RELATIONSHIP OF ACADEMIC ADVISING SATISFACTION WITH ACADEMIC PROGRESS AT HIGHER EDUCATION LEVEL

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A Thesis submitted in partial fulfillment of the requirement for the degree of PhD in Education

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APPROVAL SHEET

RELATIONSHIP OF ACADEMIC ADVISING SATISFACTION WITH ACADEMIC PROGRESS AT HIGHER EDUCATION LEVEL

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AUTHOR'S DECLARATION

It is hereby declared that author of the study has completed the entire requirement for submitting this research work in partial fulfillment for the degree of PhD Education. This thesis is in its present form is the original work of the author except those which are acknowledged in the text. The material included in the thesis has not been submitted wholly or partially for award of any other academic certification than for which it is being presented.

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SUPERVISORS' CERTIFICATE

The thesis titled "Relationship of Academic Advising Satisfaction with Academic Progress at Higher Education Level" submitted by Ms. Rukhsana Sardar Regd. No. 104-FSS/PHDEDU/S13 is partial fulfillment of PhD degree in Education, has been completed under our guidance and supervision. We are satisfied with the quality of student's research work and allow her to submit this for further process as per IIUI rules and regulations.

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DEDICATED

To my

Family

Who suffered but enabled me to get the highest Degree

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TABLE OF CONTENT

List of Tables..... vi
List of Abbrevations..... vi
CHAPTER 1..... 1
INTRODUCTION..... 1
1.1 Rationale of the Study..... 9
1.2 Nature of the Study..... 11
1.3 Statement of the Problem..... 12
1.4 Objectives of the Study..... 13
1.5 Research Questions of the Study..... 14
1.6 Null Hypotheses of the Study..... 15
1.7 Significance of the Study..... 16
1.8 Delimitations of the Study..... 17
1.9 Methodology of the Study..... 18
1.9.1 Population of the Study..... 18
1.9.2 Sample of the Study..... 18
1.9.3 Data Collection..... 18
1.9.4 Data Analysis..... 19
1.10 Operational Definitions..... 19
1.10.1 Advising..... 19
1.10.2 Academic Advising..... 19
1.10.3 Personalizing Education (PE)..... 19
1.10.4 Academic Decision Making (ADM)..... 19
1.10.5 Selecting Courses (SC)..... 19
1.10.6 Students' Advising Satisfaction..... 20
1.10.7 Academic Progress..... 20
1.11 Representation of Conceptual Framework..... 21
1.12 Summary of the Chapter-1..... 22
CHAPTER 2..... 24
LITERATURE REVIEW..... 24
2.1 Advising..... 24
2.2 Academic Advising..... 25
2.3 Academic Advising Satisfaction..... 28
2.4 Models of Academic Advising..... 32

2.4.1 Faculty Only Model 32
2.4.2 Satellite Model 32
2.4.3 Self-Contained Model 33
2.4.4 Supplementary Model 33
2.4.5 Split-Model 33
2.4.6 Dual Model 33
2.4.7 Total Intake Model 34
2.5 Importance of Academic Advising 34
2.6 Empirical Researches on Academic Advising 36
2.7 Theoretical Frame Work 38
2.8 Academic Advising at Higher Education 42
2.9 Role of Academic Advisor 44
2.10 Effective Advising Strategies 47
2.10.1 Prescriptive Advising 49
2.10.2 Developmental Academic Advising 51
2.10.3 Intrusive Advising 54
2.10.4 Utilizing Technology 56
2.11 Policies and Procedures for Promoting Academic Advising 56
2.12 Barriers to Academic Advising 59
2.12.1 Generational Advising Barriers 59
2.12.2 Millennial Students 64
2.13 Student Barrier 65
2.14 Retention Strategies 70
2.15 Gender and Academic Advising 73
2.16 Ethnicity and Academic Advising 74
2.17 Locus of Control 74
2.18 Academic Progress 75
2.19 Summary of the Chapter 2 76
CHAPTER 3 80
RESEARCH METHODOLOGY 80
3.1 Research Design 80
3.2 Rationale for Selecting Quantitative Research Design 82
3.3 Research Philosophy 83
3.4 Research Paradigm 82

3.5 Population of the Study 83
3.6 Sample and Sampling Technique 85
3.7 Instrumentation 87
3.8 Instrument Description and Scoring Procedure 90
3.9 Pilot Study 92
3.10 Validity of the Instrument 92
3.11 Reliability of the Instrument 94
3.12 Data Collection 95
3.13 Data Analysis 96
3.14 Normality Test 98
3.15 Academic Progress 99
3.17 Summary of the Chapter-3 100
CHAPTER 4 102
DATA ANALYSIS AND INTERPRETATION 102
4.1 Descriptive Analysis 102
CHAPTER 5 121
SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS 121
5.1 Summary 121
5.2 Findings of the Study 129
5.3 Discussion 130
5.4 Conclusions 135
5.7 Recommendations of the Study 140
5.8 Recommendations for Future Research 143
5.9 Generalizability of the Study 144
References 146
Appendix-I 159
Appendix-II 166

List of Tables

Table 3.1	Population of the study according to different strata's	85
Table 3.2	Sample of the study	87
Table 3.3	Component based reliability	95
Table 3.4	Normality Test: Description of all study variables	99
Table 4.1	Frequency and percentage of participants gender based (N=475)	102
Table 4.2	Frequency and percentage of participants programme selection (N= 475)	103
Table 4.3	Satisfaction level between developmental advising style and prescriptive advising style	103
Table 4.4	Satisfaction level according to subscales of developmental academic advising style	104
Table 4.5	Satisfaction level according to subscales of prescriptive academic advising style	105
Table 4.6	Satisfaction level on PE as per developmental and prescriptive advising styles	106
Table 4.7	Satisfaction level on ADM as per developmental and prescriptive advising styles.	107
Table 4.8	Satisfaction level on SC as per developmental and prescriptive academic advising styles	107
Table 4.9	Levels of academic progress of the university students	108
Table 4.10	Relationship between academic advising styles and academic satisfaction.	109
Table 4.11	Relationship between academic advising styles and academic progress.	110
Table 4.12	Relationship between subscales of developmental academic advising style with academic satisfaction.	111
Table 4.13	Relationship between subscales of developmental academic advising style with academic progress	112
Table 4.14	Relationship between subscales of prescriptive academic advising style with academic advising satisfaction.	113
Table 4.15	Relationship between subscales of prescriptive academic advising style with academic progress.	115

Table 4.16	Gender difference in academic advising style	116
Table 4.17	Gender difference in academic advising satisfaction	117
Table 4.18	Gender difference in academic progress	117
Table 4.19	Programme based difference in academic advising style	118
Table 4.20	Programme wise difference in academic advising satisfaction	119
Table 4.21	Programme wise difference in academic progress	119

List of Abbreviations

AA	Academic Advising
AAS	Academic Advising Satisfaction
AP	Academic Progress
DAAS	Developmental Academic Advising Style
PAAS	Prescriptive Academic Advising Style
PE	Personalizing Education
ADM	Academic Decision Making
SC	Selecting Courses
BS	Bachelor of Sciences
M.A	Master of Arts

ABSTRACT

The purpose of this study was to examine the relationship between academic advising satisfaction and academic progress of the students at higher education level. Today, academic advising is defined as an information exchange designed to foster student's educational and career goals, with the burden of responsibility upon the students. With proper advising, they can vigorously continue their studies and be successful in completing their studies without least hurdle. Academic advising plays an important role in any institution and how students perceive his/her relationship with the institution and it means that if students are satisfied by the advising given to them they will retain in university and will perform better as compared to those who are not getting advising. Academic progress of the student was measure through different indicators like their GPA, successful course completion, eligibility to promote next semester, probation and readmission of the students. The major objectives of this study included; to identify the level of satisfaction of students regarding the developmental academic advice at university level; to identify the level of satisfaction of students regarding prescriptive academic advising at university level; to assess the level of academic progress of the students; to find out the relationship between developmental academic advising and academic progress of the students; to find out the relationship between prescriptive academic advice and academic progress of the students; to examine the relationship between academic advising satisfaction and students' academic progress. It was a quantitative study using survey methods. All the students of final semesters of 2nd years M.A/MSc and 4th years BS degree programmes of eight social sciences departments of International Islamic University Islamabad (IIUI) formed the population of the study. Randomly selected 475 students were taken as a sample. The academic advising was assessed by the Academic Advising Inventory originally developed by Winston & Sander, (1984) with later version for conducting similar investigations was modified by Christian & Sprinkle, (2013) and used for data collection. The students' academic progress was measured by the following indicators their GPA, successful completion, and eligibility for being promoted to next semester or the probation and re-admission of the students. Data were collected through the personal visits of the researcher to all the selected departments of social sciences of IIUI. For the level of the satisfactory measurement percentage was used. The relationship between academic advice satisfaction scores

with the students' academic progress was measured by Pearson product movement correlation. To measure the mean difference between gender and programme variations the t-test was applied. On the basis of the findings it was concluded that the students who received developmental academic advice attained higher level of satisfaction as compared to prescriptive advising style. Students formed developmental advising style as it provided advice in all matters at academic and non-academic; whereas prescriptive advising style was based on the formal and distant relationship. These are two contrasting behavioral styles and attitudes perceived by the students. In the former style advisor established a warm and caring relationship for accomplishing various advising tasks, advising on the total education of the students from carrier planning to job path ways; whereas the prescriptive advising style seemed limited in content and scope. The relationship between advisor-advisee was based on the status, position and authority of the advisor.

Keywords: *Relationship, academic advising satisfaction, academic progress, higher level.*

CHAPTER 1

INTRODUCTION

The role of the advising and academic advising is very important in all students' lives. Especially at higher education institutions importance of academic advising could never be denied. The enrollment of students in different disciplines of universities is increasing day-by day. Different factors are affecting the students' academic progress. Inadequate academic advising is the major component which affects academic progress of the students. Increased enrollment decreases the quality of education. Interventions become necessary. The students encounter many problems. They face new environment; demonstrate different class activities and demand more semester system. All such components affect students' progress. If they are properly guided and aptly advised, it can help them a great deal to improve their studies and quality of learning. Students need proper advising during their studies at university; Students suffer a lot if they are denied the tool of proper advising. With proper advising, they can vigorously continue their studies and be successful in completing their studies without least hurdle. Academic advising is the process between the student and an academic advisor of exploring the value of a general education, reviewing the services and policies of the institution, discussing educational and career plans, and making appropriate course selections. Today, academic advising is defined as an information exchange designed to foster student's educational and career goals, with the burden of responsibility upon the students (Rutgers, 2014). Minnesota State University, Mankato (2014) defines academic advising as a partnership between the advisor and the student, placing emphasis upon planning, communication, and personal responsibility. Sutton and Sankar (2016)

found that provision of course-specific information led to higher student satisfaction with advising. Other rationales for low student satisfaction with advising include inaccurate course requirements information from advisors, as well as a lack of knowledge and sharing of information about special programs, financial help, and career opportunities (Haag, et al, 2017).Academic Progress is defined as the comparison of individual student assessment performance scores from one year or from one semester to the next, aggregated to the university level.

Academic advising is a method. It helps the students to improve their skills in many aspects. Skills are manifold, in higher education; they are related to academic success, related to personal and interpersonal skills. These skills can be attained by the help of academic advisor or assigned faculty member. Academic advising means whole development of a student and assists him/her in vocational education, career education, developing relationship between advisor and the advisee, university activities, goal outcomes and identification of sources which are available in the campus. It will also help in course selection, building gaps and decision making process.

Properly advised students gain high satisfaction level. High satisfaction level of students tends to feel more self-confidence. If they are self-confident, then they perform better because they are satisfied by advising given to them as compared to those students who are not been properly advised. It means academic advising is very important for academic progress of the students. Based on previous researches, the role of academic advising for students' academic progress is missing in mostly higher education institutions and students' academic progress may suffer due to the lack of academic advising. Academic progress is measured through their GPA, successful course completion, eligibility to promote to next semester, probation and re-admission

of the students. Very few researches have been conducted in this context. So the researcher designed the current study regarding academic advising satisfaction with students' academic progress to fill this gap. Academic advising is conducted through two different advising styles: one is the developmental academic advising style and the other through prescriptive academic advising style. "In Developmental Advising Style" the relationship of advisor and advisee is trusting, purposive and friendly with students. "Prescriptive Advising" is the relationship between advisor and advisee is formal and distant and the relationship between advisor-advisee is based on the status and position. These are two academic advising styles representing contrasting advisor-advisee attitudes and behavioral styles perceived by the students (Christian & Sprinkle, 2013)

The researcher used the cut point in the present study. The high score achievers indicated the developmental academic advising style and low score achievers indicted prescriptive advising style. Thus, score (26-39) indicated prescriptive advising style. In prescriptive advising style, the relationship of advisor and student is formal and distant. Formal academic matters are dealt by prescriptive advising style. The advisor in prescriptive advising style behaves like an expert and authority and the relationship between advisor and students is status based. Typically, the advisor gives the detail instructions, diagnoses the student's problems and suggests solutions of the problems which advisor identifies. High score (40-52) indicated developmental academic advising style, in this style the relationship of advisor and advisee is friendly, warm, trusting and purposive. The status and position of the advisor de-emphasizes in developmental academic advising style (Christian & Sprinkle, 2013).

Within the developmental and prescriptive academic advising, the Academic Advising has three aspects.

1. Personalizing Education (PE)
2. Academic Decision- Making (ADM)
3. Selecting Courses (SC)

Personalizing Education (PE) It is related to the total education of the students. The contents include; career and vocational planning of the students, their relationship with advisor, university activities done by the students, personal and social concern, goal setting and accessibility of the available resources and services in and out of the campus. This is the first component of advising styles. High score indicates developmental academic advising style and low score indicates the prescriptive advising style. High score (16-20) indicates developmental academic advising style, totally based on the warm, purposive and trusting relationship between advisor and students. The students' total experience in university environment in and out of class is considered important for advising process. Because the relationship between advisor and advisee in not limited within the campus and university and the students can discuss their all personal, academic and social matters with their advisor. Both the advisor and advisee share their responsibilities and expectations of the advising process and they try to make its success. Low score (10-15) indicates prescriptive advising style. In this style the relationship between advisor and advisee based more formal and distant. The academic matters are dealt by the advisor and these matters are subjects which thought appropriate in the advising process. Like registration of the courses and signing of the forms are considered prescriptive advising style. The advisor is considered as an expert in the advising situation and

process and the advisor is responsible for its success. All depends on the advisor; here the role of the advisor is active while the role of advisee is passive.

Academic Decision Making (ADM) is the second component of academic advising styles that deals with the process of academic decision making and its implementation. It also helps in collecting information about students and it also assess the student's interest and abilities dealing with academic concentration of the students. ADM is responsible for appropriate registration of courses and it focuses on the other areas of the students. Low score (11-14) indicates prescriptive advising style and high score (15-18) indicates developmental academic advising style. High score (15-18) indicates developmental academic advising style which helps the students to evaluate academic progress of the students and it also suggest further alternative steps for students and then, advisor trust on their students to carry through and enables the students to take responsibilities for their own decisions.

Low score (11-14) indicates prescriptive advising style. In this style, the advisor guides the students what to do it means which decision they need to take and what they need to do it and when to do it all these activities which are related to academic decision making and the advisor believes the students will follow through all the decisions which are done by the advisor will follow through. In this style many decisions are taken by the advisor because he/she knows better which subjects they need to take and how to evaluate process of academic decision making and implementations of those decisions.

Selecting Courses (SC) forms the third component of academic advising style. It deals with the selection of the courses and making appropriate planning of those subjects and schedule about those subjects. Low score (2-8) of selecting courses indicates prescriptive advising style and high score (9-16) of selecting courses

indicates developmental academic advising style. High score (9-16) of selecting courses which indicates developmental academic advising style which represents the attitudes and behavior of the advisor and he helps the students in evaluating academic courses and also helps in planning an appropriate schedule for those courses. In this advising style advisor trusts on students to make final selection according to their needs and requirements. Low score (2-8) indicates prescriptive advising style; in this advising style the advisor accepts the major portion of responsibilities. In this advising style the advisor is responsible for selecting courses and planning schedule of those subjects. Grades and tests are more important to inform the students about their academic status. It means that the advisor is more responsible for students because he/she knows which subjects they need to take and makes appropriate planning about those subjects (Christian & Sprinkle, 2013).

Academic Advising satisfaction has a direct link with students' academic progress, because academic advising helps students in improving their academic success, progress and degree completion in time. Academic progress is a variable which is connected with the GPA, successful completion, and eligibility to promote next semester, probation and re-admission of the students. If the students gain satisfactory academic advising, they will perform better as compared to those students who do not get proper advising. So, both variables: student's satisfaction and students' academic progress have a direct link with each other.

The student's success in life is directly linked with the success of institutions and its ranking. The success of the institutions has indirect linked with the academic advising they are providing to their students. So, there is need to conduct a study for the investigation of the relationship of academic advising satisfaction and students' academic progress at higher education level (Academic Regulations by the

International Islamic University Islamabad, 2002). According to Iatrellis, Kameas and Fitsilis (2017), academic advising can be defined as a systematic or dedicated program in higher education facilities or community universities to provide guidance and advice to undergraduate students regarding their major and courses. As the concept of Academic advising has evolved over the years by many researchers; some stated that it embodies various activities along a prescriptive developmental continuum (Hatch & Garcia, 2017).

Another definition of academic advising which is given by Kuhn (2008) it is almost similar but it gives deep insight in explaining the different roles of advising. According to him academic advising refers to a situation where university advisors give them insight or direction to university students about their all matters regarding academic, social and personal matters. The academic advisors should be proper guiding them regarding these matters. The advisors give insight or direction to the students, it means an advisor should have to inform students, suggest them about their matters, counsel them where they need more, discipline them where it is necessary, mentor them where they need more and even to teach them as a faculty advisor. The inclusion of academic, social and personal matters into the definition, it means that the advisor should not only address academic issues of the students but also they need to address other matters as well for the sake to support whole person (Renn, 2010). Further, it means that an advisor plays multiple roles: to inform, suggest, counsel, mentor and even to teach them. These all indicators represent the wide scope of approaches that an advisor may use with students. Academic advising is understood in its broadest sense and may include in this definition like academic advice, career advice, counseling and learning skills in order to promote students' academic achievement, students' success, retention and students' satisfaction. Therefore, the

critical aspect of academic advisor is he not only recognizes the behavior of the students but also he recognizes students' attitudes, their social context and their world's views and understanding of student's developmental stages (Johnson & Rhods, 2015).

Higher education facilities provide students with the required knowledge in several fields and play an important role in the process of comprehensive development over several aspects of a person's life. Most students enroll with little or no knowledge about the major they have chosen as a practical track for their future careers. Some might face some difficulties chime with their peers or their instructors. These are some of the reasons most, if not all, educational facilities provide academic advising, whether as a strategy or documented procedures or even as a scheme within the institution. This advising has provided students with great help and support throughout their years of degree pursue (Al-Ansari, El Tantawi, Abdel Salam, & Al-Harbi, 2015; Gaines, 2014; Lawton, 2018; Powers, Carlstrom, & Hughey, 2014) describe the importance of academic advising, how it is important for students as well as for teachers or advisors? It means the relationship between advisor and advisee satisfaction how much important within universities, when students are more satisfied with the advising given to them, it will develop self-confidence in students, if they are more satisfied then they are more confident and they have good impact on their academic achievement. Lawton (2018) describes the academic advising plays an important role in any institution and how students perceive his/her relationship with the institution and it means that if students are satisfied by the advising given to them they will retain in university and will perform better as compared to those who are not getting advising.

It helps in introducing students to their responsibilities as well as fostering and supporting fruitful engagement, success and retention possibilities (Chan et al., 2019). The relationship between academic advisor and student is a major contributor in higher education which helps them not only retention rate of the students in any university but it will also help to improve university admission and recruitment process of the university. It will also help students' satisfaction, so that they can retain in university and it will help enhance student's self-confidence and academic achievement of the students. Academic advising is not confined to courses and university study, as advisors can provide students with career choices advice, by introducing different specialties and career duties and positions one can possess, in addition to expected responsibilities, mainly in, but not limited to, healthcare studies (Zarges, Adams, Higgins, & Muhovich, 2018). If the students are retained it will help for the survival of the most of the higher education institutions. It means that the role of the academic advising and academic advisor are very important in higher education especially in students' retention, students' satisfaction, self-confidence and academic progress.

1.1 Rationale of the Study

Academic advising is way to provide advice to students on academic issues. Enrollment of the students increasing day by day and when the students' progress is evaluated it shows the delay in degree completion of the students. Some students are on probation stage and some students are ceased. The route case is lack of advising. Although advising is provided to students by different personals but it did not fulfill the requirement of the students that's why they are not able to complete their degree in prescribed time. So, at IIUI different persons are assigned to provide advising like

coordinator, teachers, programme in-charge, head of the Department and exam section.

It raises a question that to what extent students are satisfied with the advising facility of universities in Pakistan. A relationship between faculty, staff, and a university student should then transpire into a developmental process in the form of academic advising (Niranjan, Wu, & Jenner, 2015). It is a respectful relationship between advisor and students that purpose to enhance self-awareness of the students. In this way the role of the advisor as a guide and teacher helps the students in all academic and non- academic matters. Students need support during their entire university career (Niranjan et al., 2015; Vianden & Barlow, 2015). Therefore, support is crucial to building a student's capacity to learn and navigate through academic and non-academic challenges of university in order to follow a path to successful completion (Dadgar et al., 2014). Academic advising is presented a developmental view that enhances students' rational process, behavioural awareness, decision making and problem solving skills. Today, academic advising is considered as an informational change designed to foster students' career and educational goals. These educational goals and careers can be achieved by playing many responsibilities on the part of the students.

