising was characterised by Larson et al. (2018) as a rising amount of presence and involvement in college students' development and the academic routes they select. Academic advising has only recently been recognized as a separate area of education, even though it has long been a major issue because it goes to the establishment of American colleges. Tokarczyk (2012) wrote,

> "The main goal of academic counselling is to encourage individuals to take charge of their own personal growth and lifelong learning. Our interactions with students, the issues we bring up, the viewpoints we offer, the tools we recommend, the choices we help them make both now and in the future, and all of our connections should be geared toward enhancing their capacity to manage their own lives' (p. 50)

According to Tuna et al. (2014), academic advising is an educational activity that relies on reliable explanations of complicated student behaviours and institutional circumstances to help college students make and carry out educational and life objectives. There seem to be five ideas that set the realistic limits of academic advising in terms of its breadth. The primary presumption is that academic advising serves as a tool for students' academic and professional growth. The second idea is that developmental counselling is better than prescriptive advising and should be the central objective. The third paragraph discusses the context of academic advice and emphasises the need to create and carry out educational and life plans in light of the educationally demanding conditions. The emphasis of academic counselling, which should concentrate on the complete person, is the fourth and most crucial point. In addition, "the academic advising material is created information about students' educational and life plans" (Van et al., 2016. pp. 19-20). It is therefore clear that academic advising is a developmental activity geared on advancing student learning and personal growth.

Since high-achieving students experience different degrees of stress than low-achieving students, Dougherty (2007) elevated the importance of academic advising in the lives of these students. She claims that high achievers have certain worries that might influence their social, personal, and developmental well-being, but many also feel a lot of pressure to continue being great scholars. Academic advisers frequently neglect high-achieving students since they perform well in school and it is presumed that they don't need as much guidance even though they are independent, self-driven, and aware of how to reach their objectives (McKenzie et al., (2017).

According to Himes and Schulenberg (2016), advising is an essential part of higher education. Since the earliest schools were founded in colonial America, academic advising has been a constant in higher education, according to Henderson & Goodridge's (2015) analysis of the history of the profession. According to Gordon et AL research's faculty members who served as mentors for students' academic, ethical, and social growth performed the role of advisors in colonial institutions. However, over time, academic advising has evolved away from faculty members and into the hands of professional employees in higher education institutions (especially the undergraduate schools). The fact that teachers at both four-year and two-year colleges are frequently trained in their academic profession a discipline that, at best, is marginally related to advising—was one of the reasons for this shift in Joslin's (2018) outlook.

As a result, even teachers who aspire to be effective advisors have major obstacles when trying to enhance their advising skill set. He went on to explain that professors are expected to put students first. But in addition to providing advice, faculty advisers have important roles that are important to the tenure and indicates the increase (Baker & Griffin, 2010). Therefore, the lack of compensation for advising

can have an impact on faculty attitudes about advising and the calibre of faculty advice. The importance of advising is based on the institution's mission and/or administrative requirements for professors. Faculty on the tenure track are frequently swamped with duties like teaching, research, and community involvement. Excellent advising and out-of-classroom access to students are frequently required but have little bearing on the tenure or brings about a change. When faculty members assisted students with course selection in the early 19th century, Melander (2005) noted that faculty advising was popular with students, though it was not always successful. The divide between students and instructors expanded, he observes, as schools developed into research institutions and started to supplant teaching as the primary priority. Faculty members got increasingly specialised while students became more numerous and diversified.

Academic advisers must be highly trained staff personnel who can support students as they develop and progress during distinct steps of their academic lives due to faculty commitment to teaching and other responsibilities. Academic advisers can have a positive impact on students' lives by helping them manage the stress of college life, which is a challenge that the majority of college students confront.

2.12. Effective Advising Strategies

One popular idea about advising is to involve staff and faculty, especially in a time when higher education institutions are dealing with scarce staff and resources. According to Hatch & Garcia (2017), the degree of the relationship between students and institutions determines whether students plan to leave or stay at a university. People working for the institution determine the level of service provided in a relationship with students. As a result, when students think back on their school years,

they recall classmates, acquaintances, and teachers who had productive relationships with them (Jaradat & Mustafa, 2017).

Universities provide academic advice to educate students about the resources available, the academic standards, and institution cultures (Suvedi et al., 2015). Students' commitment to a university will be defined by their ability to successfully integrate into its social and academic structures. This will determine whether they will continue their education or finally leave the institution (Mertes & Jankoviak, 2016). Keeping students motivated, engaged, and moving toward a worthwhile objective is one method to keep them loyal to a school (Sapp & Williams, 2015). From the direct introduction during orientation until becoming a university alum, connections are established. Academic counselling can be thought of as a type of teaching and learning that focuses on important subjects for student achievement. Academic advisers must use their critical thinking abilities to mentor and guide students through problems and to establish programmes that will help students graduate from college successfully (Jones et al., 2013). Advisors are in a unique position to encourage students to consider the greater goals of education (Hilliger et al., 2020).

Confusion about the best ways to encourage good academic advising practises is brought on by contradictions in the advising literature. Within universities, there are several advising strategies. In order to assist learners to adjust to the fast-paced university environment and establish immediate connections to school resources that aid in academic performance, obligatory orientation meetings are suggested (Loucif et al., 2020).

Prescriptive advising. Some universities will advocate for a prescriptive type of counselling in which questions from students are formally and authoritatively addressed (Donaldson et al., 2016). One-way communication is a feature of

prescriptive advising, when the adviser helps the students with the practical aspects of choosing a course (Anderson et al., 2014). Some students may respond well to prescriptive advising that is assertively directed at them, whereas other students may profit from another form of advising. Prescriptive advising participants may anticipate using their academic advisor primarily as a scheduling resource, and they may be pleased with the advisor since it matches their assumptions (Mu & Fosnacht, 2019).

Developmental advising. The framework for shared accountability between the student and the academic adviser working collaboratively to help the student achieve their academic goals is provided through developmental advisement. Through the use of college resources, developmental advising encourages and assists students in their pursuit of achieving their educational and personal goals (McGill et.al. 2020). It is possible to improve a student's integration into the university's educational and social systems of a university by encouraging student interaction with faculty and staff through a robust developmental academic advising strategy. Although students consistently laud developmental advising, several schools do not use it because it requires time-sensitive academic adviser training (Noaman & Ahmed, 2015).

Intrusive advising. The academic adviser may compel academic advising as a requirement of ongoing student enrollment through intrusive advising, which encourages student participation in the advising process. Academic advisers could customise each school's advising meeting by using expertise in university rules and counselling techniques (Paul & Fitzpatrick, 2015). Through intrusive advising, a student can go from concentrating solely on course selection to having a conversation about future academic planning and the resources required to complete their academic programme. Advisors can address important components of student attrition already

when they occur rather than as a reactive process by tailoring each advising meeting to a student's strengths (Rawlins & Rawlins, 2005).

2.13. Pillars of Academic Advising

The Council for the Advancement of Standards in Higher Education's (CAS) Standards and Guidelines for Academic Advising, the Concept of Academic Advising, and the Statement of Core Values of Academic Advising are considered by NACADA to be the three documents that make up its Pillars of Academic Advising. These sets of guiding principles "confirm the function of academic advising in higher education... they should be utilised as launching pads and references for a discussion of academic advising" (Robbins, 2020, p. 2). A review of these pillars provide the background information required to comprehend an international definition of the function of academic advising because a wide range of psychosocial and cognitive theories with Western roots are applicable to the practise of academic advising. The study's context is provided by descriptions of Liberia's educational system and its history.

2.13.1. Concept of Academic Advising

Three elements make up the idea of academic advising: the curriculum (what advising deals with), the pedagogy (how advising does what it does), and the learning outcomes (the result of academic advising). According to NACADA (2006), academic advising involves students in discussions about both the finer points of academic policies and procedures as well as a general understanding and purpose for their higher education experience. The advising curriculum exposes students on purpose to campus resources, cultural environment, educational responsibilities, goal-setting activities, the institution's mission, the development of problem-solving skills, as well as assisting them in integrating and making sense of their co-curricular and

academic experiences. This is similar to how a well-designed series of coursework advances students' intellectual development in a traditional curriculum. "Students learn to become members of their higher education community, to critically think about their duties and responsibilities as students, and to prepare to be educated population of a democratic society and an international community through academic advising," according to the statement (NACADA, 2006 para.7).

The foundational elements of advising include each of these actions, which help students succeed in their transition to higher education. Student development on all levels—intellectual, social, emotional, and skill—take place during the teaching and learning process of academic advising (Arhin et al., 2017). The approach, delivery strategy, and counselling techniques used to teach the curriculum are all part of the pedagogy. Advisors must be able to introduce students to the academic atmosphere, lead talks about educational planning, establish rapport with students, and record and analyse both formal and informal encounters. Advisors must have clear learning outcomes that define the objectives and objectives of these student interactions if they are to be evaluated.

These results offer a road map for the advisor and student as they work toward advising objectives. Learning outcomes include outcomes that improve knowledge understanding, skills enhancement, and cognitive advancements (Alvarez & Towne, 2016). The capacity to find relevant campus resources, become more aware with academic standards and policies, and be capable of linking academic, career, and personal goals are just a few examples that are more specific. Academic advising is a sequence of purposeful interactions with a syllabus, pedagogy, and a collection of student achievement and is founded on the teaching and learning mission of higher education. In order to extend learning beyond the confines and constraints of the

university, academic advising integrates and contextualises students' educational experiences within the frameworks of their objectives, capacities, and lifestyles (Baker & Griffin, 2010).

The National Academic Advising Association recognises a variety of adviser kinds (professional, faculty, and peer students), advising methods, and institutional types that together make up the advisory field. In light of these various obligations, the Statement of Core Values of Academic Advising supports the significance of advising within the academy and recognises the influence that advising interactions can have on people, institutions, and community. The fundamental values specify six requirements for the advisor's job: 1) Advisors have a duty of care to the people they counsel; 2) Advisors have a duty of care to include others in the counselling process when it is appropriate; 3) Advisors have a duty of care to their institutions; 4) Advisors have a duty of care to higher education; 5) Advisors have a duty of care to their educational community; and 6) Advisors have a duty of care to their personal and professional practises. The components of the advising process are defined by the idea of academic advising, and these duties stand for the profession's underlying ideas.

The job of the adviser to interact, mentor, and counsel students is at the core of the profession. This is achieved through the formation of mutual trust and respect, the cooperative construction of goals, and the investigation of student self-awareness. This fundamental value emphasises the importance of advisor accessibility and availability to students in need as well as the adviser's role as a conduit for valuable information. It is based on the ontological tenets that the students they serve are diverse in their identities, beliefs, and social, emotional, and educational needs; motivated to learn and expected to take responsibility for their actions; capable of

succeeding when personal goals are identified and tenacity is applied; and employ a range of tools and technologies to navigate their environment. The advising process fosters individual potential, which is the most significant result of this obligation (Aydin et al., 2019).

In order to help students define their educational goals, understand the educational process, and successfully transition into the postsecondary experience, advisors must be able to recognise the distinct needs and abilities of each student. Only then can they recommend the most appropriate resources. When it is acceptable, advisors must include other people in the advisory process. Advice is a collaborative process. Advisors act as facilitators and mediators. Likewise, be aware of their limitations, and when necessary, contact to specialists (Chen & Black, 2010).

The complex system of student support makes sure that every need is met and exposes students to a wide range of institutional resources that aid in their growth. As a result, advisors must establish a thorough awareness of institutional resources and services in order to act as the connector in creating relationships that meet the developmental and support needs of students. To their institutions, advisors have obligations. The institution's mission, culture, and values serve as a guidance for advising. The advisor's job is to make sure students are aware of the institution's academic standards, rules, and requirements. Advisors act as the institution's go-betweens with the students, making sure that the institution's objective is upheld (Donaldson et al., 2016).

Due to their extensive understanding of students' requirements, advisers are sometimes in a position to act on their behalf or suggest institutional changes that might enhance the learning environment. As a result, advisors must remain impartial when discussing the institution and the views of the students. Education is the

responsibility of advisors. More generally, advisors respect academic independence. The ability to employ a wide range of theories and advising techniques allows advisors to assist student success, and subsequently the school's accomplishment (Abdykhalykova, 2013). Advice is based on theories of student development, intellectual abilities, professional development, learning, decision-making, diversification, recollection, character, character formation, adult development, sociological, organisational, psychological, and the interaction of people and their environments (Asmi & Thumiki, 2014).

However, because a large portion of the study examining these beliefs is grounded in a Western framework, a wider audience cannot benefit from it. Advisors have obligations to the academic community. Advisors must become knowledgeable with the programmes and services that are accessible outside the college limits in their local areas. Advisors who are aware of these resources are better equipped to encourage student involvement in the community and incorporate the significance of civic ideals into educational objectives. Study abroad, community engagement/service learning, transfers across institutions, and a variety of volunteer and internship job opportunities are just a few of the off-campus co-curricular options available.

Advisors can assist students in understanding and enhancing the relevance of their study to more significant societal concerns by establishing these linkages outside of the four walls of the school. Advisors are in charge of both their personal and professional conduct. Advisors must maintain their commitment to professional growth, build appropriate rapport and set appropriate limits with advisees, and foster an environment that fosters their physical, mental, and spiritual well-being (Anderson et al., 2014). To keep up with the constantly evolving requirements of students and technology, advisors must undergo ongoing training. The adviser also has a duty to

keep up with theories, tactics, and practises that have an effect on the industry. This demand for both personal and professional excellence increases an advisor's ability to positively influence students' academic success, develop strong networks of collaboration with other administrative offices and faculty members, address the needs of student development programming, evaluate service outcomes, and foster enthusiasm for assisting students in realising their full potential (Amador & Amador, 2014).

2.13.2. CAS: Standards and Guidelines for Academic Advising

This aspect of academic advising outlines the standards required to launch and/or evaluate effective advising initiatives. The mission of CAS is to advance standards that support student growth and development, quality assurance, and personal integrity in various facets of higher education (White, 2020, p. 4). The CAS Standards set standards for the advising mission, programme, organisation, leadership, human resources, ethics, law, policy, and governance, diversity, equitable, and availability, institutional and external relations, financial means, technology, facilities, and equipment, as well as assessment and evaluation. They also discuss the quality of each of these areas.

Students' intellectual development, effective communication, improved personality, skills are central, clarified values, career opportunities, leadership development, better and healthier behaviour, constructive interpersonal relationships, independence, cooperation, social responsibility, fulfilling and productive lifestyle, appreciation of diversity, spiritual awareness, and personal and educational goals are also included in these standards for programme excellence. Assessing the degree to which results are accomplished is crucial to ensuring that advising goals and individual student are satisfied to the highest standards in an environment of

heightened responsibility and constrained resources (Steele, 2016). There is little doubt that getting good academic guidance results in learners and citizens who are more educated. Utilizing the CAS Standards and Guidelines demonstrates our dedication to this goal (Stebleton, 2011, p. 16). The first two pillars focused on the advisory process and indeed the advisor's responsibility.

The CAS Standards and Guidelines (2011) state that academic advising programmes ought to have a defined mission that supports student learning and growth and addresses the particular needs of the population of students they serve. Assuring that the work of the advising programme promotes the institution's values and helps students have a memorable experience and realise their potential through harmony with the larger institutional goal. Programs should make sure that they collaborate with both internal and external stakeholders, evaluate and address the obstacles and opportunities that have an impact on students' progress, and implement a variety of theory-based methodologies and strategies to accomplish the desired learning outcomes. The advising program's organisational structure should support the school's requirements and objectives.

The leadership should make sure that the program's goals and objectives, as well as the staff's expectations, are clear. They should also create a strategic plan that identifies both both long- and short-term goals to support the programme. Finally, the leadership should use data to inform decision-making and programme design, and they should establish the necessary skills to provide effective management and supervision. A program's aims and mission must be accomplished with enough human resources to provide quality advising. This includes the requirement for career growth, the right kind of education and training, and the right number of employees to meet the demands of the student body. The term "effort to think critically about what

is right and wrong, what is good and evil, in human activity" is used to describe ethics. While advisors have great potential to benefit their clients as well as their organisations, they also carry great risk (Pasquini & Steele, 2016, p. 37). The personnel must serve as role models for ethical behaviour, and ethical standards support a secure environment for all community members.

These rules and regulations must also adhere to the institution's governance, rules, and laws. These rules set forth all institutional agents' restrictions and shield them from a variety of liabilities. As a result, advising programmes ought to support access, equity, and diversity. Advising programmes need to foster cultures that are accepting of people from all different backgrounds and beliefs and encourage events that celebrate multiculturalism in order to develop deep connections with students. Advisory programmes must promote institutional and external ties, just like the core values. In order for advising programmes to be successful, the community must work together to support students. Advisory programmes also need to have enough cash resources, ethical budgeting and allocation procedures, adequate technology to carry out duties, and the right premises and equipment to support advising services to improve anonymity.

2.14. National Academic Advising Association

Although the idea of academic advising has a long history, the National Academic Advising Organisation was not founded until the late 1970s that a professional academic advisers association was established (NACADA). There has been a significant impact of NACADA on "perceptions of academic advising, the redefined role of advisers, and the ways in which students have profited directly and indirectly from the professionalism it has produced" (Swecker et al., 2013). The first NACADA conference, held in Burlington, Vermont, in 1977, drew close to 275

educators. Today, NACADA "has more over 10,000 members who represent all 50 states, Puerto Rico, Canada, and a number of other nations. Members include professional advisors/counselors, faculty, administrators, and students whose responsibilities include academic advising. They represent higher education institutions across the Carnegie classification range" (Strayhorn, 2015).

The "development of professional and faculty advisers and administrators" is an area in which NACADA is a pioneer. "NACADA is the leader within the global education community for the theory, delivery, implementation, and advancement of academic advising to enhance student learning and development," reads the association's mission statement (NACADA, 2996). In order to expand learning beyond school boundaries and timeframes, academic advising, according to NACADA, "synthesises and contextualises students' educational experiences within the frameworks of their aspirations, skills, and lifestyles" (NACADA, 2006).

The first National Conference on Academic Advising was promoted at the American College Personnel Association Conference, which was attended by Toni Trombley and Thomas Grites, two professionals in the disciplines of academic advising and student development. To "discuss their passion for, frustration with, and dedication to the advancement of academic advising," roughly 275 professionals attended the meeting (Weir et al., 2005, p. 5). To promote "excellent academic advising on college and university campuses," NACADA was founded in May of 1979 (NACADA, 2006). Academic advising needs to have a measurable impact on students, be recognised within the institution, have well-articulated goals, be subject to research, improvement, and evaluation, find new methods and enhance existing ones, and have central coordination to prevent fragmentation, according to Toni Trombley, the first president of NACADA. NACADA is committed to focusing on

academic advising concerns and those who provide the services as the only higher education advising organisation (Steele & Thurmond, 2009). NACADA's purpose is to:

1. Promote academic advisers' educational function in order to improve students' learning and development in a multicultural society.
2. Support the mission and vitality of the school by reaffirming the importance of academic advising in student success and persistence.
3. Consider how students, academic advisers, and institutions will need academic advising in the twenty-first century.
4. Increase our understanding of academic counselling.
5. Encourage the participation of varied populations and foster the abilities and contributions of all members. (NACADA, n.d.b.)

The last 32 years have been devoted to NACADA's efforts to establish itself as "a leader within the global community for the theory, delivery, application, and promotion of academic advising to enhance student learning and development" (NACADA, 2005a). As a professional association, it offers its members a wide range of advantages, such as the NACADA Journal, professional networking opportunities, career services, research funding, regional commission and conferences, summer academies and conferences, a recognised national clearinghouse for academic advice, a consultants bureau, and rewards and appreciation programmes (NACADA, 2006).

The Council for the Advancement of Standards in Higher Education (CAS), a grouping of more than 35 professional groups, welcomed NACADA as a member in 1980. The mission of CAS is to advance standards that support student growth and development, quality management, and professional integrity in various facets of

higher education (White, 2006). The Standards and Guidelines for Academic Advising were developed by NACADA, who also oversaw their creation. They include the following thirteen standards: mission, programme, leadership, organisation, and management; human resources; financial resources; facilities, technology, and equipment; legal obligations; equity and access; diversity; ethics; and evaluation and assessment" (White, 2006).

The NACADA developed a Statement of Core Values in addition to these Standards and Guidelines for Academic Advising that "affirms the value of advising within the academy and acknowledges the influence that advising interactions can have on individuals, schools, and society" (NACADA, n.d.c). In order to clarify this assertion, the organization added:

1. The Statement of Core Values does not attempt to prescribe how academic advising should be conducted or how it should be done, and it does not favour one advising philosophy or model over another. Instead, academic advisers assess their particular perspectives, talents, and potential for professional advancement in light of these Core Values. The Core Values do not hold equal weight, to boot. Some Core Values will be more useful or pertinent to academic advisers' circumstances than others. Advisors should evaluate each Core Value in light of their personal and institutional values (NACADA).

Seven fundamental assumptions about students served as the foundation for the Core Values: Students have a desire to learn; they have specific learning needs based on their individual skills, goals, and experiences; they have a diverse group of backgrounds; they can be held accountable for their own behaviour; they can achieve success; they can hold their own beliefs and opinions; they can use a variety

of technologies to navigate their worlds (NACADA). The Core Values are based on the obligations advisors have to their diverse constituencies." (NACADA):

1. Advisers have a duty of care to the people they help.
2. Advisers are in charge of including other people in the advising process when it is acceptable to do so.
3. Advisors owe their institution a debt of loyalty.
4. Advisors have a duty to the higher education.
5. Advisors have obligations to the academic community.
6. Advisors are accountable for both their personal and professional conduct (NACADA, 2006).

2.15. Academic Advising Satisfaction

According to Roessger et al. (2019), one of the three key factors supporting student happiness is academic advising. Additionally, they showed a connection between higher retention rates and effective student learning outcomes. They then talked about how the kind of advisor (faculty, professional, or peer) and the students' perceived satisfaction with advising are directly related. Additionally, Robbins (2012) investigated the connection between the advising that students got and their personality traits. Despite the availability of faculty counsellors, he discovered that students were content with their professional advisors. The ideal advisee-to-adviser ratio is one of the most contentious issues in academic advising (caseload). Identifying courses, career counseling, personal counseling/referral, and professional references are just a few of the duties that come with the advising role. Over 1,500 institutions were examined.

According to Rapport's (2000) research, 73% of universities require academics to mentor an average of 29 students annually. More schools and

universities have engaged more professional advisers and have placed them in a specific department or college to better manage the caseload. Regarding the connection between caseload and either student satisfaction or adviser effectiveness, the discipline of advising has not yet produced conclusive studies (Pizzolato, 2006). Parks et al. (2015) drew two main conclusions from their study on academic advising satisfaction: 1) new advisers require more role clarification and a better understanding of their specific responsibilities; and 2) work status (full-time or part-time adviser) has a significant impact on job satisfaction. Ohrt (2018) came to the conclusion in his dissertation that more experienced advisers had much greater levels of job satisfaction than their less experienced counterparts.

According to Thomas Brown (2008), the lack of regular and consistent training adds to the lack of confidence among new advisers. They believed that they might not have the knowledge required to effectively counsel students. Pre-service and in-service training programmes for professional development will aid in defining roles and duties and in setting expectations. They are required to give both new and experienced advisers the abilities required not just to advise but also to make them feel at ease and confident in their role.

2.16. Further Related Studies

The topic of academic counselling has been debated in the fields of social sciences and higher education. Numerous papers and studies that addressed academic advising as a multifaceted issue addressed by both theoretical and applied researches have been published. According to Scharff (2010), students encountered the following barriers to academic advising: those related to the student personally; those related to the advisor professionally; and those related to the accessibility of advisory services at specific times and locations, which is related to the advising and student services

programme. According to a study by Thimblin (2015), there is a strong correlation between academic advising and students' success in terms of six interpretable factors, including advisor accountability, advisor empowerment, student responsibility, student self-efficacy, student study skills, and perceived support. According to Muola et al.'s (2011) study, academic advising services have become a significant predictor of academic success.

Rust (2011) discovered a link between academic counselling, student growth, and college satisfaction. On the other hand, in Muola et alstudy's there was no discernible connection between academic counselling and academic success (2011). Who provides academic advising? Is the title of an article? How does it work?" is one of the two questions that Tuttle (2000) believes have been asked regarding academic advising the most over the past 20 years. As a result, educational institutions began to provide advising services based on a variety of potential models, the Faculty-only Model being the most significant. Additionally, it was the most widely used method across all educational institutions; however, its application has decreased over time, and only 15% of American universities that award bachelor's degrees still use it today.