Ryan (2013) traced in her study, why students leave university retained out insufficient or in-competent academic advising found a major contributor of student's attrition, so university needed to improve academic advising facility for students. She suggested that university students were more likely to be retained in the university and they perform better if they knew advising styles and met their academic advisor on regular basis.

In the context of the Pakistan, the above argument is critical to examine the extent the students are satisfied with the advising facility of the universities, by combining the past and present concerns and trends of studies. This formed the gap. However, all the studies mentioned above have been mostly conducted in contexts of developed countries that are different from Pakistani academic settings. Therefore, the study investigated the relationship of academic advising satisfaction with academic progress of the students at higher education level.

1.2 Nature of the Study

The research questions of the study were descriptive and designed to explore student's perceptions about their academic advising style provided to them and its relationship with their progress. It demands quantitative survey research design. The collected data were analyzed quantitatively and appropriate generalizations were made. Quantitative survey research method satisfies the need of the study, as the research intended to investigate the academic advising satisfaction and its relationship with academic progress. As quantitative study, it focused on numerical data for testing hypotheses and confirmation of cause and effect relationships. The quantitative design helped the researchers to use standardized format of data collection, objectivity, and statistical treatment leading to generalization (Gay, Mills, Airasin, 2009).

The nature of this study related to integrate the relationship of academic advising satisfaction with academic progress at higher education level. All the evidences for academic advising satisfaction and students' academic progress were quantified. The results of study were quantified along with the responses on the academic advising inventory questionnaire and the academic progress of students. Concurrently, sampling procedures used in the study demanded quantitative

undertaking. The use of questionnaire and the data collection through an academic advising inventory required quantitative method. The data collection procedure and statistical analysis of the collected data equally called for method, culminating in developing logical conclusions and generalizations. It was also very important the study as intended to generalize the results to the population that is; all the semesters of BS four years and M.A/MSc two years degree programme. All these factors demanded quantitative research design which was adopted here.

A standardized instrument, Academic Advising Inventory (AAI), originally developed by Winston and Sander (1984), with latest modified version done by Christian and Sprinkle (2013) was adopted for the purpose of data collection.

1.3 Statement of the Problem

The students need advising for successful completion of their degrees. This advising required because of shift from college life to university career. At college students practice annual system education and assessment but at universities shift of activities in semester system is a big challenge for the students, therefore they need advice how to be successful in their career. At university different persons like coordinators, teachers, programme in-charge and head provide them advising. But the delay in degree completion and readmission situation shows that there is a lake of advising or the required type of advising is not provided to them. In this way it is required to identify which type of advising is provided to them. Whether developmental academic advising style or prescriptive advising style was given to them. Who is providing to them this? Whether they were satisfied or not so, this is the basic question why study has been designed. It depends earning GPA, successful degree completion, eligibility to promote next semester, probation and re-admission

of the students. The academic advising can be provided in two forms the developmental advising and the prescriptive advising. Both the approaches are dealing with the success in academic progress. Academic advising is a process that helps students to develop novice professional skills and enhanced interpersonal skills of the students, leading to the academic success. The process would require establishing a close relationship with advisor and advisee through the guiding faculty members and assigned advising staff. This relationship bears two fold benefits: one academic progress and the gaining the high rank of the institutions. If the academic advising is properly given the students will continuously grow not only in their academic life but also in their professional life. A relationship between faculty, staff, and a university student should then transpire into a developmental process in the form of academic advising. Students need support during their entire university career. Therefore, support is crucial to building a student's capacity to learn and navigate through academic and non-academic challenges of university in order to follow a path to successful completion. Keeping in view these variables this study was designed to investigate the relationship of academic advising satisfaction with academic progress of the students at higher education level.

1.4 Objectives of the Study

Following were the objectives of the study:

1. To examine the level of satisfaction of students regarding developmental academic advising style and its subscales at university level.
2. To identify the level of satisfaction of students regarding prescriptive academic advising styles and its subscales at university level.
3. To determine the level of academic progress of the students.

4. To find out the relationship between developmental academic advising style and academic satisfaction of the students.
5. To find out the relationship between developmental academic advising style and academic progress of the students.
6. To find out the relationship between prescriptive academic advising style and academic satisfaction of the students.
7. To find out the relationship between prescriptive academic advising style and academic progress of the students.

1.5 Research Questions of the Study

1. What is the level of satisfaction of students regarding developmental academic advising style and its subscales at university level?

a) What is the level of satisfaction of students regarding the personalizing education dimension of developmental academic advising style?

b) What is the level of satisfaction of students regarding academic decision making dimension of developmental academic advising?

c) What is the level of satisfaction of students regarding the selection of courses dimension of prescriptive academic advising?

2. What is the level of satisfaction of students regarding prescriptive academic advising style at university level?

a) What is the level of satisfaction of students regarding the personalizing education dimension of prescriptive academic advising style?

b) What is the level of satisfaction of students regarding academic decision making dimension of prescriptive academic advising?

c) What is the level of satisfaction of students regarding the selection of courses dimension of prescriptive academic advising?

3. What is the level of academic progress of the university students?

1.6 Null Hypotheses of the Study

H_{o1}: There is no significant relationship between the developmental academic advising scores and academic satisfaction of the students.

H_{o2}: There is no significant relationship between the developmental academic advising scores and students' academic progress scores.

H_{o3}: There is no significant relationship between the prescriptive academic advising scores and academic satisfaction of the students.

H_{o4}: There is no significant relationship between the prescriptive academic advising scores and students' academic progress scores.

H_{o5}: There is no significant relationship between academic advising satisfaction and students' academic progress scores.

H_{o6}: There is no significant relationship between subscales of developmental academic advising style and academic satisfaction.

H_{o7}: There is no significant relationship between subscales of developmental academic advising style and students' academic progress score.

H_{o8}: There is no significant relationship between subscales of prescriptive academic advising style and academic satisfaction.

H_{o9}: There is no significant relationship between subscales of prescriptive academic advising style and students' academic progress score.

H_{o10}: There is no significant difference between the academic advising satisfaction score of male and female students.

H_{o11}: There is no significant difference between the male and female academic progress score.

H_{o12}: There is no significant difference academic advising satisfaction score of BS degree programme and M.A/MSc degree programme.

H_{o13}: There is no significant difference programme wise in the academic progress of the students.

1.7 Significance of the Study

This study may be useful for teachers, students, researchers, educationist and university future planning regarding academic advising services. In this context, this section offers precise justification in what ways this study would be useable. High rate of return of higher education is implicit in higher academic progress of the young and senior students. Therefore, this study is intended to explain the worth of this investigation. One prime construct of this study relates to their academic advising as an important input for the academic progress of the students. It is a continuous critical element in most of the higher education institutions. It is the major contributor in students' retention, students' satisfaction, students' self-confidence, students' success and students' achievement. Academic advising is beneficial for low performance students as well. This study may be beneficial for those students who are unable to maintain their GPA and earn low academic achievement? It may be helpful for the students who have on probation stage? It may be beneficial for university's experience. It may be helpful for students in decision making process as most of the universities try to retain their students that are enrolled in the university. Retention has two fold meaning here: causing students to continue for education and university revenue and losing an opportunity to another capable students for enrollment. Private

sector is tricky. They tend to charge not only high fees but also charge full year or programme (i.e. degree) cost at the time of initial enrollment. With graded increase, overtime. Because, it decreases the retention rate of the students.

The advisor role develops the positive relationship with students. It helps not only retention rate of the students but also promote students' success, culminating in margin ability. The study may be beneficial for students how they can improve their academic performance with the help of academic advising? It may be helpful for teachers giving them awareness about these roles of academic advising and how they can improve their instruction and instructional ability? This study may be useful for the educators and researchers alike to give them awareness to find out further areas of academic advising and their relationship with students' progress. Finally, this study may provide evidence for future planning of the university policies regarding the effective role of academic advising centers with students' academic progress.

1.8 Delimitation of the Study

The study was delimited to;

1. The final semester university students enrolled in 2 years (M.A /MSc) and 4 years (BS) degree programs.
2. Male and female students from faculty of social sciences International Islamic University Islamabad were taken as a population of the study.
2. The academic session of the students was from S17-F18 of M.A/MSc and for BS their academic session was S13-F18.
3. Student's satisfaction was measured through quantitatively.

4. Students' academic progress was measured through different indicators like their GPA, successful courses completion, and eligibility to promote next semester, probation and readmission of the students.

1.9 Research Methodology

The study was quantitative and correlational. A survey was conducted and data were collected from the respondents of the study. Post-positivist research paradigm was adopted to investigate the research problem.

1.9.1 Population of the Study

All 658 students from M.A/MSc and BS final semester from faculty of social sciences International Islamic University Islamabad were taken as a population of the study in the year of 2018.s

1.9.2 Sample of the Study

Through stratified random sampling technique 475 students from faculty of social sciences International Islamic University Islamabad were taken as a sample of the study.

1.9.3 Data Collection

Data were collected from September to November 2018. Instruments were administered with the help of Dean Office to male students. GPA was obtained from the respective departments.

1.9.4 Data Analysis

All the collected data were analyzed through descriptive and inferential statistics. All the demographic information (gender, program wise distribution) was analyzed through percentage. Hypothesis were tested through t-test and Pearson's Correlation

1.10 Operational Definitions

1.10.1 Advising

Advising is a shared responsibility between an adviser and the student.

1.10.2 Academic Advising

Academic advising is way to provide advising to students on their academic issues.

1.10.3 Personalizing Education (PE)

It is related to the total education of the students including vocational and career planning of the students.

1.10.4 Academic Decision Making (ADM)

It is related to the process of academic decision making and its implementation.

1.10.5 Selecting Courses (SC)

It is related to the selection of the courses like which subjects they need to take and making appropriate planning of those subjects.

1.10.6 Students' Advising Satisfaction

Students' Satisfaction means students attitude towards an object. It means students' beliefs, emotions, feelings, sentiments and behavior tendencies.

1.10.7 Academic Progress

Academic progress means the performance of the students or outcomes of the students. Academic progress was measured through different indicators of academic progress like GPA, successful course completion, eligible to promote next semester, probation and re-admission of the students.

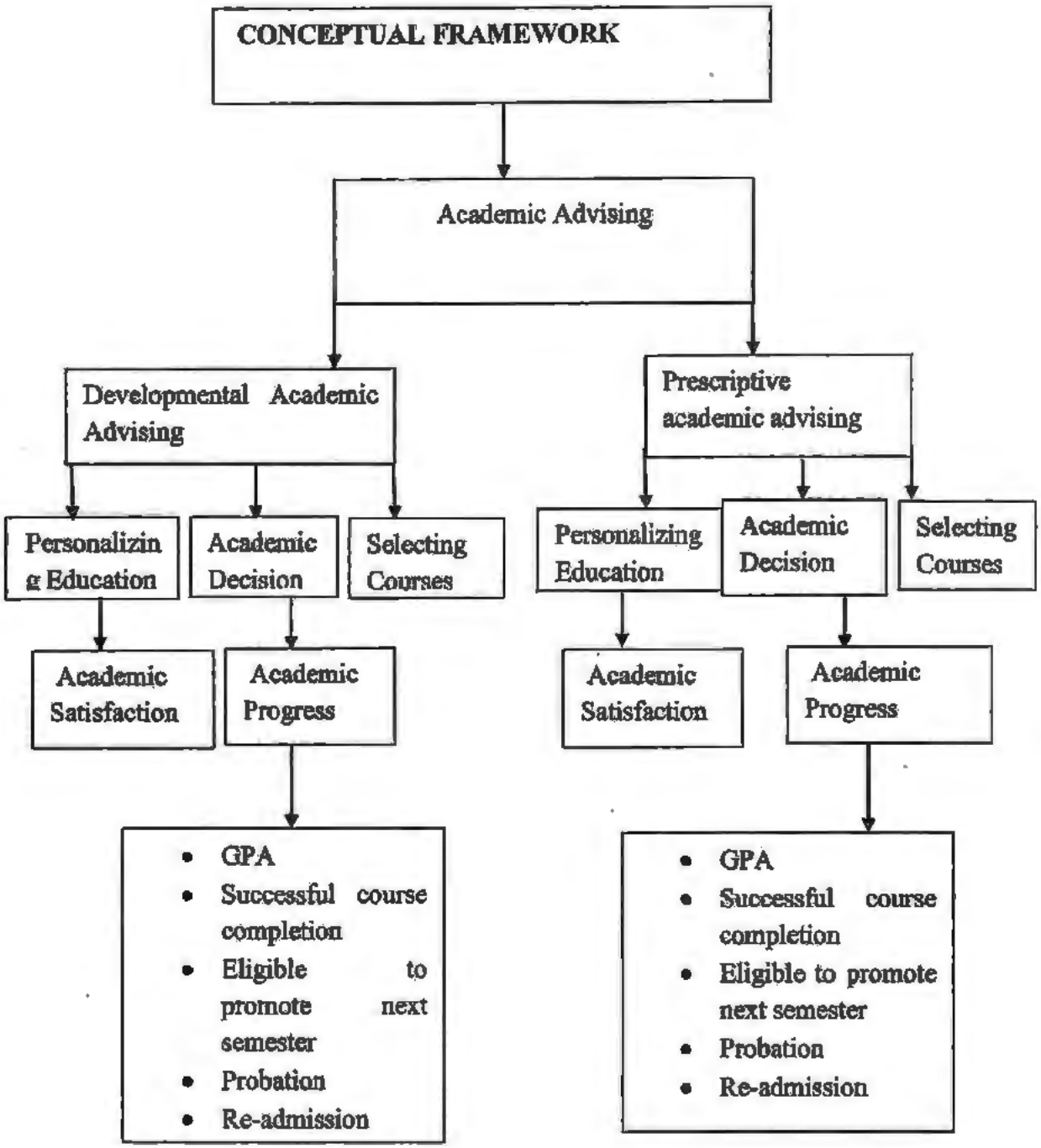

Figure: 1.1 Conceptual Framework of the Study

1.11 Representation of Conceptual Framework

Conceptual framework for this is study rooted in academic advising styles. There were two behavioral and contrasting academic advising styles that are developmental and prescriptive academic advising styles as perceived by the students. Academic advising style further divided into two styles developmental academic advising

style and prescriptive advising style. These two styles further divided into subscales like personalizing education, academic decision making and selecting courses. Further, the researcher checked the relationship between the developmental academic advising style with academic satisfaction and developmental academic advising style with students' academic progress. Similarly, the researcher checked the relationship between prescriptive advising style and academic satisfaction, prescriptive advising style with students' academic progress. The academic progress of the students was checked through their GPA, eligible to promote to next semester, successful course completion, probation and readmission of the students.

1.12 Summary of the Chapter-1

Chapter-1 presented the contextual and conceptual frame work of the study. In contextual design, it related the perceived role of higher education in the development of an individual and nation. University role was regarded in providing advising services to their primary clients (i.e. students) in discrete context i.e. individual students. Three major subscales/components of academic advising: personalizing education (PE), academic decision making (ADM) and selecting courses (SC) were taken into consideration. PE was seen as the total relationship (social and educational goals attainment). ADM, as advising at decision making and guided course implementation: and SC referred to selection of a set of courses, their strategic planning and stipulating the schedule of accomplishment. The work of accomplishment researcher based on the constructs of the study. In a preliminary section Christian and Sprinkle, (2013) in establishing advisory role in the three domains based on(Chan et al., 2019)It helps in introducing students to their responsibilities as well as fostering and supporting fruitful engagement, success and retention possibilities. Greenwood input as a method in connecting university

students, faculty advisor and curriculum; Noel-Levitz's bipolar interaction and Gordon et al work emphasizing retention rate of the university students' continuity of study as a major role of university progress; formed the initial basis of this study. Perceived in this advisor-advisee perspectives, statement of the problem in the total development of the students in the university (i.e. IIUI) for the purpose of this study and the success measured on GPA attainment, as the criterion variable was set out a problem statement. A set of objectives of the study included: determining the level of students satisfaction and academic progress, relationship between developmental and prescriptive academic advising and educational progress and connecting with the degree of students' satisfaction; followed by the corresponding questions to be data based answered. Finally, a conceptual frame work was designed as reflected in figure: 1.1

CHAPTER 2

LITERATURE REVIEW

Academic advising plays an integral role in the institution of higher education. It helps students to build positive relationship with academic advisor. He/she helps students not only to their retention but also helps them to attain success, students; feel satisfaction and gain academic progress. When students are academically satisfied, they acquire self-confidence and yields good impacts of academic advising on students' progress. Academic advising satisfaction and students' academic progress both are linked with each other. The relationship between a student and his faculty advisor forms a human reslationship. It builds a positive relationship in all students' affairs. They may relate to personal, social and academic matters of the students. This chapter presents review of empirical studies on academic advising, academic advising satisfaction and students' academic progress. Efforts were made to identify the gaps that exist and new dimensions available in these studies. The major headings covered in this chapter are academic advising, academic advising satisfaction, and students' academic progress, models of academic advising, importance of academic advising, empirical researches on academic advising, academic advising at higher education level, role of academic advisor, effective advising strategies, policies and procedures for promoting academic advising, barriers to academic advising, retention strategies, gender and academic advising, academic progress of students and so on.

2.1 Advising

Advising is a shared responsibility between an adviser and the student. Ultimately, it is the responsibility of the student to make decisions about his/her life

goals by creating a plan to reach those goals. Academic advisers can assist in this process by helping the student understand options, determine resources and, when necessary, identify alternatives. While students are urged to keep parents informed of plans and progress, the advising relationship uniquely is between the academic adviser and the student. It holds the kind of mentor-mentee relationship. The purpose is implicit (Niranjan et al., 2015; Vianden & Barlow, 2015).

2.2 Academic Advising

Academic advising is vital in higher education institutions; because student's enrollment is increasing day by day and students suffer a lot if they are not getting proper advising. If they get proper advising they can retain and they also have good impact on their academic achievement. Academic advising is two approaches one is the developmental advising and the second one is the prescriptive advising. The academic advisors or faculty members treat students according to two approaches.

Developmental academic advising is related to whole education of the child and assist students in all matters, whether these matters are related to their academic career or social or personal they assist them in all matters and they have mutual relationship with each other. Whereas in prescriptive advising style they are only guide them in their academic matters like which subjects they need to take and procedure for registrations of those subjects. These advisors have formal and distant relationship with students. These advisors discuss their academic affairs only but they would not like discuss student's personal and social matters. For-example, they only inform them which subjects they need to choose for registration and later on they inform them about plan and procedure about those subjects.

According to Christian and Sprinkle, (2013) within the developmental and prescriptive academic advising the academic advising have three components i.e. personalizing education, academic decision making and selecting courses. In Personalizing Education (PE) the advisor provides help to students in his or her all, matters. Either these matters are related to academic performance, personal or social he or she guides them with mutual understanding. The advisor regards whole education like students' vocational education, career education, relationship between advisor and advisee, in university activities, in personal, social and academic goals and expected goal setting and the advisor further guides him/her resources available on campus and their identification of those resources. The second component of academic advising is the academic decision making process (ADM) and it is the students perceived academic process like meeting between advisor and advisee during university experience and also this component deals with students; academic progressed, students' interest, abilities and their academic concentration and guide them how to do registration for appropriate courses. The third component is the Selecting Courses (SC) the advisor guide students in course selection for-example which subject they need to take by first determine specific course needs and later on the advisor tell them about plan and procedure about those courses.

The academic advisors should be proper guiding force regarding these matters. The advisors offer insight or direction. This further means an advisor should to inform them, suggest them, counsel them, discipline them, mentor them and even to teach them as a faculty advisor. The inclusion of academic, social and personal matters into the definition means that the advisor should not only address academic issues of the students but also they need to address other matters as well for the sake to support

whole person (Renn, 2010). Further, these all indicators represent the wide scope of approaches that an advisor may use with students.

According to National Academic Advising Association (NAAA), (2017) the relationship of advisor for the improvement of the student's satisfaction serve as a guide for the fulfillment of the students. Administration, faculty and university try to find out ways of academic advising which can help them for long term relationship (Vian & Barklow, 2015). Academic advising has positive effects on student's retention because it is the advisor with whom they make connection within higher education (Walters & Seyedian, 2016). Walter and Seyedian, (2016) noted that if the faculty members and academic advisor work as a team-approach they could encourage expert advising to students within institution.

According to Bareneyeyer's (2018) research that there is no specific definition of academic advising all have their own definition like faculty members and other organizational stakeholders they do not have same definition by the purpose and activity. They do not have common concept of advising. In higher education the role of advising is very important but unfortunately, there is no uniformity and consistency of advising role. Due to the lack of cohesive definition it affects education, skills and training to advise students would not be alike. According to report (2019) by the National students clearing house and research center, they reported that about the student's retention rate four years public institution where students are enrolled and they started their studies. The lowest rate of degree completion in six-years vary for all students like 45.9% of black students, the second lowest completion rate of Hispanic which is 55.0% where as white students have 67% and Asian students have 71.7% low rate of their degree completion.