However, the Split Model has becoming more well-liked. It comprises of a centre for advising a variety of students, such as those without a defined major. The majority of the remaining students had advisors in academic departments. This method is used by 30% of Community Colleges and 27% of American colleges that offer four-year degrees. Nearly half of these universities also use this system. In the third model, known as the "Supplementary Model," a faculty member is designated as the student's advisor. Additionally, there is a general aid office for students. The majority of private universities use this paradigm. For a set amount of time, staff members provide advising services to all students under the "Total Intake Model."

The pupils will subsequently be moved to their appropriate departments after that. Although it is very common in community colleges, this model offers the possibility of having a large number of employees who are experts in advising.

The "Satellite Concept" is an independent model that holds each academic department accountable for the students they assist. Consequently, it offers the chance for many positions on campus. Additionally, Saba (2015) emphasises the necessity of enacting the role of the academic advisor through some kind of variety of strategies and mechanisms in the form of a matrix, where the computer is used as a mentor or assistant to carry out the role of an academic advisor in terms of course selection, research project load, and course prioritisation in accordance with specialisation and the needs of the student. Through the use of artificial intelligence programs, it can also carry out a process of psychological, social, and educational counseling. Universities take different approaches to how academic advising is organised and administered because a variety of factors affect the organization's model that is chosen and put into practice.

But the bulk of these systems may employ either a centralised or a decentralised management strategy. Within this framework, the advising procedure at the university level will be managed by a central advising system. It will have a number of academic advisers, whereas the decentralised advising strategy is dependent on the existence of multiple bodies that will be in charge of advising. This might be viewed as tiny administrative outposts connected to each university faculty. Each system undoubtedly has its advantages and disadvantages (Hammad, 2000).

The student's university experience, from the time he is admitted to the university to the time he graduates, is fundamentally impacted by academic advice. In the context of university life, an academic advisor is regarded as a component of the

overall educational process. This advisor assumes the position of the teacher, and it is his duty to establish a cooperative connection with the student that is founded on honesty and trust. As a result, the student would be able to choose what to do with the knowledge the academic advisor had provided him with (Hammad, 2000). In this context, Hamed and Hussin (2015) concentrated on the importance of the advisory relationship, which is regarded as a key component in the advisory process. They base their opinions on the Humanitarian Theory, which claims that effective counselling is the cornerstone of bringing about a change in behaviour (Pizzolato, 2008). With the advisor's assistance and support, the student will be able to review his prior experiences and thoroughly internalise them if he feels safe and unthreatened. This accurate interpretation of experiences would unleash the student's inner will to carry out the objectives of academic counselling. It takes more than just advice to effect the make any effort. The requirement for academic advising is a good advising relationship, though. The difficulty the student encountered in dealing with the academic adviser who was unavailable was one of the primary factors that impeded academic advising and created mistrust, according to Lee (2018), who furthered this opinion. As a result, it was challenging for the pupil to interact with and comprehend them.

Due to a lack of time and knowledge of the norms and regulations, this academic adviser was unable to provide academic advising. Workman (2015) emphasises the need of following up with your academic adviser in the process of student growth over a period of four years in his paper, "Visiting academic advisors continually." In order to take use of the various academic services, he suggested that the student maintain touch with his academic advisor. Additionally, Melvin (2000) emphasises the importance of the bond between the student and the academic

counsellor. As a result of this bad relationship, the researcher mentions a number of academic issues and upsetting situations that affect students. She emphasises that communication with the academic advisor is crucial for students to maintain until it is recognised as a valuable professional service. Accordingly, Muola et al (2011) study suggested that academic advising should actively involve more learners.

Additionally, Hunter et al. (2004) ponder whether academic advising would be able to change higher education in the event of reformation. The author emphasises the value of good academic counselling in raising the standard of higher education. The essay introduces the core components of a successful and ideal advisory system. If used as intended, it would offer a better opportunity for advice between the teaching staff and the pupils. Additionally, since the mission of academic advising is seen as the essential cornerstone for the overall and detailed goals of the academic advising programme, it focuses on the students who make up the core of academic institutions. At the same time, Dibia & Obi (2013) discovered that academic counselling and advising are crucial to students' success in college and are essential to realising higher education's objective of teaching and learning. As a result, the majority of academic advisors were not always reachable, and the institutional controls were inadequate. The Al-Quds University credit hour system places a high value on academic advising.

Since its founding, the university has placed a special emphasis on offering its students excellent academic guidance while they are enrolled. By offering preliminary advising and counselling sessions to Tawjihi (secondary level) pupils, it also took a preliminary step. Then, it provides basic advice to university freshman, then, following specialisation, it provides specialised advice to students till graduation. It aims to achieve their psychological, social, and academic concord with the new

university environment. The university is committed to fostering the bond between teachers and students. It uses the Supplementary model, where each student is paired with a faculty member who has knowledge of the university to help them make decisions that are closely tied to their academic path. In 2007–2008, the institution implemented an electronic registration system. The university concentrates on the following areas while providing academic advice:

1. The basic counselling process for university students is to emphasize the goals of the institution, demonstrate the admissions procedure, and present the university system and its various study programmes provided by various faculties, scientific departments, and possible specialties. Additionally, it seeks to provide information to aid students in selecting specializations that match their skills, potential, and interests. In this type of advising, new students are given particular consideration With a focus on the introduction of various courses, they are introduced to the university, its faculties, available specialties, the credit hour system, and the components of the programme of study. To help them navigate the university setting and adapt so they can succeed academically in the future, assistance is provided.
2. Students who are sophomores are subject to specialised advising, which is carried out by the department chairperson, until they graduate. For all students whose major or minor is offered by this department, the chairman is regarded as the primary resource. Each student will receive a thorough paradigm (study plan) from the chairperson. It contains all of the graduation requirements, which are spread out over several semesters. Additionally, the student receives a copy, and faculty members from the department provide those students advice.

3. Activities that benefit students, particularly graduates, are carried out by the Department of Students' Affairs at Al-Quds University. It focuses on instructing them on curriculum vitae writing. Additionally, it hosts a career day when graduates from all across Palestine can meet representatives of local institutions. Many of those graduates are hired by these institutions. Despite the university's emphasis on academic counselling, several issues with students' access to it have emerged. Throughout his time working at the institution, the researcher has observed these issues in the actual world. Additionally, the academic advising process should run continuously from the moment a student is admitted until they graduate from university and beyond. But at particular moments, such as when applying for study for the first time, when commencing course registration, as well as during drop period, the student's demand for academic counselling grows. In this regard, Shbiyl (2004) emphasises that a lack of good academic advising at the university may result in significant educational waste and leave academic advisers perplexed as to how to carry out their duties. Additionally, students may engage in certain negative behaviors that are against university policies, such as enrolling in courses that are outside of their paradigm, registering for courses without completing the prerequisites, delaying taking certain courses that are necessary for later courses, failing certain courses, delaying withdrawal from certain courses that indicate a problem with their studying, or increasing their study load. This would result in a decline in their average grade point average, a loss of time and effort, a delay in graduation, and the development of negative views on the part of the students against the credit hour system and perhaps the university. In addition, Rocco, et al. (2003) note that despite the

advising process being referred to as one of the most crucial phases of university, it nevertheless encounters neglect and indifference in Arab colleges. A review of earlier academic advising literature reveals that, according to the findings of these research, students generally have issues at all levels of education, including university students. Throughout the 1980s and 1990s, these issues got worse. Although academic services are important at educational institutions, they may fall short of meeting the advising needs of students, particularly when the idea of academic advising is unclear. Some issues that students are currently experiencing in their university life are a reflection of this. They require counselling services and mental health treatment. These requirements change depending on the faculty, academic level, and gender factors. Between Arab and international studies, there are some variances in the findings. Van et al. (2015) note that we live in a time when there are many variables and problems, contradictions, cultural, social, and educational changes, competitiveness, and successive changes, as well as a time when material possessions rule. These factors all point to the necessity for academic advising. But this leads to a variety of issues and disorders in a number of university students. Due to their poor potential and capacities in comparison to adults, this frequently has a significant negative impact on their personal development and academic achievement. What would the situation be like for Palestinian university students and students at Al-Quds University if this were the natural conditions in people's lives? These people are dealing with the most violent occupation in recorded human history. As we all know, when societies are through a crisis, there is a greater need for counselling and advisory services. Economic, educational, social, and political issues are still

prevalent today in the society of the Occupied Palestinian Territories, which is still suffering from them. Local community organizations in general, and the university where the students are enrolled in particular, must attend to this need.

2.17. Summary

Academic advising is believed to have a positive impact on student retention and success; however, it is imperative to have a renewed emphasis on "academic" in advising, revitalize and reaffirms its commitment to supporting learning, and realign its role with the mission of higher education institution (White, 2015). Academic advising can be a powerful tool in helping students with engaging students in general education learning and institutions in facilitating the learning imperatives of general education programs (Lowenstein, 2005).

The field of academic advising has been evolving; from facilitating course scheduling and registration, to ensuring successful and timely completion of requirements, and to meaningfully engaging students about what they are learning in their courses and curriculum (White, 2015). Lowenstein (2005) believed that the learning-centred model captures the best features of the developmental advising approach and incorporates the learning imperatives into the educative advising. While the literature has become more robust in the discussions surrounding learning-centred advising and its potential in supporting and enhancing general education learning, it shows a paucity of scholarly inquiry into the ways in which practicing academic advisors conduct and perceive their roles in helping students understand general education as an essential component of their undergraduate education. This inquiry was intended to contribute to the literature and practice by examining the role

of academic advising in helping students understand general education through the lens of the academic advisors.

CHAPTER 3

METHODOLOGY

a methodical approach to solving a research topic that involves acquiring data using a variety of approaches, giving the data an interpretation, and coming to conclusions regarding the data. A research technique is essentially the design of a research or study (Murthy & Bhojanna, 2009). Methodology is about the overall approaches and perspectives of the research process (Hyman, et al. 2019). This chapter furnishes information regarding the research design, research tools, participants of the study and their selection techniques, processes of the data collection and framework for the data analysis.

3.1. Research Design

The research design refers to the overall strategy that the researcher chooses to integrate the different components of the study in a coherent and logical way, thereby, ensuring to address the research problem effectively; it constitutes the blueprint for the collection, measurement, and analysis of the data. The plan for carrying out the study gives the researcher the most amount of control over the variables that might affect the reliability of the results. The odds of acquiring data that could be related to the real situation are increased when a study is designed to help the researcher plan and carry out the study in a way that helps the researcher achieve expected outcomes (Fraenkel & Wallen, 2009).

In this study, a mixed-methods technique was applied, and a sequential explanatory design was used throughout. The data is gathered over time in two successive periods in the sequential explanatory design. So, a researcher begins by gathering and processing the quantitative data. The second stage of the study involves

the collection of qualitative data, which is connected to the findings from the quantitative phase.

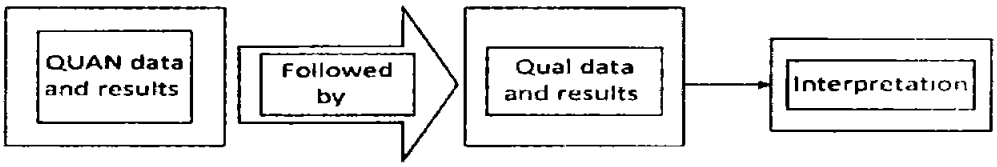


Figure 3.1. *Sequential Explanatory Design*

3.2. Population

A population is the total of all the individuals who have certain characteristics and are of the interest to a researcher. The population is the study's target audience, or the group to which the researcher is hoping to generalise the findings. Both a general population and a target population can be used to describe the population. The target population is the subject of research, and the general population is the setting in which it is conducted (Gay, et al. 2012).

The population of the study was comprised of all the secondary school teachers and heads of the secondary schools in the Rawalpindi Division the Rawalpindi Division is consisted of four districts, i.e. Attock, Chakwal, Jhelum and Rawalpindi. A total number of 960 heads and 4913 secondary school teachers were there in the population. A brief summary of the total population is given below:

Table 3.1.

Population

S.No.	District(s)	Heads	Teachers
1.	Attock	216	1105
2.	Chakwal	227	1112
3.	Jhelum	147	702
4.	Rawalpindi	370	1994
	Total	**960**	**4913**

3.3. Sample and Sampling

Sampling is the statistical process of selecting a subset which is called a 'sample' of a population of interest for the purposes of making observations and statistical inferences about that population. We cannot study the entire populations because of feasibility and cost constraints, and hence, we must select a representative sample from the population of interest for observation and analysis. It is extremely important to choose a sample that is truly representative of the population so that the inferences derived from the sample can be generalized back to the population of interest (Creswell, 2009).

Simple random sampling technique was used for the selection of sample from the population. It is a technique in which every unit in the population has an equal chance of being selected in the sample (Fraenkel & Wallen, 2009). By using the simple random sampling technique, 10 percent sample from the heads and teachers were selected. Hence, a total number of 97 heads and 491 teachers were selected as sample from the population.

Table 3.2

Sample

S.No.	District(s)	Heads	Teachers
1.	Attock	22	111
2.	Chakwal	23	111
3.	Jhelum	15	70
4.	Rawalpindi	37	199
	Total	**97**	**491**

3.4. Research Instruments

Due to descriptive nature of the study, methodological pluralism concept was employed in the form of multiple research tools to maximize validity and reliability of

the collected information. Two separate research tools were used for the collection of quantitative data from the teachers and heads of the secondary schools. Both the questionnaires were prepared at a 5 point Likert scale, whereas, qualitative data from the heads was obtained through a semi-structured interview.

3.4.1. Questionnaire

It is a type of research method that aims to gather information from a predetermined group of respondents (Best & Kahn, 1998). Questionnaire provides necessary information regarding a specific subject and analyzes the collected data to derive a concrete conclusion. This method is so important since this provides necessary information that is not found elsewhere. Furthermore, this research method also supports the researcher after providing the answers that are unbiased represented by his/her target population (Cohen et. al., 2007).

Two self-made questionnaires were developed; one for the teachers and second was for heads of secondary schools. Both the questionnaires were prepared at a 5 point Likert scale. These questionnaires were constructed to collect the quantitative data from the teachers and heads. All the statements of the questionnaires were related to academic advising competencies.

3.4.2. Interview Protocol

Interviews are purposeful conversation or exchange of ideas about a predefined subject. In an interview, the researcher and participants engage in a discussion focused on research questions relevant to the study. Interviews are of various forms; highly structured, semi-structured, or unstructured (Kvale & Brinkmann, 2009).

In this study, semi structured interview was used. The purpose of interview from the heads of secondary schools was to collect qualitative data by face-to-face

interaction of the participant and the researcher. This direct interfacial approach is a more reliable way of getting information from the participant. Semi structured interview was conducted by the researcher with open ended questions. This tool was composed of twenty questions in all. The interview session helped the researcher to get comprehensive information about the academic advising competencies of the teachers and the opinion of the heads about the academic advising in their schools.

3.5. Validity

Validity is the degree to which a measuring device measures what it is supposed to measure or intended to measure (Fraenkel &Wallen, 2009). The validity of the research tools was sufficiently ensured. Initially, the developed questionnaire was comprised of 75 items, and to ascertain the validity it was shared with the experts in the field and their feedback was obtained. In order to make the questionnaire simple to comprehend for the respondents, helpful tips and ideas were inserted, such as rephrasing a few lines and changing phrases that were difficult to understand. The questionnaire was thoroughly reviewed and updated to reflect the comments, changes, and revisions made by the experts, which were deemed suitable.

3.6. Reliability

The term "reliability" refers to the consistency, stability, and repeatability of the results; for example, a researcher's findings are deemed reliable if they consistently produce the same results under similar but dissimilar conditions (Creswell, 2009). When numerous independent researchers can utilise a measurement in consistent settings with reproducible results that do not fluctuate, the measurement is said to be dependable. Furthermore, reliability is thought of as the extent to which a test is error-free in terms of measurement, as the more errors

occur the less accurate the measurement would be. Reliability reflects consistency and reliability over time (Gay, et al. 2012).

Table 3.3.

Reliability Calculation of Questionnaire for the Secondary School Teachers

S No	Variables	Reliability
1.	Overall Reliability of Instrument	0.83

The internal consistency and reliability of the questionnaire for the secondary school teachers was checked through Cronbach's alpha and the overall reliability was found as 0.83.

Table 3.4.

Reliability Calculation of Questionnaire for the Heads of Secondary Schools

S No	Variables	Reliability
1	Overall Reliability of Instrument	0.80

The internal consistency and reliability of the questionnaire for the heads of secondary schools was checked through Cronbach's alpha and the overall reliability was found as 0.80.

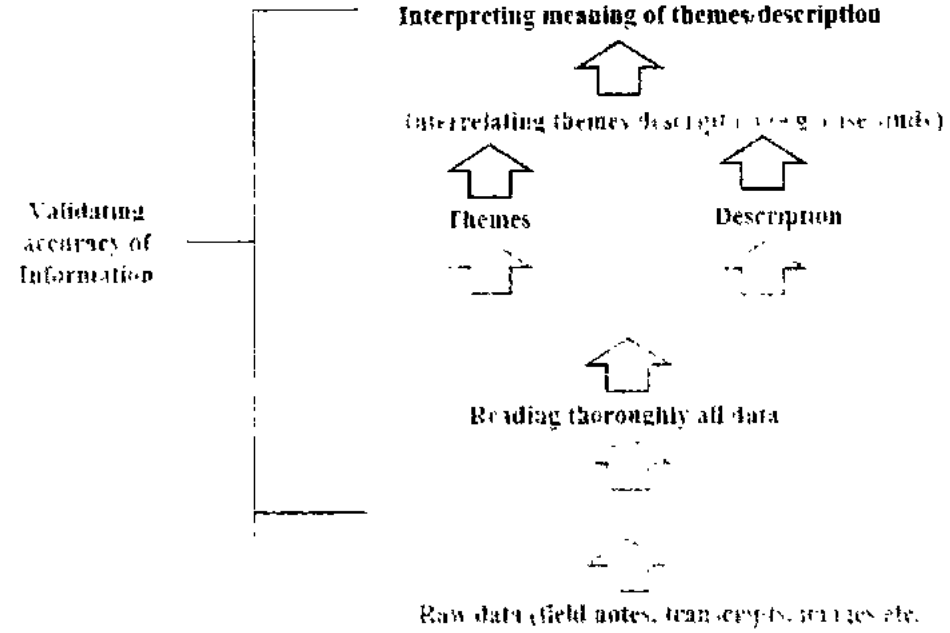
3.7. Data Collection

The researcher administered the respective questionnaires on the randomly selected heads and teachers separately. In this regard, the researcher personally visited the institutions. The improved questionnaires, which contained statements that were coded, were given to the population sample in person. 491 people made up the sample of teachers, and 456 of them filled out surveys, yielding a 93% response rate. Some of the participants did not properly respond to some of the statements, and some

statements went unanswered. The sample of heads was consisted of 97 respondents in all, out of which 83 questionnaires were collected with a response rate of 85%. A few of the participants did not respond properly and few of the statements were left unanswered. Interviews were conducted from the twenty heads which were purposively selected from those who had already participated in the quantitative survey.

3.8. Data Analysis

After collecting the data, the quantitative data was analyzed by using the frequency, percentage, mean, standard deviation and chi-square, whereas, thematic analysis was carried out for the analysis of qualitative data. Thematic analysis technique was employed for qualitative data analysis. It is an accessible, flexible, and most popular method of qualitative data analysis. It is a process for methodically locating, cataloguing, and providing understanding of thematic patterns of meaning (themes) inside a collection (Creswell, 2009). There are six phases in thematic analysis; (a) familiarizing with the data, (b) generating initial codes, (c) searching for themes, (d) reviewing potential themes, (e) defining and naming themes, (f) producing the report. The study identified common themes (repetition) where similarities as well as differences were identified. The initial analysis undertaken identified broad themes (free nodes) that were subsequently developed and refined to produce sibling nodes; nodes that provided hierarchical categorization of the broad themes.



Qualitative Data Analysis Process: Adopted from Creswell (2009).

3.9. Objectivity and Authenticity

Objectivity is the neutrality and attitude of researcher that accepts the results of tested hypothesis. The phrase has two meanings: practise and aspiration. In the context of practise, it refers to the process that ensures the validity of research findings, while in the context of ambition, it describes an epistemological trajectory that suggests the social and humanistic disciplines may be superior to physical science. The universal validation that is used by natural scientists is something that social scientists work to establish, but it is more difficult for them to do so than it is for the latter group. Because social sciences investigate dynamic human brains, acts, and behaviours, whereas natural sciences research 'things' that are not dynamic. The idea of complete objectivity in social research is a myth that will never be realised because some opinions influence all study and viewpoints involve subjectivity (Fraenkel & Wallen, 2009).

Objectivity is such a concept which may not completely but somehow binds the social researcher to be 'objective' in his/her studies. The following factors may compromise objectivity in social research: the researcher's interest in the topic being chosen; the researcher's self-interest, self-experience, and cultural values; the values of the observed group; the researcher's compassion for the community; the researcher's faculty of perception, observation, and interpretation; the lack of a unique method of social science research; the problem of tainted and insufficient evidence; and the problem of neutral assessment of data (Kvale & Brinkmann, 2009).

Thus, the researcher ensured the objectivity and authenticity by using mixed-methods approach to cross check and validate the results deduced from the quantitative data with qualitative interviews. Absolute impartiality was exercised during interpretation of quantitative data and the findings were cross validated by conducting qualitative interviews from the sampled survey participants. Moreover, the researcher applied reflexivity technique to accomplish the research and overall protocols of research. Researcher made the research process itself a focus of inquiry by laying open pre-conceptions and becoming aware of the situational dynamics in which the researcher and respondent were jointly involved in knowledge production.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1. Quantitative Data Analysis

Table 4.1.

Academic Advising Approaches/Strategies

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	75	16.4				
	A	317	69.5				
Teachers	N	24	5.3	3.0833	.81312	725.272[a]	.000
	DA	31	6.8				
	SDA	9	2.0				

According to table 4.1, 86% teachers had agreed that the teachers use academic advising approaches/strategies, 5% of the teachers had neutral response to this statement, whereas, 9% teachers had disagreed with the statement. The mean score of the teachers' responses is 3.0833 as associated to greater score as 4 with standard deviation of .81312. Likewise, the calculated value of Chi-Square 725.272[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers use academic advising approaches/strategies in their schools.

Table 4.2.

Expected Outcomes of Academic Advising

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	88	19.3				
	A	309	67.8				
Teachers	N	19	4.2	3.0395	.81374	692.289[a]	.000
	DA	33	7.2				
	SDA	7	1.5				

According to table 4.2, 87% of the teachers had agreed with the statement that teachers achieve expected outcomes of academic advising. 4% teachers had neutral response to this statement, whereas, 9% teachers had disagreed with the statement. The mean score of the teachers' responses is 3.0395 as associated to greater score as 4 with standard deviation of .81374. Likewise, the calculated value of Chi-Square 692.289[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers achieve the expected outcomes of academic advising in their schools.

Table 4.3.

Equitable Environments

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Teachers	SA	105	23.0	3.0263	.87666	599.395[a]	.000
	A	289	63.4				
	N	16	3.5				
	DA	37	8.1				
	SDA	9	2.0				

The table 4.3 reveals that 86% teachers agreed with the statement that the teachers create equitable environments with regard to academic advising in their schools, 3% of the teachers had neutral response to the statement, whereas, 10% teachers had disagreed with the statement. The mean score of the teachers' responses to the statement is 3.0263 as associated to greater score as 4 with standard deviation of .87666. Likewise, the calculated value of Chi-Square 599.395[a] is greater than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers create equitable environments with regard to academic advising in their schools.

Table 4.4.

Inclusive Environments

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	133	29.2				
	A	269	59.0				
Teachers	N	21	4.6	3.9254	.86883	542.640[a]	.000
	DA	21	4.6				
	SDA	12	2.6				

According to the table 4.4, 88% of the teachers agreed with the statement that teachers maintain inclusive environments regarding academic advising in their schools. 5% teachers had neutral responses to the statement, whereas, 7% teachers had disagreed with the statement. The mean score of the teachers' responses to the statement is 3.9254 as associated to greater score as 4 with standard deviation of .86883. Likewise, the calculated value of Chi-Square 542.640[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers maintain inclusive environments regarding academic advising in their schools.