2.3 Academic Advising Satisfaction

Students' satisfaction means how much a student is satisfied with his/her life, academic advising and academic performance, his/her personal and social life. Students' Satisfaction means students attitude towards an object. It means students' beliefs, emotions, feelings, sentiments and behavior tendencies. Researchers have found a close relationship between academic advising and students' success in their careers. Since advising has a great role in fostering students, and providing them with persistence towards pursuing their career choices (Hatch & Garcia, 2017). When a person is feeling satisfied he/she has positive attitudes towards that object as describe by Aldemir and Gulcan cited by (Hatch & Garcia, 2017). Students' satisfaction regarding academic advising mean they are satisfied with instructional effectiveness, academic advisory, campus climate, registration services excellence, admission, financial aid, safety and security and academic services. If they are academically satisfied then they get more self-confidence and if they get more self-confidence, then they can perform better in all matters of their lives as describe by Noel-Levitz's (cited by Hatch & Garcia, 2017).

As reported by Noel- Levitz's cited by Hatch & Garcia (2017) in a nationwide survey, it was observed that academic advising satisfaction was considered as the second most important component of university experience after the quality of instruction. According to Brock (2010) that advising satisfaction helped the students to improve student's outcomes. According to Drake (2011) academic advising held a link in students' retention and success. He described the importance of academic advising with students' success.

According to Cuseo's (2010) work academic advising satisfaction helps the student's retention and it facilitates the students in effective educational planning and career. According to Pascarella and Terenzine (2015) he suggests that academic advising actively is useful for students' progress, because advising helps them what to do and how to do and when to do it that's why it improves students' academic progress. According to Drake (2011) that academic advising is to establish a relationship between advisor and advisee that help them to develop student's personal strengths and interests for achieving their academic goals and helps them to promote positive outcomes. According to Hester (2018) academic advising satisfaction helps the students in developing educational planning of the students, it also helps in problem solving of the students. It also helps in improve student's cognitive skills and decision making skills of the students.

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According to Campbell and Nutt (2014) academic advising satisfaction is considered as an important part of educational process which played a critical role that support students achieving learning opportunities. Advising helps the students in engaging learning process which help them for successful attaining learning outcomes. According to Lowenstein's (2015) explanations excellent academic advisor role and advisor helps the students entirely in all students' matters as well as a teacher does for one course.

According to Cambell and Nutt (2014) working of the teacher and academic advisor is similar which includes developing clear curriculum for learning outcomes and developing learning experience. No doubt, quality governing academic advising is considered useful for all academic programmes and as far as for university overall, because it helps to increase retention rate among students, so that they can complete their degree in time.

Indeed, quality academic advising is beneficial for academic programs and the university as a whole, as it increases retention rates among students (Bradley, et.al., 2015) Sutton and Sankar (2011) reported that it costs less to retain current students than it does to recruit new students. Thus, it appears that academic advising plays a major role in student success and retention (Graham et al., 2016). Given the connections between academic advising and retention, Hale, Graham, and Johnson, (2012) reported that attempts to improve retention should begin with evaluations of current student satisfaction, perceptions, and wishes regarding academic advising. Light (2011) wrote that academic advising likely is an overlooked and underestimated attribute of a student's successful experience in university. Additionally, Haag, Hebele, Garcia, and McBeath (2013) discussed how attrition in an engineering program is related to academic and career advising and faculty, among others. Low (2012) and Light (2013) pointed to student satisfaction as being an integral part of a student's university experience. Frost (2015) reported the primary purpose of academic advising is to assist students in developing meaningful educational plans within the context of the student's life goals. Myers and Dyer (2015) wrote that academic advising should improve the student's academic and social assimilation into an institution. Academic advising can have a positive effect upon students. It could be the only real opportunity for a consistent and personal relationship between the student and university personnel, in which care and concern is demonstrated (Drake, 2011). It also significantly impacts economic success for universities, as well as other criterion by which a university is viewed as being successful (Passarcella & Terenzini, 2015). Johnson et.al., (2014) found that student satisfaction with academic advising is higher when there was congruence between a student's preferred advising style and the advising model utilized by their advisor.

The authors also determined that 95.5 percent of their participants preferred a developmental or collaborative advising model (Hale et al., 2015). McCuen, Akar, Gifford, and Srikantaiah (2016) found through their research into advisor-advisee communication that several factors were important to student's satisfaction with their advisor, including adequate explanations from advisors, time with the advisor, and the personality of the advisor. Students preferred having an advisor who assists in the selection of classes, but who allows the student to make any decisions regarding classes and class selection (Hester, 2018; Propp & Rhodes, 2011; Smith & Allen, 2014). Wood, Baghurst, Waugh, and Lancaster (2017) discovered through their research that students who participated in their study wanted to be more involved in the academic advising process, but that they needed more information regarding program requirements, sequence, and transferability of credits. In other words, academic advisors needed to provide more information for students to make informed decisions. Further, findings suggested that students also wanted to be more actively engaged with their academic advisors, including guidance, in-depth discussions, and getting to know their advisors better as professionals (Wood et al, 2018) found that student satisfaction with undergraduate education was high, but that satisfaction with advising was much lower. The negative perceptions Woolston (2012) picked up on were found to be attributable to a gap between what students wanted to talk over with their advisor and what was actually discussed. In addition, poor academic advising was cited by Jain, Shanahan, and Roe (2011) as a crucial factor in high student attrition rates in university programs. Some rationale for low student satisfaction with advising included inaccurate course requirement information from advisors, as well as a lack of knowledge and/or a lack of sharing of information about special programs, financial help, and career opportunities (Haag, et al, 2017). Other student complaints

included their perceptions that the advisors were too overwhelmed to provide adequate advising (Haag et al, 2017) or having very limited time with their advisor (Gifford & Srikantaiah, 2012). What can be done to improve academic advising? Research indicates that items such as regular one-to-one advisor-student contact, being knowledgeable about academic programs and curricular requirements, and communication skills (Creamer & Scott, 2014).

2.4 Models of Academic Advising

According to King and Kerr's (2015) suggest seven organizational models for students advising and these seven models are evaluated in terms of following factors: student assessment is very important, by advising institution are placed on priority, knowledge of the student's development and knowledge within discipline, required training and credibility by faculty and staff. The organizational models are given below:

2.4.1 Faculty Only Model

Faculty only model is the model where faculty members are assigned for newly enrolled students. Probably, advisor is the teacher who helps the students in their major declared areas.

2.4.2 Satellite Model

This model is linked with advising service which is available in the universities. By this the role of the advisor can shift from advising center to faculty advising based on the needs and requirements of the institution. This model has merits and demerits like a faculty only model.

2.4.3 Self-Contained Model

This is the third model which is related to centralized model and based on the advising center. This model begins with students' orientations. Centralized advising staff assists the students and they have skills how to handle undecided students and they have overall information regarding academic advising. According to Habley, (2014) in the self-contained model, all advising is provided in a centralized unit headed by a dean or director who is responsible for all of the advising functions that take place on the campus. According to Pardee, (2010) define the centralized model as one where both professional and faculty advisors are housed in one academic or administration unit.

2.4.4 Supplementary Model

In this model, faculty members are responsible to deliver advising but these are the central advising staffs who are part time coordinators. The faculty members know about their roles and responsibilities and how they can display their roles as academic advisors?

2.4.5 Split-Model

This model is related to specific student's center like generalized teachings where the advisor provides advising to undeclared students in a specific students center as well as the faculty provide advising in all majors.

2.4.6 Dual Model

As its name shows dual role of advisors one is the faculty member and the sother one is the staff advisor. The faculty advisor provides advising related to

curriculum and instructions while the staff advisor who advises overall academic policies, transitions and graduation requirements.

2.4.7 Total Intake Model

This model is related to central office for all students who are provided advising in specific time duration until they have not obtained a specific level. After this process they are transferred to a specific faculty advisor who represents students chosen major. Decentralized models have lost their importance from last 10 years like faculty-only model, self-contained model and satellite model whereas the shared models like paraprofessional and faculty members are increased.

2.5 Importance of Academic Advising

Academic advising is very important especially in higher education. Students are satisfied if advising given to them in areas like their university facilities and as well as academic advising strategies. The higher education institutes in developing systems are greatly deficient in teaching methodologies which help them for the academic progress and success of the students. The theories of students departure and retention of the students based on literature seem cyclic which are related to staff, related to academic advisor and finally related to students' link with faculty in higher education (Tinto, 2012) if students are retained in the institution then they can effect on university ranking as well as reputation of the university and as well as for the financial wellbeing (Siekpe & Barksdale, 2013).

According to Tinto (2012) if the university want to improve students graduation rate and the students retention, in this way the institution need to focus on their behavior because the role of the institution is very important and it will increase

the results and success of the students. According to McGill (2016) creating the strong relationship between academic advisor and students would increase the retention rate as well as the success of the students. But universities did not show their serious concern for the improvement of the academic strategies for the academic advisor (Al-asmi & Thumki, 2014). According to Tinto (2012) the role of the administration is very important in higher education in this regard if they are involved they can increase the retention rate of the students. According to Smith and Allen (2014) the advising styles used by the academic advisor and students are effective for the effective advising strategies and these advising strategies will help them for the promotion of the academic success of the students. Further, Himes (2014) emphasis the role of the student's career counseling that is related to teaching strategies and academic advising. According to Darling (2015) advising strategies have some purpose of designing that enable the students to be successful and it will also identify the problems that are already effects the academic progress of the students.

According to Tinto's (2012) theory of student's retention, he maintains academic advising plays an innovative role for fulfilling the mission of teaching learning in higher education that is helpful for the promotion of the student's retention. He continuous explained that faculty and academic advisor play an important role for the student retention, although it is difficult process. He holds that our institutions the faculty and staff they are not familiar with the process (McGill, 2016). Students advising is a process which help them to interact with students in and out of the classroom and they can gain additional information from their advisors related to their educational as we as career goals (Darling, 2015). The advising which is provided by the institution, students have high expectations about the advising as well as guiding strategies and the students will also expect the consistency of advising

session (Turne & Thompson, 2014). Swecker et al, 2013 established that students can socially be integrated with the institution if they are guided by the academic advisor and it will help them continuing of student's education. He further explains the importance of academic advising because it improves the critical thinking skills in students as well as it promotes communication skills of the students (Paul, 2015). Effective advising strategies done by the advisor encourage social integration and it will also build relationship between advisor and students as a positive model which students can experience as a part of the university (Turner & Thompson, 2014).

2.6 Empirical Researches on Academic Advising

Academic advising does not necessarily focus on the relationship of students with university. The researches indicate that it is the advisor who connects the students with the institution as a part of the institution (Vianden & Barlow, 2015). When a student enters in a university he follows the different stages of university experience (Peil, 2016). The students can face all the stages in a successful manner if the advisor has a strong relationship with students (Tinto, 2012). As supported by Vianden (2015) if the academic advisor and student build relationship in the classroom gradually this relationship leads to effective relationship between advisor and students. The relationship between advisor and student can be built when they are interacted in the classroom and when they further follow the university instruction by the academic advisor (Paul, 2015). After review of the literature theoretical analysis was performed between advisor and students by using effective strategies of advising and retention of the students can be judged. The current literature is based on how the academic advising provides direction for students by the use of these strategies and how they can engage in their learning while they are studying in the higher education

(Al-Asmi, 2014; McGill, 2016). According to Tinto (2012) quality of advising can be judged through the commitment of the students with the institution, it means if he is committed then he/she can continue his/her education in the institution. He further said if they have positive attitudes towards their learning experience, it means they are satisfied and they will complete their degree in time (Tinto, 2012). This is an overview regarding the academic advising practices which were performed by the advisors and these practices lead to the vision of the academic advising. It will also help to understand the mission of the academic advising. It will also help to understand the goals of the advising. It will also discuss the values given by the advisors as best practices for academic advising. It will also help to understand the output of advising, all these indicators influence the programme of advising (Colvin, 2013). The university stakeholders and academic advisors need to understand the advising strategies given by the academic advisors for the promotion of the students' success in a university (Darling, 2015).

Some barriers are involved which make the academic advising ineffective. One of them the advisor has not enough time to visit the university campus and guide the students. Another barrier is related to the lack of communication between advisor and students and the third major barrier is the effective advising strategies (Anderson, 2014). The last section deals with the retention strategies used by the advisors which guide the students in higher education. There were some retention strategies that were more effective for advising. One of them the approach to academic advisor and there was another retention strategy is the availability of the advisor in the university that have positive effect on students relationship and it was an effort done by the academic advisors for the promotion of students' success and retention (Paul, 2015).

2.7 Theoretical Framework

Theory of departure and retention was developed using the most recent research on models of student growth, satisfaction and persistence. Tinto's descriptive theoretical model of student departure focuses on the circumstances that contribute to a student's choice to quit an educational institution. When students leave home and join a new community, Tinto likens their transitions to those that teenagers go through when they leave high school (Tinto, 2012). In Tinto's theory, a student's ability to integrate into the institution is enhanced by their ability to interact with staff, teachers, and academic advisers. Throughout the course of the semester, students' commitments and intentions changed.

There are several factors that might influence a student's university experience and lead to a student's departure from the institution. As a result, a student may graduate from college knowing just how difficult it is to get along with others in a university and among the faculty and staff. Prior to entering university, he said, it is more important to focus on what students go through when they do so. In order to retain kids in school and prevent them from dropping out, academic collaboration between students and academic advisers might be beneficial. Institutional strategies should be integrated in a collaborative manner to provide a campus-wide approach to student retention (Tinto, 2012) Student-advisor interactions have a significant impact on student achievement, according to Darling (2015).

According to Tinto, a university must work deliberately, methodically, and structurally in order to enhance student outcomes. There was a big difference between pretending to understand student retention and really doing anything about it. Enhancing academic advising might have a significant impact on student retention

because it is not the most often used tool in student services (Kot, 2014). It is therefore vital for universities to demonstrate their commitment to fostering a collaborative relationship between students and the institution through their inclusive educational and social communities (Darling, 2015). In addition to the importance of the initial meeting with a student, there are two primary areas where a university may promote student loyalty. Among these are customer service and the building of interpersonal relationships (Vianden & Barlow, 2015).

It is possible to improve service quality by making orientation mandatory for all first-year university students and emphasizing the importance of continued student services during and beyond the first year (Dadgar et al., 2014). It's important that a student-faculty and staff-student relationship evolve into one of academic advising (Niranjan, Wu, & Jenner, 2015). A student's educational journey necessitates assistance (Niranjan et al., 2015; Vianden & Barlow, 2015). In order to finish a degree programme, students needed help strengthening their ability to study and navigating the academic and nonacademic challenges of university (Dadgar et al., 2014). When it comes to student retention and the relationship between the student and the academic adviser, academic advising tactics are critical (Braxton et al., 2014).

Advising approaches include coaching, helping, delegating, counseling, educating, and the parenting style (Asmi & Thumki, 2014; Darling, 2015). For students, the best way to approach a problem is decided by their relationship with their advisor (Braxton et al., 2014). In addition to Tinto's theory of student retention, advice tactics play a critical role in students' development and networks of support (Asmi & Thumki, 2014; Tinto 2012). Teachers and academic advisers at higher education institutions must be familiar with university student leave policies and the impact they have on the institutions' retention rates (Braxton et al., 2000; Gaines,

not be disregarded and may be assessed if they want to do so (Vianden & Barlow, 2015). Increasing the number of graduates recognised by government predictions to meet business needs is an important step for colleges, according to Colvin (2013). Tactics used in student guidance can help students learn how to successfully navigate and govern their educational experiences in order to obtain a job by providing them with the information and guidance they need (McGill, 2016). As part of our dedication to a student's educational needs, we provide them with outstanding academic coaching along their desired career path (Vianden & Barlow, 2015). Students become more productive members of society and are more likely to complete their studies if they have an academic plan in place. Also, Bourdieu showed that a student's university experience might be influenced by his or her pre-entry circumstances (Pather & Chetty, 2016). On the basis of Bourdieu's theory, students' attitudes and skills to engage in higher education practices were moulded by the milieu in which they were raised (Fabiansson, 2015). A recent study by Pather and Chetty (2016) found that over the past two decades, student retention has been influenced by the degree to which the religious, racial, economic, and cultural diversity of a student was acknowledged. Additionally, Pather and Chetty (2016) found that students' socioeconomic status, academic experiences, and demographics were frequently overlooked in college advisement meetings, rather than highlighting the value of a student's background characteristics. Counselors specializing in exams assessing aptitude, intellect, and decision-making ability are frequently recommended by academic advisers to students for in-depth analysis of their personal traits (Gordon & Steele, 2015). In addition, Fabiansson (2015) argued that people's identities and perceptions in various social networks are influenced by the social, economic, and cultural backgrounds they've built up over their formative years. In order to

accommodate the wide range of students in the higher education community, it was important to know the characteristics linked with students' social and cultural backgrounds. Due to an emphasis on Tinto's and Bourdieu's theoretical tools and principles of student integration and retention, all ideas are combined to provide and understand university experiences and academic accomplishments (Pather & Chetty, 2016).

2.8 Academic Advising at Higher Education

In order to provide students the best chance of graduating, educational institutions are always working to enhance student performance (Niranjan et al., 2015). All universities had difficulty keeping students, no matter where they were located (Wray, Aspland, & Barrett, 2014). Student attrition has been a key focus in higher education for decades, with the effects observed in student progress, persistence to graduation, and student happiness, among other metrics. It's a shame that not all pupils will finish their education at the same pace (Darling, 2015). University administrators need to understand that once a student has registered, it is their obligation to help the student stay enrolled in the programme. Student representatives of the university are only guaranteed personal interaction with a university organized functions by King and mentioned by Pather and Chetty (2016). Universities around the country faced a continuing difficulty in maintaining successful undergraduate academic advising programmes that met the requirements of all students (Anderson et al., 2014). Academic advisers' understanding of degree requirements and approachability, according to Paul and Fitzpatrick (2015), establish substantial correlations between advising and student happiness. Clear expectations between academic advisers and students are necessary to achieve high levels of

pleasant relationships (Anderson et al., 2014). . Knowledge of the advising process, as well as personal attributes that might lead to student failure or success is essential for academic advisers (Donaldson et al., 2016). Advisors can work with students based on their particular requirements if they are aware of this information (Alvarez & Towne, 2016). Advisers can better assist and encourage their students' achievement if they are aware of their differences (Donaldson et al., 2016).There is still no clear framework for thinking about the best ways to keep students engaged in academics at universities, despite years of effort (Himes, 2014; Tinto, 2012). Quality instruction was ranked as the most essential part of the university experience by more than 225,000 undergraduate students in the United States in a national study (Anderson et al., 2014). Despite the lack of a universally acknowledged philosophy of academic counseling universities throughout the country have used a variety of strategies for academic counseling (Donaldson et al., 2016). According to Niranjan et al., (2015) the role of higher education was very important for increasing student performance that can help students to complete their degree in time. For decades higher education identify the reasons of students attrition and why students leave the university and this was an area where they need to check and monitor why students leave the university and if they control the attrition rate of the students and it can have positive impact on students' satisfaction and graduation rate of the students and development of the students as describes by King cited by Darling (2015) all students were not graduated in the same way and at the same time. He further stated that it was the responsibility of the university to help them retain because it was the responsibility of the university to retain them every students who was enrolled? As describes by king cited by Anderson et al., (2014) academic advising was the only service that helps them to make connection between students and institutions. Academic advisor should be

aware about the knowledge to degree requirement and he/she has the ability to build strong relation with students and it will increase the satisfaction level of the students and advising process. It was the responsibility of the advisor to define clear expectations for advising process that can help them for achieving high level of positive interaction between students and advisor (Anderson et al., 2014). According to the Donaldson et al (2016) academic advisor should be well aware about the advising styles that were necessary for advising process and it will help them to understand the personal characteristics of the students and these characteristics lead to students' failure and success of the students. If he/ she knows about all indicators that were discussed above the advisor can work according to the needs of the students, because the advisor knows all the information that were required for advising process (Alvarez, 2016). If an advisor knows about students' individual difference and this information can help them to build relationship with students and it was more supportive and more students' success based. For the retention of the students universities need to develop clear framework that will guide the students in their thinking process as well as to use best advising strategies that can help them for student's retention in the university (Himes, 2014).

2.9 Role of Academic Advisor

The role of the academic advisor was very important for student's retention and it can increase the student's success if the students were satisfied and committed to university and have a social integration with university (Smith & Allen, 2014). According to Tinto (2012) there were many students who do not know about their journey into higher education without knowing what they need in their long journey. According to Cunningham (2014) due to the high cost of tuition fee as well as other

financial problems of the students in United States and they were bound to university to produce more reliable students career and their success. According to Darling (2015) most of the students met first time with their teachers in the classroom when they interact with their teachers first time in the classroom.

There were two areas where the higher education need to provide advising and one was the faculty advisor and the other professional academic advisor. As supported by McGill (2016) the role of academic advisor was very important in all stages of university life especially in teaching learning process. Academic advising was a practice that helps the students to develop different abilities of the students and to learn specific skills and it will also help them to make decision regarding their educational goals that were more important for the students (Darling, 2015). The role of academic advisor was very important for the success of the students because the advisor provides guidance throughout the university experience and that help them to earn degree within a specific time (Tinto, 2012). As supported by Himes (2014) it was the advisor who helps them to educate the students and develop critical thinking skill among students and to provide information that was related to university life. According to Vianden (2015) academic advising was helpful in identifying the path or direction that students can follow to reach their goals and an ongoing process for student's university life. Quality of advising was another factor that affects the advising process of the students and if the advisor provides quality academic advising and it will helpful for building connection between advisor and student's relationship and this relation is based on the trust of the advisor (Vianden, 2015). According to Sapp and William (2015) it was the advisor who helps them providing accurate information to the students related to all aspects like their degree programme and it will help them for making connection with the university. Thus, the advisor who helps

by McGill (2016) the role of academic advisor was very important in all stages of university life especially in teaching learning process. Academic advising was a practice that helps the students to develop different abilities of the students and to learn specific skills and it will also help them to make decision regarding their educational goals that were more important for the students (Darling, 2015). The role of academic advisor was very important for the success of the students because the advisor provides guidance throughout the university experience and that help them to earn degree within a specific time (Tinto, 2012). As supported by Himes (2014) it was the advisor who helps them to educate the students and develop critical thinking skill among students and to provide information that was related to university life. According to Vianden (2015) academic advising was helpful in identifying the path or direction that students can follow to reach their goals and an ongoing process for student's university life. Quality of advising was another factor that affects the advising process of the students and if the advisor provides quality academic advising and it will helpful for building connection between advisor and student's relationship and this relation is based on the trust of the advisor (Vianden, 2015). According to Sapp and William (2015) it was the advisor who helps them providing accurate information to the students related to all aspects like their degree programme and it will help them for making connection with the university. Thus, the advisor who helps them in identifying the available resources that were available in the campus and their behavior with students was the trustworthy source for students.