Table 4.5.

Encouraging the Students

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	78	17.1				
	A	306	67.1				
Teachers	N	31	6.8	3.9189	.85934	531.873[a]	.000
	DA	35	7.7				
	SDA	6	1.3				

According to table 4.5, 84% of the teachers had agreed with the statement that teachers encourage the students to understand the importance of academic advising,

7% teachers had neutral responses to the statement, whereas, 9% of the teachers had disagreed with the statement. And the mean score of the teacher's responses to the statement is 3.9189 as associated to greater score as 4 with standard deviation of .85934. Likewise, the calculated value of Chi-Square 531.873[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers encourage the students to understand the importance of academic advising in their schools.

Table 4.6.

Academic Advising Theories

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	67	14.7				
	A	291	63.8				
Teachers	UN	56	12.3	3.9145	.85635	529.022[a]	.000
	DA	36	7.9				
	SDA	6	1.3				

The table 4.6 shows that 77% of the teachers agreed that the teachers apply a variety of academic advising theories in their school. 12% teacher had neutral responses to the statement, whereas, 9% teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.9145 as associated to greater score as 4 with standard deviation of .85635. Likewise, the calculated value of Chi-Square 529.022[a] is greater than the p-value i.e., .000 at 0.05 level. This indicates that the teachers apply a variety of academic advising theories in their schools.

Table 4.7.

Student Learning Theories

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	129	28.3				
	A	271	59.4				
Teachers	N	28	6.1	3.9123	.79903	546.412[a]	.000
	DA	23	5.0				
	SDA	5	1.1				

According to table 4.7, 88% teachers had agreed that the teachers apply a variety of student learning theories. 6% of the teachers had neutral responses to the statement, whereas, 6% teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.9123 as associated to greater score as 4 with standard deviation of .79903. Likewise, the calculated value of Chi-Square 546.412[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers apply a variety of student learning theories in their schools.

Table 4.8.

Communication in an Inclusive and Respectful Manner

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	78	17.1				
	A	306	67.1				
Teachers	N	31	6.8	3.9167	.79398	531.390[a]	.000
	DA	35	7.7				
	SDA	6	1.3				

According to table 4.8, 84% of the teachers had agreed with the statement that the teachers communicate with their students in an inclusive and respectful manner, 7% teacher had neutral response to the statement. 9% of the teachers disagreed with

this statement. The mean score of the teachers/ response to the statement is 3.9167 as associated to greater score as 4 with standard deviation of .79398. Likewise, the calculated value of Chi-Square 531.390[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers communicate with the students in an inclusive and respectful manner.

Table 4.9.

Appropriate Time to the Students

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	88	19.3				
	A	286	62.7				
Teachers	N	48	10.5	3.0877	.84968	557.947[a]	.000
	DA	22	4.8				
	SDA	12	2.6				

According to table 4.9, 82% teachers agreed with the statement that the teachers give appropriate time to the students according to their needs. 11% teachers had neutral response to the statement, whereas, 7% teachers had disagreed with the statement. The mean score of teachers' response to the statement is 3.0877 as associated to greater score as 4 with standard deviation of .84968. Likewise, the calculated value of Chi-Square 557.947[a] is more than the p-value i.e., .000 at 0.05 level of significance. This indicates that the teachers give appropriate time to the students according to their needs.

Table 4.10.

Encouraging the Students to Seek Help

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	69	15.1				
	A	268	58.8				
Teachers	UN	60	13.2	3.2632	.92394	449.811[a]	.000
	DA	48	10.5				
	SDA	11	2.4				

According to the table 4.10, 74% of the teachers agreed with the statement that teachers encourage the students to seek help in their studies. 13% teachers had neutral responses to the statement, whereas, 13% teachers disagreed with the statement. And the mean score of the teachers' response to the statement is 3.2632 as associated to greater score as 4 with standard deviation of .92394. Likewise, the calculated value of Chi-Square 449.811[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers encourage the students to seek help in their studies.

Table 4.11.

Encouraging the Students to Freely Express

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	70	15.4				
	A	304	66.7				
Teachers	N	50	11.0	3.1075	.76709	646.741[a]	.000
	DA	27	5.9				
	SDA	5	1.1				

According to the table 4.11, 82% teachers agreed with the statement that teachers encourage the students to freely express their thoughts and feelings. 11% teachers had neutral responses to the statement, whereas, 7% of the teachers disagreed

with the statement. The mean score of the teachers' response to the statement is 3.1075 as associated to greater score as 4 with standard deviation of .76709. Likewise, the calculated value of Chi-Square 646.741[a] is more than the p-value i.e., .000 at 0.05 level of significance. This reveals that the teachers encourage the students to freely express their thoughts and feelings.

Table 4.12.

Good Members of the Community

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	67	14.7				
	A	291	63.8				
Teachers	N	56	12.3	3.1732	.82184	570.732[a]	.000
	DA	36	7.9				
	SDA	6	1.3				

According to table 4.12, 79% teachers had agreed with the statement that teachers help the students learn to become good members of the community. 12% teachers had neutral responses to the statement, whereas, 9% of the teachers disagreed with the statement. The mean score of the teachers' response to the statement is 3.1732 as associated to greater score as 4 with standard deviation of .82184. Likewise, the calculated value of Chi-Square 570.732[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers help the students learn to become good members of the community.

Table 4.13.

Controlling Emotions of the Students

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	52	11.4				
	A	320	70.2				
Teachers	N	43	9.4	3.1689	.76460	731.917[a]	.000
	DA	37	8.1				
	SDA	4	.9				

According to table 4.13, 82% of the teachers had agreed with the statement that the teachers understand how to control emotions of the students in difficult situations. 9% teachers had neutral response to the statement, whereas, 9% teachers disagreed with the statement. The mean score of the teachers' responses to the statement is 3.1689 as associated to greater score as 4 with standard deviation of .76460. Likewise, the calculated value of Chi-Square 731.917[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers understand how to control emotions of the students in difficult situations.

Table 4.14.

Educational Decisions

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	58	12.7				
	A	311	68.2				
Teachers	N	46	10.1	3.1798	.82974	675.425[a]	.000
	DA	29	6.4				
	SDA	12	2.6				

The table 4.14 revels that 81% teachers had agreed with the statement that the teachers help the students to make educational decisions like selecting elective

courses and exploring academic majors/minors. 10% of the teachers had neutral responses to the statement, whereas, 9% teachers disagreed with the statement. And the mean score of the teachers' response to the statement is 3.1798 as associated to greater score as 4 with standard deviation of .82974. Likewise, the calculated value of Chi-Square 675.425[a] is more than the p-value i.e., .000 at 0.05 level of significance. This indicates that the teachers help the students to make educational decisions like selecting elective courses and exploring academic majors/minors.

Table 4.15.

Success of the Students

Data Source	Level	Frequency	Percentage	Mean		Chi-Square	P-Value
	SA	78	17.1				
	A	306	67.1				
Teachers	N	31	6.8	3.0789	.76051	734.592[a]	.000
	DA	35	7.7				
	SDA	6	1.3				

According to the table 4.15, 84% of the teachers agreed with the statement that teachers fully support success of the students in their schools. 7% teacher had neutral responses to the statement, whereas, 9% teachers disagreed with the statement. The mean score of the teachers' response to the statement is 3.0789 as associated to greater score as 4 with standard deviation of .76051. Likewise, the calculated value of Chi-Square 734.592[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers fully support success of the students in schools.

Table 4.16.

Student-Centred Approach

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	98	21.5				
	A	300	65.8				
Teachers	N	25	5.5	3.0899	.81107	661.785[a]	.000
	DA	32	7.0				
	SDA	1	.2				

According to table 4.16, 87% teachers had disagreed with the statement that the teachers demonstrate a student-centred approach in their schools with respect to academic advising. 6% of the teachers had neutral responses to the statement, whereas, 7% teachers had disagreed with the statement. The mean score of teachers' response to the statement is 3.0899 as associated to greater score as 4 with standard deviation of .81107. Likewise, the calculated value of Chi-Square 661.785[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers demonstrate a student-centred approach in schools with respect to academic advising.

Table 4.17.

Formulating Life Goals

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	78	17.1				
	A	306	67.1				
Teachers	N	31	6.8	3.9868	.75581	654.241[a]	.000
	DA	35	7.7				
	SDA	6	1.3				

According to table 4.17, 84% teachers agreed with the statement that teachers encourage the students to formulate their own life goals. 7% teacher had neutral

responses to the statement, whereas, 9% teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.9868 as associated to greater score as 4 with standard deviation of .75581. Likewise, the calculated value of Chi-Square 654.241[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers encourage the students to formulate their own life goals.

Table 4.18.

Mission of Academic Advising

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Teachers	SA	98	21.5	3.0197	.87055	537.750[a]	.000
	A	300	65.8				
	N	25	5.5				
	DA	32	7.0				
	SDA	1	.2				

According to table 4.18, 87% teachers had agreed with the statement that the teachers are well versed in the mission of their school regarding academic advising. 6% teachers had neutral responses to the statement, whereas, 7% teachers disagreed with the statement. The mean score of the teachers' response to the statement is 3.0197 as associated to greater score as 4 with standard deviation of .87055. Likewise, the calculated value of Chi-Square 537.750[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers are well versed in the mission of their school regarding academic advising.

Table 4.19.

Vision of Academic Advising

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	111	24.3				
	A	276	60.5				
Teachers	N	24	5.3	3.0833	.92681	476.763[a]	.000
	DA	39	8.6				
	SDA	6	1.3				

According to the table 4.19, 85% teachers had agreed with the statement that teachers are well aware of the vision of their school with regard to academic advising. 5% teachers had neutral response to the statement, whereas, 10% of the teachers disagreed with the statement. And the mean score of the teachers' response to the statement is 3.0833 as associated to greater score as 4 with standard deviation of .92681. Likewise, the calculated value of Chi-Square 476.763[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers are well aware of the vision of their school with regard to academic advising.

Table 4.20.

Values of Academic Advising

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	108	23.7				
	A	265	58.1				
Teachers	N	27	5.9	3.0219	.90394	456 522[a]	.000
	DA	49	10.7				
	SDA	7	1.5				

According to table 4.20, 82% teachers agreed with the statement that teachers are well aware of the values of their school regarding academic advising. 6% teachers

had neutral response to the statement, whereas, 12% teachers had disagreed with the statement. And the mean score of the teachers' response to the statement is 3.0219 as associated to greater score as 4 with standard deviation of .90394. Likewise, the calculated value of Chi-Square 456.522[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers are well aware of the values of their school regarding academic advising.

Table 4.21.

Culture of Academic Advising

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	122	26.8				
	A	256	56.1				
Teachers	N	29	6.4	3.9364	.85569	493.627[a]	.000
	DA	44	9.6				
	SDA	5	1.1				

According to table 4.21, 83% teachers agreed with the statement that teachers are well conversant with the culture of their school with regard to academic advising. 6% teacher had neutral response to the statement, whereas, 11% teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.9364 as associated to greater score as 4 with standard deviation of .85569. Likewise, the calculated value of Chi-Square 493.627[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers are well conversant with the culture of their school with regard to academic advising.

Table 4.22.

Issues in Academic Advising

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	135	29.6				
	A	258	56.6				
Teachers	N	24	5.3	3.8904	.83931	497.136[a]	.000
	DA	35	7.7				
	SDA	4	.9				

The table 4.22 indicates that 86% of the teachers had agreed with the statement that teachers show sound knowledge of the issues in academic advising. 5% of the teacher had neutral response to the statement, whereas, 9% of the teachers disagreed with the statement. The mean score of the teachers' response to the statement is 3.8904 as associated to greater score as 4 with standard deviation of .83931. Likewise, the calculated value of Chi-Square 497.136[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers show sound knowledge of the issues in academic advising.

Table 4.23.

Provision of Accurate Information

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	80	17.5				
	A	266	58.3				
Teachers	N	48	10.5	3.9781	.97415	423.496[a]	.000
	DA	44	9.6				
	SDA	18	3.9				

According to table 4.23, 76% teachers agreed with the statement that the teachers provide the students with accurate information about course requirements. 11% of the teacher had neutral response to the statement, whereas, 13% teachers had

disagreed with the statement. The mean score of the teachers' responses to the statement is 3.9781 as associated to greater score as 4 with standard deviation of .97415. Likewise, the calculated value of Chi-Square 423.496[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers provide the students with accurate information about their course requirements.

Table 4.24.

Policy of School for Academic Advising

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Teachers	SA	144	31.6	3.0219	.94437	400.140[a]	.000
	A	240	52.6				
	N	25	5.5				
	DA	32	7.0				
	SDA	15	3.3				

According to the table 4.24, 84% teachers agreed with the statement that the teachers are well informed of the policy of their school with regard to academic advising. 6% teacher had neutral responses to the statement, whereas, 10% teachers had disagreed with the statement. And the mean score of the teachers' response to the statement is 3.0219 as associated to greater score as 4 with standard deviation of .94437. Likewise, the calculated value of Chi-Square 400.140[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers are well informed of the policy of their school with regard to academic advising.

Table 4.25.

School Policies and Procedures

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	131	28.7				
	A	241	52.9				
Teachers	N	37	8.1	3.0658	.96308	438 057[a]	.000
	DA	37	8.1				
	SDA	10	2.2				

According to table 4.25, 82% teachers agreed with the statement that the teachers explain school policies and procedures to the students with respect to academic advising. 8% teacher had neutral response to the statement, whereas, 10% teachers had disagreed with the statement. And the mean score of the teachers' response to the statement is 3.0658 as associated to greater score as 4 with standard deviation of .96308. Likewise, the calculated value of Chi-Square 438.057[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers explain school policies and procedures to the students with respect to academic advising.

Table 4.26.

Knowledge of the Rules and Regulations

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	118	25.9				
	A	255	55.9				
Teachers	N	32	7.0	3.1360	1.03517	345.338[a]	.000
	DA	37	8.1				
	SDA	14	3.1				

According to table 4.26, 82% teachers agreed with the statement that the teachers are knowledgeable about the rules and regulations of the school with respect

to academic advising, whereas, 7% teacher had neutral response to the statement. 12% of the teachers had disagreed with the statement. And the mean score of the teachers' response to tje statement is 3.1360 as associated to greater score as 4 with standard deviation of 1.03517. Likewise, the calculated value of Chi-Square 345.338[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers are knowledgeable about the rules and regulations of the school with respect to academic advising.

Table 4.27.

Legal Guidelines of Advising Practice

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Teachers	SA	120	26.3	3.1228	.92952	431.500[a]	.000
	A	234	51.3				
	N	39	8.6				
	DA	46	10.1				
	SDA	17	3.7				

According to the table 4.27, 78% of the teachers had agreed with the statement that teachers adopt legal guidelines of advising practice, including privacy with respect to academic advising. 9% teachers had neutral response to the statement, whereas, 13% of the teachers disagreed with the statement. The mean score of the teachers' responses to the statement is 3.1228 as associated to greater score as 4 with standard deviation of .92952. Likewise, the calculated value of Chi-Square 431.500[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers adopt legal guidelines of advising practice, including privacy with respect to academic advising.

Table 4.28.

Connection with School Resources

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	100	21.9				
	A	259	56.8				
Teachers	N	51	11.2	3.2412	.98278	440.053[a]	.000
	DA	33	7.2				
	SDA	13	2.9				

According to table 4.28, 79% teachers had agreed with the statement that the teachers help the students to connect with school resources, learning centres and counselling services. 11% teacher had neutral response to the statement, whereas, 10% teachers disagreed with the statement. The mean score of the teachers' response to the statement is 3.2412 as associated to greater score as 4 with standard deviation of .98278. Likewise, the calculated value of Chi-Square 440.053[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers help the students to connect with school resources, learning centres and counselling services.

Table 4.29.

Information Technology of the School

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	80	17.5				
	A	266	58.3				
Teachers	N	48	10.5	3.2785	.94651	520.557[a]	.000
	DA	44	9.6				
	SDA	18	3.9				

According to the table 4.29, 76% teachers had agreed with the statement that the teachers apply the information technology of their school to relevant advising

roles. 11% teachers had neutral responses, whereas, 13% teachers had disagreed. The mean score of the teachers' response to the statement is 3.2785 as associated to greater score as 4 with standard deviation of .94651. Likewise, the calculated value of Chi-Square 520.557[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers apply the information technology of their school to relevant advising roles.

Table 4.30.

Exploring Career Options

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	61	13.4				
	A	284	62.3				
Teachers	N	54	11.8	3.2171	.82209	696.829[a]	.000
	DA	37	8.1				
	SDA	20	4.4				

According to table 4.30, 76% teachers agreed with the statement that teachers help students to explore career options. 12% teacher had neutral responses to the statement, whereas, 13% teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.2171 as associated to greater score as 4 with standard deviation of .82209. Likewise, the calculated value of Chi-Square 696.829[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers help students to explore career options.

Table 4.31.

Personal Philosophy of Academic Advising

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	49	10.7				
	A	315	69.1				
Teachers	N	46	10.1	3.1316	.83087	675.689[a]	.000
	DA	36	7.9				
	SDA	10	2.2				

According to the table 4.31, 80% of the teachers had agreed with the statement that the teachers articulate a personal philosophy of academic advising in their school. 10% teacher had neutral response to the statement, whereas, 10% teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.1316 as associated to greater score as 4 with standard deviation of .83087. Likewise, the calculated value of Chi-Square 675.689[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers articulate a personal philosophy of academic advising.

Table 4.32.

Creating Rapport among the Students

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	69	15.1				
	A	310	68.0				
Teachers	N	35	7.7	3.1031	.84925	669.570[a]	.000
	DA	32	7.0				
	SDA	10	2.2				

According to table 4.32, 83% teachers agreed with the statement that the teachers create rapport among the students regarding academic advising practices. 8%

teachers had neutral response to the statement, whereas, 9% of the teachers had disagreed with the statement. The mean score of the teachers' responses to the statement is 3.1031 as associated to greater score as 4 with standard deviation of .84925. Likewise, the calculated value of Chi-Square 669.570[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers create rapport among the students regarding academic advising practices.

Table 4.33.

Planning Academic Advising Interactions

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Teachers	SA	77	16.9	3.1316	.83087	672.772[a]	.000
	A	308	67.5				
	N	31	6.8				
	DA	27	5.9				
	SDA	13	2.9				

According to the table 4.33, 84% of the teachers had agreed with the statement that teachers effectively plan academic advising interactions among the students and teachers in their school. 7% teachers had neutral responses to the statement, whereas, 9% teachers disagreed with the statement. The mean score of the teachers' response to the statement is 3.1316 as associated to greater score as 4 with standard deviation of .83087. Likewise, the calculated value of Chi-Square 672.772[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers effectively plan academic advising interactions among the students and teachers in their school.

Table 4.34.

Conducting Academic Advising Interactions

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	74	16.2				
	A	309	67.8				
Teachers	N	27	5.9	3.1272	.86777	670.075[a]	.000
	DA	33	7.2				
	SDA	13	2.9				

According to table 4.34, 84% teachers had agreed with the statement that the teachers efficiently conduct academic advising interactions among the students and teachers in their school. 6% teacher had neutral response to the statement, whereas, 10% teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.1272 as associated to greater score as 4 with standard deviation of .86777. Likewise, the calculated value of Chi-Square 670.075[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers efficiently conduct academic advising interactions among the students and teachers in their school.

Table 4.35.

Logic and Purpose of Curriculum

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	65	14.3				
	A	310	68.0				
Teachers	N	31	6.8	3.2500	.92285	591.303[a]	.000
	DA	34	7.5				
	SDA	16	3.5				

According to table 4.35, 82% teachers agreed with the statement that the teachers promote students understanding of the logic and purpose of curriculum in their school. 7% teacher had neutral response to the statement, whereas, 11% of the teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.2500 as associated to greater score as 4 with standard deviation of .92285. Likewise, the calculated value of Chi-Square 591.303[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers promote students understanding of the logic and purpose of curriculum in their school.

Table 4.36.

Problem-Solving Skills

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	60	13.2				
	A	297	65.1				
Teachers	N	40	8.8	3.1732	.84556	673.452[a]	.000
	DA	43	9.4				
	SDA	16	3.5				

According to table 4.36, 78% teachers had agreed with the statement that the teachers promote problem-solving skills among the students in their school. 9% of the teacher had neutral response to the statement, whereas, 13% teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.1732 as associated to greater score as 4 with standard deviation of .84556. Likewise, the calculated value of Chi-Square 673.452[a] is more than the p-value i e., .000 at 0.05 level of significance. This depicts that the teachers promote problem-solving skills among the students in their school.

Table 4.37.

Decision-Making Skills

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	63	13.8				
	A	310	68.0				
Teachers	N	32	7.0	3.2259	.91835	586.917[a]	.000
	DA	43	9.4				
	SDA	8	1.8				

According to table 4.37, 82% teachers had agreed with the statement that the teachers facilitate decision-making skills among the students in their school. 7% of the teachers had neutral response to the statement, whereas, 11% teachers disagreed with the statement. And the mean score of the teachers' response to the statement is 3.2259 as associated to greater score as 4 with standard deviation of .91835. Likewise, the calculated value of Chi-Square 586.917[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers facilitate decision-making skills among the students in their school.

Table 4.38.

Ongoing Assessment of Advising Practices

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	66	14.5				
	A	295	64.7				
Teachers	N	33	7.2	3.1491	.81720	664.987[a]	.000
	DA	50	11.0				
	SDA	12	2.6				

According to table 4.38, 79% of the teachers had agreed with the statement that the teachers engage the students in ongoing assessment of advising practices. 7%

teacher had neutral response to the statement, whereas, 14% of the teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.1491 as associated to greater score as 4 with standard deviation of .81720. Likewise, the calculated value of Chi-Square 664.987[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers engage the students in ongoing assessment of advising practices.

Table 4.39.

Developing Long-Term Education Plan

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	66	14.5				
	A	308	67.5				
Teachers	N	35	7.7	3.2785	.92775	533.934[a]	.000
	DA	42	9.2				
	SDA	5	1.1				

According to table 4.39, 82% teachers had agreed with the statement that the teachers assist the students in developing a long-term education plan. 8% of the teacher had neutral response to the statement, whereas, 10% teachers disagreed with the statement. And the mean score of the teachers' responses to the statement is 3.2785 as associated to greater score as 4 with standard deviation of .92775. Likewise, the calculated value of Chi-Square 533.934[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers assist the students in developing long-term education plans.

Table 4.40.

Students' Interpersonal Skills

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Teachers	SA	60	13.2	3.2478	.89810	591.259[a]	.000
	A	286	62.7				
	N	46	10.1				
	DA	51	11.2				
	SDA	13	2.9				

According to table 4.40, 76% teachers agreed with the statement that the teachers help the students to improve their interpersonal skills. 10% of the teacher had neutral response to the statement, whereas, 14% teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.2478 as associated to greater score as 4 with standard deviation of .89810. Likewise, the calculated value of Chi-Square 591.259[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers help the students to improve their interpersonal skills.

Table 4.41.

Ongoing Professional Development

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Teachers	SA	57	12.5	3.0789	.87097	571.018[a]	.000
	A	297	65.1				
	N	50	11.0				
	DA	36	7.9				
	SDA	16	3.5				

According to table 4.41, 78% of the teachers had agreed with the statement that the teachers are engaged in ongoing professional development with respect to

academic advising. 11% of the teacher had neutral responses to the statement, whereas, 11% teachers had disagreed with the statement. The mean score of teachers' response to the statement is 3.0789 as associated to greater score as 4 with standard deviation of .87097. Likewise, the calculated value of Chi-Square 571.018[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers are engaged in ongoing professional development with respect to academic advising.

Table 4.42.

Connections with Personal Characteristics

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	94	20.6				
	A	287	62.9				
Teachers	N	27	5.9	3.0702	.93027	477 311[a]	.000
	DA	41	9.0				
	SDA	7	1.5				

According to table 4.42, 84% teachers agreed with the statement that the teachers help students to make connections with personal characteristics. 6% of the teachers had neutral response to the statement, whereas, 10% teachers had disagreed with the statement. The mean score of teachers' response to the statement is 3.0702 as associated to greater score as 4 with standard deviation of .93027. Likewise, the calculated value of Chi-Square 477.311[a] is greater than the p-value i.e., .000 at 0.05 level This depicts that the teachers help students to make connections with personal characteristics.

Table 4.43.

Counselling Techniques during Advising Sessions

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	109	23.9				
	A	266	58.3				
Teachers	N	34	7.5	3.0417	.86470	534.592[a]	.000
	DA	34	7.5				
	SDA	13	2.9				

According to the table 4.43, 82% teachers had agreed with the statement that teachers use counselling techniques during advising sessions. 8% teacher had neutral response to the statement, whereas, 10% teachers had disagreed with the statement. Mean score of the teachers' response to the statement is 3.0417 as associated to greater score as 4 with standard deviation of .86470. Likewise, the calculated value of Chi-Square 534.592[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers use counselling techniques during advising sessions.

Table 4.44.

Positive Open Ended Questions

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	104	22.8				
	A	278	61.0				
Teachers	N	33	7.2	3.0833	.92681	485.053[a]	.000
	DA	33	7.2				
	SDA	8	1.8				

According to table 4.44, 84% teachers had agreed with the statement that the teachers encourage students formulate positive open ended questions during advising sessions. 7% of the teacher had neutral response to the statement, whereas, 9%

teachers disagreed with the statement. And the mean score of the teachers' response to the statement is 3.0833 as associated to greater score as 4 with standard deviation of .92681. Likewise, the calculated value of Chi-Square 485.053[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers encourage the students formulate positive open ended questions during their advising sessions.

Table 4.45.

Ability to Effectively Transfer Information

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Teachers	SA	106	23.2	3.0921	.91162	482.838[a]	.000
	A	268	58.8				
	N	30	6.6				
	DA	42	9.2				
	SDA	10	2.2				

According to the table 4.45, 82% of the teachers had agreed with the statement that the teachers demonstrate the ability to effectively transfer information with respect to academic advising. 7% of the teachers had neutral responses to the statement. 11% teachers had disagreed with the statement. The mean score of teachers' response to the statement is 3.0921as associated to greater score as 4 with standard deviation of .91162. Likewise, the calculated value of Chi-Square 482.838[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that teachers demonstrate the ability to effectively transfer information with respect to academic advising.

Table 4.46.

Developing Intervention Strategies

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	103	22.6				
	A	268	58.8				
Teachers	N	32	7.0	3.1952	.90860	567.180[a]	.000
	DA	46	10.1				
	SDA	7	1.5				

According to table 4.46, 81% teachers had agreed with the statement that teachers develop intervention strategies which are helpful to academic success. 7% of the teachers had neutral response to the statement, whereas, 12% teachers had disagreed with the statement. The mean score of teachers' response to the statement is 3.1952 as associated to greater score as 4 with standard deviation of .90860. Likewise, the calculated value of Chi-Square 567.180[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers develop intervention strategies which are helpful to academic success.

Table 4.47.

Helping Students to Think Critically

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	72	15.8				
	A	291	63.8				
Teachers	N	37	8.1	3.1535	.94142	450.228[a]	.000
	DA	44	9.6				
	SDA	12	2.6				

According to table 4.47, 80% teachers had agreed with the statement that teachers help students to think critically about their roles and responsibilities. 8%

teachers had neutral responses to the statement. 12% teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.1535 as associated to greater score as 4 with standard deviation of .94142. Likewise, the calculated value of Chi-Square 450.228[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers help students to think critically about their roles and responsibilities.

Table 4.48.

Critical Thinking and Logical Reasoning skills

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Teachers	SA	93	20.4	3.1272	.94767	382.048[a]	.000
	A	265	58.1				
	N	47	10.3				
	DA	37	8.1				
	SDA	14	3.1				

According to table 4.48, 79% teachers had agreed with the statement that the teachers help students to improve their critical thinking and logical reasoning skills. 10% teacher had neutral response to the statement, whereas, 11% teachers had disagreed with the statement. And the mean score of the teachers' response to the statement is 3.1272 as associated to greater score as 4 with standard deviation of .94767. Likewise, the calculated value of Chi-Square 382.048[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers help students to improve their critical thinking and logical reasoning skills.

Table 4.49.

Effective Decision Making Skills

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Teachers	SA	107	23.5	3.1118	.88615	438.057[a]	.000
	A	246	53.9				
	N	51	11.2				
	DA	42	9.2				
	SDA	10	2.2				

The table 4.49 reveals that 78% teachers agreed with the statement that teachers demonstrate effective decision making skills. 11% of the teachers had neutral response to the statement, whereas, 11% teachers had disagreed with the statement. The mean score of teachers' response to the statement is 3.1118 as associated to greater score as 4 with standard deviation of .88615. Likewise, the calculated value of Chi-Square 438.057[a] is more than the p-value i.e., .000 at 0.05 level of significance. This represents that the teachers demonstrate effective decision making skills.

Table 4.50.

Effective Problem-Solving Skills

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Teachers	SA	98	21.5	3.0592	.86113	446.544[a]	.000
	A	260	57.0				
	N	54	11.8				
	DA	37	8.1				
	SDA	7	1.5				

According to table 4.50, 79% teachers had agreed with the statement that teachers demonstrate effective problem-solving skills, whereas, 10% of the teachers disagreed with the statement and 11% of the teachers had neutral response to the

statement. The mean score of the teachers' response to the statement is 3.0592 as associated to greater score as 4 with standard deviation of .86113. Likewise, the calculated value of Chi-Square 446.544[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers demonstrate effective problem-solving skills.

Table 4.51.

Using Relevant Data to Inform the Advising Process

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Teachers	SA	107	23.5	3.1316	.93539	402.355[a]	.000
	A	259	56.8				
	N	51	11.2				
	DA	34	7.5				
	SDA	5	1.1				

According to table 4.51, 80% of the teachers had agreed with the statement that the teachers use relevant data to inform the advising process. 11% teachers remained neutral, whereas, 9% teachers disagreed with the statement. And the mean score of the teachers' response to the statement is 3.1316 as associated to greater score as 4 with standard deviation of .93539. Likewise, the calculated value of Chi-Square 402.355[a] is more than the p-value i.e., .000 at 0.05 level of significance. This clearly indicates that the teachers use relevant data to inform the advising process.

Table 4.52.

Current Trends/Issues

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Teachers	SA	102	22.4	3.0592	.86113	410.820[a]	.000
	A	252	55.3				
	N	53	11.6				
	DA	38	8.3				
	SDA	11	2.4				

According to the table 4.52, 78% teachers agreed with the statement that teachers stay relevant on current trends/issues that impact academic advising. 12% of the teachers had neutral response, whereas, 10% of the teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.0592 as associated to greater score as 4 with standard deviation of .86113. Likewise, the calculated value of Chi-Square 410.820[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers stay relevant on current trends/issues that impact academic advising.

Table 4.53.

Maintaining Accurate Record of Students

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Teachers	SA	98	21.5	3.1469	.93662	458.671[a]	.000
	A	255	55.9				
	N	52	11.4				
	DA	40	8.8				
	SDA	11	2.4				

According to table 4.53, 78% teachers had agreed with the statement that the teachers maintain accurate record of the students with respect to academic advising.

11% teachers remained neutral, whereas, 11% teachers disagreed with the statement. The mean score of teachers' response to the statement is 3.1469 as associated to greater score as 4 with standard deviation of .93662. Likewise, the calculated value of Chi-Square 458.671[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers maintain accurate record of students with respect to academic advising.

Table 4.54.

Developing Creative Writing Skills

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
	SA	82	18.0				
	A	268	58.8				
Teachers	N	55	12.1	3.1842	.90241	485.557[a]	.000
	DA	42	9.2				
	SDA	9	2.0				

According to table 4.54, 77% teachers agreed with the statement that teachers help students develop creative writing skills with respect to academic advising. 12% of the teachers had neutral response to the statement, whereas, 11% teachers had disagreed with the statement. Mean score of the teachers' response to the statement is 3.1842 as associated to greater score as 4 with standard deviation of .90241. Likewise, the calculated value of Chi-Square 485.557[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers help students develop creative writing skills with respect to academic advising.

Table 4.55.

Managing Multitasking Approach

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Teachers	SA	64	14.0	3.2566	.88576	599.088[a]	.000
	A	275	60.3				
	N	60	13.2				
	DA	50	11.0				
	SDA	7	1.5				

The table 4.55 shows that 74% teachers had agreed with the statement that teachers effectively manage multitasking approach in their school with respect to academic advising. 13% teachers remained neutral, whereas, 13% of the teachers had disagreed with the statement. And the mean score of the teachers' response to the statement is 3.2566 as associated to greater score as 4 with standard deviation of .88576. Likewise, the calculated value of Chi-Square 599.088[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers effectively manage multitasking approach in their schools with respect to academic advising

Table 4.56.

Availability of the Teachers to Accommodate Student Needs

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Head Teachers	SA	7	8.4	3.9759	.96241	85.133[a]	.000
	A	62	74.7				
	N	4	4.8				
	DA	9	10.8				
	SDA	1	1.2				

According to the table 4.56, 83% of the head teachers agreed with the statement that the teachers' availability is flexible to accommodate student needs. 5%

of the head teachers had neutral response to the statement, whereas, 12% head teachers disagreed with the statement. The mean score of the head teachers' response to the statement is 3.9759 as associated to greater score as 4 with standard deviation of .96241. Likewise, the calculated value of Chi-Square 85.133[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers' availability is flexible to accommodate the student needs.

Table 4.57.

Spending Sufficient Time with the Students

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Head Teachers	SA	8	9.6	3.2169	.79707	157.422[a]	.000
	A	61	73.5				
	N	3	3.6				
	DA	8	9.6				
	SDA	3	3.6				

According to table 4.57, 83% head teachers had agreed with the statement that the teachers spend sufficient time with their students to address their concerns. 4% of the head teachers remained neutral, whereas, 13% head teachers had disagreed with the statement. The mean score of head teachers' response with statement is 3.2169 as associated to greater score as 4 with standard deviation of .79707. Likewise, the calculated value of Chi-Square 157.422[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers spend sufficient time with their students to address their concerns.

Table 4.58.

Current Year Planning to Accommodate Course Sequencing

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Head Teachers	SA	4	4.8	3.2410	.89156	149.952[a]	.000
	A	73	88.0				
	N	2	2.4				
	DA	3	3.6				
	SDA	1	1.2				

According to table 4.58, 93% of the head teachers have agreed with the statement that teachers encourage students to think beyond current year planning to accommodate course sequencing. 2% head teachers remained neutral, whereas, 5% of the head teachers disagreed with the statement. Mean score of the head teachers'response to the statement is 3.2410 as associated to greater score as 4 with standard deviation of .89156. Likewise, the calculated value of Chi-Square 149.952[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers encourage students to think beyond current year planning to accommodate course sequencing.

Table 4.59.

Current Year Planning to Accommodate Graduation Expectations

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Head Teachers	SA	4	4.8	3.0843	.56751	239.831[a]	.000
	A	72	86.7				
	N	4	4.8				
	DA	2	2.4				
	SDA	1	1.2				

According to table 4.59, 92% head teachers agreed with the statement that teachers motivate students to think beyond current year planning to accommodate

graduation expectations. 5% head teachers had neutral response to the statement, whereas, 3% of the head teachers have disagreed with the statement. The mean score of head teachers' responses to the statement is 3.0843 as associated to greater score as 4 with standard deviation of .56751. Likewise, the calculated value of Chi-Square 239.831[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers motivate students to think beyond current year planning to accommodate graduation expectations.

Table 4.60.

Current Year Planning to Accommodate Relevant Work Experience

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Head Teachers	SA	5	6.0	3.0843	.54560	231.518[a]	.000
	A	71	85.5				
	N	4	4.8				
	DA	3	3.6				
	SDA	0	0.00				

According to table 4.60, 91% head teachers had agreed with the statement that the teachers encourage students to think beyond current year planning to accommodate relevant work experience. 5% head teachers remained neutral, whereas, 4% head teachers disagreed with the statement. And the mean score of head teachers' response to the statement is 3.0843 as associated to greater score as 4 with standard deviation of .54560. Likewise, the calculated value of Chi-Square 231.518[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers encourage students to think beyond current year planning to accommodate relevant work experience.

Table 4.61.

Sharing of Information by the Teachers

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Head Teachers	SA	3	3.6	3.0602	.50242	162.349[b]	.000
	A	72	86.7				
	N	4	4.8				
	DA	3	3.6				
	SDA	1	1.2				

According to table 4.61, 90% of the head teachers had agreed with the statement that the teachers are always ready to share information regarding career opportunities and alumni experiences. 5% of the head teachers had remained neutral to the statement, whereas, 5% head teachers had disagreed. Mean score of the head teachers' response to the statement is 3.0602 as associated to greater score as 4 with standard deviation of .50242. Likewise, the calculated value of Chi-Square 162.349[b] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers are always ready to share information regarding career opportunities and alumni experiences.

Table 4.62.

Helping Advising Sessions Feel Comfortable

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Head Teachers	SA	3	3.6	3.1205	.57164	231.398[a]	.000
	A	56	67.5				
	N	7	8.4				
	DA	14	16.9				
	SDA	3	3.6				

According to table 4.62, 71% head teachers have agreed with the statement that the teachers make an effort to help their advising sessions feel comfortable;

calling the students by name, referring to notes from previous meetings and inquiring about life beyond the classroom. 8% of the head teachers remained neutral, whereas, 21% of the head teachers had disagreed. The mean score of head teachers' response to the statement is 3.1205 as associated to greater score as 4 with standard deviation of .57164. Likewise, the calculated value of Chi-Square 231.398[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers make an effort to help their advising sessions feel comfortable; calling the students by name, referring to notes from previous meetings and inquiring about life beyond the classroom.

Table 4.63.

Knowledge of Resources and Services

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Head Teachers	SA	9	10.8	3.4940	.94189	121.759[a]	.000
	A	51	61.4				
	N	4	4.8				
	DA	16	19.3				
	SDA	3	3.6				

According to table 4.63, 72% head teachers agreed with the statement that the teachers are knowledgeable about resources and services available in school. 5% head teachers remained neutral, whereas, 23% head teachers had disagreed. The mean score of head teachers' response is 3.4940 as associated to greater score as 4 with standard deviation of .94189. Likewise, the calculated value of Chi-Square 121.759[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers are knowledgeable about resources and services available in school.

Table 4.64.

Demonstration of Finding Information for Students

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Head Teachers	SA	7	8.4	3.4337	1.03821	95.494[a]	.000
	A	62	74.7				
	N	4	4.8				
	DA	9	10.8				
	SDA	1	1.2				

According to table 4.64, 83% of the head teachers had agreed with the statement that the teachers demonstrate how to find information for their students. 5% of the head teachers had neutral response to the statement, whereas, 12% head teachers had disagreed. Mean score of the head teachers' response is 3.4337 as associated to greater score as 4 with standard deviation of 1.03821. Likewise, the calculated value of Chi-Square 95.494[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers demonstrate how to find information for their students.

Table 4.65.

Working within School Policies

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Head Teachers	SA	7	8.4	3.2169	.79707	157.422[a]	.000
	A	64	77.1				
	N	5	6.0				
	DA	6	7.2				
	SDA	1	1.2				

According to table 4.65, 86% head teachers agreed with the statement that teachers help their students understand and work within school policies. 6% head teachers remained neutral to the statement, whereas, 8% head teachers had disagreed.

The mean score of head teachers' response to the statement is 3.2169 as associated to greater score as 4 with standard deviation of .79707. Likewise, the calculated value of Chi-Square 157.422[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers help their students understand and work within school policies.

Table 4.66.

Problems involving Higher Academic Standards

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Head Teachers	SA	6	7.2	3.1566	.72384	170.434[a]	.000
	A	65	78.3				
	N	7	8.4				
	DA	3	3.6				
	SDA	2	2.4				

According to table 4.66, 86% head teachers had agreed with the statement that the teachers help their students with problems involving higher academic standards. 8% head teachers remained neutral, whereas, 6% head teachers had disagreed with the statement. The mean score of head teachers' response is 3.1566 as associated to greater score as 4 with standard deviation of .72384. Likewise, the calculated value of Chi-Square 170.434[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers help their students with problems involving higher academic standards.

Table 4.67.

Teachers as facilitators

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Head Teachers	SA	6	7.2	3.1566	.70680	177.422[a]	.000
	A	65	78.3				
	N	6	7.2				
	DA	6	7.2				
	SDA	0	0.00				

According to table 4.67, 86% of the head teachers agreed with the statement that the teachers serve as facilitators and help the students making decisions for themselves. 7% head teachers remained neutral, whereas, 7% had disagreed with the statement. The mean score of head teachers' response to the statement is 3.1566 as associated to greater score as 4 with standard deviation of .70680. Likewise, the calculated value of Chi-Square 177.422[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers serve as facilitators and help the students making decisions for themselves.

Table 4.68.

Working with Multi-Cultural Students

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Head Teachers	SA	5	6.0	3.1446	.64643	125.819[b]	.000
	A	62	74.7				
	N	7	8.4				
	DA	7	8.4				
	SDA	2	2.4				

According to table 4.68, 81% head teachers had agreed with the statement that teachers can work effectively with multi-cultural students. 8% of the head teachers remained neutral, whereas, 11% head teachers had disagreed with the statement. The mean score of head teachers' response is 3.1446 as associated to greater score as 4 with standard deviation of .64643. Likewise, the calculated value of Chi-Square 125.819[b] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers can work effectively with multi-cultural students.

Table 4.69.

Showing Patience and Encouraging the Students

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Head Teachers	SA	6	7.2	3.2651	.79762	156.217[a]	.000
	A	68	81.9				
	N	4	4.8				
	DA	5	6.0				
	SDA	0	0.00				

According to table 4.69, 89% head teachers had agreed with the statement that the teachers show patience and always encourage their students for academic advising. 5% head teachers had neutral response to the statement, whereas, 6% of the head teachers had disagreed with the statement. Mean score of the head teachers' response is 3.2651 as associated to greater score as 4 with standard deviation of .79762. Likewise, the calculated value of Chi-Square 156.217[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers show patience and always encourage their students for academic advising.

Table 4.70.

Students' Life Goals and Academic Goals

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Head Teachers	SA	9	10.8	3.0964	.59703	143.554[a]	.000
	A	55	66.3				
	N	7	8.4				
	DA	10	12.0				
	SDA	2	2.4				

According to table 4.70, 77% of the head teachers had agreed with the statement that the teachers show keen interest in their students' life goals as well as

academic goals. 8% head teachers remained neutral, whereas, 15% head teachers disagreed with the statement. The mean score of head teachers' response to the statement is 3.0964 as associated to greater score as 4 with standard deviation of .59703. Likewise, the calculated value of Chi-Square 143.554[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers show keen interest in their students' life goals as well as academic goals.

Table 4.71.

Communicating Opinions of the Students

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Head Teachers	SA	9	10.8	3.2892	.90433	113.325[a]	.000
	A	42	50.6				
	N	13	15.7				
	DA	15	18.1				
	SDA	4	4.8				

According to table 4.71, 61% of the head teachers had agreed with the statement that the teachers are always honest in communicating opinions of the students. 16% head teachers remained neutral to the statement, whereas, 23% of the head teachers had disagreed. Mean score of the head teachers' response is 3.2892 as associated to greater score as 4 with standard deviation of .90433. Likewise, the calculated value of Chi-Square 113.325[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers are always honest in communicating opinions of the students.

Table 4.72.

Positive Attitude of the Teachers

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Head Teachers	SA	20	24.1	3.5542	1.06213	52.843[a]	.000
	A	46	55.4				
	N	7	8.4				
	DA	9	10.8				
	SDA	1	1.2				

According to table 4.72, 80% head teachers agreed with the statement that the teachers stay positive when their students disagree with them in academic advising. 8% head teachers had neutral to the statement, whereas, 12% of the head teachers had disagreed. The mean score of head teachers' response to the statement is 3.5542 as associated to greater score as 4 with standard deviation of 1.06213. Likewise, the calculated value of Chi-Square 52.843[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers stay positive when their students disagree with them in academic advising.

Table 4.73.

Respecting the Students' Thoughts and Feelings

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Head Teachers	SA	9	10.8	3.0964	.93201	76.458[a]	.000
	A	55	66.3				
	UN	7	8.4				
	DA	10	12.0				
	SDA	2	2.4				

According to table 4.73, 77% head teachers had agreed with the statement that the teachers respect their students' thoughts and feelings. 8% head teachers remained

neutral, whereas, 15% head teachers had disagreed with the statement. The mean score of head teachers' response is 3.0964 as associated to greater score as 4 with standard deviation of .93201. Likewise, the calculated value of Chi-Square 76.458[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers respect their students' thoughts and feelings.

Table 4.74.

Effectiveness of Advising Sessions

Data Source	Level	Frequency	Percentage	Mean	SD	Chi-Square	P-Value
Head Teachers	SA	26	31.3	3.8795	.78705	54.494[a]	.000
	A	46	55.4				
	N	6	7.2				
	DA	5	6.0				
	SDA	0	0.00				

According to table 4.74, 87% of the head teachers had agreed with the statement that the advising sessions of the teachers are effective. 7% head teachers remained neutral, whereas, 6% of the head teachers had disagreed. Mean score of the head teachers' response is 3.8795 as associated to greater score as 4 with standard deviation of .78705. Likewise, the calculated value of Chi-Square 54.494[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the advising sessions of the teachers are effective.

4.2. Qualitative Data Analysis

4.2.1. Responses of Interview Questions

A semi-structured interview was conducted from the secondary school head teachers. The researcher approached them personally and interviewed them in their institutes. Before starting the interview the respondents were briefed by the researcher about the nature of the study.

Theme 1: Teacher as Academic Advisor

The teachers at the school offer a range of services, but one of their most crucial responsibilities is to serve as a direct, human link between a student and their place of education. This means that they must be someone who is genuinely interested in the success of their pupils and who is there to help when necessary. An adviser who works with pupils, typically at the school level, is a teacher. Teachers are in charge of guiding students' major and minor selections and making sure they fulfil all requirements going forward.

Sub-Theme 1: Characteristics of Effective Advisors

The most effective teachers are those who have particular traits and who students want to receive advice from. These qualities include being approachable to students, being in touch with them frequently, acting intrusively around them, being aware about institutional rules, policies, offerings, and processes, keeping track of students' progress, utilising reliable information sources, and providing dynamic advising as opposed to traditional advice.

Theme 2: Academic Advising in Schools

In the process of academic advising, a teacher offers advice and direction to a student on academic, social, and/or personal issues, career objectives, study techniques, and class schedules. The goal of academic counselling is to support

students' growth and development by helping them create educational plans that are meaningful and in line with their personal objectives. The process is ongoing and consistent, and it is based on regular, accumulating interactions between the advisee and the advisor on a personal level.

While academic advisers frequently play a vital role in assisting the incoming students select their courses at the start of their school; help students comprehend their degree requirements, schools vary in which department coordinates student orientation. When it comes to enrolled students, advisors have received training to comprehend degree criteria, prerequisites, exam requirements, and institutional arrangements.

Sub-Theme 1: Effective Academic Advising

Academic advising is essential for helping incoming students settle in, setting expectations, developing ties to the institutions, explaining the higher education experience to students, and ensuring that the learning process as a whole is successful and pleasurable. As students advance in their academic programmes, advising continues to be crucial in assisting them in choosing the right courses, internships, projects, career objectives, and pathways. Effective academic counselling is essential for student performance and achievement. This suggests the requirement for an efficient institutional-wide advising system that not only addresses academic advising but also takes into account how various advising and support services (such as professional life, individual, and academic advising, and so on.) integrate with one another to promote educational outcomes.

Sub-Theme 2: Rationale behind Academic Advising

By assisting students in reaching their academic and personal objectives, academic advising enables them to reach their greatest potential. Its objectives are to:

(1) assist students in achieving the learning outcomes established by the educational institution by assisting them in setting goals; (2) create academic success plans; (3) use efficient tools to manage their work and obtain the necessary help from student support services; (4) direct students in choosing appropriate courses for their majors and minors; and (5) assist the students in keeping track of their academic requirements; (6) Facilitate students' exploration of a range of learning opportunities on campus and elsewhere so they can advance their intellectual and personal wellbeing and diversify their thoughts and feelings. (7) Assist the students in comprehending academic procedures and guidelines and incorporate them into their strategies.