2.10 Effective Advising Strategies

The idea of including professors and staff into the advisory process was popular during a period when higher education institutions were strapped for cash and

human capital (Himes, 2104). According to Vianden and Barlow (2015), students' intentions to stay or depart from a university are influenced by the quality of their student-institutional connection. The personnel that work at the school are responsible for its level of customer service (Mertes &J ankoviak, 2016). As a result, when students reflect on their university experiences, they recall those who had great connections with instructors, classmates, and other members of the university community (Vianden & Barlow, 2015). As part of the educational process, universities provide students with academic counselling to help them learn about the resources and expectations of the university environment (Suvedi et al., 2015). Will a student stay or leave a university depends on how well he or she adapts to the institution's social and academic processes (Mertes & Jankoviak, 2016). A good way to keep pupils interested in a university is to motivate and energise them (Sapp &Williams, 2015). Relationships were forged from the first encounter at orientation all the way through to graduation as a university alumnus (Vianden & Barlow, 2015). Students can benefit from academic counselling by thinking of it as a kind of teaching and learning. Academic advisors employ their critical thinking skills to coach and assist students in resolving issues and devising plans that would help them complete their university educations with flying colours. Darling, Vianden, and Barlow (2015) all cite research from Al-Asmi and Thumi (2014) and Darling (2015) as well as Vianden and Barlow (2015). They might help students see the wider picture of their education because of their position as advisors (Alvarez & Towne, 2016). Inconsistencies in the research on academic counselling contribute to the uncertainty around the most successful methods of implementation (Himes, 2014; Paul & Fitzpatrick, 2015). A wide range of counselling techniques are used at higher education institutions (Himes, 2014). Compulsory orientation lectures are advised to

help students acclimate to the fast-paced university environment and to quickly connect with campus programmes that support academic success (Alvarez & Towne, 2016).

2.10.1 Prescriptive Advising

In prescriptive model, advisors only guide the students in their academic matters like which subjects they need to take and procedure for registrations of these subjects. These advisors have formal and distant relationship with students. These advisors only discuss their academic affairs and they do not discuss students' personal and social matters. For-example they only inform them which subjects they need to choose for registration and later on they inform them about plan and procedure. Prescriptive advising style based on the formal and distant relationship just registration of the courses and signing of the forms as describes by the Crookston and O'Banion (cited by Christian & Sprinkle, 2013). In certain schools, students are advised in a prescriptive manner in which their questions are addressed in an authoritative way (Donaldson et al., 2016). In one way communication, the adviser helps students plan their academic schedules by assisting with course choices (Anderson et al., 2014). Some students may respond well to an authoritative, prescriptive type of guidance, whereas others may benefit from a more flexible approach (Donaldson, McKinney, Lee, & Pino, 2016). Students who get prescriptive advising may anticipate to use their academic adviser simply for scheduling and may be content with the advisor since it matches the expectations of the students (Donaldson et al., 2016).

2.10.2 Developmental Academic Advising

Developmental advising style provides advising in all matters whether these matters are related to domestic problems or academic problems whereas prescriptive advising style based on the formal and distant relationship just registration of the courses and signing of the forms. Developmental academic advising mean advisors were responsible for while education of the students. The advisors were not only guide students in academic matters but also they were responsible to guide them in other matters as well. Whether these matters were related to academic career or social or personal they assist them in all matters and they have mutual relationship with each other and these were the behavioral styles and attitudes of the advisor perceived by the students. In developmental academic advising style the advisor establishes a warm and caring relationship with his/her advisee for various advising tasks. This advising style has concerned for the total education of the students like future planning, carrier planning and the utilization of all resources available in and out of the university as described by Crookston cited by Christian and Sprinkle (2013). Students and academic advisors can work collaboratively to attain their academic goals through the process of developmental counselling (Donaldson et al., 2016). Academic and personal goals can be achieved via the use of university resources provided by developmental advising (Grites, 2013). It is possible for students to better integrate into a university's academic and social systems by interacting with faculty and staff as part of a comprehensive developmental academic advising plan. Developmental advising is often praised by students, although it is not used at all universities due to the time constraints of academic advisor training (Anderson et al., 2014). According to Anderson et al (2014), academic advice was divided into two models or two categories, one of which was meant to be developmental and the other of which was

meant to be prescriptive. An advisor's role under the prescriptive advising model relied on the faculty member acting as an expert and providing direction to students with little or no input from the student side, whereas the development model was more akin to an advisor's role as an educator who helped students develop their own leadership skills (Christian & Sprinkle, 2013). Prescriptive advice, according to Lowenstein (2015), has a connection to bookkeeping and accounting. The role of the students is passive in prescriptive advising, when the adviser informs the students what steps they need to do and what regulations they need to follow. Prescriptive advising method did not provide pupils with any feedback from their advisors. Students with prescriptive advisers have less opportunities than those with developmental advisors to integrate into the university's social and academic life. Among students, prescriptive advising was the only type they were familiar with; according to Parsdee (2010) an advisor-advisee relationship of mutual respect and trust is described by Holis (2017) in developmental advising. In this way, students may be encouraged to concentrate on their professional and academic skills while still being able to relax. There must be an understanding of the services the institution provides to students in order for an adviser to apply a developmental advising style/model effectively (Blade, 2011). The developmental model was viewed as a tool for students' progress, and this model aids pupils in incorporating and enhancing purposeful stimulation. Christian et al (2013) claim that research has revealed certain flaws in developmental advising, including a lack of student training and expectations surrounding the advisor's presence in class and off campus, as well as a lack of adequate time allotted for advising sessions itself.

Students who are at risk for failure are supported by a developmental paradigm, as described by Smith in Donaldson and colleagues (2016). According to Boylan (2010), this methodology was best suited for pupils who were underprepared and intellectually inept. Students can be more successful if they are counselled by this model and it takes care of their personal, social, academic, and other non-academic problems. An additional psychological factor that affects students' stress levels has been included in academic rules, educational standards and criteria by Hollis (2017). Academic advisors hold the keys to students' success if they assist them through the process of advising, according to this scholar's findings. According to his findings, the most successful advising roles were those of the adviser, the students, and the university.

2.10.3 Intrusive Advising

Intrusive advising is a technique used by academic advisors to compel students to participate in the advisory process, and it may even be a requirement for students to remain enrolled in the programme (Donaldson et al., 2016). In order to customize each student's advising visit, academic advisers should benefit from university policy and counseling skills training (Aiken-Wisniewski, Johnson, Larson, & Barkmeyer, 2015). When a student receives intrusive advising, they are able to shift their attention from only on course selection to discussing their long-term academic goals and the resources necessary to complete their degree programme (Donaldson et al., 2016). As a result of tailoring each advising session to the individual requirements of a student, advisers can prevent student attrition by addressing crucial variables before they occur (Anderson et al., 2016). In order to meet students' needs, advisors must establish a relationship with them, regardless of the type of counselling they use

(Anderson et al., 2014). The message students receive from invasive academic advising, as stated by Rodgers, Blunt, and Trible (2014), is that, if they have an issue, there are resources accessible to help. They were offered by academic advisers who used scientific methods to create personalised advising programmes that met each student's specific requirements, regardless of how well-prepared he or she was before they were admitted (Rodgers et al., 2014).

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2.10.4 Utilizing Technology

The student's self-confidence in making educational judgments increases when academic advisors and advisees engage in discourse (Gaines, 2014). According to Gaines (2014), students and universities should be encouraged to use more technology in their advising efforts. Academic advisors should be able to effectively communicate with students both online and in person, since both may have a good impact on the advising relationship (Gaines, 2014). Advisory meetings can also make use of a variety of technological tools (Walters & Seyedian, 2016). Communication tools like as text messaging, email, and announcements in a learning management system are examples of specific resources (Gaines, 2014).

These technologies allow students to communicate in a number of ways that best suit their educational goals (Gaines, 2014). A personalized service may be provided when technology is integrated with academic advising aims (Walters & Seyedian, 2016). Instead of potentially establishing obstacles by solely employing a face-to-face interaction, technology may be used to develop a separate advising relationship with a student (Gaines, 2014). Advising sessions, according to Smith and Allen (2014), are a way for students to learn and adjust to their new university experiences. Advising may be tailored to the student's needs thanks to the use of technology, which allows it to take place at any time and in any location (Gaines, 2014). Preventing students from quitting school is made easier by adapting communication and resources to each student's unique learning style (Smith & Allen, 2014)

2.11 Policies and Procedures for Promoting Academic Advising

Consistent and clear expectations of students within an institution begin with policies and procedures to support an academic advising curriculum (Himes, 2014). IIUI has policy for students' academic advising and academic progress of the students. Academic advising is provided to student's orientation session where the rules and regulations were discussed in detail. In IIUI the academic advising was provided to students through orientation session, through coordinators, through course teacher, through in-charge programme, through head of the department and Dean and Director and exam section of the university. The coordinators provided advising related to selection of the courses and registration of these courses. The course teacher helps related to contents related issues. The in-charge programme and other members like head of the department and Dean and director provides advising related to administration issues. The exam section provide advising related the probation, and readmission of the students.

Assessment techniques, such as feedback on student achievement and active engagement by university officials, are essential to effective advising tactics in order to offer students with academic and social assistance (Fort, 2016). There are three components to academic advising, Darling (2015) asserted: "no matter the variety of our institutions, students and advisors and the organisational frameworks of academic advising," Darling (2015) stated (p. 91). Investment in instructional and academic support assessment methodologies is considered by institutions (Darling, 2015). For a variety of personal and professional reasons, students enrol in higher education programmes (Tinto, 2012). Because of this, academic advisers and students can have a clear path to follow while developing the information and skills necessary for their chosen career path (Himes, 2014). First and foremost, a curriculum centred on academic guidance will help students achieve their academic goals (Darling, 2015). In addition, an advising curriculum can communicate to students the university's mission, culture, expectations, and regulations, procedures, and decision-making processes (Niranjan et al., 2015). Next, pedagogy must include the planning, facilitation, and documenting of counseling encounters as part of the academic advisement teaching and learning process (Al- Asmi & Thumki, 2014).

A student's connection with his or her academic adviser can take on a variety of forms to meet the needs of the individual student during the course of the academic career (Paul & Fitzpatrick, 2015). Respect, trust, and appropriate conduct characterise the advisor-student relationship, according to Darling (2015). Were the results of students' participation in academic advising used to judge their learning outcomes? (Al-Asmi & Thumki, 2014). The academic adviser can build a favourable connection with a student in order to help them achieve their educational goals by providing them with guidance and assistance (Paul & Fitzpatrick, 2015). Does each institution define

its own student learning outcomes and ways for measuring the results to be consistent with its vision, goals, and curriculum? (Darling, 2015; Vianden & Barlow, 2015).

A student's academic adviser should be kept up to speed on the procedures and resources available to them at both the university and off-campus (Vianden & Barlow, 2015). Studies show that better student retention may be achieved by providing more one-on-one assistance to students and establishing strong support networks inside the institution itself. Students are given the chance to examine their aspirations through self-reflection as a result of counselling efforts (Walters & Seydeian, 2016). Academic advisors and students who have a good working relationship build trust by being open and honest about the student's academic circumstances and by demonstrating the advisor's capacity to provide guidance, expertise, and concern for the student (Paul & Fitzpatrick, 2015).

2.12 Barriers to Academic Advising

With a wide range of experiences and traits as articulated by King referenced by Niranjan and others, students arrive to university with a wide range of backgrounds and experiences (2015). Academic counselors have found it difficult in certain circumstances to elicit thoughtful responses from students about their long-term academic ambitions. Even though the end aim is for students to embrace more responsibility, teaching and scaffolding students in areas where they need more help can be difficult. In order for students to succeed and graduate from college, academic advisors must break down the obstacles to effective student counseling and build connections based on each student's unique qualities, motivations, and beliefs (Himes, 2014). Academic advisors need to identify impediments early in a student's university experience in order to plan student interventions that position them for academic achievement (Darling, 2015). Beginning undergraduate university students' academic

success and sense of self-efficacy were influenced by academic intervention and advisement styles (Niranjan et al., 2015). Academic advisors and students might have different approaches to advising dependent on their level of trust in each other (Walters & Seyedian, 2016). It is the job of academic advisors to find the best techniques, concepts, and activities for a successful and collaborative advisor-student relationship, according to Turner & Thompson (2014) A student's academic plan can be formed by the advisor, according to Colvin (2013), who also claimed that circumstances such as schedule problems, financial constraints, and physical health might interfere with a success plan. Students' discontent with academic advising can be attributed in part to misalignment between their expectations of the advisor and the advisor's actual conduct (Anderson et al., 2014). It might take a long time for an academic adviser to explore and identify the best ways to help a student succeed. There is a possibility that advisers are unintentionally breaching expectations since they are not always aware of what students expect from them (Anderson et al., 2014). Academic advisers must come up with new approaches to overcoming the obstacles that stand in the way of a student completing his or her degree (Colvin, 2013).

Academic advisers were also frequently hindered by a lack of training and expertise in supporting students in the classroom. In a research by Alvarez and Towne (2016), it was shown that advisers with specific training might improve student achievement. It has been recommended by Filson and Whittington (2013) that universities should provide professional development for academic advisors as a way to get students more involved in their educational institutions and help them grow as individuals.

In higher education, the necessity for academic advisor training and continuous professional development was becoming increasingly apparent and

ubiquitous (Alvarez & Towne, 2016). To help students, academic advisers must be educated in successful promotional techniques (Filson & Whittington, 2013). Among them might be assistance in finding a job, guidance in finding a tutor, and information on other resources on their particular school (Filson & Whittington, 2013). Academic advisers can also help students by mandating an introduction course or a new student orientation (Dadgar et al., 2014). Advising students who have a lot on their plates is another problem that academic advisers face (Vianden & Barlow, 2015). As many students as possible may limit the academic advisor's capacity to do extra obligations outside of their regular advisement meetings (Vianden & Barlow, 2015). Students may become frustrated if their academic advisers are unavailable due to their heavy caseloads. The transition of students to university necessitates a decrease in the advisor-to-advisee ratio in order to maximize the effectiveness and productivity of counseling sessions (Donaldson et al., 2016).

2.12.1 Generational Advising Barriers

All the people born and living at the same time as one another are referred to as a generation. It may also be defined as "the typical period, commonly thought to be roughly 20-30 years, during which children are born, grow up, become adults, and begin to have children." (en.m.wikipedia.org) student expectations are met when an advisor's approach corresponds with those of the university (Anderson et al., 2014). Age has no bearing on the quality of a student's advising experience (Montag, Campo, Weissman, Walmsey, & Snell, 2012). Student happiness and retention can be improved, as well as major selection, via the use of academic advice techniques (Montag et al., 2012). As a result, academic advisers can help students stay committed

to their chosen field of study by customising their advice methods to meet the demands of the present class (Rickes, 2016).

For students of different ages, different sorts of advising environments are preferred. Because of generational variations, academic advisers should pay attention to the needs of students while also being aware of these variances, according to Montag et al (2012). There is a rise in the number of students who are not typical, such as married students, as well as students who are in their 40s and 50s, according to Sapp and Williams (2015). Furthermore, it was simple to paint an entire generation with the same cultural brush; however, no single generation can be uniformly classified (Rickes, 2016).

People born within twenty-year intervals are grouped together in generational theory based on their experiences (Montag et al., 2012). If you're looking to get a sense of the Baby Boomer generation, you might go at those who were born between 1943 and 1960. The Baby Boomers had a positive outlook, a strong belief in God, and a competitive spirit (Gordon & Stelle, 2015). It was only recently that millennials overtook the boomers as the greatest generational group, despite their vast numbers (Rickes, 2016).

Generation Xers grew up at a period when the roles and expectations of the family were shifting (Gordon &Stelle, 2015). Generation Xers, those born between 1960 and 1982, are concerned about safety because of the rise in occurrences and diseases (Rickes, 2016). Gordon & Stelle (2005) defined Gen Xers as independent, impatient, and frequently challenging what is expected of them. For the most part, non-traditional college students are made up of Gen Xers (Rickets, 2016). Because of their full-time work and other commitments, non-traditional students must weigh these criteria while choosing an institution to attend (Montag et al., 2012). Non-

traditional students choose activities that help them learn new abilities or hone existing ones. As a result, academic advisor training programmes must provide students with a variety of learning methods to accommodate their unique learning styles (Rickets, 2016).

2.12.2 Millennial Students

Millennials, the generation now attending college, are those born between 1980 and today (Rickets, 2016). More than 100 million Millennials make up the most populous generation ever (Anderson et al., 2016). Technology has always been available to the millennial generation since they were born (Rickets, 2016). They are more optimistic about technology's usage because of the millennials' familiarity and fluency with it (Montag et al., 2012).

For example, email, Twitter, and texting have been part of a millennial's daily life since they were born (Turner & Thompson, 2014). Students from the millennial age were also shaped by the historical, cultural, economic, and social developments of their period. This generation's traits were summarized as follows by writers Montag et al. (2012): unique; sheltered; confident; conventional; team-oriented; focused on team goals; high achievers; and, under pressure. As the student population grows and becomes more varied, the millennial generation's educational aspirations and sociability patterns will also evolve. When it came to setting objectives, millennial students either had no plans or unreasonable expectations. As a result, academic advisers may find it difficult to meet the unique needs of millennial university students, as noted by Keeling and referenced by Montag et al in their study (2012).

Researchers have noted the importance of academic advisors who understand the various millennial characteristics in order to establish the best advising practise for an

academic institution, despite the fact that little research has been done on the impact of millennial characteristics on university selection and commitment (Anderson et al., 2014). Teachers who understand the qualities and patterns of different generations, such as those outlined by Keeling and noted by Turner and Thompson, should be more successful in their guidance of pupils (2014) Because of their excessive use and dependence on mobile devices and social media, millennials are less able than previous generations to think critically, settle conflicts, and develop interpersonal communication skills. A balance between face-to-face interactions and communication strategies is needed for academic advisers in order to get a thorough grasp of the students' views on their education and future aspirations. Millennials have learned to put their faith in and rely on those in positions of power when it comes to charting a course to professional fulfillment.

According to DeBard, quoted by Montag et al. (2012), the millennial generation has been informed their whole lives that they are exceptional. When it comes to choosing an adviser, students in the millennial generation want someone they can talk to about anything and everything. According to officials, millennial pupils were protected from violence since they were urged to adhere to the regulations of the school they were attending. This means that while dealing with millennials, regulations must be made explicit and followed through on. Teachers, academic advisers, and other service providers must provide clear expectations for millennial students in a syllabus or student handbook. When it comes to millennial academic advising, it is important for academic advisers to be prepared and adaptable.

Academic advising solutions for millennial students need a long-term connection between the advisor and student, which cannot be established in a few appointments. Millennials have been raised to anticipate positive news in counseling

sessions and to have faith in their own abilities (DeBard, 2014). The advisers must be aware that having difficult talks is a part of their job (Tuner & Thompson, 2014). Academic advising was a teaching and learning process that included assessing the characteristics of students and preparing for interactions with advisors with students of all generations (National Academic Advising Association, 2017). All students benefit from having advisers who know them and can assist them in their educational endeavors (National Academic Advising Association, 2017). Advisers that have the ability to engage with enrollment, classroom staff, and student affairs may make a favorable first impression on their students (Vianden & Barlow, 2015). Since hurdles to degree completion may be eliminated when an effective advising academic plan is in place between the student and their academic adviser, the student's perseverance toward degree completion is favorably influenced (Lukosius et al., 2013).

2.13 Student Barriers

As a university student, you were likely to face a variety of obstacles, both personal and professional, that you had to overcome on your own (Colvin, 2013). It was shown that students who had lower levels of social support were more likely to experience feelings of loneliness in the university environment. Furthermore, students may think that professors don't care about them as persons (Lukosius et al., 2013). As a result, students in these situations were more likely to drop out of college if they didn't receive career guidance. Students who drop out of school early or don't return often blame poor academic guidance, according to Turner and Thompson (2014). A student's placement test results and academic history should be reviewed by an academic adviser in order to provide appropriate course suggestions for university. Students who receive guidance from advisors on how to create objectives and develop action plans based on their strengths are more likely to succeed in college (National

Academic Advising Association, 2017). Rather than a one-time meeting at the beginning of a student's academic career in higher education, students' opinions of good academic advising involve regular meetings throughout the university experience (Darling, 2015; Turner & Thompson, 2014; Vianden & Barlow, 2014).