Theme 3: Kinds of Academic Advising Services Provided to Students

Every kid has a pleasant learning experience thanks to the teachers. They are aware of individual differences and understand that a school setting that works well for one child may not work well for another. In order to change the environment of the school in the best interest of each individual kid, they enable communication between instructors, parents, administrators, and students. They support certain pupils in getting the most out of their educational opportunities and making future plans.

Programs for academic counselling assist people in gaining the knowledge, abilities, and experience required to recognise possibilities, consider alternatives, and flourish in society. By teaching about workplace complexity and needs changing, try to broaden understanding, abilities, and competences, enhancing decision-making abilities, boosting self-esteem and motivation, developing interpersonal effectiveness, maximising career opportunities, enhancing employment marketability and opportunities, encouraging successful job placement, and fostering employer

relations, these programmes help people be better prepared for the changing workplace of the twenty-first century.

Sub-Theme 1: Key Components of Successful Academic Advising Programmes

The purpose of academic advising is to help students develop certain competences, such as self-evaluation, decision-making, goal-setting, and career planning. The support of comprehensive academic advising programmes requires accountability (outcome oriented) and programme improvement (based on findings of process/outcome evaluations), experienced leadership, and efficient management. Specialized advisers must play a key role in the programme, requiring a collaborative approach. To enable the advisers to consistently refresh their professional knowledge and abilities, there also has to be adequate facilities, tools, resources, and professional development activities.

Sub-Theme 2: Teacher (Advisor) Responsibilities

The professors' duties include knowing and explaining the academic programme requirements at the school, keeping track of students' progress toward degrees, making themselves available for meetings with students, and directing students to the proper institutional resources. Involving students in the process of planning their education and careers, as well as encouraging self-analysis and resource and choice discovery, is also important. Additionally, he should be participating in activities to keep up with issues that have an impact on student progress.

Sub-Theme 3: Student (Advisee) Responsibilities

The students' primary duty is to recognise the significance of their ties with advisors and to regularly seek out the advisors' contacts, school services, and information. They must arrange, prepare for, and keep advising appointments; contact

their teachers about academic concerns and difficulties; and be aware of and comprehend the requirements of their specific degree programmes. Additionally, they are ultimately responsible for making their own judgments in accordance with the greatest available knowledge and counsel.

Theme 4: Job Responsibilities in Relation to Academic Advising

Each student should have an up-to-date academic schedule plan, and teachers should assist students in defining and developing realistic educational plans through scheduled planning for each year. They should help the students create a plan that is in line with their skills and interests, discuss and emphasise the connections between the educational programmes and careers, and follow up with the students on any reports of subpar performance (notice of class probation for poor attendance, notice of failing grades, incomplete grades from past year etc.). Students who are on academic probation should receive special attention, and when academic, attitude, attendance, or other personal issues necessitate the assistance of other specialists, students should be informed and, if necessary, referred to other institutional resources.

Theme 5: Student Academic Advisement and Career Counselling Centre

Even while it is not a new idea, more institutions are currently talking about integrating career and academic counselling. Recent decisions to integrate professional and academic counselling may have been motivated by new economic realities, but these difficulties also offer special chances to help students. Enhancing students' academic performance and personal wellbeing, encouraging student excellence, and advancing students' professional objectives should be the core aims of academic support and career counselling.

Theme 6: Academic Advising and Career Counselling

The goal is to give students advice, support, and services for academic and career assistance. There are many convincing arguments for combining academic and career counselling, but one that stands out is the importance of assisting students in finding purpose in their extracurricular and curricular activities. Many students, however, are unable to define what the "better Job" is. Students lack a personal framework from which to assess their possible academic and career possibilities since they frequently struggle to articulate their abilities, interests, values, and enthusiasm. Additionally, they don't seem eager to ask for help in making these crucial choices.

As a result, academic advisers are in a unique position to help students make informed choices about their academic and professional futures, choices that may have long-term effects. It aids in setting and accomplishing professional goals that result in a meaningful life. Students and graduates can take use of a number of services, such as career counselling, aid finding jobs and internships, assistance with creating resumes and cover letters, and planning for graduate school. In order to make decisions about your job, educational options, and overall quality of life, career counselling can help you get to know yourself better and comprehend the working environment. Career counseling's objective is to provide you with the knowledge and skills you need to make future career and life decisions in addition to assisting you with the decisions you need to make right now.

Theme 7: Rewarding Aspect of Academic Advising

The benefits of receiving sound academic guidance might be as varied as the requirements themselves. The following are among the benefits that are frequently cited by both students (advisees) and teachers (advisors): (1) improved success in achieving educational and career goals; (2) improved correlations between student

ability and academic performance; (3) higher retention rates; (4) improved satisfaction with the academic process; and (5) the emergence of favourable attitudes toward the faculty and the institution. The advisor feels more like they are growing professionally and personally as these advantages for advisees are achieved.

Theme 8: Ways to Improve Academic Advisement System in Schools

If students receive sound academic counselling throughout their educational programmes, the quality of education they receive is significantly improved. When applying for admission, registering for the first time, later in the programme, and when graduating and looking for work, students require sound advice. As they progress through the programme, their advising requirements change, as does the kind of programme they are pursuing. These requirements can be satisfied by a single advisor or by a team of advisors.

Each school, and even each particular programme, must decide how to effectively provide advice given the variety of these demands. Each programme should create a paper that is accessible to professors and students and explains the program's perspective on excellent advising practise. How effective graduate advising is judged and rewarded should be clearly outlined in each program's policy. Successful advising is a collaborative endeavour that requires the cooperation of both students and instructors.

Theme 9: Issues and Challenges toward the Academic Advising

Academic advisors are faced with a growing number of issues, including how to engage with students effectively, how to handle enrollment growth when budgets haven't increased much at all, how to handle these students' advising needs, and how to use orientations to improve accomplishment. Academic advising is a chance for

information sharing that is intended to assist students in achieving their academic and professional objectives.

Sub-Theme 1: Factors Affecting Academic Advising

The size of the institution's student body, the type of programme it offers, its religious affiliation, its mission, and its private or public status are all institutional variables that influence the type of counselling it offers.

Theme 10: Emerging Need for Academic Advising in Schools

By helping they better understand who they are and how to use the resources of the institution to suit their unique educational requirements and objectives, academic advising helps students realise the full educational benefits available to them. Because students have unique needs that cannot be properly met by the standard guidance and counselling programmes, academic advising is offered as a separate service within the context of general counselling in schools. Academic counselling makes sense as an unique area of interest at educational institutions, just as there is a need for specialised counselling in relation to concerns with religion, marriage, trauma, drugs, and stress. Particularly after enrolling in the educational institution, academic advice frequently centred primarily on assisting students in making course selections.

In addition to directly advising students, many advisors often have additional duties such as teaching, marking, serving on committees, helping out at institutional events, and performing a variety of other tasks. Institutional responsibilities can vary from one school to another, giving certain academic mentors lots of time to advise while giving others very little. Academic counselling should bc viewed as a cutting-edge method of meeting the complex, individualised educational needs of students rather than as a standalone element of general counselling programmes in educational

institutions. It is becoming clear that the guidance and counselling programmes in educational institutions are unable to fully address students' academic demands, which necessitates the establishment and improvement of academic advising.

Sub-Theme 1: Effects of Academic Advising

The advisors play a crucial role in responding to queries, creating recommendation letters, and ensuring that students are on pace to graduate in schools where teachers are overworked and individualised attention is not usually the norm. Academic advising, an organised programme integrated into the school day where an adult and a small group of students meet regularly for academic assistance and support, can help pupils improve their academic skills. The goal of advisory programmes is to minimise the obstacles to achievement for particular pupils.

4.3. Triangulation of Qualitative and Quantitative Data

Academic advising is essential for assisting students in acclimating to a new environment, outlining expectations, developing institutional ties, explaining the higher education experience to students, and ensuring that the whole educational process is effective and pleasurable. As students advance in their academic programmes, advising continues to be crucial in assisting them in choosing the right courses, internships, projects, career objectives, and paths. Effective academic counselling is essential for student success and retention. This suggests the need for an efficient institutional-wide advising system that takes into account how all different types of advising and support services (career, personal, academic, etc.) function in an integrated manner to support student success rather than just academic advising. In academic advising, a teacher offers advice and guidance to a student on academic, social, and/or personal issues, career objectives, study techniques, class schedules, and other topics.

The goal of academic counselling is to support students' growth and development by helping them create educational plans that are meaningful and in line with their personal objectives. The foundation of this ongoing, consistent process is made up of numerous, cumulative personal encounters between the adviser and the advisee. By assisting students in reaching their academic and personal objectives, academic advising enables them to reach their greatest potential. Its objectives are to: assist students in reaching the learning outcomes established by the educational institution by assisting them in goal-setting; construct academic success plans; utilise efficient methods to manage their work; and obtain the necessary support from campus resources. help students keep track of their degree requirements, assist them in choosing the right courses for their majors and minors, and encourage them to reflect on their educational experiences and develop strategies for overcoming obstacles and maximising their abilities. Support students in understanding academic regulations and procedures and incorporating them into their plans, and encourage them to explore a variety of learning options on and off campus in order to enhance their intellectual and personal welfare and vary their experiences.

Every kid has a pleasant learning experience thanks to the teachers. They are perceptive of individual variations. They are aware that a learning environment that works well for one student may not work well for another. In order to change the environment of the school in the best interest of each individual kid, they enable communication between instructors, parents, administrators, and students. They support certain pupils in getting the most out of their educational opportunities and preparing for the future. Programs for academic counselling assist people in gaining more information, abilities, and experience required to recognise possibilities, consider alternatives, and flourish in community. Through instruction on labour

market changes and workplace complexity, broadening awareness, expertise, and abilities, continuing to improve decision-making skills, raising self-esteem and motivation, developing interpersonal effectiveness, maximising career opportunities, enhancing employment marketability and possibilities, encouraging effective performance placement, and fortifying employer relations, these programmes help people be better prepared for the changing workplace of the twenty-first century.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The main purpose of academic advising is to help students become effective agents for their own lifelong learning and personal development. Our relationships with students, the questions we raise, the perspectives we share, the resources we suggest, short-term decisions and long-range plans we help them think through all should aim to increase their capacity to take charge of their own existence. Academic advising is an educational activity, depends on valid explanations of complex student behaviours and institutional conditions to assist the students in making and executing educational and life plans. This study was aimed at analyzing the academic advising competencies of the teachers at secondary school level. The objectives of the study were to; (1) assess academic advising conceptual competencies of the teachers at secondary school level, (2) examine academic advising informational competencies of the teachers at secondary school level, (3) evaluate academic advising relational competencies of the teachers at secondary school level, and (4) analyze perceptions of the heads of secondary schools regarding academic advising competencies of the teachers at secondary school level. The mixed-methods approach was used in this study and the design of the study was sequential explanatory design. In the sequential explanatory design, the data are collected over the period of time in two consecutive phases. Thus, a researcher first collects and analyzes the quantitative data. Qualitative data is collected in the second phase of the study and it is related to the outcomes from the first, i.e. quantitative phase. The population of the study was all the secondary school teachers in Rawalpindi Division and all the heads of secondary

schools of Rawalpindi Division. The Rawalpindi Division is consisted of four districts, i.e. Attock, Chakwal, Jhelum and Rawalpindi. A total number of 960 heads and 4913 secondary school teachers are there in the population. Simple random sampling technique was used for the selection of sample from the population. It is a technique in which every unit in the population has an equal chance of being selected in the sample. By using the simple random sampling technique, 10 percent sample from the heads and teachers were selected. Hence, a total number of 97 heads and 491 teachers were selected as sample from the population. Two questionnaires on 5 point Likert-scale were prepared separately for the collection of data from the teachers and the heads. The interview protocol was also developed for interviews from the heads. The validity of the instruments was checked by the exports. According to the opinions of the experts, the instruments were modified. The reliability of the instruments was checked through Cronbach's Alpha. The researcher administered the respective questionnaires on the randomly selected heads and teachers separately. The Frequencies, Percentages, Mean, Standard Deviation and Independent chi-square was used for the analysis of quantitative data through SPSS, whereas, thematic analysis was carried out for the analysis of qualitative data.

5.2. Findings

5.2.1. Quantitative Data Findings

1. According to table 4.1, 86% teachers had agreed that the teachers use academic advising approaches/strategies, 5% of the teachers had neutral response to this statement, whereas, 9% teachers had disagreed with the statement. The mean score of the teachers' responses is 3.0833 as associated to greater score as 4 with standard deviation of .81312. Likewise, the calculated value of Chi-Square 725.272[a] is more than the p-value i.e., .000 at 0.05 level

of significance. This depicts that the teachers use academic advising approaches/strategies in their schools.

2. According to table 4.2, 87% of the teachers had agreed with the statement that teachers achieve expected outcomes of academic advising. 4% teachers had neutral response to this statement, whereas, 9% teachers had disagreed with the statement. The mean score of the teachers' responses is 3.0395 as associated to greater score as 4 with standard deviation of .81374. Likewise, the calculated value of Chi-Square 692.289[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers achieve the expected outcomes of academic advising in their schools.

3. The table 4.3 reveals that 86% teachers agreed with the statement that the teachers create equitable environments with regard to academic advising in their schools, 3% of the teachers had neutral response to the statement, whereas, 10% teachers had disagreed with the statement. The mean score of the teachers' responses to the statement is 3.0263 as associated to greater score as 4 with standard deviation of .87666. Likewise, the calculated value of Chi-Square 599.395[a] is greater than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers create equitable environments with regard to academic advising in their schools.

4. According to the table 4.4, 88% of the teachers agreed with the statement that teachers maintain inclusive environments regarding academic advising in their schools. 5% teachers had neutral responses to the statement, whereas, 7% teachers had disagreed with the statement. The mean score of the teachers' responses to the statement is 3.9254 as associated to greater score as 4 with standard deviation of .86883. Likewise, the calculated value of Chi-Square

542.640[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers maintain inclusive environments regarding academic advising in their schools.

5. According to table 4.5, 84% of the teachers had agreed with the statement that teachers encourage the students to understand the importance of academic advising, 7% teachers had neutral responses to the statement, whereas, 9% of the teachers had disagreed with the statement. And the mean score of the teachers' responses to the statement is 3.9189 as associated to greater score as 4 with standard deviation of .85934. Likewise, the calculated value of Chi-Square 531.873[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers encourage the students to understand the importance of academic advising in their schools.

6. The table 4.6 shows that 77% of the teachers agreed that the teachers apply a variety of academic advising theories in their school. 12% teacher had neutral responses to the statement, whereas, 9% teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.9145 as associated to greater score as 4 with standard deviation of .85635. Likewise, the calculated value of Chi-Square 529.022[a] is greater than the p-value i.e., .000 at 0.05 level. This indicates that the teachers apply a variety of academic advising theories in their schools.

7. According to table 4.7, 88% teachers had agreed that the teachers apply a variety of student learning theories. 6% of the teachers had neutral responses to the statement, whereas, 6% teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.9123 as associated to greater score as 4 with standard deviation of .79903. Likewise, the

calculated value of Chi-Square 546.412[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers apply a variety of student learning theories in their schools.

8. According to table 4.8, 84% of the teachers had agreed with the statement that the teachers communicate with their students in an inclusive and respectful manner, 7% teacher had neutral response to the statement. 9% of the teachers disagreed with this statement. The mean score of the teachers/ response to the statement is 3.9167 as associated to greater score as 4 with standard deviation of .79398. Likewise, the calculated value of Chi-Square 531.390[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers communicate with the students in an inclusive and respectful manner.

9. According to table 4.9, 82% teachers agreed with the statement that the teachers give appropriate time to the students according to their needs. 11% teachers had neutral response to the statement, whereas, 7% teachers had disagreed with the statement. The mean score of teachers' response to the statement is 3.0877 as associated to greater score as 4 with standard deviation of .84968. Likewise, the calculated value of Chi-Square 557.947[a] is more than the p-value i.e., .000 at 0.05 level of significance. This indicates that the teachers give appropriate time to the students according to their needs.

10. According to the table 4.10, 74% of the teachers agreed with the statement that teachers encourage the students to seek help in their studies. 13% teachers had neutral responses to the statement, whereas, 13% teachers disagreed with the statement. And the mean score of the teachers' response to the statement is 3.2632 as associated to greater score as 4 with standard deviation of .92394. Likewise, the calculated value of Chi-Square 449.811[a] is more than the p-

value i.e., .000 at 0.05 level. This depicts that the teachers encourage the students to seek help in their studies.

11. According to the table 4.11, 82% teachers agreed with the statement that teachers encourage the students to freely express their thoughts and feelings. 11% teachers had neutral responses to the statement, whereas, 7% of the teachers disagreed with the statement. The mean score of the teachers' response to the statement is 3.1075 as associated to greater score as 4 with standard deviation of .76709. Likewise, the calculated value of Chi-Square 646.741[a] is more than the p-value i.e., .000 at 0.05 level of significance. This reveals that the teachers encourage the students to freely express their thoughts and feelings.

12. According to table 4.12, 79% teachers had agreed with the statement that teachers help the students learn to become good members of the community. 12% teachers had neutral responses to the statement, whereas, 9% of the teachers disagreed with the statement. The mean score of the teachers' response to the statement is 3.1732 as associated to greater score as 4 with standard deviation of .82184. Likewise, the calculated value of Chi-Square 570.732[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers help the students learn to become good members of the community.

13. According to table 4.13, 82% of the teachers had agreed with the statement that the teachers understand how to control emotions of the students in difficult situations. 9% teachers had neutral response to the statement, whereas, 9% teachers disagreed with the statement. The mean score of the teachers' responses to the statement is 3.1689 as associated to greater score as

4 with standard deviation of .76460. Likewise, the calculated value of Chi-Square 731.917[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers understand how to control emotions of the students in difficult situations.

14. The table 4.14 revels that 81% teachers had agreed with the statement that the teachers help the students to make educational decisions like selecting elective courses and exploring academic majors/minors. 10% of the teachers had neutral responses to the statement, whereas, 9% teachers disagreed with the statement. And the mean score of the teachers' response to the statement is 3.1798 as associated to greater score as 4 with standard deviation of .82974. Likewise, the calculated value of Chi-Square 675.425[a] is more than the p-value i.e., .000 at 0.05 level of significance. This indicates that the teachers help the students to make educational decisions like selecting elective courses and exploring academic majors/minors.

15. According to the table 4.15, 84% of the teachers agreed with the statement that teachers fully support success of the students in their schools. 7% teacher had neutral responses to the statement, whereas, 9% teachers disagreed with the statement. The mean score of the teachers' response to the statement is 3.0789 as associated to greater score as 4 with standard deviation of .76051. Likewise, the calculated value of Chi-Square 734.592[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers fully support success of the students in schools.

16. According to table 4.16, 87% teachers had disagreed with the statement that the teachers demonstrate a student-centred approach in their schools with respect to academic advising. 6% of the teachers had neutral responses to the

statement, whereas, 7% teachers had disagreed with the statement. The mean score of teachers' response to the statement is 3.0899 as associated to greater score as 4 with standard deviation of .81107. Likewise, the calculated value of Chi-Square 661.785[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers demonstrate a student-centred approach in schools with respect to academic advising.

17. According to table 4.17, 84% teachers agreed with the statement that teachers encourage the students to formulate their own life goals. 7% teacher had neutral responses to the statement, whereas, 9% teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.9868 as associated to greater score as 4 with standard deviation of .75581. Likewise, the calculated value of Chi-Square 654.241[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers encourage the students to formulate their own life goals.

18. According to table 4.18, 87% teachers had agreed with the statement that the teachers are well versed in the mission of their school regarding academic advising. 6% teachers had neutral responses to the statement, whereas, 7% teachers disagreed with the statement. The mean score of the teachers' response to the statement is 3.0197 as associated to greater score as 4 with standard deviation of .87055. Likewise, the calculated value of Chi-Square 537.750[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers are well versed in the mission of their school regarding academic advising.

19. According to the table 4.19, 85% teachers had agreed with the statement that teachers are well aware of the vision of their school with regard to academic

advising. 5% teachers had neutral response to the statement, whereas, 10% of the teachers disagreed with the statement. And the mean score of the teachers' response to the statement is 3.0833 as associated to greater score as 4 with standard deviation of .92681. Likewise, the calculated value of Chi-Square 476.763[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers are well aware of the vision of their school with regard to academic advising.

20. According to table 4.20, 82% teachers agreed with the statement that teachers are well aware of the values of their school regarding academic advising. 6% teachers had neutral response to the statement, whereas, 12% teachers had disagreed with the statement. And the mean score of the teachers' response to the statement is 3.0219 as associated to greater score as 4 with standard deviation of .90394. Likewise, the calculated value of Chi-Square 456.522[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers are well aware of the values of their school regarding academic advising.

21. According to table 4.21, 83% teachers agreed with the statement that teachers are well conversant with the culture of their school with regard to academic advising. 6% teacher had neutral response to the statement, whereas, 11% teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.9364 as associated to greater score as 4 with standard deviation of .85569. Likewise, the calculated value of Chi-Square 493.627[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers are well conversant with the culture of their school with regard to academic advising.

22. The table 4.22 indicates that 86% of the teachers had agreed with the statement that teachers show sound knowledge of the issues in academic advising. 5% of the teacher had neutral response to the statement, whereas, 9% of the teachers disagreed with the statement. The mean score of the teachers' response to the statement is 3.8904 as associated to greater score as 4 with standard deviation of .83931. Likewise, the calculated value of Chi-Square 497.136[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers show sound knowledge of the issues in academic advising.

23. According to table 4.23, 76% teachers agreed with the statement that the teachers provide the students with accurate information about course requirements. 11% of the teacher had neutral response to the statement, whereas, 13% teachers had disagreed with the statement. The mean score of the teachers' responses to the statement is 3.9781 as associated to greater score as 4 with standard deviation of .97415. Likewise, the calculated value of Chi-Square 423.496[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers provide the students with accurate information about their course requirements.

24. According to the table 4.24, 84% teachers agreed with the statement that the teachers are well informed of the policy of their school with regard to academic advising. 6% teacher had neutral responses to the statement, whereas, 10% teachers had disagreed with the statement. And the mean score of the teachers' response to the statement is 3.0219 as associated to greater score as 4 with standard deviation of .94437. Likewise, the calculated value of Chi-Square 400.140[a] is more than the p-value i.e., .000 at 0.05 level of

significance. This depicts that the teachers are well informed of the policy of their school with regard to academic advising.

25. According to table 4.25, 82% teachers agreed with the statement that the teachers explain school policies and procedures to the students with respect to academic advising. 8% teacher had neutral response to the statement, whereas, 10% teachers had disagreed with the statement. And the mean score of the teachers' response to the statement is 3.0658 as associated to greater score as 4 with standard deviation of .96308. Likewise, the calculated value of Chi-Square 438.057[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers explain school policies and procedures to the students with respect to academic advising.

26. According to table 4.26, 82% teachers agreed with the statement that the teachers are knowledgeable about the rules and regulations of the school with respect to academic advising, whereas, 7% teacher had neutral response to the statement. 12% of the teachers had disagreed with the statement. And the mean score of the teachers' response to tje statement is 3.1360 as associated to greater score as 4 with standard deviation of 1.03517. Likewise, the calculated value of Chi-Square 345.338[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers are knowledgeable about the rules and regulations of the school with respect to academic advising.

27. According to the table 4.27, 78% of the teachers had agreed with the statement that teachers adopt legal guidelines of advising practice, including privacy with respect to academic advising. 9% teachers had neutral response to the statement, whereas, 13% of the teachers disagreed with the statement. The mean score of the teachers' responses to the statement is 3.1228 as associated

to greater score as 4 with standard deviation of .92952. Likewise, the calculated value of Chi-Square 431.500[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers adopt legal guidelines of advising practice, including privacy with respect to academic advising.

28. According to table 4.28, 79% teachers had agreed with the statement that the teachers help the students to connect with school resources, learning centres and counselling services. 11% teacher had neutral response to the statement, whereas, 10% teachers disagreed with the statement. The mean score of the teachers' response to the statement is 3.2412 as associated to greater score as 4 with standard deviation of .98278. Likewise, the calculated value of Chi-Square 440.053[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers help the students to connect with school resources, learning centres and counselling services.

29. According to the table 4.29, 76% teachers had agreed with the statement that the teachers apply the information technology of their school to relevant advising roles. 11% teachers had neutral responses, whereas, 13% teachers had disagreed. The mean score of the teachers' response to the statement is 3.2785 as associated to greater score as 4 with standard deviation of .94651. Likewise, the calculated value of Chi-Square 520.557[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers apply the information technology of their school to relevant advising roles.