It's possible that advisors aren't always keeping an eye on students to make sure they're following through with their educational goals because there are too many advisees or they have other responsibilities that isn't linked to student guidance (National Academic Advising Association, 2017). Students who are enrolling for the first time or who are returning to school to complete a degree need to get the same level of guidance each time they come to class (Vianden & Barlow, 2014). Finally, pleasant contacts and the moulding of a student's academic destiny influenced the constancy of an academic adviser in monitoring students' achievement, intellectual growth, and career selections (Lukosius et al., 2013). It is difficult for first-year university students who lack intellectual, social, and financial assistance to succeed in higher education.

The cost of attending a four-year university is often a deterrent for students who wish to transfer from one institution to another. Policies and timelines linked to transfer admissions can often act as roadblocks for students. By ensuring that students have access to finance, academic assistance, and career services, an academic adviser can reduce barriers to success (Siekpe & Barksdale, 2013). Academic advisors should encourage students to speak with financial assistance staff about ways to meet or reduce university fees, according to one academic adviser. An academic adviser is also a common destination for students seeking social and financial assistance (Donaldson et al., 2016). This extra help from the academic adviser gave the student a way to ask for further help from the advisor in the future if they needed it.

The students in an Anderson et al. (2014) survey suggested that they may have three unfavourable experiences with their academic adviser in terms of guidance. This includes not being given accurate directions and not being given adequate time for the appointment. Student-initiated one-on-one meetings between academic advisors and their charges are commonplace on college campuses, as previously mentioned (National Academic Advising Association, 2017).

Advisement sessions must therefore engage students and explain expectations of how a student might succeed in a clear and effective manner (Tinto, 2012). Underprepared students, according to O'Keeffe (2013), may have a sense of alienation and a lack of sense of purpose at university. In their study, Donaldson et al. (2016) pointed out that academic guidance available solely to students who ask for it might miss pupils who have been deemed unprepared for university. Part-time students who work long hours (O'Keeffe, 2013) may think of themselves as less committed to the institution. Because they believe they must study harder while in school, some children fail to perceive the value in these programmes (Lukosius et al., 2013). While many students were able to overcome these obstacles and maintain a healthy work-study balance, others were more susceptible to stress-induced withdrawal. Academic advisers can offer advice and training to students on coping with stress and improving their academic performance while they are still in school (Lukosius et al., 2013). Students may also be unprepared for college if they lack experience in critical thinking and decision-making.

O'Keeffe (2013) did a research on how advisors require diverse tactics to assist students make judgments about meetings with advisors and extracurricular activities, which was previously highlighted by O'Keeffe. In order to build a collaborative learning environment that makes academic resources available both on and off the

university campus, new tactics and academic programme initiatives were required. Students in need of support with transitional adjustment concerns can find solutions to their financial, personal, and familial problems by making a variety of services available to them. Students were able to strike a balance between on- and off-campus activities thanks to these tools (Lukosius et al., 2013). In addition, students expressed concerns about the quality of advisement sessions and resources, as well as the lack of contact from academic advisers.

Advising tools were not available to students in Donaldson et al (2016) study, according to Donaldson et al. At the beginning of their college careers, students look forward to their advisors going through the many learning resources available to them, including websites, online software, tutoring, and other support services. Finding a means to engage parents in an advisory session without jeopardizing students' trust and confidence is another challenge that academic advisers encounter when working with students (National Academic Advising Association, 2017). Students' interactions with advisers are changing as a result of the more demanding nature of today's parents (National Academic Advising Association, 2017). Students frequently ask their parents for advice on academic matters when they are in college (Montag et al., 2012). According to Lukosius et al., (2013), a student's family has a greater impact on their lives than any other factor. Pressure from parents may result in a student's dissonance between previously believed facts and external knowledge, which may lead a student to feel anxious about their future professional path (Lukosius et al., 2013).

Advisors, according to Himes (2014), must devise methods for fostering a climate in which students feel empowered to take charge of their own learning and set goals that are in line with their long-term educational aspirations. On the other hand, a

group of students who have no familial support are described in the context of their university experience. Those who have a poor connection with their parents may have a tough time transitioning to university life, according to Lukosius et al (2013), who stress that students attending university must distance themselves from their previous negative conduct in order to succeed. The psychological, social, and intellectual barriers that separated me from my old ways were all gone. Additionally, studies have found a connection between university students' feelings of loneliness and a lack of social support among their peers (Lukosius et al., 2013). According to Tinto (2012), it is critical that students get academic advice in order to become familiar with the campus culture and gain a sense of dedication and perseverance to the university (Claybrooks & Taylor, 2016).

Student unhappiness with the advising process was attributed to a lack of congruence between students' expectations of advising and the actual actions of academic advisers (Anderson et al., 2014). With the help of an adviser, students will be able to appreciate the variety of new experiences that university has to offer (National Academic Advising Association, 2017).

2.14 Retention Strategies

Attrition and retention in higher education institutions were among the most pressing issues that students faced today (Siekpe & Barksdale, 2013). Graduation rates in the United States remained moderate despite years of research on university retention (Bowman & Denson, 2014). Higher education non-completion rates are costly for both universities and students, with immediate and long-term financial consequences (Bowman & Denson, 2014). It is important for academic advisors and students to build up a personal and academic plan for each student to help them stay on track (Ellis, 2014; Vianden & Barlow, 2015). As a result, students' perceptions of

advising can have a significant impact on whether or not a student chooses to remain at an institution (Gaines, 2014). Attrition models for students have been the focus of study in the early days of student retention, but more recent studies have looked at models of student persistence that incorporate growth, contentment, and perseverance as well. There are three phases of transition that a young person goes through before becoming an adult in a particular culture, according to a student model. It's important to remember that these stages of transition entail separating from previous relationships and integrating into the campus community. Using Tinto's phases of transition for university students, he noted that these transitions and students make when they join university, thus if a student had difficulties traversing any of these stages, they may leave the institution (Tinto, 2012). Thirty percent of first-year university students did not return for their sophomore year, according to a 2013 research by Siekpe and Barksdale, and the federal government contributed 1.5 billion dollars in grant money to these students. Families are cited as one of the reasons for not returning to school, as are academic difficulties and a lack of money (Siekpe & Barksdale, 2013). Lack of preparation, student commitment, and a lack of social and academic integration are all reasons why university freshmen don't return for their sophomore year.. Many students at risk of dropping out of college do so because they feel rejected by their peers and aren't prepared for the rigorous academic demands of college (O'Keefe, 2013). Expectations may have a significant impact on student achievement, as Tinto (2012) shown. The relationship between counselling and student retention may be seen in a variety of teaching and learning techniques (O'Keeffe, 2013). The job of the academic adviser is crucial in assisting a student in navigating the university system and coming to terms with the realities of university life. In order to help students succeed and stay in school, academic advisers stay up to

date on the latest issues and trends in student life. It is imperative that advisors continue to appreciate students' input outside of the classroom in order to maintain open lines of dialogue that will help them deliver better advice (Gaines, 2014). According to Vianden and Barlow (2015), student persistence and retention depend on competent academic advice. Improvements in student satisfaction and retention have been linked to academic adviser training (Paul & Fitzpatrick, 2015). Academic advisers who work full-time at a university are required to have specialised training in academic data particular to that institution. Academic advisers help students deal with issues that arise throughout their time at university and which may have an adverse effect on their academic performance. A caring culture, understanding of institutional norms and procedures, and campus resources are all important aspects of academic advisor training (Paul & Fitzpatrick, 2015). Students' personal and intellectual development will benefit from focusing on these areas of adviser training. According to Paul and Fitzpatrick (2015), there is a favorable correlation between student satisfaction and retention when it comes to advising. Academic advisement is an area where private colleges are focused on implementing tactics for improving student engagement and achievement because retention is a persistent problem. With the help of a well-structured advising programme that is properly integrated with other university campus support services, students entering higher education may get the academic guidance they need. What a student really does is determined by their expectations of themselves and what they need to succeed in university. As of 2012, (Tinto) Women and University Counseling, Section 2.15 Gender roles, according to Chao and Nath (2011), are complicated social constructs involving people's ideas, attitudes, and expectations. A study found that women and minority faculty members were more likely than white males to encounter cold temperatures and an

unwelcoming atmosphere. Does this affect female students as well? People who work in academic advising should be aware of the growing importance of issues like gender, race, class, sexual orientation, and other aspects of identity development among our diverse student body. Students' ideas and aspirations of academic advising are impacted by their gender, according to Christian and Sprinkle (2013), who found that men preferred the prescriptive model of advising and were unconcerned with having a motivating adviser or a personalized timetable.

2.15 Gender and Academic Advising

Gender roles, according to Chao and Nath (2011), are complicated social constructs involving people's ideas, attitudes, and expectations. A study found that women and minority faculty members were more likely than white males to encounter cold temperatures and an unwelcoming atmosphere. Does this affect female students as well? People who work in academic advising should be aware of the growing importance of issues like gender, race, class, sexual orientation, and other aspects of identity development among our diverse student body. Students' ideas and aspirations of academic advising are impacted by their gender, according to Christian and Sprinkle (2013), who found that men preferred the prescriptive model of advising and were unconcerned with having a motivating adviser or a personalized timetable.

2.16 Ethnicity and Academic Advising

The issues of race, ethnicity, and professional guidance are also brought into the discussion. According to Bahr (2018), the race or ethnicity of a student may have an impact on the effects of academic advice. Researchers found that African-American students were more likely to be subjected to unfavourable preconceptions about their academic ability, suggesting that racism is still alive and well on college campuses (Davis et al, 2014; Rankin & Reason, 2015). According to the study conducted by Mitchell, Wood and Witherspoon (2010), academic advising for minority students has three problems: poor retention, low accomplishment, and a low degree of student satisfaction. It has also been noted that minority college students report enduring excessive psychological stress since they are the dominating minority (Strayhorn & Saddler, 2013). One technique to assist less experienced college students succeed is through mentoring, which may be characterised as either an informal or structured procedure in which more experienced college faculty or staff members engage in a supportive manner with these students (Strayhorn & Saddler, 2013). In the words of Bland (2011) and Hollis (2017), effective developmental advising relies on a positive connection between the student and the adviser, which fosters academic and professional growth.

2.17 Locus of Control

Gender and ethnicity are also regarded personal qualities of the individual; hence the idea of a locus of control is thought to be similar. The degree to which we believe we have influence over our surroundings and whether or not external causes determine our fate may be described as our locus of control (Myers, 2014). Internal control and external control are derived from social learning theory (Rotter, 2015).

Those who have an internal locus of control are more likely to accept responsibility for their own acts and outcomes, as opposed to those who have an external locus of control (Myers, 2014). Students and academic advisors in higher education should take note of what this means. A student's desire for developmental or collaborative advising might be affected by this. Rotter (2015) found that people were more likely to engage in self-improvement activities, recall and apply knowledge about future objectives, and exhibit greater overall worry about their skills and possible failures when reinforcement was regarded as depending on one's own behaviors. According to his findings, those with a stronger sense of self-reliance and self-determination tended to be more resistant to subtle attempts at persuasion.

These findings suggest that people with an internal locus of control are likely to seek out the development or collaboration model, whereas those with an external locus are more likely to seek out the prescriptive approach. According to Otten (2014), studies show that students who have a strong sense of self-control perform better in school. The results of Dollinger's (2011) study show that students who have an internal locus of control are more likely than their external locus of control counterparts to be aware of important goals in the academic environment, according to that author's research. Material suggests that people who have a strong sense of self-determination are more likely to seek out and use data that is important to their goals, even if it doesn't seem that way at first glance, according to Dollinger (2011). (Phares, 2012). Students with an internal locus of control are more likely to succeed than those with an external locus of control, according to this evidence. It's possible that's not the case.

With regard to the completion of their doctorates, Otten (2014) found that doctoral students with an internal locus of control were more likely than those with an

external locus of control to either complete their degrees within five years or drop out. Again, academic guidance may be helpful in this situation. Those who had an external locus of control and were subjected to prescriptive advice may have been more receptive to encouragement to continue their academic pursuit. Students who have internal locus of control may complete their degrees on time, while those who have external locus of control must continue working even after they have completed their degrees, according to the researcher.

Here the researcher relates this study with BS and M.A/MSc students those students who have internal locus of control they can attain their degree in time and those who have external locus of control they keep working after degree duration.

2.18 Academic Progress

Academic progress is a variable which would be related to the GPA of the students and academic progress of the IIUI students was measured with the indicators like successful course completion and eligibility to promote next semester, probation and re-admission of the students. If the students have academic advising satisfaction, they will perform better as compared to those students who do not get proper advising. So student's satisfaction and students' academic progress have a direct link with each other. The student's success in life is directly linked with the success of institutions and its ranking. The success of the institutions has indirect linked with the academic advising they are providing to their students. International Islamic University rules and regulations (educational counseling book) was consulted and academic progress indicators were taken from it. (Academic Regulations book by the International Islamic university Islamabad, 2002).

2.19 Summary of the Chapter 2

Students and the university benefit from academic counseling, which is widely available (Christian & Sprinkle, 2013). According to national polls, academic advice has been identified as the second and third most important priority for students (Noel-Levitz, 2007; Noel-Levitz, 2012). There are several advantages to better academic counseling, including better overall student outcomes (Brock, 2010), better retention and completion (Drake, 2011), and better student accomplishment (Pascarella & Terenzini, 2015). (Campbell & Nutt, 2006). Unfortunately, there has been little study on whether students are happy with the academic advice they get (Christian & Sprinkle, 2013). Research on students' preferred methods of academic counseling is therefore necessary. Both the developmental (or collaborative) and the prescriptive models of academic counseling have been proposed (Crookston, 2009; McArthur, 2015). The prescriptive paradigm sees the adviser as the expert, and the student is given little or no participation in the process (Christian &Sprinkle, 2013). According to Tinto (2012), prescriptive advising can lead to fewer good outcomes for students since it is more difficult for students to pick courses and to use a system they have been accustomed to utilising in the past (Pardee, 2010). Growth in both academic and professional areas may be encouraged by using the developmental model (Bland, 2011). But the time-consuming nature of developmental advising, compounded by enormous caseloads, and the absence of formal training are issues that need to be addressed, too (Gordon, 2014). The excellent outcomes linked with developmental or collaborative advising and the focus on retention and completion have accelerated the need for more study.

Students' impressions of academic counselling are influenced by a variety of other factors. The academic advisor's gender role can affect how the student perceives

what is said, and vice versa (Aguirre, 2011; Christian & Sprinkle, 2013). According to other studies, there are disparities in the preferences of men and women for the various academic counselling models (Christian & Sprinkle, 2013). Another factor in academic guidance is a student's ethnicity. Racism may be alive and well on college campuses, according to research (Bahr, 2014; Rankin & Reason, 2015), which revealed negative preconceptions about talents, excessive psychological stress, and lower retention, lower success, and lower levels of satisfaction with academic guidance (Witherspoon, 2010). In academic advising, locus of control, which relates to how much influence we believe we have over our surroundings and how much control we believe we have over our own fate, is a third feature (Myers, 2014).

National Academic Advising Association (NAAA), (2017) integrates academic advising in teaching and learning process incorporating assessment of the students characteristics in generations of students. The (NAAA) continued the argument that the relationship of the advisor for improvement of the student's satisfaction serves as a guide for his/her academic accomplishment. The association seemed cognizant of the fact that due to large number of advisees and growing size of assignments, it is beyond the reach of advisors to monitor students' progress. This is particularly important as the academic advising is a structured activity, requiring one-on-one interaction. Further, the process calls for parental involvement without compromising confidence and mutual trust or trust building. This was all the more important when parents tend to interfere in academic career or choices in academic domain. This leads on to sum-up we share the same scenario in global environment. Depending on whether students believe they are in charge of their academic advising environment or believe they are under the thumb of the academic advising environment, research shows that students' perceptions about locus of control may be divided into two

categories: internal and external. This might have an effect on whether or not a student chooses prescriptive or developmental advising as their optimal approach. If a student's locus of control and the academic advising model used are not in sync, it's unclear if this has a good or bad impact. Further investigation is necessary because of these qualities. Research indicates locus of control can be split up into either internal or external locus of control, depending upon whether the students see themselves as having control over the academic advising environment, or if they view themselves as being controlled by the academic advising environment. This may have an impact upon the student's choice of developmental or prescriptive advising as an ideal model. It is also concern as to whether there is a positive or negative influence if there is no congruence between a student's locus of control and academic advising model utilized. These characteristics also drive the need for further research into this arena of study.

CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this study was to examine relationship of academic advising satisfaction with students' academic progress at higher education level. This chapter discusses the research design, rationale, and methods of the study, as well as the reason behind the design chosen. Similarly, the study's population and sample group are stated. The instrument that was utilized to investigate the research topic in depth is explained. The pilot study was discussed, along with the instrument's dependability, followed by a discussion of the data gathering procedure and ethical considerations in the study.

The enrollment of the students is increasing day by day and their problems are growing concurrently. This calls for providing the opportunity to students for getting mastery in different subjects. The urgent need is providing proper advice to students for their success in future. Advising can be provided at different levels and according to different situations.

Academic advising is important for students to be successful in their studies. Universities are the institutions where such facility can boost up the students' career. The proper academic advising plays an important role as a major contributor of higher education institutions and has a link in students' retention, in their satisfaction, self-confidence and their academic progress. This section deals with methods and procedures of measuring the academic advising satisfaction of students with the academic progress of students.

Following methodology was used for this research.

3.1 Research Design

Research design must be explained before deciding on a research plan for the study (Mertens, 2010). A research design is a strategy that outlines how the study will be carried out and how each of its key stages will be accomplished. For example, it specifies how questions and hypotheses are created and tested, as well as how data collecting is conducted. It helps to answer research questions and test the hypotheses that have been formulated. In other words, it's like the architectural blueprints that bring together various architectural components to form a structure (Thomas, 2010). In order to maximize the authenticity, efficacy, and timeliness of the task at hand, it is a methodical and meticulous activity (Creswell, 2014). It is possible for researchers to plan their studies in accordance with a variety of research designs. According to the nature of the investigation, researchers employ a research design that is appropriate for the study. A blend of quantitative and qualitative methods, as well as a mix of the two, are the three most common types of study designs. The researcher chooses the one that best fits their research needs (Griffee, 2012; Creswell, 2014). The primary goal of quantitative research is to provide a numerical representation of the research questions. It aids in the testing of hypotheses and the confirmation of causal linkages by the researcher. The regular format of data collecting, the researcher's objectivity, and the statistical analysis of data are all aided by quantitative research designs, which have the ability to generalize findings to the study's target population. It is possible to use a variety of different research methods depending on the type and environment of the study (Martens, 2010). Studying human traits such as beliefs, skills, knowledge, attitudes, and behavioral potentials may be done more effectively and efficiently through the use of survey research design (Gay, Mills, Airasin, 2009).

3.2 Rationale for Selecting Quantitative Research Design

The research questions of present study are descriptive and inferential. It demands quantitative survey research design. The collected data were analyzed

quantitatively and appropriate generalizations were made. Quantitative survey research was satisfying the needs of the study, as the research intended to investigate the academic advising satisfaction with academic progress. As quantitative study, it focused on numerical data for testing hypotheses and confirmation of cause and effect relationships. The quantitative design helped the researchers to use standardized format of data collection, objectivity, and statistical treatment leading to generalization. (Gay, Mills, Airasin, 2009).

The nature of this study related to integrate the relationship of academic advising satisfaction with academic progress at higher education level. All the evidences for academic advising satisfaction and students' academic progress were in numerical form. The results of study were quantified along with the responses on the academic advising inventory questionnaire and the academic progress of students. Concurrently, sampling procedures used in the study demanded quantitative undertaking. The use of questionnaire and the data collection through an academic advising inventory required quantitative method. The data collection procedure and statistical analysis of the collected data equally called for method, culminating in developing logical conclusions and generalizations. It was also very important the study as intended to generalize the results to the population that is; all the semesters of BS four years and M.A/MSc two years degree programme. All these factors demanded quantitative research design which was adopted here. A standardized instrument, Academic Advising Inventory (AAI), originally developed by Winston and Sander (1984), with latest modified version done by Christian & Sprinkle (2013) was adopted for the purpose of data collection.

3.3 Research Philosophy

The study of knowledge and the systematic exploration of the essence of reality and truth are both included in the term "philosophy." In addition to metaphysics, there are two more areas of philosophy: epistemology and epistemology. Truth and reality are also studied in ontology, which investigates the nature of reality and truth. (2) Epistemology is a devotion to intelligence and a desire to learn everything there is to know. Epistemology is concerned with the nature of knowledge and seeks to provide solutions to such problems as, "What is knowledge?" Where can you find information? Axiology, the study of values, ethics, and aesthetics, as well as problems about the veracity of information, are also studied in depth. Subjectivism, objectivism, and abductionism are all forms of research ethics. A subjective approach is used by subjectivists, who want to discover information as they see it, including their own personal preferences and biases. When doing in-depth research and drawing on their own perspectives and experiences, qualitative researchers resemble subjectivists. Relatively speaking, researchers are always reporting on various realities as they add to the body of knowledge (Griffee, 2012; Cresswell, 2014). Objectivists, on the other hand, approach the research from a detached viewpoint. The researchers are not involved in the study and do not influence the findings in any way. An unbiased inquiry was conducted, allowing the participants to make their own decisions on the phenomena. The researcher maintains an objective stance. In addition, the difficulties' statistical studies back up their results. Both subjectivism and objectivism are combined in abductionism. An eclectic approach is used at the same time that the research is conducted (Creswell, 2014). The researcher used an objectivist methodology for this study since the data was acquired using a structured questionnaire. An objectivist technique employs this method. It is therefore clear that the researcher is adhering to a scientific method that adheres to objectivist principles.