30. According to table 4.30, 76% teachers agreed with the statement that teachers help students to explore career options. 12% teacher had neutral responses to the statement, whereas, 13% teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.2171 as associated

to greater score as 4 with standard deviation of .82209. Likewise, the calculated value of Chi-Square 696.829[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers help students to explore career options.

31. According to the table 4.31, 80% of the teachers had agreed with the statement that the teachers articulate a personal philosophy of academic advising in their school. 10% teacher had neutral response to the statement, whereas, 10% teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.1316 as associated to greater score as 4 with standard deviation of .83087. Likewise, the calculated value of Chi-Square 675.689[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers articulate a personal philosophy of academic advising.

32. According to table 4.32, 83% teachers agreed with the statement that the teachers create rapport among the students regarding academic advising practices. 8% teachers had neutral response to the statement, whereas, 9% of the teachers had disagreed with the statement. The mean score of the teachers' responses to the statement is 3.1031 as associated to greater score as 4 with standard deviation of .84925. Likewise, the calculated value of Chi-Square 669.570[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers create rapport among the students regarding academic advising practices.

33. According to the table 4.33, 84% of the teachers had agreed with the statement that teachers effectively plan academic advising interactions among the students and teachers in their school. 7% teachers had neutral responses to the statement, whereas, 9% teachers disagreed with the statement. The mean score

of the teachers' response to the statement is 3.1316 as associated to greater score as 4 with standard deviation of .83087. Likewise, the calculated value of Chi-Square 672.772[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers effectively plan academic advising interactions among the students and teachers in their school.

34. According to table 4.34, 84% teachers had agreed with the statement that the teachers efficiently conduct academic advising interactions among the students and teachers in their school. 6% teacher had neutral response to the statement, whereas, 10% teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.1272 as associated to greater score as 4 with standard deviation of .86777. Likewise, the calculated value of Chi-Square 670.075[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers efficiently conduct academic advising interactions among the students and teachers in their school.

35. According to table 4.35, 82% teachers agreed with the statement that the teachers promote students understanding of the logic and purpose of curriculum in their school. 7% teacher had neutral response to the statement, whereas, 11% of the teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.2500 as associated to greater score as 4 with standard deviation of .92285. Likewise, the calculated value of Chi-Square 591.303[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers promote students understanding of the logic and purpose of curriculum in their school.

36. According to table 4.36, 78% teachers had agreed with the statement that the teachers promote problem-solving skills among the students in their school.

9% of the teacher had neutral response to the statement, whereas, 13% teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.1732 as associated to greater score as 4 with standard deviation of .84556. Likewise, the calculated value of Chi-Square 673.452[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers promote problem-solving skills among the students in their school.

37. According to table 4.37, 82% teachers had agreed with the statement that the teachers facilitate decision-making skills among the students in their school. 7% of the teachers had neutral response to the statement, whereas, 11% teachers disagreed with the statement. And the mean score of the teachers' response to the statement is 3.2259 as associated to greater score as 4 with standard deviation of .91835. Likewise, the calculated value of Chi-Square 586.917[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers facilitate decision-making skills among the students in their school.

38. According to table 4.38, 79% of the teachers had agreed with the statement that the teachers engage the students in ongoing assessment of advising practices. 7% teacher had neutral response to the statement, whereas, 14% of the teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.1491 as associated to greater score as 4 with standard deviation of .81720. Likewise, the calculated value of Chi-Square 664.987[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers engage the students in ongoing assessment of advising practices.

39. According to table 4.39, 82% teachers had agreed with the statement that the teachers assist the students in developing a long-term education plan. 8% of

the teacher had neutral response to the statement, whereas, 10% teachers disagreed with the statement. And the mean score of the teachers' responses to the statement is 3.2785 as associated to greater score as 4 with standard deviation of .92775. Likewise, the calculated value of Chi-Square 533.934[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers assist the students in developing long-term education plans.

40. According to table 4.40, 76% teachers agreed with the statement that the teachers help the students to improve their interpersonal skills. 10% of the teacher had neutral response to the statement, whereas, 14% teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.2478 as associated to greater score as 4 with standard deviation of .89810. Likewise, the calculated value of Chi-Square 591.259[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers help the students to improve their interpersonal skills.

41. According to table 4.41, 78% of the teachers had agreed with the statement that the teachers are engaged in ongoing professional development with respect to academic advising. 11% of the teacher had neutral responses to the statement, whereas, 11% teachers had disagreed with the statement. The mean score of teachers' response to the statement is 3.0789 as associated to greater score as 4 with standard deviation of .87097. Likewise, the calculated value of Chi-Square 571.018[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers are engaged in ongoing professional development with respect to academic advising.

42. According to table 4.42, 84% teachers agreed with the statement that the teachers help students to make connections with personal characteristics. 6%

of the teachers had neutral response to the statement, whereas, 10% teachers had disagreed with the statement. The mean score of teachers' response to the statement is 3.0702 as associated to greater score as 4 with standard deviation of .93027. Likewise, the calculated value of Chi-Square 477.311[a] is greater than the p-value i.e., .000 at 0.05 level. This depicts that the teachers help students to make connections with personal characteristics.

43. According to the table 4.43, 82% teachers had agreed with the statement that teachers use counselling techniques during advising sessions. 8% teacher had neutral response to the statement, whereas, 10% teachers had disagreed with the statement. Mean score of the teachers' response to the statement is 3.0417 as associated to greater score as 4 with standard deviation of .86470. Likewise, the calculated value of Chi-Square 534.592[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers use counselling techniques during advising sessions.

44. According to table 4.44, 84% teachers had agreed with the statement that the teachers encourage students formulate positive open ended questions during advising sessions. 7% of the teacher had neutral response to the statement, whereas, 9% teachers disagreed with the statement. And the mean score of the teachers' response to the statement is 3.0833 as associated to greater score as 4 with standard deviation of .92681. Likewise, the calculated value of Chi-Square 485.053[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers encourage the students formulate positive open endcd questions during their advising sessions.

45. According to the table 4.45, 82% of the teachers had agreed with the statement that the teachers demonstrate the ability to effectively transfer information

with respect to academic advising. 7% of the teachers had neutral responses to the statement. 11% teachers had disagreed with the statement. The mean score of teachers' response to the statement is 3.0921as associated to greater score as 4 with standard deviation of .91162. Likewise, the calculated value of Chi-Square 482.838[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that teachers demonstrate the ability to effectively transfer information with respect to academic advising.

46. According to table 4.46, 81% teachers had agreed with the statement that teachers develop intervention strategies which are helpful to academic success. 7% of the teachers had neutral response to the statement, whereas, 12% teachers had disagreed with the statement. The mean score of teachers' response to the statement is 3.1952 as associated to greater score as 4 with standard deviation of .90860. Likewise, the calculated value of Chi-Square 567.180[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers develop intervention strategies which are helpful to academic success.

47. According to table 4.47, 80% teachers had agreed with the statement that teachers help students to think critically about their roles and responsibilities. 8% teachers had neutral responses to the statement. 12% teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.1535 as associated to greater score as 4 with standard deviation of .94142. Likewise, the calculated value of Chi-Square 450.228[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers help students to think critically about their roles and responsibilities.

48. According to table 4.48, 79% teachers had agreed with the statement that the teachers help students to improve their critical thinking and logical reasoning

skills. 10% teacher had neutral response to the statement, whereas, 11% teachers had disagreed with the statement. And the mean score of the teachers' response to the statement is 3.1272 as associated to greater score as 4 with standard deviation of .94767. Likewise, the calculated value of Chi-Square 382.048[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers help students to improve their critical thinking and logical reasoning skills.

49. The table 4.49 reveals that 78% teachers agreed with the statement that teachers demonstrate effective decision making skills. 11% of the teachers had neutral response to the statement, whereas, 11% teachers had disagreed with the statement. The mean score of teachers' response to the statement is 3.1118 as associated to greater score as 4 with standard deviation of .88615. Likewise, the calculated value of Chi-Square 438.057[a] is more than the p-value i.e., .000 at 0.05 level of significance. This represents that the teachers demonstrate effective decision making skills.

50. According to table 4.50, 79% teachers had agreed with the statement that teachers demonstrate effective problem-solving skills, whereas, 10% of the teachers disagreed with the statement and 11% of the teachers had neutral response to the statement. The mean score of the teachers' response to the statement is 3.0592 as associated to greater score as 4 with standard deviation of .86113. Likewise, the calculated value of Chi-Square 446.544[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers demonstrate effective problem-solving skills.

51. According to table 4.51, 80% of the teachers had agreed with the statement that the teachers use relevant data to inform the advising process. 11%

teachers remained neutral, whereas, 9% teachers disagreed with the statement. And the mean score of the teachers' response to the statement is 3.1316 as associated to greater score as 4 with standard deviation of .93539. Likewise, the calculated value of Chi-Square 402.355[a] is more than the p-value i.e., .000 at 0.05 level of significance. This clearly indicates that the teachers use relevant data to inform the advising process.

52. According to the table 4.52, 78% teachers agreed with the statement that teachers stay relevant on current trends/issues that impact academic advising. 12% of the teachers had neutral response, whereas, 10% of the teachers had disagreed with the statement. The mean score of the teachers' response to the statement is 3.0592 as associated to greater score as 4 with standard deviation of .86113. Likewise, the calculated value of Chi-Square 410.820[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers stay relevant on current trends/issues that impact academic advising.

53. According to table 4.53, 78% teachers had agreed with the statement that the teachers maintain accurate record of the students with respect to academic advising. 11% teachers remained neutral, whereas, 11% teachers disagreed with the statement. The mean score of teachers' response to the statement is 3.1469 as associated to greater score as 4 with standard deviation of .93662. Likewise, the calculated value of Chi-Square 458.671[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers maintain accurate record of students with respect to academic advising.

54. According to table 4.54, 77% teachers agreed with the statement that teachers help students develop creative writing skills with respect to academic advising. 12% of the teachers had neutral response to the statement, whereas,

11% teachers had disagreed with the statement. Mean score of the teachers' response to the statement is 3.1842 as associated to greater score as 4 with standard deviation of .90241. Likewise, the calculated value of Chi-Square 485.557[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers help students develop creative writing skills with respect to academic advising.

55. The table 4.55 shows that 74% teachers had agreed with the statement that teachers effectively manage multitasking approach in their school with respect to academic advising. 13% teachers remained neutral, whereas, 13% of the teachers had disagreed with the statement. And the mean score of the teachers' response to the statement is 3.2566 as associated to greater score as 4 with standard deviation of .88576. Likewise, the calculated value of Chi-Square 599.088[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers effectively manage multitasking approach in their schools with respect to academic advising.

56. According to the table 4.56, 83% of the head teachers agreed with the statement that the teachers' availability is flexible to accommodate student needs. 5% of the head teachers had neutral response to the statement, whereas, 12% head teachers disagreed with the statement. The mean score of the head teachers' response to the statement is 3.9759 as associated to greater score as 4 with standard deviation of .96241. Likewise, the calculated value of Chi-Square 85.133[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers' availability is flexible to accommodate the student needs.

57. According to table 4.57, 83% head teachers had agreed with the statement that the teachers spend sufficient time with their students to address their concerns. 4% of the head teachers remained neutral, whereas, 13% head teachers had disagreed with the statement. The mean score of head teachers' response with statement is 3.2169 as associated to greater score as 4 with standard deviation of .79707. Likewise, the calculated value of Chi-Square 157.422[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers spend sufficient time with their students to address their concerns.

58. According to table 4.58, 93% of the head teachers have agreed with the statement that teachers encourage students to think beyond current year planning to accommodate course sequencing. 2% head teachers remained neutral, whereas, 5% of the head teachers disagreed with the statement. Mean score of the head teachers' response to the statement is 3.2410 as associated to greater score as 4 with standard deviation of .89156. Likewise, the calculated value of Chi-Square 149.952[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers encourage students to think beyond current year planning to accommodate course sequencing.

59. According to table 4.59, 92% head teachers agreed with the statement that teachers motivate students to think beyond current year planning to accommodate graduation expectations. 5% head teachers had neutral response to the statement, whereas, 3% of the head teachers have disagreed with the statement. The mean score of head teachers' responses to the statement is 3.0843 as associated to greater score as 4 with standard deviation of .56751. Likewise, the calculated value of Chi-Square 239.831[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers motivate

students to think beyond current year planning to accommodate graduation expectations.

60. According to table 4.60, 91% head teachers had agreed with the statement that the teachers encourage students to think beyond current year planning to accommodate relevant work experience. 5% head teachers remained neutral, whereas, 4% head teachers disagreed with the statement. And the mean score of head teachers' response to the statement is 3.0843 as associated to greater score as 4 with standard deviation of .54560. Likewise, the calculated value of Chi-Square 231.518[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers encourage students to think beyond current year planning to accommodate relevant work experience.

61. According to table 4.61, 90% of the head teachers had agreed with the statement that the teachers are always ready to share information regarding career opportunities and alumni experiences. 5% of the head teachers had remained neutral to the statement, whereas, 5% head teachers had disagreed. Mean score of the head teachers' response to the statement is 3.0602 as associated to greater score as 4 with standard deviation of .50242. Likewise, the calculated value of Chi-Square 162.349[b] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers are always ready to share information regarding career opportunities and alumni experiences.

62. According to table 4.62, 71% head teachers have agreed with the statement that the teachers make an effort to help their advising sessions feel comfortable; calling the students by name, referring to notes from previous meetings and inquiring about life beyond the classroom. 8% of the head teachers remained neutral, whereas, 21% of the head teachers had disagreed.

The mean score of head teachers' response to the statement is 3.1205 as associated to greater score as 4 with standard deviation of .57164. Likewise, the calculated value of Chi-Square 231.398[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers make an effort to help their advising sessions feel comfortable; calling the students by name, referring to notes from previous meetings and inquiring about life beyond the classroom.

63. According to table 4.63, 72% head teachers agreed with the statement that the teachers are knowledgeable about resources and services available in school. 5% head teachers remained neutral, whereas, 23% head teachers had disagreed. The mean score of head teachers' response is 3.4940 as associated to greater score as 4 with standard deviation of .94189. Likewise, the calculated value of Chi-Square 121.759[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers are knowledgeable about resources and services available in school.

64. According to table 4.64, 83% of the head teachers had agreed with the statement that the teachers demonstrate how to find information for their students. 5% of the head teachers had neutral response to the statement, whereas, 12% head teachers had disagreed. Mean score of the head teachers' response is 3.4337 as associated to greater score as 4 with standard deviation of 1.03821. Likewise, the calculated value of Chi-Square 95.494[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers demonstrate how to find information for their students.

65. According to table 4.65, 86% head teachers agreed with the statement that teachers help their students understand and work within school policies. 6% head teachers remained neutral to the statement, whereas, 8% head teachers

had disagreed. The mean score of head teachers' response to the statement is 3.2169 as associated to greater score as 4 with standard deviation of .79707. Likewise, the calculated value of Chi-Square 157.422[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers help their students understand and work within school policies.

66. According to table 4.66, 86% head teachers had agreed with the statement that the teachers help their students with problems involving higher academic standards. 8% head teachers remained neutral, whereas, 6% head teachers had disagreed with the statement. The mean score of head teachers' response is 3.1566 as associated to greater score as 4 with standard deviation of .72384. Likewise, the calculated value of Chi-Square 170.434[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers help their students with problems involving higher academic standards.

67. According to table 4.67, 86% of the head teachers agreed with the statement that the teachers serve as facilitators and help the students making decisions for themselves. 7% head teachers remained neutral, whereas, 7% had disagreed with the statement. The mean score of head teachers' response to the statement is 3.1566 as associated to greater score as 4 with standard deviation of .70680. Likewise, the calculated value of Chi-Square 177.422[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers serve as facilitators and help the students making decisions for themselves.

68. According to table 4.68, 81% head teachers had agreed with the statement that teachers can work effectively with multi-cultural students. 8% of the head teachers remained neutral, whereas, 11% head teachers had disagreed with the statement. The mean score of head teachers' response is 3.1446 as associated

to greater score as 4 with standard deviation of .64643. Likewise, the calculated value of Chi-Square 125.819[b] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers can work effectively with multi-cultural students.

69. According to table 4.69, 89% head teachers had agreed with the statement that the teachers show patience and always encourage their students for academic advising. 5% head teachers had neutral response to the statement, whereas, 6% of the head teachers had disagreed with the statement. Mean score of the head teachers' response is 3.2651 as associated to greater score as 4 with standard deviation of .79762. Likewise, the calculated value of Chi-Square 156.217[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers show patience and always encourage their students for academic advising.

70. According to table 4.70, 77% of the head teachers had agreed with the statement that the teachers show keen interest in their students' life goals as well as academic goals. 8% head teachers remained neutral, whereas, 15% head teachers disagreed with the statement. The mean score of head teachers' response to the statement is 3.0964 as associated to greater score as 4 with standard deviation of .59703. Likewise, the calculated value of Chi-Square 143.554[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers show keen interest in their students' life goals as well as academic goals.

71. According to table 4.71, 61% of the head teachers had agreed with the statement that the teachers are always honest in communicating opinions of the students. 16% head teachers remained neutral to the statement, whereas, 23% of the head teachers had disagreed. Mean score of the head teachers'

response is 3.2892 as associated to greater score as 4 with standard deviation of .90433. Likewise, the calculated value of Chi-Square 113.325[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers are always honest in communicating opinions of the students.

72. According to table 4.72, 80% head teachers agreed with the statement that the teachers stay positive when their students disagree with them in academic advising. 8% head teachers had neutral to the statement, whereas, 12% of the head teachers had disagreed. The mean score of head teachers' response to the statement is 3.5542 as associated to greater score as 4 with standard deviation of 1.06213. Likewise, the calculated value of Chi-Square 52.843[a] is more than the p-value i.e., .000 at 0.05 level of significance. This depicts that the teachers stay positive when their students disagree with them in academic advising.

73. According to table 4.73, 77% head teachers had agreed with the statement that the teachers respect their students' thoughts and feelings. 8% head teachers remained neutral, whereas, 15% head teachers had disagreed with the statement. The mean score of head teachers' response is 3.0964 as associated to greater score as 4 with standard deviation of .93201. Likewise, the calculated value of Chi-Square 76.458[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the teachers respect their students' thoughts and feelings.

74. According to table 4.74, 87% of the head teachers had agreed with the statement that the advising sessions of the teachers are effective. 7% head teachers remained neutral, whereas, 6% of the head teachers had disagreed. Mean score of the head teachers' response is 3.8795 as associated to greatcr

score as 4 with standard deviation of .78705. Likewise, the calculated value of Chi-Square 54.494[a] is more than the p-value i.e., .000 at 0.05 level. This depicts that the advising sessions of the teachers are effective.

5.2.2. Qualitative Data Findings

The teachers at the school offer a range of services, but one of their most crucial responsibilities is to serve as a direct, personable link between a student and their place of learning. They should be someone who is interested in the success of their students and is available to help when necessary. An adviser who works with pupils, typically at the school level, is a teacher. Teachers are in charge of assisting students in selecting a major and a minor as well as making sure they fulfil all requirements moving forward. The most effective professors are those who have specific qualities and who the students are interested in receiving advice from. These qualities include being approachable to students, being in touch with them frequently, acting intrusively around them, being aware about institutional rules, policies, offerings, and processes, keeping track of students' progress, utilising reliable information sources, and providing developmental advising as opposed to traditional advice.

In the process of academic advising, a teacher offers advice and direction to a student on academic, social, and/or personal issues, career objectives, study techniques, and class schedules. The goal of academic counselling is to support students' growth and development by helping them create educational plans that are meaningful and in line with their personal objectives. The process is ongoing and consistent, and it is based on regular, accumulating interactions between the advisee and the advisor on a personal level.

Academic advising is essential for helping incoming students settle in, setting expectations, developing ties to the institutions, explaining the higher education experience to students, and ensuring that the learning process as a whole is successful and pleasurable. As students advance in their academic programmes, advising continues to be crucial in assisting them in choosing the right courses, internships, projects, career objectives, and strategies. Student achievement and retention are also reliant on effective academic counselling. This suggests the need for an efficient institutional-wide advising system that not only takes academic advising into account but also takes into account how all various forms of advising and support services (career, personal, and academic, for example) function in an integrated way to support student success.

Despite not being a novel idea, many institutions are currently discussing integrating career and academic counselling. Recent efforts to combine professional and academic advising may be motivated by new economic realities, but these difficulties also offer special opportunity to better serve the students. The main goals of academic support and career counselling should be to advance students' career goals, promote student excellence, and improve academic performance and personal well-being.

Academic advisers are in a unique position to help students make informed decisions about their academic and professional futures, decisions that may have long-term effects. It aids in setting and accomplishing professional goals that result in a meaningful life. Services provided to students and graduates include career counselling, help finding jobs and internships, assistance with drafting resumes and cover letters, and planning for graduate school. In order to make decisions about your job, educational options, and overall quality of life, career counselling can help you

get to know yourself better and comprehend the working environment. Career counselling aims to equip you with the knowledge and skills you need to make future career and life decisions in addition to assisting you with the decisions you must make right away.

By guiding them toward a deeper self-awareness and teaching they how to use the institution's resources to fulfil their unique educational requirements and objectives, academic advising helps students enjoy the full educational benefits available to them. Because students have unique needs that cannot be properly met by the standard guidance and counselling programmes, academic advising is offered as a separate service within the context of general counselling in schools. Academic counselling makes sense as an unique area of interest at educational institutions, just as there is a need for specialised counselling in relation to concerns with religion, marriage, trauma, drugs, and stress. Particularly after enrolling in the educational institution, academic advice frequently centred primarily on assisting students in making course selections.

5.3. Discussion

Academic advising is a process by which a teacher provides insight and guidance to a student on academic, social, and/or personal matters, career goals, study strategies and class schedules. By creating educational programmes that are meaningful to students and in line with their own objectives, academic advising helps students grow and develop. It is an ongoing and consistent process that is founded on regular, accumulated personal interactions between the adviser and the advisee. Farr & Cunningham (2017) suggested that the advisors help the students find personal meaning and purpose in general education as one of the ways by which to better engage students in general education learning. Egan (2015) encouraged advisors to

engage students in thinking intentionally about their general education and putting general education in a meaningful context to help them see general education as something more than fulfilling graduation requirements.

Academic advising is essential for assisting incoming students in acclimating to their surroundings, defining expectations, enhancing ties to the institutions, explaining the higher education experience to students, and making the learning process as a whole successful and pleasurable. In order to help students choose the right courses, internships, projects, and career pathways as they advance through their academic programmes of study, advising continues to play a crucial role. Additionally essential to student success and retention is effective academic counseling. This suggests the requirement for an efficient institutional-wide advising system that not only addresses academic advising but also takes into account how various advising and support services (such as career, personal, and academic advising, etc.) integrate with one another to promote student success. The need for interpersonal and intrapersonal abilities was highlighted by Gordon et al. (2011) since advisors occasionally had to deliver unfavourable news. It is most beneficial for the student, adviser, and educational institution to be able to provide critical or sad news to a student in a way that lessens their anxiety.

Larson, et. al. (2018) found it challenging to think of a more essential academic support function than academic advising, where academic advisors serve as students' teacher, coach, mentor, and cheerleader. Academic advisors work with students to provide informational guidance and intellectual mentorship, and they are often the institutional representatives with whom students work to navigate a dizzying maze of curricular options and to make informed academic decisions (Yale, 2019; White, 2015). However, students and administrators often see academic advisors as

agents of degree completion, whose primary responsibility is to ensure that students select the appropriate coursework to fulfill their requirements for graduation (Bridgen, 2017).

Every student's learning experience is made better by the teachers. They are aware of individual differences and understand that what works well for one child in the classroom may not work well for another. In order to change the environment of the school in the best interest of each individual kid, they enable communication between instructors, parents, administrators, and students. They assist each student in getting the most out of their educational opportunities and preparing for the future. Advisors use a variety of academic advising strategies; the most of these strategies were developed during the previous 40 years and are currently being researched and studied. He & Hutson (2016) stated that advising only became an analysed activity around 1970 when advisors started comparing their performance to other advisors at other institutions in their historical analysis of the eras of academic counselling.

Academic advising programmes aid people in gaining the information, expertise, and experience needed to recognise options, consider alternatives, and flourish in society. By teaching about workplace complexity and changes, broadening knowledge, skills, and abilities, enhancing decision-making abilities, boosting self-esteem and motivation, developing interpersonal effectiveness, maximising career opportunities, enhancing employment marketability and opportunities, encouraging successful job placement, and fostering employer relations, these programmes help people be better prepared for the changing workplace of the twenty-first century. The majority of academic advisors, according to Hughey (2011), can criticise advisees without alienating them. Students' intellectual development and progress are supported by academic advisors who provide a supportive environment. In order to

empower advisees to acquire problem-solving abilities, advisors must simultaneously "stimulate and motivate advisees.

5.4. Conclusions

5.4.1. Quantitative Data Conclusions

1. It is concluded that majority of the teachers agreed that teachers use academic advising approaches/strategies in their school. Teachers achieve expected outcomes of the academic advising in their school. Teachers create equitable environments with regard to academic advising in their school. Teachers maintain inclusive environments regarding academic advising in their school. Teachers encourage the students to understand the importance of academic advising. Teachers apply a variety of academic advising theories in their school, and the teachers apply a variety of student learning theories in their school.
2. Most of the respondent agreed that the teachers communicate with the students in an inclusive and respectful manner. Teachers give appropriate time to the students according to their needs. Teachers encourage the students to seek help in their studies. Teachers encourage the students to freely express their thoughts and feelings. Teachers help the students learn to become good members of the community. Teachers understand how to control emotions of the students in difficult situations. Teachers help the students to make educational decisions like selecting elective courses and exploring academic majors/minors and the teachers fully support success of the students.
3. Majority of the respondents agreed that the teachers demonstrate a student-centred approach in their school with respect to academic advising. Teachers encourage the students to formulate their own life goals. Teachers are well

versed in the mission of their school regarding academic advising. Teachers are well aware of the vision of their school with regard to academic advising. Teachers are well aware of the values of their school regarding academic advising. Teachers are well conversant with the culture of their school with regard to academic advising, Teachers show sound knowledge of the issues in academic advising and the teachers provide the students with accurate information about course requirements.

4. Majority of the respondents agreed that the teachers are well informed of the policy of their school with regard to academic advising. Teachers explain school policies and procedures to the students with respect to academic advising. Teachers are knowledgeable about the rules and regulations of the school with respect to academic advising. Teachers adopt legal guidelines of advising practice, including privacy with respect to academic advising. Teachers help the students to connect with school resources, learning centres and counselling services. Teachers apply the information technology of their school to relevant advising role. Teachers help students to explore career options. Teachers articulate a personal philosophy of academic advising in their school. Teachers create rapport among the students regarding academic advising practices. Teachers effectively plan academic advising interactions among the students and the teachers. Teachers efficiently conduct academic advising interactions among the students and teachers. Teachers promote students understanding of the logic and purpose of the curriculum in their school, Teachers promote problem-solving skills among the students in their school and the teachers facilitate decision-making skills among the students in their school.

5. Most of the respondents agreed that the teachers engage the students in ongoing assessment of advising practices. Teachers assist the students in developing a long-term education plan. Teachers help the students to improve their interpersonal skills. Teachers are engaged in ongoing professional development with respect to academic advising. Teachers help students to make connections with personal characteristics, Teachers use counselling techniques during advising sessions. Teachers encourage students formulate positive open ended questions during advising sessions. Teachers demonstrate the ability to effectively transfer information with respect to academic advising. Teachers develop intervention strategies which are helpful to academic success. Teachers help students to think critically about their roles and responsibilities. Teachers help students to improve their critical thinking and logical reasoning skills. Teachers demonstrate effective decision-making skills. Teachers demonstrate effective problem-solving skills and the teachers use relevant data to inform the advising process.

6. Majority of the respondents agreed that the teachers stay relevant on current trends/issues that impact academic advising. Teachers maintain accurate record of students with respect to academic advising. Teachers help students develop creative writing skills with respect to academic advising. Teachers effectively manage multitasking approach in their school with respect to academic advising. Teachers' availability is flexible to accommodate the student needs. Teachers spend sufficient time with their students to address their concerns. Teachers encourage students to think beyond current year planning to accommodate course sequencing. Teachers motivate students to think beyond current year planning to accommodate graduation expectations.

Teachers encourage students to think beyond current year planning to accommodate relevant work experience. Teachers are always ready to share information regarding career opportunities and alumni experiences and the teachers make an effort to help their advising sessions feel comfortable; calling the students by name, referring to notes from previous meetings and inquiring about life beyond the classroom.

7. Majority of the respondents agreed that the teachers are knowledgeable about resources and services available in school. Teachers demonstrate how to find information for their students. Teachers help their students understand and work within school policies. Teachers help their students with problems involving higher academic standards. Teachers serve as facilitators and help the students making decisions for themselves. Teachers can work effectively with multi-cultural students. Teachers show patience and always encourage their students for academic advising. Teachers show keen interest in their students' life goals as well as academic goals. Teachers are always honest in communicating the opinions of the students. Teachers stay positive when their students disagree with them in academic advising. Teachers respect their students' thoughts and feelings and the advising sessions of the teachers are effective.

5.4.2. Qualitative Data Conclusions

1. The practise of academic advising involves a teacher giving advice to a student on academic, social, and/or personal issues, career objectives, study techniques, and class scheduling. By creating educational programmes that are relevant to and consistent with a student's life goals, academic advising helps students grow and develop. It is an ongoing and consistent process that

is founded on regular, accumulated personal interactions between the adviser and the advisee.

2. Academic advising is essential for assisting incoming students in acclimating to their surroundings, defining expectations, enhancing ties to the institutions, explaining the higher education experience to students, and making the learning process as a whole successful and pleasurable. As students go through their academic programmes, advising is crucial in assisting them in making wise choices regarding their course, internship, project, and career goals and paths. Student achievement and retention are also reliant on effective academic counselling.
3. Every student's learning experience is made better by the teachers. They are aware of individual differences and understand that what works well for one child in the classroom may not work well for another. They help instructors, parents, administrators, and students communicate with one another so that the school environment can be changed in a way that is optimal for each individual student. They assist each student in getting the most out of their educational opportunities and planning for the future.
4. Academic advisors are faced with a growing number of issues, including how to engage with students effectively, how to handle enrollment growth when budgets haven't increased much at all, how to handle these students' advising needs, and how to use orientations to improve accomplishment. To help students achieve their educational and professional objectives, academic advising provides a forum for information sharing.

5.5. Recommendations

On the basis of findings and conclusions, following recommendations were made:

1. A compulsory course of academic advising practices may be offered for the prospective teachers in the teacher education programmes so as to make them specialized in the field of academic advising, its practical implication, current needs, trends and issues.
2. The professional development of teachers at all levels with regard to academic advising may be carried out extensively on periodical basis in order to achieve the learning outcomes as well as to enhance the student retention rate at the optimum level.
3. An electronic registration system regarding academic advising may be developed at school level so that the accurate record of the students and alumni can be made available for subsequent betterment and strengthening the academic advising practices and experiences.
4. Enough time for interaction and contact between the students and the teachers may be offered and the teachers may be given more autonomy and flexibility in dealing with rules and regulations regarding academic advising.
5. Much concentration may be made on the students as the core of the advising process and they may be encouraged to exercise more responsibility in the process of academic advising.
6. An advanced psycho-educational advising centre at the school level may be established and its activities may be activated to offer advising, developmental, and remedial services focusing on the development of the bright and optimist side of the students' personalities.

7. Further research is essential to expand the understanding of academic advising and its measurable impact on the personal and institutional aspects of student success.

REFERENCES

Abdykhalykova, Z. (2013). Extended Academic Advising in Kazakhstan: Improving the success of first year students. *Procedia-Social and Behavioral Sciences, 89*, 357-362.

Abelman, R., & Molina, A. D. (2006). Institutional vision and academic advising. *NACADA Journal, 26*(2), 5-12.

Afify, E., & Nasr, M. (2017). A Proposed Model for a Web-Based Academic Advising System. *International Journal of Advanced Networking and Applications, 9*(2), 3345-3361.

Aldulaimi, S. H. (2019). Empirical Approach of Leading the Academic Advising Process in Higher Education. *Annals of Social Sciences & Management studies, 2*(4), 87-91.

Al-Khafaji, S. (2017). Academic Advising process Roles in supporting student's success. *International Journal of Scientific Research and Management (IJSRM), 5*(11), 7485-7494.

Allen, J. M., & Smith, C. L. (2008). Importance of, responsibility for, and satisfaction with academic advising: A faculty perspective. *Journal of College Student Development, 49*(5), 397-411.

Allen, J. M., Smith, C. L., & Muehleck, J. K. (2014). Pre-and post-transfer academic advising: what students say are the similarities and differences. *Journal of College Student Development, 55*(4), 353-367.

Alvarez, R. R., & Towne, V. S. (2016). Academic advisors as adult educators: First year experience instructors. *Journal of Adult Education, 45*(1), 10.

Amador, P., & Amador, J. (2014). Academic advising via Facebook: Examining student help seeking. *The Internet and Higher Education, 21*, 9-16.

Anderson, W. W., Motto, J. S., & Bourdeaux, R. (2014). Getting what they want: Aligning student expectations of advising with perceived advisor behaviours. *Mid-Western Educational Researcher, 26*(1), 27-51.

Arhin, V., Wang'eri, T., & Kigen, E. (2017). Academic advising and student retention in distance learning: The case of University of Cape Coast, Ghana. *Journal of Educational and Social Research, 7*(3), 25.

Arms, J. H., Cabrera, A. F., & Brower, A. M. (2008). Moving into students' spaces: The impact of location of academic advising on student engagement among undecided students. *NACADA Journal, 28*(1), 8-18.

Asmi, K., & Thumiki, V. R. (2014). Student satisfaction with advising systems in higher education: An empirical study in Muscat. *Learning & Teaching in Higher Education: Gulf Perspectives*, 11(1), 1-19.

Aune, B. (2000). Career and academic advising. *New Directions for Student Services, 2000*(91), 55-67.

Aydin, Y. C., Güneri, O. Y., Esra, E. R. E. T., & Yildirim, F. B. (2019). The views of undergraduate students and academic advisors on the academic advising process. *Yükseköğretim Dergisi, 9*(2), 139-148.

Baker, V. L. & Griffin, K. A. (2010). Beyond mentoring and advising: toward understanding the role of faculty developers in student success. *About Campus, 14*(6), 2-8.

Baldridge, E. H. (2020). Faculty advisor perspectives of academic advising. *NACADA Journal, 40*(1), 10-22.

Barker, S., & Mamiseishvili, K. (2014). Reconnecting: A phenomenological study of transition within a shared model of academic advising. *Journal of Student Affairs Research and Practice, 51*(4), 433-445.

Battin, J. R. (2014). Improving academic advising through student seminars: A case study. *Journal of Criminal Justice Education, 25*(3), 354-367.

Beaudin, B., & Breiner, J. (2001). Academic advising at a distance: student communication preferences. *International Journal of Continuing Engineering Education and Life Long Learning, 11*(1-2), 128-134.

Begley, P. T., & Johnson, J. (2001). Academic advising and living the examined life: Making the case for a values perspective. *NACADA Journal, 21*(1-2), 8-14.

Best, J. W., & Kahn, J. V. (1998). *Research in Education* (8th Ed.). Sydney: Allyn and Bacon.

Borgard, J. (1981). Toward a pragmatic philosophy of academic advising. *NACADA Journal*, 1(1), 1-6.

Braun, J., & Zolfagharian, M. (2016). Student participation in academic advising: Propensity, behavior, attribution and satisfaction. *Research in Higher Education, 57*(8), 968-989.

Bridgen, S. (2017). Using systems theory to understand the identity of academic advising: a case study. *NACADA Journal, 37*(2), 9-20.

Campbell, B. S. M., & Nutt, C. L. (2008). Academic advising in the new global century: Supporting Student Engagement and Learning Outcomes Achievement. *Peer Review, 10*(1), 1-8.

Carpenter, S., & Stimpson, M. T. (2007). Professionalism, scholarly practice, and professional development in student affairs. *NACADA Journal*, 44, 265-284.

Cate, P., & Miller, M. A. (2015). Academic advising within the academy. *The New Advisor Guidebook: Mastering the Art of Academic Advising, 2015*, 37-53

Chan, Z. C., Chan, H. Y., Chow, H. C. J., Choy, S. N., Ng, K. Y., Wong, K. Y., & Yu, P. K. (2019). Academic advising in undergraduate education: A systematic review. *Nurse education today, 75*, 58-74.

Chen, H. L., & Black, T. C. (2010). Using e-portfolios to support an undergraduate learning career: An experiment with academic advising. *Educause Quarterly, 33*(4).

Chickering, A. W. (1994). Empowering lifelong self-development. *NACADA Journal, 14*(2), 50-53.

Cohen, L., Manion, L., & Morrison, R. (2007). *Research Methods in Education* (6th Ed.). New York: Routledge.

Cook, S. (2009). Important events in the development of academic advising in the United States. *Nacada Journal, 29*(2), 18-40.

Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd Ed.) Thousand Oaks, California: SAGE Publications, Inc.

Crookston, B. B. (1972). A developmental view of academic advising as teaching. *Journal of College Student Development*, 13, 12-17.

Crookston, B. (1994). A developmental view of academic advising as teaching, *NACADA Journal, 14*(2), 10-16.

Cruise, C. A. (2002). Advising students on academic probation. *The Mentor: An Academic Advising Journal, 4*(4), 1-4.

D'Alessio, K. A., & Banerjee, M. (2016). Academic Advising as an Intervention for College Students with ADHD. *Journal of Postsecondary Education and Disability, 29*(2), 109-121.

Daly, M., & Sidell, N. (2013). Assessing academic advising: A developmental approach. *Journal of Baccalaureate Social Work, 18*(1), 37-49.

Darling, R. A. (2015). Creating an institutional academic advising culture that supports commuter student success. *New Directions for Student Services, 150*(2015), 87-96.

DeLaRosby, H. R. (2017). Student characteristics and collegiate environments that contribute to the overall satisfaction with academic advising among college students. *Journal of College Student Retention: Research, Theory & Practice, 19*(2), 145-160.

Demetriou, C. (2005). Potential applications of social norms theory to academic advising. *NACADA Journal, 25*(2), 49-56.

Demetriou, C. (2005). Beyond student satisfaction surveys: Designing a student focus group to assess academic advising. *The Mentor, 7*(1).

Demetriou, C. (2011). The attribution theory of learning and advising students on academic probation. *NACADA journal, 31*(2), 16-21.

Dibia, N. G., & Obi, O. P. (2013). Academic advising and counseling in universities in South East Nigeria: a new perspective. *Academic Journal of Interdisciplinary Studies, 2*(10), 121.

Donaldson, P., McKinney, L., Lee, M., & Pino, D. (2016). First-year community college students' perceptions of and attitudes toward intrusive academic advising. *NACADA Journal, 36*(1), 30-42.

Dougherty, S. B. (2007). Academic advising for high-achieving college students. *Higher Education in Review, 4*, 63-82.

Drake, J. K. (2011). The role of academic advising in student retention and persistence. *About Campus, 16*(3), 8-12.

Drake, J. K., Jordan, P., & Miller, M. A. (Eds.). (2013). *Academic advising approaches: strategies that teach students to make the most of college.* John Wiley & Sons.

Dyarbrough, D. (2002). The engagement model for effective academic advising with undergraduate college students and student organizations. *The Journal of Humanistic Counselling, Education and Development, 41*(1), 61-68.

Eduljee, N., & Michaud, R. (2014). Student perceptions and levels of satisfaction about academic advising. *International Journal of Psychosocial Research, 3*(1), 1-12.

Egan, K. (2015). Academic advising in individualized major programs: Promoting the three I's of general education. *The Journal of General Education, 64*(2), 75-89.

Elliott, R. W. (2020). Keeping College Students in the Game: A Review of Academic Advising. *Interchange, 51*(2), 101-116.

Ellis, K. C. (2014). Academic advising experiences of first-year undecided students: A qualitative study. *NACADA Journal, 34*(2), 42-50.

Erlich, R. J., & Russ-Eft, D. (2011). Applying social cognitive theory to academic advising to assess student learning outcomes. *NACADA journal, 31*(2), 5-15.

Erlich, R. J., & Russ-Eft, D. F. (2013). Assessing student learning in academic advising using social cognitive theory. *Nacada Journal, 33*(1), 16-33.

Erlich, R. J., & Russ, D. F. E. (2012). Assessing academic advising outcomes using social cognitive theory: A validity and reliability study. *NACADA Journal, 32*(2), 68-84.

Farr, T., Cunningham, L. (2017). *Academic advising core competency guide.* Manhattan, KS: NACADA.

Feghali, T., Zbib, I., & Hallal, S. (2011). A web-based decision support tool for academic advising. *Journal of Educational Technology & Society, 14*(1), 82-94.

Filson, C., & Whittington, M. S. (2013). Engaging undergraduate students through academic advising. *NACTA Journal, 57*(4), 10-17.

Fiore, T. D., Heitner, K. L., & Shaw, M. E. (2019). Academic advising and online doctoral student persistence from coursework to independent research. *Online Journal of Distance Learning Administration, 22*(3), 111-122.

Fisher, W. W., Barman, S., & Killingsworth, P. L. (2011). Value stream mapping for improving academic advising. *International Journal of Information and Operations Management Education, 4*(1), 45-59.

Folsom, P., Yoder, F., & Joslin, J. E. (2015). *The new advisor guidebook: Mastering the art of academic advising*. John Wiley & Sons.

Fraenkel, J. R., & Wallen, N. E. (2009). *How to Design and Evaluate Research in Education* (7th Ed.). Sydney: McGraw Hill Higher Education.

Fricker, T. (2015). The Relationship between Academic Advising and Student Success in Canadian Colleges: A Review of the Literature. *College Quarterly, 18*(4).

Gaines, T. (2014). Technology and academic advising: student usage and preferences. *NACADA Journal, 34*(1), 43-49.

Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational Research: Competencies for Analysis and Applications* (10th Ed.) New Jersey: Pearson Education, Inc.

Gordon, V., Habley, W., & Associates (2000). *Academic Advising: A Comprehensive Handbook*. San Francisco, CA: Jossey-Bass.

Gordon, V. N., Habley, W. R., & Grites, T. J. (Eds.). (2011). *Academic Advising: A Comprehensive Handbook*. John Wiley & Sons.

Grites, T. J. (2013). Developmental academic advising: A 40-year context. *NACADA Journal, 33*(1), 5-15.

Grites, T., & Gordon, V. N. (2009). Developmental Academic Advising Revisited. *NACADA Journal, 29*(1).

Habley, W. R. (2009). Academic advising as a field of inquiry. *NACADA Journal*, 29(2), 76-83.

Hale, M. D., Graham, D. L., & Johnson, D. M. (2009). Are students more satisfied with academic advising when there is congruence between current and preferred advising styles? *College Student Journal, 43*(2), 313-325.

Hamed, S., & Hussin, F. (2015). Student satisfaction through academic advising: How effective is the academic advisor?. *Esteem Academic Journal*, *11*(2), 11-17.

Harris, T. A. (2018). Prescriptive vs. developmental: Academic advising at a historically black university in South Carolina. *The Journal of the National Academic Advising Association*, *38*(1), 36-46.

Harrison, E. (2009). Faculty perceptions of academic advising: "I don't get no respect". *Nursing Education Perspectives*, *30*(4), 229-233.

Hatch, D. K., & Garcia, C. E. (2017). Academic advising and the persistence intentions of community college students in their first weeks in college. *The Review of Higher Education*, *40*(3), 353-390.

He, Y., & Hutson, B. (2016). Appreciative assessment in academic advising. *The Review of Higher Education*, *39*(2), 213-240.

Hemwall, M. K., & Trachte, K. C. (2005). Academic advising as learning: 10 organizing principles. *NACADA Journal*, 25(2), 74-83.

Henderson, L. K., & Goodridge, W. (2015). Advise Me: an intelligent web-based application for academic advising. *International Journal of Advanced Computer Science and Applications*, *6*(8), 233-243.

Henning, M. A. (2007). *Students' motivation to learn, academic achievement, and academic advising* (Doctoral dissertation, Auckland University of Technology).

Henning, M. A. (2009). Students' motivation to access academic advising services. *NACADA Journal*, *29*(1), 22-30.

Hilliger, I., De Laet, T., Henríquez, V., Guerra, J., Ortiz-Rojas, M., Zuñiga, M. Á.,& Pérez-Sanagustín, M. (2020). For learners, with learners: Identifying indicators for an academic advising dashboard for students. In *European Conference on Technology Enhanced Learning* (pp. 117-130). Springer, Cham.

Himes, H. A. (2014). Strengthening academic advising by developing a normative theory. *NACADA Journal*, *34*(1), 5-15.

Himes, H., & Schulenberg, J. (2016). The evolution of academic advising as a practice and as a profession. *Beyond Foundations: Developing as a Master Academic Advisor*, 1-20.

Hingorani, K., & Askari, N. D. (2014). Design and development of an academic advising system for improving retention and graduation. *Issues in Information Systems*, *15*(2), 344-349.

Hollis, L. P. (2009). Academic advising in the wonderland of college for developmental students. *College Student Journal*, *43*(1), 31-35.

Houman, K. M., & Stapley, J. C. (2013). The college experience for students with chronic illness: Implications for academic advising. *NACADA Journal, 33*(1), 61-70.

Huggett, K. D. (2000). Professional development in an uncertain profession: Finding a place for academic and career advisors. *NACADA Journal,* 20(2), 46–51.

Hughey, J. K. (2011). Strategies to enhance interpersonal relations in academic advising. *NACADA journal, 31*(2), 22-32.

Hurt, R. L., & McLaughlin, E. J. (2012). An applied introduction to qualitative research methods in academic advising. *NACADA Journal, 32*(1), 63-71.

Hutson, B. (2013). Faculty development to support academic advising: Rationale, components and strategies of support. *The Journal of Faculty Development, 27*(3), 5-11.

Hyman, M. R., Kostyk, A., Zhou, W., & Paas, L. (2019). Novel approaches for improving data Quality from Self-Administered Questionnaires. *International Journal of Market Research, 61*(5), 552-555.

Iatrellis, O., Kameas, A., & Fitsilis, P. (2017). Academic advising systems: A systematic literature review of empirical evidence. *Education Sciences, 7*(4), 90.

Jackson, R. L. (2005). Academic advising and philosophy. *NACADA Journal, 25*(2), 30-36.

Jaradat, M. S., & Mustafa, M. B. (2017). Academic Advising and Maintaining Major: Is There a Relation. *Social Sciences, 6*(4), 151.

Jones, A. D. Y., Burt, T. D., Dixon, S., & Hawthorne, M. J. (2013). Academic advising: Does it really impact student success? *Quality Assurance in Education, 21*(1), 7-19.

Jordan, P. (2000). Academic advising in the 21st century. *NACADA Journal, 20*(2), 21-30.

Joslin, J. E. (2018). The case for strategic academic advising management. *New Directions for Higher Education, 2018*(184), 11-20.

Kadar, R. S. (2001). A counseling liaison model of academic advising. *Journal of College Counselling, 4*(2), 174-178.

Keeling, S. (2010). The influence of the CAS standards on academic advisors and advising programs. *NACADA Journal, 30*(2), 9-18.

Kim, Y. (2007). Difficulties in quality doctoral academic advising: Experiences of Korean students. *Journal of Research in International Education, 6*(2), 171-193.

Kim, J., & Feldman, L. (2011). Managing academic advising services quality: Understanding and meeting needs and expectations of different student segments. *Marketing Management Journal, 21*(1), 222-238.

Kohlfeld, X. X., Lutz, D. J., & Boon, A. T. (2020). Ethicality of advisor motives in academic advising: Faculty, staff, and student perspectives. *Journal of Academic Ethics, 18*(3), 333-346.

Krumm, A. E., Waddington, R. J., Teasley, S. D., & Lonn, S. (2014). A learning management system-based early warning system for academic advising in undergraduate engineering. In *Learning Analytics* (pp. 103-119). Springer, New York, NY.

Kuhn, T., Gordon, V., & Webber, J. (2002). The advising and counselling continuum: Triggers for referral. *NACADA Journal, 26*(1), 24-31.

Kuhn, T., & Padak, G. (2008). From the co-editors: Is academic advising a discipline? *NACADA Journal,* 28(2), 2-4.