3.4 Research Paradigm

The underlying views of researchers are reflected in a paradigm, which is a worldview. It is possible for researchers to arrange results and gather data in line with the needs of the circumstance and the researchers' opinions by following different research paradigms. Kuhn coined the term paradigm in 1967, and it was utilized in scientific research at the time. Depending on the scope of their investigation, scientists have used a variety of research paradigms. Scientific research approach is not restricted to the natural and physical sciences, and social scientists are already using this method to study human interactions (Creswell, 2014). This is why researchers established a post-positivist paradigm for studying human behavior in the wild, since they have no way of controlling the subjects' actions. Post-positivist research is the norm for most social scientists.

3.5 Population of the Study

Population consisted upon the students from the Faculty of Social Sciences of International Islamic University Islamabad. The students of each department have different characteristics. These characteristics are described by different strata. Thus, the population is divided into eight strata. The detail of the population is given below in the following.

Table 3. 1

Population of the Study according to different strata's

Departments	Students					
	MA			BS		
	Male	Female	Total	Male	Female	Total
Education	5	51	56	4	20	24
Psychology	5	70	75	11	118	129
Sociology	-	55	55	13	22	35
History & Pak Studies	10	19	29	20	3	23
International relations	9	32	41	38	40	78
Anthropology	-	6	6	-	20	20
Media & Communication Studies	-	28	28	5	30	35
Islamic Art & Architecture	-	-	-	5	19	24
Total	29	261	290	96	272	368

3.6 Sample and Sampling Technique

Stratified random sampling technique was used. The detail of the sample is given in the following table 3.2.It was difficult for the researcher to investigate all the population due to time and resources constraints. Nor, it is incumbent. There was short time span for the completion of the study. Therefore, the researcher selected a representative sample from the population through stratified random sampling technique. As almost all quantitative studies adopt probability sampling techniques due to large population; the selected sample group is also large as compared to the sample of the

qualitative studies. Keeping in view these circumstances stratified sampling technique from probability sampling techniques was adopted to select the sample group of the study. Probability sampling domain allows prediction, goes beyond data. It makes an allowance of generalization, as well. All the students of final semesters BS four years and M.A/MSc two years from eight departments of the faculty of social sciences by using stratified random sampling technique was selected as a sample in this study.

Table 3.2

Sample of the study

Departments	Students			
	MA		BS	
	Population	Sample	Population	Sample
Education	56	48	24	23
Psychology	75	63	129	97
Sociology	55	48	35	32
History & Pak Studies	29	28	23	22
International relations	41	36	78	64
Anthropology	6	6	20	19
Media & Communication Studies	28	27	35	32
Islamic Art & Architecture	-	-	24	23
Total	290	256	368	186

3.7 Instrumentation

The purpose of this study was to examine the academic advising satisfaction of students with the academic progress at higher education level. Academic Advising Inventory (AAI) developed as a theoretical grounded measurement tool and it serves as an instrument for data collection. This tool was already used in university of South Florida in PhD dissertation by Coll, (2007) the researcher used tool of Academic Advising Inventory (AAI) originally, developed by the Winston and Sander, 1984 for measuring the academic advising satisfaction. Latest modification in the instrument was done by Christian & Sprinkle in (2013). The researcher also modified Academic

Advising Inventory (AAI) according to the local context to support further investigation of academic advising. Academic advising as an important component in higher education which can affect positively in the lives of students and it brings pragmatic improvement of advising programme. The researcher changed the format and design to local context. The academic advising inventory (AAI) is a 41-items questionnaire designed to have a prescriptive and developmental advising subcategory and was divided into four major categories: (a) *developmental and prescriptive advising* measures how the student perceives his or her advising, (b) *reported satisfaction of advising* scored on a 4-point scale, and (c) *demographic information*. There were 26 statements which indicated one intended to be a developmental and other as prescriptive. These are two academic advising styles which represent contrasting advisor-advisee attitudes and behavioral styles perceived by the students. All the statements were considered thoroughly. In original instrument these statements were presented on 7 point likert scale. The extreme left represent developmental style and extreme right is about prescriptive style. Some statements were paraphrased as yes or no type and others were alternative nature either developmental or prescriptive keeping in view the nature of the statements. The format of the response has been changed. The language of the statements kept intact. So 17 statements were of this style if it is 'true' it shows developmental advising provided if 'not true' prescriptive advising is provided to students. So the response format style changed to this way. This change in response format was done to get clear perceptions from students response either they receive developmental or prescriptive style. The other 9 statements showed to select one or other option. One is associated to developmental and other to prescriptive style. These responses format change as option 'a' or 'b'. Whatever students think relevant they select. The scoring

detail is in next section. The researcher used the cut point in the study. In this way high score indicated the developmental academic advising style and low score indicted prescriptive advising style. Low score (26-39) indicated prescriptive advising style. In prescriptive advising style the relationship of advisor and student is formal and distant. Formal academic matters are dealt by the prescriptive advising style. The advisor in prescriptive advising style behaves like an expert and the relationship between advisor and students is based on the status and position of the advisor. High score (40-52) indicated developmental academic advising style. In this style, the relationship of advisor and advisee is friendly, warm, trusting and purposive. The status and position of the advisor is de-emphasized in developmental academic advising style.

Within the developmental and prescriptive measures, the AAI has subcategorized three subscales that were used to assess perceived services received. The first is Personalizing Education (PE), subscale of academic advising inventory (AAI). Personalizing education is based on the total education of the students which include students' vocational and career planning, curricular and co-curricular activities, goal setting, personal concern, identification and utilization of resources which are available in and out of the campus and university. Under this subscale high score indicates developmental academic advising and low score indicates the prescriptive advising style. Low score (10-15) indicates prescriptive advising style. High score (16-20) indicates developmental academic advising style.

In Academic Decision Making (ADM) this subscale focuses on the process of academic decisions making and responsible for selecting and implementation of those decisions. The process includes collecting information, assessing the students' abilities and interests concerning academic concentration. Academic decision making

is responsible for appropriate registration of courses and it focuses on the other areas of the students. Under this subscale low score indicates prescriptive advising style and high score indicates developmental academic advising style. Low score (11-14) indicates prescriptive advising style and high sore (15-18) indicates developmental academic advising style. High score (15-18) indicates developmental academic advising style which help the students to evaluate academic progress of the students and it also suggests further alternative steps for students and then, advisor trusts on their students to carry through and enables the students to take responsibilities for their own decisions. Low score (11-14) indicates prescriptive advising style, in this style the advisor tells the students what to do and what needs to do and when to do it all these activities which are related to academic decision making and the advisor believes the students will follow through. In this style many decisions are taken by the advisor because he/she knows better which subjects they need to take and how to evaluate process of academic decision making and implementations of those decisions.

Selecting Courses (SC), this subscale of academic advising inventory deals with the selection of the courses and making appropriate planning of those subjects and schedule about those subjects. Low score (2-8) indicates prescriptive advising style and high score (9-16) indicates developmental academic advising style. High score (9-16) indicates developmental academic advising style which represents the attitudes and behavior of the advisor and he helps the students in evaluating academic courses and also helps in planning an appropriate schedule for those courses. In this advising style advisor trusts on students to make final selection according to their needs and requirements. Low score (2-8) indicates prescriptive advising style. In this advising style the advisor accepts the major portion of responsibilities. Also, the

advisor is responsible for selecting courses and planning schedule of those subjects. Grades and tests are more important to inform the students about their academic status. It means that the advisor is more responsible for students because he/she knows which subjects they need to take and makes appropriate planning about those subjects.

However, there were fifteen 15 items in academic advising inventory, as it was a 4 point likert scale and the respondents were given options from strongly agree to strong disagree. (1) Strongly Agree = 4 (2) Agree = 3 (3) Disagree = 2 (4) Strongly Disagree = 1. For the levels of Academic advising satisfaction within the developmental and prescriptive academic advising style, the range of the levels of developmental academic advising satisfaction and prescriptive academic advising satisfaction determined at two levels satisfied or unsatisfied. The researcher uses the cut point to define the level of satisfaction. The researcher make interval 15-60. Through median the researcher define the mid-point below 37 or 37 are considered unsatisfied and above 37 or 38 on ward 60 are considered satisfied.

3.8 Instrument Description and Scoring Procedure

All items in academic advising inventory have not same pattern and format. Different items have different options the respondents were given all possible options against each item. Some items in the instrument were Yes and No: (an alternative format a situational and factual format). Yes answer was given one (1) mark and No answer was given zero (0) mark. Some items in the instrument which scored by two options that is True and Not True (an alternative format). The True answer was given two (2) marks and Not True answer was given one (1) mark. There were nine pairs of statements which were one intended to be developmental and other prescriptive. Basically, both are academic advising styles representing contrasting attitudes and

behavioral styles as perceived by the students. The respondents were offered options A and B. A answer was assigned one (1) mark and B answer was assigned two (2) marks. There were fifteen 15 items in the instrument. They related to academic advising satisfaction; as it was a four likert scale and the respondents were given options from strongly agree to strongly disagree. Each item was scored as 4 = Strongly Agree, 3 = Agree, 2 = Disagree and 1= Strongly Disagree. The researcher uses the cut point to define the level of satisfaction. The researcher make interval 15-60. Through median the researcher define the mid-point below 37 or 37 are considered unsatisfied and above 37 or 38 on ward 60 are considered satisfied.

3.9 Pilot Study

All empirical investigations must include a pilot study, often known as a dry run, to determine if the proposed methodologies and procedures are feasible and sound (Hazzi & Maldaon, 2015). Researchers may assess the instruments' efficiency and contextual compatibility, as well as the language used in the instruments and respondents' grasp of the research instrument, thanks to this method of assessment (s). Researcher's capacity to generalize findings to study population is made possible by measuring instrument reliability, which allows investigators to assess the consistency of data gathered using instruments used in their research (Leon, Davis, & Kraemer, 2011). Pilot study sample size is a subject of debate among scientists; however Baker (1994) viewed 10 to 20 percent of the research's real population as an adequate selection for the study's preliminary testing. It was decided to conduct a pilot research with a group of 40 students (BS 20 and M.A 20) from all areas of social sciences.

The size of this pilot study formed 40 students which formed 13% of the actual sample group of the study, regarding the appropriate sample size for pilot study. All are departments listed in table 3.2 participated. The researcher personally

visited and distributed the instruments among the respondents. The instrument was slightly changed, particularly the format, so that respondents could easily understand the instrument, as a right of the response. Minor issues were found regarding pilot testing and they were resolved at the spot.

3.10 Validity of the Instrument

Authenticity of data gathered with the use of a valid research instrument is critical. It is only when an instrument accurately measures what it is designed to that it is considered legitimate (Popham, 2009). The validity of a measuring device can be determined in a variety of ways. One of these is the item's content validity, which is determined by consulting an expert and comparing the items to the course's or another criterion's content. In addition to accuracy and precision, a tool's validity and dependability are equally important considerations. Using the term "validity," we mean the accuracy, correctness, and suitability of the data obtained by means of a certain tool. To put it another way, an instrument might be considered legitimate if it achieves its intended goal. The validity of the instrument of academic inventory was checked by the five experts. The experts critically analyzed this scale from language, relevance, local context and the objectives of the study. They studied the instrument and recommended changes in the format, contents and on number of items of the instruments. All the recommended changes in the format of the response or sequence of the statements were incorporated. Then the final version of questionnaire was used.

3.11 Reliability of the Instrument

The researcher measures the reliability of the instrument through the SPSS version 22. The data collected from pilot study were placed into SPSS version 22 to measure the reliability of the instruments. The reliability of the instrument was checked by the Cronbach Alpha Coefficient. The reliability of the instrument(s) helps the researcher to measure the consistency of the data which the researcher obtained with the instrument. Reliability facilitates the researcher in the generalization of the results to the population of the study (Leon, Davis, & Kraemer, 2011). The detail of reliability alpha coefficient of scale and subscales is stipulated below.

Table: 3.3

Component based reliability

Scale and subscales	*Cronbach Alpha co-efficient*
Academic advising inventory	.88
Personalizing education	.74
Academic decision making	.73
Selecting courses	.70
Academic Satisfaction	.90

The overall reliability coefficient of academic advising inventory was calculated which was $\alpha = .88$. However, there were fifteen 15 items on likert scale pattern (SA-SDA valuing 4-1. Strongly agreed=4, agree=3, disagreed=2, and strongly disagreed=1) the reliability co-efficient was calculated through Cronbach Alpha which was $\alpha = .90$ whereas the reliability co-efficient of subscales was calculated through Cronbach Alpha which was personalizing education (PE) $\alpha = .74$, academic decision making $\alpha = .73$ and selecting courses $\alpha = .70$. Overall, there were forty one (41) items on the instrument covering all components of the academic advising.

3.12 Data Collection

Data collection forms the process of gathering and measuring information on the target population (built in the instrument) from the sampled population in an established fashion. This enables the researcher to answer relevant questions and evaluate outcomes. Generally, data were collected from two resources primary and

secondary sources. These can be tertiary or other. Here, two sources were used. Sampled students population formed the primary group. GPA estimated by them was regarded secondary sources as a criterion measure the quantitative version. Every care was taken to follow official code of data collection and maintain confidentiality.

In this perspective, the data collection process was started during the last week of April, 2018, following the pilot testing and finalization of research instruments. It was stopped due to summer vacation in June, July and August and was resumed in the third week of September, 2018 which was completed in the end of November, 2018. Data were collected by the personal visits to the departments of faculty of social sciences of International Islamic University Islamabad. The questionnaire was filled by the students, forming the primary source. Data collection process was not an easy task and different problems were faced by the researcher, because of segregation of male and female classes. The researcher sought permission from Dean Faculty of Social Sciences and questionnaire were moved to the departments of concerned teachers have class. In this way, the researcher collected data from the respondents of the study.

3.13 Data Analysis

Data were analyzed by using descriptive and inferential statistics and the detail of this was given below.

S.No	Objectives	Research Questions/Hypotheses	Technique for Data Analysis
1.	To identify the level of satisfaction of students regarding developmental academic advising and its subscales at university level.	1. What is the level of satisfaction of students regarding developmental academic advising style and its subscales at university level? i) What is the level of satisfaction of students regarding the personalizing education dimension of developmental academic advising style?	Percentage%

		ii) What is the level of satisfaction of students regarding academic decision making dimension of developmental academic advising? iii) What is the level of satisfaction of students regarding the selection of courses dimension of prescriptive academic advising?	
2.	To identify the level of satisfaction of students regarding prescriptive academic advising and its subscales at university level.	2. What is the level of satisfaction of students regarding the Prescriptive advising style and its subscales? i) What is the level of satisfaction of students regarding the personalizing education dimension of prescriptive academic advising style? ii) What is the level of satisfaction of students regarding academic decision making dimension of prescriptive academic advising? iii)What is the level of satisfaction of students regarding the selection of courses dimension of prescriptive academic advising?	Percentage%
3.	To find out the level of academic progress of the students.	3. What is the level of academic progress of the university students?	Percentage%
4.	To find out the relationship between developmental academic advising style and academic satisfaction of the students.	Ho_1:There is no significant relationship between developmental academic advising style and academic satisfaction.	Correlation
5	To find out the relationship between developmental academic advising style and academic progress of the students.	Ho_2:There is no significant relationship between the developmental academic advising scores and students' academic progress scores.	Correlation
6	To find out the relationship between prescriptive academic advising style and academic satisfaction of the students.	Ho_3:There is no significant relationship between the prescriptive academic advising style and academic satisfaction of the students.	Correlation
7	To find out the relationship between prescriptive academic advising style and academic progress of the students.	Ho_4: There is no significant relationship between the prescriptive academic advising scores and students' academic progress scores.	Correlation
8	To investigate the relationship of academic	Ho_5:There is no significant relationship between academic advising	Correlation

advising satisfaction with students' academic progress.	satisfaction and students' academic progress scores.		
	Ho_6: There is no significant relationship between subscales of developmental academic advising style and students' academic progress.	Correlation	
	Ho_7: There is no significant relationship between subscales of prescriptive academic advising style and academic satisfaction.	Correlation	
	$H0_8$: There is no significant relationship between subscales of prescriptive academic advising style and students' academic progress.	Correlation	
	Ho_9: There is no significant difference between the academic advising satisfaction score of male and female students.	Correlation	
	Ho_{10}: There is no significant difference between the male and female academic progress score.	Correlation	
	Ho_{11}: There is no significant difference academic advising satisfaction score of BS degree programme and M.A/MSc degree programme.	Correlation	
	Ho_{12}: There is no significant difference programme wise in the academic progress of the students.	Correlation	

3.14 Normality Test

The normality test is to determine the sample size distribution. This is important to understand whether the sample collected falls within an appropriate range and its skewness. Table 3.4 shows the mean, standard deviation, skewness. There are several methods in SPPS to test normality of data. But in present study the researcher used skewness to check normality. The value of skewness indicates sample is normally distributed and there are no extreme or outlier cases. If the value of skewness is less than 1 it indicates the data is normally distributed and there are no extreme cases or compiling of scores at any level.

Table 3.4

Normality Test: Description of all study variables

Variables	*N*	*M*	*SD*	α	Range		Skewness
					Potential	Actual	
Academic advising	475	80.60	11.11	.88	26-52	32-49	-.38
Academic progress	475	5.33	.58	.72	0-6	2.70 – 6	.24
PE	475	15.16	1.535	.74	10-20	10-19	-.05
ADM	475	14.36	1.95	.73	10-20	10-18	-.24
SC	475	6.24	1.00	.70	4-8	4-7	-.10
Academic Satisfaction	475	40.72	.865	.90	1-4	1-4	-.45

Table 3.4 shows reliability of all study variables. The reliability analysis indicates that the reliability coefficient of Academic Advising Inventory α is .88 respectively which indicates internal consistency was satisfactory. The reliability coefficient of PE, ADM, SC and Academic Progress scale was .74, .73, .70, .72 which indicates internal consistency as acceptable. The reliability coefficient of Academic Satisfaction was .90 which indicates satisfactory internal consistency. The value of skewness for all variables scale was less than 1 which indicates that sample was normally distributed. Reliability analysis refers to the fact that a scale should consistently reflect the construct it is measuring. According to Kline, (1999), the accepted value of alpha in reliability analysis was .80 in the case of intelligent test and accepted value was .70 in the case of ability test. Hence, in present study reliability value was above .70 indicating that the scale was consistent.

3.15 Academic Progress

Academic progress is a variable which is related to the GPA of the students, successful course completion and eligibility to promote next semester, probation and

re-admission of the students. Through the different indicators (like GPA, successful course completion, eligibility to promote next semester, probation and readmission of the students) of academic progress the researcher assign score of academic progress and the progress was quantified. If the students have academic advising satisfaction they will perform better as compared to those students who do not get proper advising. So student's satisfaction and students' academic progress have a direct link with each other. The student's success in life is directly link with the success of institutions and its ranking. The success of the institutions has indirect linked with the academic advising, they providing to their students. International Islamic University rules and regulations (educational counseling book) was consulted and academic progress indicators were taken from it. (Academic Regulations book by the International Islamic University Islamabad, 2002).

3.16 Summary of the Chapter-3

Quantitative research design was selected in this investigation to measure the relationship of academic progress in numerical form and increased objectivity, tenable to generalization. Seniors students of BS and M.A (both male and female) classes of all eight departments of the faculty of social sciences of IIUI formed the student's population. Stratified sampling technique that was forming 80% of the total population under the domain of probability sampling technique employed, so as to allow prediction. A standardized form of questionnaire was used in advanced research (PhD dissertation), followed by latest version by Christian and Sprinkle, (2013) was adopted. Its local version was modified and finalized through the expert's involvement of university highly positional people of IIUI. A final format 41-items scaled instrument was used. It covers three requisite components of the study (developmental and prescriptive measures of advising, descriptive and frequency

activities and two levels of satisfaction degree). Pilot study on 40 students of independent group was equally run. Content validity and Cronbach Alpha coefficient component wise were used, to authenticate the instrument. Data were collected from the sampled population during the (September to November, 2018) through personal visits for assuring high rate of returns and maintaining proper rapport with the respondents and ethical consideration of the study. SPSS version 22 was used for analysis of descriptive and inferential statistical statistics. This leads to the analysis of the data in the next chapter.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

This chapter deals with the interpretations of the collected data which were collected through the instrument. Various analyses were performed for the analysis of the data. For demographic data analysis percentage was used. To measure the mean difference gender distribution and programme selection the independent sample t-test was performed. To measure the cause and effect relationship Pearson product movement was performed.

4.1 Descriptive Analysis

The questionnaire was distributed among the students. The total number of students were (N=475). The detail frequency and percentage of the participants is given below.

Table 4.1

Frequency and percentage of participants gender based (N=475)

Variable	*f*	Percentage%
Gender		
Male	131	28%
Female	344	72%

Table 4.1 shows that the frequency and percentage of students regarding gender. The total number of male students is (*f* =131) and their percentage is 28% ;whereas female students are (*f* =344) and their percentage is 72%. The values in the table show that male student's participation is low as compared to female students. The reason is that in social sciences male enrollment is relatively low as compared to

female students. Girls are more interested to enroll in social sciences as compared to male students.

Table 4.2

Frequency and percentage of participants programme selection (N= 475)

Variable	*f*	Percentage%
Programme		
B.S	280	59%
M.A/MSc	195	41%

Table 4.2 indicates that the frequency and percentage regarding programme selection (B.S, M.A/MSc level). The number of students at B.S level is (*f* =280) and their percentage is 59%; whereas the number of students at M.A/MSc level is (*f* =195) and their percentage is 41%. The enrollment rate at BS level is higher as compared to M.A/MSc level.

Table 4.3

Satisfaction level between developmental advising style and prescriptive advising style

Variables	N	Satisfied	%	Unsatisfied	%
Developmental Advising Style	259	226	87%	33	13%
Prescriptive Advising Style	216	100	46%	116	54%

Table 4.3 indicates that there is a comparison between developmental academic advising style and prescriptive advising style. 87% of the students are satisfied with developmental academic advising style; whereas very marginally size students seem unsatisfied with this advising. In prescriptive model 46% of the students are satisfied by the prescriptive advising style whereas 54% students seemed unsatisfied with this advising. It means that most of the students are satisfied by the developmental advising style given to them and not by the prescriptive advising style. Because developmental advising style provides advising in all matters whether these matters are related to personal problems or academic problems whereas prescriptive advising style based on the formal and distant relationship, in limited sense.

Table 4.4

Satisfaction level according to subscales of developmental academic advising style

Variables	N	Satisfied	%	Unsatisfied	%
Developmental Advising Style	259	226	87%	33	13%
PE	259	196	75%	63	25%
ADM	259	145	56%	114	45%
SC	259	143	55%	116	45%

Table 4.4 shows that levels of satisfaction regarding developmental academic advising style with subscales. In this table 87% of the students are more satisfied because they received developmental advising style by their advisor whereas 13% seemed unsatisfied by this advising style. Comparison among subscales shows that the students receive more advising at personalizing education level, whereas there is

no major difference in other two subscales like academic decision making and selecting courses. This is because personalizing education (PE) is related to total education of the students like personal concerns, goal setting, career and vocational planning and identification and utilization of resources in and out of the university environment. Academic and personal interests and concerns are dealt with this advising process. It means that students are more satisfied with developmental advising style.

Table 4.5

Satisfaction level according to subscales of prescriptive academic advising style

Variables	N	Satisfied	%	Unsatisfied	%
Prescriptive Advising Style	216	100	46%	116	54%
PE	216	82	37%	134	63%
ADM	216	79	36%	137	64%
SC	216	29	13%	187	87%

Table 4.5 shows level of satisfaction regarding prescriptive advising style with subscales like personalizing education, academic decision making and selecting courses. 46% of the students feel satisfaction when they received prescriptive advising style whereas 54% of the students seemed unsatisfied with this advising style. Comparison of prescriptive advising style with subscales shows that at personalizing education, academic decision making and selecting courses the students feel highly unsatisfaction with prescriptive advising style. Analysis of the data yields that 63% students are unsatisfied in personalizing education, whereas 63% students are

unsatisfied in academic decision making and 87% students are unsatisfied in selecting courses. Among all subscales students are merely unsatisfied with prescriptive advising style in selecting courses as compared to other sub scales like personalizing education and academic decision making.

Table 4.6

Satisfaction level on PE as per developmental and prescriptive advising styles

PE	N	Satisfied	%	Unsatisfied	%
Developmental Advising Style	259	196	75%	63	25%
Prescriptive Advising Style	216	82	37%	134	63%

Table 4.6 indicates that level of satisfaction regarding personalizing education subscale of developmental advising style and prescriptive advising style. Comparison of the developmental advising style and prescriptive advising style on the advising model provided at subscale of personalizing education showed that75% of the students are more satisfied when they receive developmental advising style and 25% of the students are unsatisfied. 37% of the students are satisfied by the prescriptive advising style whereas 63% are unsatisfied with this advising. It means that high proportion of students is satisfied by the developmental advising style whereas fewer are satisfied by the prescriptive advising style.

Table 4.7

Satisfaction level on ADM as per developmental and prescriptive advising styles

ADM	N	Satisfied	%	Unsatisfied	%
Developmental Advising Style	259	145	55%	114	45%
Prescriptive Advising Style	216	79	36%	137	63%

Table 4.7 shows that level of satisfaction regarding academic decision making subscale of developmental advising style and prescriptive advising style. Comparison the data on two advising styles at academic decision making level, here some difference exists between the two styles. The students are more satisfied at academic decision making process when they receive developmental advising style as compared to prescriptive advising style. 55% of the students received developmental advising style whereas 36% received prescriptive advising style. Analysis of the data shows the uniform trend of supporting developmental model as it seems very close to their expectations.

Table 4.8

Satisfaction level on SC as per developmental and prescriptive academic advising styles

SC	N	Satisfied	%	Unsatisfied	%
Developmental Advising Style	259	143	55%	116	45%
Prescriptive Advising Style	216	29	13%	187	87%

Table 4.8 shows level of satisfaction regarding selecting courses subscale of developmental advising style and prescriptive advising style. Selecting courses deals with the process of course selection first determine course needs and then planning an appropriate schedule for those courses. 55% of the students are satisfied when they receive developmental advising style whereas only 13% students feel satisfaction when they receive prescriptive advising style. So the students are more satisfied when they received developmental advising style as compared to prescriptive advising style. This, further means that the respondents endorse developmental advising style whereas the advisor cares in selecting courses the attitudes and behavior of the advisor as more important because he/she evaluates academic course needs and then suggests considerations in planning a schedule. In prescriptive advising style the role of the advisor in selecting courses tend to differ because of lesser role assigned to them. Grades and test scores are considered important in determining appropriate courses for students. So the major difference exists between two styles when it provided at selecting courses.

Table 4.9

Levels of academic progress of the university students

Levels	*F*	*Percentage%*
Low achievers	19	5%
Average	25	5%
High achievers	431	90%
Total	475	

Table 4.9 indicates that the levels of academic progress of the university students. There are three levels of academic achievers. The frequency of low

achievers is 19 and their percentage is 5% whereas average achievers are 25 and their percentage is 5% while high achievers are 431 and their percentage is 90%. It means that high achievers benefit more as compared to average and low achievers. Explanation may be accounted for the level of their perception and achieving capacity.

Table 4.10

Relationship between academic advising styles and academic satisfaction.

Variables	N	r	p
Developmental Advising style & Academic Satisfaction	259	.200	.001
Prescriptive Advising Style & Academic Satisfaction	216	.328	.000

(α = 0.05)

Table 4.10 indicates that the relationship of developmental academic advising style and prescriptive advising style with academic satisfaction. The value of (r = .200, p. <.05) shows that there is positive and significant relationship of developmental academic advising style with academic satisfaction. The value of (r = .328, p. <.001) indicates there is positive and strong relationship of prescriptive advising style with academic satisfaction. It means that both advising styles have significant relationship with academic satisfaction. 259 students received developmental advising style while 216 received prescriptive advising style. Comparison of both styles according to table value shows that the students who receive prescriptive advising style are more satisfied with the academic advising satisfaction as compared to developmental advising style. The students who receive

prescriptive advising style, they are also equally satisfied with this style based on the results the null hypothesis was rejected as there is positive and significant relationship existed between academic advising styles and academic satisfaction.

Table 4.11

Relationship between academic advising styles and academic progress.

Variables	N	r	p
Developmental Advising style & Academic progress	259	.079	.204
Prescriptive Advising Style & Academic progress	216	-.037	.590

($\alpha = 0.05$)

Table 4.11 indicates that the relationship of developmental academic advising style and prescriptive advising style with academic progress. The value of (r = .079, p. >.05) developmental advising style shows no relationship with academic progress. The value of (r = -.037, p. >.05) of prescriptive advising style has negative and insignificant relationship with academic progress. The students who received developmental advising style as well as prescriptive advising style have no relationship with students' academic progress. The table value further shows that the value of r is not significant in either case. The noticeable thing is that the developmental advising style the value of r is positive where as it is negative form of prescriptive advising style. Although, it is not significant but it shows some relation with previous table 4.10 values. The students feel happy and satisfied with prescriptive academic advising style. The prescriptive advising style has distant and formal relationship with students thats why their academic progress may be decreased

due to formal and distant relationship. Because the role of the advisor in prescriptive advising style as an expert and is based on the status and position of the advisor that's why their academic progress seemed decreased. The difference between developmental advising style and prescriptive advising style is when prescriptive advising style has been given to students; yet it did not improve their academic progress. In short, both advising styles have no relationship with academic progress of the students. Based on the results, the null hypothesis was accepted as there is no significant relationship between academic advising styles and students' academic progress scores.

Table 4.12

Relationship between subscales of developmental academic advising style with academic satisfaction.

Variables	N	r	p
Personalizing Education & Academic Satisfaction	259	.132	.034
Academic Decision Making & Academic Satisfaction	259	.196	.002
Selecting Courses & Academic Satisfaction	259	-0.07	.260

(α = 0.05)

Table 4.12 indicates that the relationship of subscales of developmental advising style with academic satisfaction. The value of (r = .132, p, <.05) of personalizing education shows positive and significant relationship of developmental advising style with academic satisfaction. It has significant relationship of

personalizing education with academic satisfaction. The value of (r = .196, p. <.05) Academic decision making has positive and significant relationship with academic satisfaction when it provided in developmental advising. The value of (r = - 0.070, p. >05) selecting courses has negative and insignificant relationship of developmental advising style with academic satisfaction. Based on the results, the null hypothesis was rejected as there is significant relationship between subscales of personalizing and academic decision making of developmental academic advising style with academic advising satisfaction, whereas the null hypothesis of subscale of selecting courses of developmental advising style with academic advising satisfaction was accepted as there is no significant relationship between subscale of selecting courses with academic advising satisfaction. Comparison of the subscales of developmental advising style with academic satisfaction shows that the personalizing education and academic decision making has positive and significant relationship with academic satisfaction while selecting courses has negative and insignificant relationship with academic satisfaction.

Table 4.13

Relationship between subscales of developmental academic advising style with academic progress

Variables	N	r	p
Personalizing Education & Academic Progress	259	-.030	.626
Academic Decision Making & Academic Progress	259	.108	.082
Selecting Courses & Academic Progress	259	.060	.339

(α = 0.05)

Table 4.13 indicates the relationship of sub-scales of developmental advising style with academic progress. The r value (r = -.030, p. > .05) of personalizing education of developmental advising style has negative and insignificant relationship with academic progress of the students. The value of (r = .108, p. >.05) of academic decision making and the r value (r = .060, p. >.05) of selecting courses has no relationship with academic progress of the students. Based on the results, the null hypothesis was accepted as there is no significant relationship between subscales of developmental academic advising style with academic progress of the students. Developmental advising style cover all matters of students whether these are related to personal, academic, career and vocational planning and the available resources and utilization of those resources. The relationship of developmental advisor is mutually derived, friendly, purposive and trusting. But developmental advising style has no significant relationship with academic progress of the students. It means that even if developmental academic advising style is given to students but this advising style tends no increase academic progress of the students. Thus, developmental advising style yields no relationship with academic progress of the students.

Table 4.14
Relationship between subscales of prescriptive academic advising style with academic advising satisfaction

S.No	Variables	N	r	p
1	Personalizing Education & Academic advising Satisfaction	216	.022	.748
2	Academic Decision Making & Academic advising Satisfaction	216	.363	.000
3	Selecting Courses & Academic advising Satisfaction	216	.141	.039

($\alpha = 0.05$)

Table 4.14 indicates the relationship of subscales of prescriptive advising style with academic advising satisfaction. The value of ($r = .022$, p. >.05) of personalizing education of prescriptive advising style has no significant relationship with academic advising satisfaction. It means that students' academic advising satisfaction level did not increase even if prescriptive advising style is given to them. It means that prescriptive advising style has no relationship with students' academic satisfaction. More ever, the value ($r = .363$, p. <.001) of academic decision making has positive and significant relationship with academic advising satisfaction. The r value ($r = .141$, p. <.05) of selecting courses has a significant relationship with academic advising satisfaction. Based on the results, the null hypothesis was accepted as there is no significant relationship between subscale of prescriptive advising style of personalizing education with academic advising satisfaction, whereas the null hypothesis was rejected of subscales of academic decision making and selecting courses of prescriptive advising style because there is significant relationship between subscales of ADM and SC of prescriptive advising style with academic advising satisfaction. Comparison of the relationship of subscales of prescriptive advising style with the academic decision making and selecting courses shows that these subscales have positive and significant relationship with academic advising satisfaction. Only personalizing education has no significant relationship with academic advising satisfaction.

As described earlier, personalizing education focuses on the total education of the university students including career/vocational planning, goal setting, identification and utilization of resources available on the university and extra cu-curricular activities. But these activities are possible when the advisor has

developmental advising style and not a prescriptive advising style. As theory established that in prescriptive advising style the relationship of the advisor with advisee as formal and distant. The advisor is considered as an expert in advising situation and is responsible for its success. This means, personalizing education has no significant relationship with academic advising satisfaction.

Table 4.15

Relationship between subscales of prescriptive academic advising style with academic progress

S.No	Variables	N	r	p
1	Personalizing Education & Academic Progress	216	-.150	.028
2	Academic Decision Making & Academic Progress	216	.065	.343
3	Selecting Courses & Academic Progress	216	.032	.645

(α = 0.05)

Table 4.15 indicates the relationship of subscales of prescriptive advising with academic progress. The r value (-.150, p. <.05) of personalizing education indicates that prescriptive advising style has negative and significant relationship with academic progress. If prescriptive academic advising is provided to students on personalizing education, it may decrease progress of the students according to the table values. The advising given to the students may not be according to the academic affairs. It may be related to other non- academic matters like signing of the forms and registrations of the courses. Here, the advisor's role is as an expert, distant and formal

based on the position and status of the advisor. However, the value of (r = .065, p. >.05) of academic decision making and the value of (r = .032, p. <.05) selecting courses have no significant relationship with academic progress. Based on the results, the null hypothesis was rejected as there is negative and significant relationship between subscale of prescriptive advising style of personalizing education with academic progress of the students, whereas the null hypotheses were accepted as there is no significant relationship between subscale of academic decision making and selecting courses of prescriptive advising style with academic progress of the students. Only personalizing education has negative and significant relationship with academic progress. This is because in prescriptive advising style the relationship of advisor with advisee is formal and distant. Academic matters are extensively dealt with this advising style like signing the form and registration of the courses. The relationship of advisor with advisee is based on the status and position, that's why the prescriptive advising style negative significant relationship with academic progress of the students.

Table 4.16

Gender difference in academic advising style

Variables	N	Mean	t	df	P
Male	131	39.83	.106	473	.915
Female	344	39.88			

Table 4.16 indicates gender difference in academic advising style. The mean value (M= 39.83) of male students and mean value of (M= 39.88) of female students. This indicates that no significant mean difference exists between male and female advising style. It further explains that male and female students received similar

advising style based on the results the null hypothesis was accepted as there is no significant mean difference exists between male and female academic advising style.

Table 4.17

Gender difference in academic advising satisfaction

Variables	N	Mean	t	df	P
Male	131	39.38	2.12	473	.034
Female	344	41.23			

Table 4.17 indicates that gender difference in academic satisfaction. The mean value (M=39.38) of male students and mean value (M= 41.23) of female students indicate that a significant mean difference exists between male and female level of academic satisfaction. It further means that female students seem more satisfied with the advising style given to them as compared to male students. Based on the results, the null hypothesis was rejected as there is significant difference between the male and female level of academic satisfaction.

Table 4.18

Gender difference in academic progress

Variables	N	Mean	t	df	P
Male	131	5.80	12.364	473	.000
Female	344	5.15			

Table 4.18 indicates that gender difference in academic progress. The mean value (M=5.80) of male students and mean value (M= 5.15) of female students indicates that a significant mean difference exists between male and female level of academic progress. It further shows that male students are more satisfied with the

academic advising as compared to female students. Based on the results, the null hypothesis was rejected as there is significant difference between male and female level of academic progress. Resultantly, significant mean difference exist between male and female academic progress. Preceding table 4.17 shows significant difference in academic advising styles given to them. Female students seem more satisfied by advising style given to them but in connection to link with 4.18 table shows the progress of male students is better. It might be possible female students did not receive academic advising related to their academic matters because they generally feel more shy as compared to boys. Probably, advisor may not be focusing on their academic matters rather focusing on their personal, social or others maters that may explain their academic progress tends to decrease based on the results the null hypothesis was rejected as there is difference exists between BS and M.A/MSc academic advising style.

Table 4.19

Programme based difference in academic advising style

Variables	N	Mean	t	df	P
BS	280	39.65	1.465	473	.144
M.A/M.Sc	195	40.18			

Table 4.19 indicates that programme wise difference in academic advising style. The mean value (M=39.65) of BS students and mean value (M=40.18) of M.A/MSc students shows significant mean difference exists between BS and M.A/MSc level. It means that M.A/MSc students seem more satisfied by the advising style given to them as compared to BS level students.

Table 4.20

Programme wise difference in academic advising satisfaction

Variables	N	Mean	t	df	P
BS	280	40.28	1.340	473	.181
M.A/M.Sc	195	41.34			

Table 4.20 indicates that programme wise difference in academic satisfaction. The mean value (M=40.28) of BS students whereas mean value (M=41.34) of M.A/MSc level. This indicates that significant mean difference exists at BS and M.A/MSc level. It establishes that level of satisfaction of M.A/MSc students is higher as compared to BS students. Based on the results, the null hypothesis was rejected as there is significant difference programme wise in the level of satisfaction of M.A/MSc is higher as compared to BS students.

Table 4.21

Programme wise difference in academic progress

Variables	N	Mean	t	df	P
BS	280	5.49	7.284	473	.000
M.A/M.Sc	195	5.11			

Table 4.21 indicates that programme wise difference in academic progress. The mean value (M=5.49) of BS students whereas mean value (M=5.11) of M.A/MSc students indicates that there is a significant mean difference exists at BS and M.A/MSc level. It means that BS students demonstrate more academic progress as

compared to M.A/MSc level. It further means that the academic progress at BS level is higher as compared to M.A/MSc students. Based on the results, the null hypothesis was rejected as there is significant difference programme wise in the level of academic progress. Academic progress at BS level is higher as compared to M.A/MSc students.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The purpose of this study was to examine the relationship of academic advising satisfaction with academic progress of the students at higher education level. The major objectives of this study were (i) to identify the level of satisfaction of students regarding the developmental academic advising at university level. (ii) to identify the level of satisfaction of students regarding prescriptive academic advising at university level. (iii) To assess the level of academic progress of the students. (iv) to find out the relationship between developmental academic advising and academic progress of the students. (v) to find out the relationship between prescriptive academic advising and academic progress of the students. (vi) to examine the relationship of academic advising satisfaction with students' academic progress. The nature of the study was descriptive using the survey method. Both descriptive and inferential statistics were used.

All the students of final semesters of 2years M.A and 4 years BS degree programmes of social sciences departments of International Islamic University Islamabad formed the population of the study. 475 students were taken as a sample. Using simple random sampling technique, a modified version of questionnaire, vetted by panel of cross sectional experts was adopted for data collection. The Academic Advising was assessed by the Academic Advising Inventory developed by the researcher. The Academic progress was measured by the following indicators specifically; their GPA, successful course completion, and eligible to promote next

semester, probation and re-admission of the students formed the criteria of academic satisfaction.

Data were collected through personal visit of the researcher in all the selected departments of social sciences of International Islamic University Islamabad. For the level of the satisfactory measurement, descriptive statistics was used. The relationship of academic advising satisfaction with students' academic progress was measured by Pearson's product movement correlation. To calculate the mean difference of gender and programme wise data t-test was used. SPSS package 22 version was used for data treatment.