Kuhtmann, M. S. (2005). Socratic self-examination and its application to academic advising. *NACADA Journal, 25*(2), 36-48.

Kvale, S., & Brinkmann, S. (2009). *Interviews: Learning the Craft of Qualitative Research Interviewing* (2nd Ed.). Thousand Oaks, California: SAGE Publications, Inc.

Larson, J., Johnson, A., Aiken-Wisniewski, S. A., & Barkemeyer, J. (2018). What is academic advising? An application of analytic induction. *NACADA Journal, 38*(2), 81-93.

Lawton, J. (2018). Academic advising as a catalyst for equity. *New Directions for Higher Education, 2018*(184), 33-43.

Ledwith, K. E. (2014). Academic advising and career services: A collaborative approach. *New Directions for Student Services, 2014*(148), 49-63.

Lee, J. A. (2018). Affirmation, support, and advocacy: Critical race theory and academic advising. *The Journal of the National Academic Advising Association, 38*(1), 77-87.

Loucif, S., Gassoumi, L., & Negreiros, J. (2020). Considering students' abilities in the academic advising process. *Education Sciences, 10*(9), 254.

Lowe, A., & Toney, M. (2000). Academic advising: Views of the givers and takers. *Journal of College Student Retention: Research, Theory & Practice, 2*(2), 93-108.

Lowenstein, M. (2005). If advising is teaching, what do advisors teach? *NACADA Journal,* 25(2), 65-73.

Lynch, M. L. (2004). A survey of undergraduate student reactions to academic advising. *NACADA Journal, 24*(1-2), 62-74.

Lynch, J., & Lungrin, T. (2018). Integrating academic and career advising toward student success. *New Directions for Higher Education, 2018*(184), 69-79.

Makondo, L. (2014). Academic advising in universities: Concept paper. *Journal of Sociology and Social Anthropology, 5*(2), 179-186.

Martinez, E., & Elue, C. (2020). Academic advising and the community college baccalaureate: Implications for research, policy, and practice. *NACADA Journal, 40*(1), 110-122.

McGill, C. M., Ali, M., & Barton, D. (2020). Skills and competencies for effective academic advising and personal tutoring. *Frontiers in Education*.5, p.135.

McGill, C. M. (2016). "Cultivating Ways of Thinking": The Developmental Teaching Perspective in Academic Advising. *New Horizons in Adult Education and Human Resource Development, 28*(1), 50-54.

McGill, C. M. (2019). The professionalization of academic advising: A structured literature review. *NACADA Journal, 39*(1), 89-100.

McGill, C. M. (2018). Leaders' perceptions of the professionalization of academic advising: A phenomenography. *The Journal of the National Academic Advising Association, 38*(1), 88-102.

McKenzie, D., Tan, T. X., Fletcher, E. C., & Williams, J. A. (2017). Major re-selection advising and academic performance. *NACADA Journal, 37*(1), 15-25.

McLaren, J. (2004). The Changing Face of Undergraduate Academic Advising. *Guidance & Counselling, 19*(4), 173-175.

Melander, E. R. (2005). Advising as educating: A framework for organizing advising systems. *NACADA Journal*, 25(2), 84-91.

Mertes, S. J., & Jankoviak, M. W. (2016). Creating a college-wide retention program: A mixed methods approach. *Community College Enterprise, 22*(1), 9-27.

Mitchell, R., & Rosiek, J. (2005). Searching for the knowledge that enables culturally responsive academic advising. *Journal on Excellence in College Teaching, 16*(2), 87-110.

Mu, L., & Fosnacht, K. (2019). Effective advising: How academic advising influences student learning outcomes in different institutional contexts. *The Review of Higher Education, 42*(4), 1283-1307.

Muola, J. M., Maithya, R., & Mwinzi, A. M. (2011). The effect of academic advising on academic performance of university students in Kenyan universities. *African Research Review, 5*(5), 332-345.

Murthy, S. N., & Bhojanna, U. (2009). *Business Research Methods*. New Delhi: Excel Books India.

Museus, S. D., & Ravello, J. N. (2010). Characteristics of academic advising that contribute to racial and ethnic minority student success at predominantly White institutions. *NACADA journal, 30*(1), 47-58.

NACADA, (2006). National Academic Advising Association concept of academic advising. Retrieved March 30, 2007 from http://www.nacada.ksu.edu/ Clearinghouse/AdvisingIssues/Concept-Advising.htm.

Noaman, A. Y., & Ahmed, F. F. (2015). A new framework for e academic advising. *Procedia Computer Science, 65*, 358-367.

Nutt, C. L. (2003). *Academic Advising and Student Retention and Persistence. NACADA Clearinghouse of Academic Advising Resources.* Available online at: https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-and-Student-Retention-article.aspx.

O'Banion, T. (1972). An academic advising model. *Junior College Journal, 42,* 62, 64, 66-69.

O'Banion, T. (1994). An academic advising model. *NACADA Journal, 14*(2), 5-9.

Ohrt, E. K. (2018). *Antecedents of trust in academic advising relationships* (Doctoral dissertation, George Mason University).

Padak, G., & Kuhn, T. (2009). Voices from the leadership of academic advising. *NACADA Journal*, 29(2), 56–67.

Parks, R., Walker, E., & Smith, C. (2015). Exploring the challenges of academic advising for student veterans. *College and University, 90*(4), 37.

Pasquini, L. A., & Steele, G. E. (2016). Technology in academic advising: Perceptions and practices in higher education. *NACADA Technology in Advising Commission Sponsored Survey 2013, 6*(1), 3-9.

Paul, W., & Fitzpatrick, C. (2015). Advising as servant leadership: Investigating student satisfaction. *NACADA Journal, 35*(2), 28-35.

Pizzolato, J. E. (2006). Complex partnerships: Self-authorship and provocative academic-advising practices. *NACADA Journal, 26*(1), 32-45.

Pizzolato, J. E. (2008). Advisor, teacher, and partner: Using the learning partnerships model to reshape academic advising. *About Campus, 13*(1), 18-25.

Porterfield, K. T., Roper, L. D., & Whitt, E. J. (2011). Redefining our mission: What does higher education need from student affairs? *Journal of College Character*, 12(4), 1-7.

Powers, K. L., Carlstrom, A. H., & Hughey, K. F. (2014). Academic advising assessment practices: results of a national study. *NACADA Journal, 34*(1), 64-77.

Rapport, M. F. (2000). Combining methodological approaches in research: Ethnography and interpretive phenomenology. *Journal of Advanced Nursing*, 31, 219-225.

Rawlins, W. K., & Rawlins, S. P. (2005). Academic advising as friendship. *NACADA Journal, 25*(2), 10-19.

Reinarz, A. G., & Ehrlich, N. J. (2002). Assessment of academic advising: A cross-sectional study. *NACADA Journal, 22*(2), 50-65.

Rimbau, E. G., Martinez, M. J.A., & Ruiz, E. D. (2011). Developing models for online academic advising: functions, tools and organisation of the advising system in a virtual university. *International Journal of Technology Enhanced Learning, 3*(2), 124-136.

Robbins, R. (2020). Engaging gen zers through academic advising. *Academic Advising Today, 43*(2).

Robbins, R. (2016). Assessment of academic advising. *Beyond Foundations: Developing as a Master Academic Advisor*, 275.

Robbins, R. (2012). Everything you have always wanted to know about academic advising (well, almost). *Journal of College Student Psychotherapy, 26*(3), 216-226.

Rocco, T. S., Stein, D., & Lee, C. (2003). An exploratory examination of the literature on age and HRD policy development. *Human Resource Development Review*, 2, 155-180.

Roessger, K. M., Eisentrout, K., & Hevel, M. S. (2019). Age and academic advising in community colleges: Examining the assumption of self-directed learning. *Community College Journal of Research and Practice, 43*(6), 441-454.

Rust, M. M. (2011). The utility of liberal education: Concepts and arguments for use in academic advising. *NACADA Journal, 31*(1), 5-13.

Saba, N. A. (2015). Academic advising: Perceptions of students in a Lebanese University. *IJAEDU-International E-Journal of Advances in Education, 1*(2), 118-126.

Sams, W. P., Brown, L. S., Hussey, R. B., & Leonard, M. J. (2003). The development, implementation, and assessment of a systematic academic advising program for exploratory first-year students. *NACADA Journal, 23*(1-2), 75-84.

Sandeen, A. (2011). Does student affairs have an enduring mission? *Journal of College & Character*, 12(4), 1-8.

Sapp, L.C. & Williams, S.A. (2015). Best practices in advising non-traditional students. *Academic Advising Today, 38*(4).

Scharff, C. S. (2010). Advising with understanding: Considering hermeneutic theory in academic advising. *NACADA Journal*, 30(1), 59-65.

Schulenberg, J. K., & Lindhorst, M. J. (2008). Advising is advising: Toward defining the practice and scholarship of academic advising. NACADA Journal, 28(1), 43–53.

Schwebel, D. C., Walburn, N. C., Klyce, K., & Jerrolds, K. L. (2012). Efficacy of advising outreach on student retention, academic progress and achievement, and frequency of advising contacts: A longitudinal randomized trial. *NACADA Journal, 32*(2), 36-43.

Shaffer, L. S., Zalewski, J. M., & Leveille, J. (2010). The professionalization of academic advising: where are we in *NACADA Journal, 30*(1), 66-77.

Shields, P. O., & Gillard, S. K. (2002). An academic advising profile for marketing educators. *Marketing Education Review, 12*(2), 37-46.

Smith, C. L., & Allen, J. M. (2006). Essential functions of academic advising: What students want and get. *NACADA Journal, 26*(1), 56-66.

Smith, K. S. (2004). *Perceptions of academic advising and freshman student retention: An application of Tinto's model* (Doctoral dissertation, The Florida State University).

Stebleton, M. J. (2011). Understanding immigrant college students: Applying a developmental ecology framework to the practice of academic advising. *NACADA Journal, 31*(1), 42-54.

Steele, G. E., & Thurmond, K. C. (2009). Academic advising in a virtual university. *New Directions for Higher Education, 146*, 85-95.

Steele, G. E. (2016). Technology and academic advising. *Beyond Foundations: Developing as a Master Academic Advisor, 305*.

Strayhorn, T. L. (2015). Reframing academic advising for student success: From advisor to cultural navigator. *NACADA Journal, 35*(1), 56-63.

Suvedi, M., Ghimire, R. P., Millenbah, K. F., & Shrestha, K. S. (2015). Undergraduate students' perceptions of academic advising. *NACTA Journal, 59*(3), 227-233.

Swecker, H. K., Fifolt, M., & Searby, L. (2013). Academic advising and first-generation college students: A quantitative study on student retention. *NACADA Journal, 33*(1), 46-53.

Thimblin, A. L. (2015). *A case study of community colleges that require academic advising* (Doctoral dissertation, George Mason University).

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). Chicago: The University of Chicago Press.

Tinto, V. (2012). *Completing college: Rethinking institutional action.* Chicago, IL: University of Chicago Press.

Tokarczyk, K. (2012). Workplace learning of professional academic advisors at urban universities: A basic interpretive qualitative investigation (Doctoral dissertation, Cleveland State University).

Tudor, T. R. (2018). Fully integrating academic advising with career coaching to increase student retention, graduation rates and future job satisfaction: An industry approach. *Industry and Higher Education, 32*(2), 73-79.

Tuna, M., Kanten, P., Yeşiltaş, M., Kanten, S., & Alparslan, A. M. (2014). The Effect of Academic Advising on Career Adaptabilities: A Study on Tourism and Hotel Management Students. *The Macrotheme Review, 3*(8), 139-155.

Turner, P., & Thompson, E. (2014). College retention initiatives meeting the needs of millennial freshman students. *College Student Journal, 48*(1), 94-104.

Tuttle, K. N. (2000). Academic Advising. *New Directions for Higher Education, 111*, 15-24.

Ugur, H. (2015). The Self Concept Change as a Tool for Developmental Academic Advising. *Universal Journal of Educational Research, 3*(10), 697-702.

Van, N. T., Said, H., Rameli, M. R., Karim, N. A., Tajuddin, N., & Chai, T. T. (2015). Role of academic advising in mitigating the challenges of ethnic minority students at University Teknologi Malaysia. *International Education Studies, 8*(13), 52-59.

Van, N. T., Said, H., Awang, Z., & Khan, A. (2016). Student perspective on learning and development outcomes of academic advising at Universiti Teknologi Malaysia. *Man in India, 96*(2), 675-688.

Vianden, J., & Barlow, P. J. (2015). Strengthen the bond: Relationships between academic advising quality and undergraduate student loyalty. *The Journal of the National Academic Advising Association, 35*(2), 15-27.

Walters, L. M., & Seyedian, M. (2016). Improving academic advising using quality function deployment: A case study. *College Student Journal, 50*(2), 253-267.

Weir, S. B., Dickman, M. M., & Fuqua, D. R. (2005). Preferences for academic advising styles. *NACADA Journal, 25*(1), 74-80.

Werghi, N., & Kamoun, F. K. (2010). A decision-tree-based system for student academic advising and planning in information systems programmes. *International Journal of Business Information Systems, 5*(1), 1-18.

White, E. R. (2020). The Professionalization of Academic Advising: A Structured Literature Review-A Professional Advisor's Response. *NACADA Journal, 40*(1), 5-9.

White, E. R. (2015). Academic advising in higher education: a place at the core. *The Journal of General Education, 64*(4), 263-277.

White, E., & Schulenberg, J. (2012). Academic advising-a focus on learning. *About Campus, 16* (6), 11-17.

Williamson, L. V., Goosen, R. A., & Gonzalez, G. F., Jr. (2014). Faculty advising to support student learning. *Journal of Developmental Education. 38*(1), 20-22, 24.

Wilson, E. V. (2004). A standards framework for academic e-advising services. *International Journal of Services and Standards, 1*(1), 69-82.

Wisniewski, S. A., Johnson, A., Larson, J., & Barkemeyer, J. (2015). A preliminary report of advisor perceptions of advising and of a profession. *NACADA Journal,* 35(2), 60-70.

Woods, C. S., Richard, K., Park, T., Tandberg, D., Hu, S., & Jones, T. B. (2017). Academic advising, remedial courses, and legislative mandates: An exploration of academic advising in Florida community colleges with optional developmental education. *Innovative Higher Education, 42*(4), 289-303.

Workman, J. L. (2015). Exploratory students' experiences with first-year academic advising. *The Journal of the National Academic Advising Association, 35*(1), 5-12.

Xyst, K. (2016). Constructivism, Dewey, and academic advising. *NACADA Journal, 36*(2), 11-19.

Yale, A. (2019). The personal tutor–student relationship: student expectations and experiences of personal tutoring in higher education. *J. Further High. Educ.* 43, 533–544.

Yudof, M. (2003). The changing scene of academic advising. *NACADA Journal, 23*(1-2), 7-9.

Zarges, K. M., Adams, T. A., Higgins, E. M., & Muhovich, N. (2018). Assessing the impact of academic advising: Current issues and future trends. *New Directions for Higher Education, 2018*(184), 47-57.

APPENDICES

Questionnaire for Secondary School Teachers

Respected Teachers,

I am student of PhD Education at International Islamic University Islamabad. My research topic is "Analysis of Academic Advising Competencies of the Teachers at Secondary Level". I am collecting data. In this regard, one questionnaire is being dispatched. Can you please spare 20 minutes to fill it out? I shall be thankful to you for your cooperation.

Yours truly,
Zaheer Ahmad

Name (Optional) _____ School Name_____

Please read out the given options and tick (√) the relevant column.

Gander	Male				Female		
Academic Qualification	BA/BSc	BS	M.A	M.Sc	M.Phil	PhD	Others
Professional Qualification	B.Ed	M.Ed.	B.S Edu	MA Edu	Others		
Teaching Experience (in years)	Less than 3	3-6	6-9	Above 9			

Please read the statements carefully and tick (√) the most appropriate option.

SDA: Strongly Disagree, DA: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

Sr. No.	Statements	SDA	DA	N	A	SA
Academic Advising Conceptual Competencies of the Teachers						
1.	Teachers use academic advising approaches/strategies in your school.					
2.	Teachers achieve expected outcomes of academic advising in your school.					
3.	Teachers create equitable environments with regard to academic advising in your school.					
4.	Teachers maintain inclusive environments regarding academic advising in your school.					
5.	Teachers encourage the students to understand the importance of academic advising.					
6.	Teachers apply a variety of academic advising theories in your school.					
7.	Teachers apply a variety of student learning theories in					

	your school.					
8.	Teachers communicate with the students in an inclusive and respectful manner.					
9.	Teachers give appropriate time to the students according to their needs.					
10.	Teachers encourage the students to seek help in their studies.					
11.	Teachers encourage the students to freely express their thoughts and feelings.					
12.	Teachers help the students learn to become good members of the community.					
13.	Teachers understand how to control emotions of the students in difficult situations.					
14.	Teachers help the students to make educational decisions like selecting elective courses and exploring academic majors/minors.					
15.	Teachers fully support success of the students in your school.					
16.	Teachers demonstrate a student-cantered approach in your school with respect to academic advising.					
17.	Teachers encourage the students to formulate their own life goals.					
Academic Advising Informational Competencies of the Teachers						
18.	Teachers are well versed in the mission of your school regarding academic advising.					
19.	Teachers are well aware of the vision of your school with regard to academic advising.					
20.	Teachers are well aware of the values of your school regarding academic advising.					
21.	Teachers are well conversant with the culture of your school with regard to academic advising.					
22.	Teachers show sound knowledge of the issues in academic advising.					
23.	Teachers provide the students with accurate information about course requirements.					
24.	Teachers are well informed of the policy of your school with regard to academic advising					
25.	Teachers explain school policies and procedures to the students with respect to academic advising.					
26.	Teachers are knowledgeable about the rules and regulations of the school with respect to academic advising.					
27.	Teachers adopt legal guidelines of advising practice, including privacy with respect to academic advising.					
28.	Teachers help the students to connect with school resources, learning centres and counselling services.					
29.	Teachers apply the information technology of your school to relevant advising roles.					
30.	Teachers help students to explore career options.					
Academic Advising Relational Competencies of the Teachers						

31.	Teachers articulate a personal philosophy of academic advising in your school					
32.	Teachers create rapport among the students regarding academic advising practices.					
33.	Teachers effectively plan academic advising interactions among the students and teachers in your school.					
34.	Teachers efficiently conduct academic advising interactions among the students and teachers in your school.					
35.	Teachers promote students understanding of the logic and purpose of the curriculum in your school.					
36.	Teachers promote problem-solving skills among the students in your school.					
37.	Teachers facilitate decision-making skills among the students in your school.					
38.	Teachers engage the students in ongoing assessment of advising practices.					
39.	Teachers assist the students in developing a long-term education plan.					
40.	Teachers help the students to improve their interpersonal skills.					
41.	Teachers are engaged in ongoing professional development with respect to academic advising.					
42.	Teachers help students to make connections with personal characteristics.					
43.	Teachers use counselling techniques during advising sessions.					
44.	Teachers encourage students formulate positive open ended questions during advising sessions.					
45.	Teachers demonstrate the ability to effectively transfer information with respect to academic advising.					
46.	Teachers develop intervention strategies which are helpful to academic success.					
47.	Teachers help students to think critically about their roles and responsibilities.					
48.	Teachers help students to improve their critical thinking and logical reasoning skills					
49.	Teachers demonstrate effective decision making skills.					
50.	Teachers demonstrate effective problem-solving skills.					
51.	Teachers use relevant data to inform the advising process.					
52.	Teachers stay relevant on current trends/issues that impact academic advising.					
53.	Teachers maintain accurate record of students with respect to academic advising.					
54.	Teachers help students develop creative writing skills with respect to academic advising.					
55.	Teachers effectively manage multitasking approach in your school with respect to academic advising.					

Questionnaire for Secondary School Head Teachers

Respected Head Teachers,

I am student of PhD Education at International Islamic University Islamabad. My research topic is **"Analysis of Academic Advising Competencies of the Teachers at Secondary Level"**. I am collecting data. In this regard, one questionnaire is being dispatched. Can you please spare 20 minutes to fill it out? I shall be thankful to you for your cooperation.

Yours truly
Zaheer Ahmad

Name (Optional) _____ School Name_____

Please readout the given options and tick (√) the relevant column.

Gander	Male				Female		
Academic Qualification	BA/BSc	BS	M.A	M.Sc	M.Phil	PhD	Others
Professional Qualification	B.Ed	M.Ed.	B.S Edu	MA Edu	Others		
Experience (in years)	Less than 3	3-6	6-9	Above 9			

Please read the statements carefully and tick (√) the most appropriate option.

SDA: Strongly Disagree, DA: Disagree, N: Neutral, A: Agree, SA: Strongly Agree

Sr. No.	Statements	SDA	DA	N	A	SA
Perceptions of the Heads of Secondary Schools regarding Academic Advising Competencies of the Teachers						
1.	Teachers' availability is flexible to accommodate student needs.					
2.	Teachers spend sufficient time with their students to address their concerns.					
3.	Teachers encourage students to think beyond current year planning to accommodate course sequencing.					
4.	Teachers motivate students to think beyond current year planning to accommodate graduation expectations.					
5.	Teachers encourage students to think beyond current year planning to accommodate relevant work experience.					
6.	Teachers are always ready to share information regarding					

	career opportunities and alumni experiences.					
7.	Teachers make an effort to help their advising sessions feel comfortable; calling the students by name, referring to notes from previous meetings and inquiring about life beyond the classroom.					
8.	Teachers are knowledgeable about resources and services available in school.					
9.	Teachers demonstrate how to find information for their students.					
10.	Teachers help their students understand and work within school policies.					
11.	Teachers help their students with problems involving higher academic standards.					
12.	Teachers serve as facilitators and help the students making decisions for themselves.					
13.	Teachers can work effectively with multi-cultural students.					
14.	Teachers show patience and always encourage their students for academic advising.					
15.	Teachers show keen interest in their students' life goals as well as academic goals.					
16.	Teachers are always honest in communicating the opinions of the students.					
17.	Teachers stay positive when their students disagree with them in academic advising.					
18.	Teachers respect their students' thoughts and feelings.					
19.	The advising sessions of the teachers are effective.					

Interview Guide for Secondary School Head Teachers

1. How would you describe academic advising in your school?
2. What kind of academic advising do students receive in your school?
3. How are decisions made regarding advising procedures, referrals, course offerings and career advising in your school?
4. How would you rate yourself as an academic advisor to your students? Would you say that your teachers act in similar fashion?
5. How do students learn about their academic requirements, choosing a major and choosing a career?
6. Please share your experience regarding academic advising when you were a student or in your professional career.
7. What kind of advising and academic information/hand-outs do you provide to your students? May I have a copy of these materials?
8. Please tell me about your job responsibilities in relation to academic advising.
9. How do you enforce school policies regarding academic regulations and student conduct?
10. What are some of the academic challenges you encounter among the students?
11. Does your department collaborate with the Student Academic Advisement and Career Counselling Centres?
12. Have there been changes in the way the school is supporting students academically and professionally?
13. Which one of the following best characterizes your attitude towards advising?

    _____ I find advising pleasant and rewarding.

    _____ I have neither very positive nor very negative feelings toward advising.

    _____ I find advising unpleasant.

14. Which one of the following best captures your perception of student attitudes toward the advising process?

_____Students find the advising process pleasant and rewarding.

_____Students have neither very positive nor very negative feelings about the advising process.

_____Students find the advising process unpleasant and frustrating.

15. My academic advising experience is best characterized by the following (check as many as apply):

____Students often do not keep appointments.

____Students often do not come with any pre-planned schedule.

____I give accurate advice and answers on curricular requirements.

____I give accurate advice and answers to student questions relating to their options after graduation.

____I serve as a resource person to my students on matters relating to choice of a college major.

____I serve as a resource person to my students on matters relating to career choice.

____I help my students to resolve their personal problems.

____I refer my students to campus support services for assistance on matters that are beyond my expertise.

____I encourage my students to become involved in campus life and off-campus community service.

16. Overall, how would you rate the academic advisement system at your school?

___ Highly effective ___ Moderately effective ___ Slightly effective

___ Highly ineffective ___ Moderately ineffective ___Slightly ineffective

17. What do you find to be the most rewarding aspect of academic advising?

18. What do you find to be the most frustrating or dissatisfying aspect of academic advising?

19. In what ways might our academic advisement system be improved?

20. What type(s) of additional personal or institutional support do you think would make the advising process more effective and/or satisfying for you?