5.2 Findings of the Study

5.2.1 Gender base frequency and percentage of participants (N=475)

1. sIt was found that the frequency and percentage of male students was (f =131 and 28%) whereas the frequency and percentage of female students was (f =344 and 72%). The values showed that male student's participation was low as compared to female students. The reason was that in social sciences male enrollment was low as compared to female students. Girls seemed more interested to enroll in social sciences as compared to male students. (Table#4.1)

5.2.2 Programme wise frequency and percentage (B.S, M.A/MSc level).

2. It was found that the frequency and percentage of students at B.S level was (f =280 and 59%) whereas the frequency and percentage of students at master level was (f =195 and 41%). The enrollment rate at BS level was higher as compared to M.A/MSc level. The trend prevail increased enrollment at BS level compared to master level in almost all universities. (Table #4.2)

5.2.3 Satisfaction level between developmental and prescriptive advising style.

3. It was found that there were 259 students who received developmental advising style and (216) students who received prescriptive advising style. It was found that (87%) of the students were satisfied with developmental academic advising style and rest (13%) were unsatisfied with this style. Similarly, (53%) of the students were unsatisfied by the prescriptive advising style and (47%) students were satisfied with this style. (Table#4.3)

5.2.4 Satisfaction according to sub-scales of developmental academic advising style

4. It was found that on personalizing education 75% students were satisfied and 25% were unsatisfied when developmental academic advising was provided to them. It was found that on academic decision making 56% students were satisfied and 44% were unsatisfied when developmental advising was provided to them. It was found that on selecting courses 55% students were satisfied and 45% were unsatisfied when developmental academic advising was provided to them. (Table#4.4)

5.2.5 Satisfaction level according to subscales of prescriptive academic advising style

5. It was found that on personalizing education 37% students were satisfied and 63% students were unsatisfied when prescriptive advising was given to them. It was found that on academic decision making 36% students were satisfied and 64% students were unsatisfied when prescriptive advising was given to them. It was found that on selecting courses 13% students were satisfied and 87% students were unsatisfied when prescriptive advising was given to them. (Table#4.5)

5.2.6 Satisfaction level on personalizing education as per developmental and prescriptive advising style

5. It was found that on personalizing education 75% students were satisfied and 25% were unsatisfied when Developmental academic advising was given to them. It was found that on personalizing education 37% students were satisfied and 63% were unsatisfied when advising provided to them through prescriptive academic advising style. (Table#4.6)

5.2.7 Satisfaction level on academic decision making according to developmental and prescriptive advising style

7. It was found that on academic decision making 55% students were satisfied and 45% were unsatisfied when developmental academic advising was given to them. It was found that on academic decision making 37% students were satisfied and 63% were unsatisfied when advising is provided through prescriptive academic advising style. (Table#4.7)

5.2.8 Satisfaction level on selecting courses as per developmental and prescriptive academic advising style

8. It was found that on selecting courses 55% students were satisfied and 45% were unsatisfied when developmental academic advising was given to them. It was found that on selecting courses 37% students were satisfied and 63% were unsatisfied when advising provided to them through prescriptive advising style. So the major difference exists between two styles when it provided at selecting courses. (Table# 4.8)

5.3 Levels of academic progress of the university students

9. It was found the frequency of low achievers was 19 and their percentage was 5%. It was found that the frequency of the average achievers were 25 and their percentage was 5%.It was found that the frequency of high achievers was 431 and their percentage was 90%. It means that high achievers formed large size compared to other groups, put together. (Table# 4.9)

5.4 Relationship between academic advising styles and academic satisfaction.

10. It was found that (r = .200, p=.001) positive and significant relationship exists between developmental academic advising style and academic advising satisfaction. Similarly, It was found that (r = .328, p=.000) positive and strong relationship exists between prescriptive advising style and academic advising satisfaction. The results of the data further yields that students who received prescriptive advising style seemed more satisfied with the academic satisfaction as compared to developmental advising style based on the finding the null hypothesis was rejected. (Table#4.10)

5.4.1 Relationship between both academic advising style and students' academic progress.

11. The finding of this construct showed that the relationship of developmental academic advising style and prescriptive advising style with academic progress. It was found that (r = .079, p= .204) developmental advising style shows no relationship with academic progress. The value of (r = - .037, p= .590) of prescriptive advising style has negative and insignificant relationship with academic progress based on the finding the null hypothesis was accepted. (Table#4.11)

5.4.2 Relationship between subscales of developmental academic advising style with academic satisfaction

12. It was found that (r = .132, p= .034) personalizing education showed positive and significant relationship of developmental advising style with academic satisfaction. It was found that the r value (r = .196, p = .002) showed that academic decision making has positive and significant relationship with academic satisfaction when it provided under developmental advising style. It was found that the r value (r = -0.070, p=.260) of selecting courses showed that a negative and insignificant relationship of developmental advising style with academic satisfaction based on the results the null hypotheses were rejected as there were a significance relationship between subscales of personalizing education and academic decision making whereas the null hypothesis of subscale of selecting courses was accepted. (Table#4.12)

5.4.3Relationship between subscales of developmental academic advising style with academic progress

13. It was found that the r value (r = -.030, p=.626) of personalizing education held negative and insignificant relationship with academic progress of the students. It was found that the r value of students (r = .108, p=.082) on academic decision making and (r = .060, p=.339) showed no relationship with academic progress of the students. It means although developmental academic advising was provided to students yet the advising style did not increase academic progress of the students based on the results the null hypothesis was accepted as there was no significant relationship between subscales of developmental advising style and with academic progress of the students. (Table# 4.13)

5.4.4 Relationship between subscales of prescriptive academic advising style with academic satisfaction.

14. It was found that (r = .022, p= .748) of personalizing education holds that prescriptive advising style has no relationship with students' academic advising

satisfaction. It was found that the r value (r = .363, p= .000) of academic decision making showed positive and significant relationship with academic advising satisfaction. It was found that the r value (r = .141, p = .039) of selecting courses made a significant relationship with academic advising satisfaction. Only personalizing education showed no significant relationship with academic advising satisfaction based on the result the null hypothesis was accepted as there was no significant relationship between prescriptive advising styles of personalizing education with academic advising satisfaction whereas the null hypotheses were rejected of subscales of academic decision making and selecting courses because there were significant relationship between academic decision making and selecting courses with academic satisfaction. (Table#4.14)

5.4.5 Relationship between subscales of prescriptive academic advising style with academic progress.

15. It was found that (r= - .150, p= .028) of personalizing education showed negative and significant relationship with academic progress when advising is provided through prescriptive. It means advising on personalizing education did not increase academic progress of the students. It was found that (r = .065, p= .343) of academic decision making have insignificant relationship with academic progress. The r value of (r = .032, p=. 645) selecting courses held insignificant relationship with academic progress based on the results the null hypothesis was rejected as there was negative and significant relationship between subscales of prescriptive advising style of personalizing education with academic progress of the students. Whereas the null hypotheses were accepted as there were no significant relationship between subscales of academic decision making and selecting courses of prescriptive advising style with academic progress of the students. (Table#4.15)

5.5 Gender based differences in academic advising style

16.It was found that (t = .106, p=.915) there is no significant difference exists between academic advising provided to male and female students. The mean value (M= 39.83) of male students and mean value of (M= 39.88) of female also confirm this. It means that both groups received equal treatment and no difference could be accounted for on this variable based on the results the null hypothesis was accepted as there was no significance difference exists between male and female advising style given to them. (Table#4.16)

5.5.1 Gender based difference in academic satisfaction

17. It was found that (t=2.12, p= .034) significant difference exists between academic advising satisfaction score of male and female students. The mean value (M=39.38) of male students and mean value (M= 41.23) of female students confirm this difference is because of female students score. It means that female students seemed more responsive and satisfied with the advising style as compared to their counter parts based on the results the null hypothesis was rejected as there was significant difference exists between the male and female level of academic advising satisfaction. (Table#4.17)

5.5.2 Gender based difference in academic progress

18. It was found that (t= 12.364, p= .000) significant difference exists between academic progress of male and female students. The mean value (M=5.80) of male students is higher than the mean value (M= 5.15) of female students. The mean value showed that male students seemed more satisfied with the academic advising as compared to female students based on the results the null hypothesis was rejected as

there is significant difference exists between male and female level of academic progress. (Table#4.18)

5.6 Programme based difference in academic advising style

19. It was found that (t= 1.465, p= .144) no significant difference exists between academic advising style provided to BS and MA students. The mean value (M=39.65) of BS students and mean value (M=40.18) of M.A/MSc students. It means that master level students were more satisfied and demonstrated maturity by the advising style when compared to BS level students, the parallel group based on the results the null hypothesis was accepted as there is no significant difference existed between BS and M.A/MSc advising style. (Table#4.19)

5.6.1 Programme based difference in academic satisfaction

20.It was found that (t= 1.340, p= .181) no significant difference exists for academic advising satisfaction. The mean value (M=40.28) of BS students whereas mean value (M=41.34) of M.A/MSc level students. It means that the students at BS level were more satisfied as compared to M.A/MSc level. It means that the students at BS level were more satisfied as compared to M.A/MSc level. It further indicates that level of academic satisfaction of M.A/MSc students seemed more satisfied when compared to their counterparts based on the results the null hypothesis was accepted as there is significant difference exists programme wise in the level of academic advising satisfaction. (Table# 4.20)

5.6.2 Programme based difference in academic progress

21. The t= 7.284 and p= .000 show significant difference exists in academic progress of BS and MA students. The (M=5.49) of BS students whereas mean value (M=5.11) of M.A/MSc students showed BS students' progress is better. It means that BS students made more academic progress as compared to M.A/MSc level. It means that

the academic progress at BS level is higher as compared to M.A/MSc students based on the results the null hypothesis was rejected as there is no significant difference exists in academic progress of BS and M.A/MSc level. (Table# 4.21)

5.3 Discussion

The purpose of the study was to examine the relationship of academic advising satisfaction with academic progress at higher level. This section deals with the academic advising satisfaction, advising styles perceived by the students. The intent of this section is to review all the findings of the study in relation to the previous researches. How the results of the study are similar or different with other researches. The argument relates to developmental advising style and prescriptive advising style which further help to lead advising satisfaction of students at higher level. If they are satisfied then they will perform better. It increases the retention rate of the students in universities and it helps improving academic progress of the students. It will also help to improve university ranking and it will also help to improve the retention rate of the students.

The first objective of the study was to examine the level of satisfaction of students regarding developmental academic advising style and prescriptive advising style at university level. On the basis of the findings, the students who received developmental academic advising showed high level of satisfaction as compared to prescriptive advising style. Comparison of the two styles showed that; most of the students were satisfied with developmental academic advising style whereas only fewer students were unsatisfied with this advising; on the contrary, students were satisfied by the prescriptive advising style whereas most of the students were unsatisfied with this advising. It means that most of the students regarded the degree of satisfaction imported through the developmental advising style. This indicated the

cutoff point. The rational is developmental advising style provides advising in all matters whether academic or non-academic, including domestic problems, or academic problems whereas prescriptive advising style based on formal and distant relationship contained theory and practice. The above discussion shows that the level of satisfaction regarding the developmental academic advising style and prescriptive advising style. These are two contrasting behavioral styles and attitudes perceived by the students. In developmental academic advising style the advisor establishes a warm and caring relationship with his/her advisee for various advising tasks. This advising style has concerned for the total education of the students like future planning, carrier planning and the utilization of all resources available in and out of the university. Whereas prescriptive advising style is formal and distant only academic matters are dealt by the advisor like registration of the courses and signing of the forms. The relationship of advisor is based on the status and position. The advisor's relationship is based on authority and he/she behaves like an expert. Formal academic matters are the exclusive or primarily focus of prescriptive advising. The difference lies in their philosophy and roles.

As described by Creamer cited by Marieta (2018) academic advising is related to educational activity that helps out university students to make decisions related to personal and academic lives. The emerging needs and demands of the students have changed the role of an advisor so as to address new situation and needs in various settings. Developmental advising provides a holistic approach for student and faculty. This advising mode to build up good relationship between student and advisor and this friendly environment in totality, focusing on course work, values, career and vocational planning of the students (Upcraft et al.,2015). In developmental academic advising, students can discuss their formal and informal affairs of their life. The

relationship between advisor and students is based on warm, friendly, trusting and purposive. These informal interactions bring positive change in students' lives like personal development, academic achievement, and motivation of the students and outcomes in student's attitudes towards university, social integration, academic advising satisfaction, retention and academic progress of the students (Gorden, 2014). Inadequate service bears negative effects on students like negative attitudes towards university. They tend to leave the university and show low academic achievement and have negative feeling towards their advisors and faculty members (Grites & Gorden, 2014).

According to researches developmental academic advising is more beneficial for all students. Due to the many roles and responsibilities of advisors, they cannot play critical role of academic advising in an effective way (Tuttle, 2013). The literature also addresses the importance of support system which is related to monitoring of the students. The major findings of the study indicated that there is positive relationship exists between developmental academic advising style and the level of satisfaction of students. The results of the study indicated that the student's qualities would not be similar to advising satisfaction as the style of advising used by the advisor for advising. Another similar findings given by Christian and Sprinkle, 2013), equally supported by the Noel-Levitz, (2014) establishes that there is positive relationship between developmental academic advising style and students' academic satisfaction. The collar is if students are satisfied by the advising would be more satisfied and the degree of satisfaction would determine the level of performance better as compared to those who seemed less or unsatisfied. Similarly, advising satisfaction versus prescriptive advising style, these are two contrasting behavioral styles of the advisor perceived by the students. According to research developmental

academic advising is more effective as compared to prescriptive advising style. These studies support to the present study. Noel-Levitz's (2014) described the importance of academic advising on bi-polar relations; advisor-advisee and institution. It means the relationship between advisor and advisee bears meaning and develops self-confidence in students. Thus the level of confidence impacts on their academic progress.

Findings of the study equally collaborates with Nutt (2014) work in relation to an important role in any institution and how students perceive his/her relationship with the institution and shows better performance it means that if students are satisfied by the advising given to them they will retain in university and will perform better as compared to those who are not getting advising. Concurrently, findings of the study on retention and progress collaborate with the mega work done by Gorden et al, (2015) in higher education. It helps the students not only retention rate of the students in any university but also improves university admission and recruitment process of the university. It also helps students' satisfaction so that they can retain in university and enhance their self-confidence leading to high achievement. The same message was carried out by As Edwards and Person's (2012). They focused on critical role in the recruitment process and culminating in the survival of the most of the higher education institutions. It means that the role of the academic advising and academic advisor forms very important place in higher education especially in students' retention, students' satisfaction and academic progress of the students. There are streams of studies on the variables investigated in this study. Another study carried out by Creamer, (2014), supported the relationship between advisor and advisee would enhance personal development of the students and promotes higher level of academic satisfaction.

The important thing in this study was the level of satisfaction of advising he/she received. If students are satisfied by the advising style given to them, this advising satisfaction would directly impact on institutional retention efforts and ranking, as well. The literature suggested that consistently retention has direct link with students; satisfaction by the advising given to them. The advising satisfaction has been linked with the similarities of faculty and student advising competence. All depends on different academic advising styles, McArthur (2015) categorized academic advising into two models or two categories, one intended to developmental and other one the prescriptive. The nature and nurture of each model has been well established. One providing close contexts, the other one formal and distant. Further, prescriptive advising the role of the advisor is based on authority and it is the faculty member as an expert and who provides direction to students with little or no input from students side whereas developmental model is related to mutually derived relationship in decision making process and it is more related to mentoring model of advising (Christian & Sprinkle, 2013). According to Lowenstein (2015) prescriptive advising model is related to bookkeeping. In prescriptive advising style what steps they need to take and advisor is all in all, he tells the students what steps they need to take and which rules they need to follow while the role of the students is passive. In prescriptive advising style no feedback is given to students. Those students who have prescriptive advisor now less chance to integrate social and academic areas of the university as compared to developmental advisors.

Pardee (2010) maintained many students availed of prescriptive advising because, this was the only style known by the students. Equally, this study found links with Holis, (2016), work in developmental advising model as purposive and friendly and hold strong relationship between advisor and advisee. It works as a device which

helps to encourage students for the improvement of professionally and academically one to feel at ease. Bland (2011) also supported the effective use of developmental advising style/model as the university offered service to students, as a tool for the growth of students. The model involved and enhanced intentional stimulation for the students. As described by Winston cited by Sprinkle (2013) highlighted some weakness showed by the research of developmental advising model like a lack of training and expectations of the class out of the class and campus, the time they spent in the advising session. According to Smith, (2013), it is based as a supportive model for the at-risk students to improve success rates of the students. Further, Boylan, (2010) found that this model was more useful for unprepared students and academically deficient students. By using this model students gained more success, if they advised by this model and it would help in personal, social, academic and other non-academic matters of their lives. Hollis, (2016) suggested the advisors to use developmental model in advising process, to release stress level through the help of academic policies, educational guidelines and requirement. Because by these components, they felt relaxed from mental stresses. He further reported that academic advisor has keys to success students if they guide students in their process. Thus, he integrates tripartite roles like the advisor, students and the institution. This is what the findings of this study yielded to further data-based evidence in higher education in Pakistan's perspective.

5.4 Conclusions

On the basis of the present findings following conclusions were made.

1. On the basis of the findings it is concluded that the students who received developmental academic advising style gained higher level of satisfaction as compared to prescriptive advising style. Comparative analysis showed that most of

the students are satisfied with developmental academic advising style and fewer students are seemed unsatisfied with this advising. Although fewer of the students are satisfied by the prescriptive advising style whereas most of the students are unsatisfied with this advising. It means that most of the students are satisfied by the developmental advising style given to them. (Finding#3)

4. It is concluded that the level of satisfaction regarding developmental academic advising style with subscales. Majority of the students are more satisfied because they received developmental advising style by their advisor whereas fewer are unsatisfied by this advising style. Comparison of subscales showed that, the students received more advising at personalizing level whereas there is no major difference in other subscales like academic decision making and selecting courses. This is because personalizing education (PE) covered to total education of the students from goal setting to, utilization of resources in and around of the university environment. Also academic and personal interests and concerns are dealt by this advising process. It means that students are more satisfied with developmental advising style. (Finding#4)

5. It is concluded that level of satisfaction about prescriptive advising style with subscales like personalizing education, academic decision making and selecting courses very marginal. Majority of the students are unsatisfied with this advising style. (Finding#5)

6. With regard to the level of satisfaction on personalizing education subscale of developmental advising style and prescriptive advising style. It is concluded that majority of the students are more satisfied on developmental advising style, whereas fewer of the students are satisfied by the prescriptive advising style whereas majority of the students are unsatisfied with this advising. It means that more students are satisfied at personalizing education when it is provided by the developmental advising

style whereas fewer seemed satisfied at personalizing education when it is provided by the prescriptive advising style. (Finding# 6)

7. On the basis of findings of the study it is concluded that level of satisfaction regarding academic decision making subscale of developmental advising style and prescriptive advising style. Comparison of the two advising styles showed at academic decision making level, here some difference existed between two styles. The students are more satisfied at academic decision making process when the students received developmental advising style as compared to prescriptive advising style. (Finding# 7)

8. It is concluded that regarding the level of satisfaction in selecting courses subscale of developmental advising style and prescriptive advising style. Majority of the students are satisfied at selecting courses when it is provided through developmental advising style compared to prescriptive advising style. (Finding# 8)

7. It is concluded that majority of the high achievers 90% gained high academic progress, compared to other groups, although such interventions more uniform. This raises the need to address essentially the risk and marginal cases. (Finding# 9)

8. On the basis of the findings, it is concluded that the relationship between developmental academic advising style and prescriptive advising style on academic satisfaction. It shows positive and significant relationship of developmental academic advising style with academic satisfaction. A positive and strong relationship of prescriptive advising style with academic satisfaction. It is concluded that both advising styles held significant relationship with academic satisfaction. Comparison of both styles prescriptive advising style held a higher or more satisfied with the academic satisfaction as compared to developmental advising style. (Finding#10)

9.It is concluded that the comparison of the relationship of developmental academic advising style and prescriptive advising style with academic progress showed no relationship with academic progress whereas prescriptive advising style held negative and insignificant relationship with academic progress. (Finding#11)

10. In is concluded that with regard to the relationship of subscales of developmental advising style with academic satisfaction. Personalizing education showed positive and significant relationship with academic satisfaction under the developmental advising style. Academic decision making held positive and significant relationship with academic satisfaction when it provided under developmental advising. Selecting courses bore negative and insignificant relationship of developmental advising style with academic satisfaction. Comparison of the subscales of developmental advising style with academic satisfaction, the personalizing education and academic decision making indicated positive and significant relationship with academic satisfaction while selecting courses showed negative and insignificant relationship with academic advising satisfaction. (Finding#12)

10. It is concluded that the relationship of subscales of developmental advising style with academic progress. Personalizing education of developmental advising style showed negative and insignificant relationship with academic progress of the students. Academic decision making and selecting courses held no relationship with academic progress of the students. It is further observed that even if developmental academic advising style was given to students but this advising style did not increase academic progress of the students. Here, developmental advising style held no relationship with academic progress of the students. (Finding#13)

11. On the basis of the finding it is concluded that with regard to the relationship of subscales of prescriptive advising style with academic satisfaction. Personalizing

education of prescriptive advising style held no significant relationship with academic satisfaction. It means that students' academic satisfaction level did not increase when prescriptive advising style was given to them. It means that prescriptive advising style bore no relationship with students' academic satisfaction. However, academic decision making and selecting courses showed positive and significant relationship with academic satisfaction under prescriptive advising style. Comparison of the relationship of subscales of prescriptive advising style with the academic decision making and selecting courses these subscales showed a marked positive and significant relationship with academic satisfaction. Only personalizing education showed no significant relationship with academic satisfaction under prescriptive advising style. (Finding#14)

12. It is concluded that the relationship of subscales of prescriptive advising style with academic progress. It is concluded that prescriptive advising style held negative and significant relationship with academic progress, while the academic decision making and the selecting courses showed significant relationship with academic progress. Only personalizing education indicated negative and significant relationship with academic progress. (Finding#15)

13. The findings of the study gender related aspects showed no significant mean difference exists between male and female advising style given the same treatment. One finding indicated gender-based difference in academic advising satisfaction. The academic advising satisfaction of male and female students indicated a significant mean difference existed between male and female level of academic advising satisfaction. It means that female students seemed more satisfied the advising style given to them as compared to male students. It is concluded that gender based difference in academic progress. The results showed that male students were more

satisfied with the academic advising as compared to female students. A significant mean difference existed between male and female academic progress. (Finding#16, 17, 18)

15. It is concluded that the programme based difference in academic advising style, between BS students and of M.A/MSc students a significant mean difference is observed between BS and M.A/MSc level of satisfaction regarding academic advising style given to them. It indicated that M.A/MSc students are satisfied by the advising style given to them as compared to BS level students. With regard to the academic satisfaction level it is concluded that satisfaction of M.A/MSc students was higher as compared to BS students. With regard to programme based difference in academic progress, it is concluded that BS students demonstrated higher academic progress as compared to M.A/MSc level. (Finding#19, 20, 21)

5.7 Recommendations of the Study

Analysis of the data yielding findings for drawing conclusions lead to the formulation of following recommendations:

1. Although research findings yield that developmental advising is more beneficial for all students but its implementations demand strategic planning so that students can attain maximum benefits from it due to multiple roles and responsibilities of the advisor assuring quality of advising leading to student's satisfaction and academic progress. So it is recommended to university administration/head of department for building mechanism to provide developmental advising services at department level

2.It was revealed from the study that majority of the students received developmental academic advising style and the rest of the students received prescriptive advising style, but both advising styles did not increase the academic progress of the students.

It means that both academic advising styles that are provided to them did not address the academic issues of the students. Therefore, so it is recommended that address academic issues of the students when advising given to them. So, their academic progress can be increased.

3. It was revealed from the study gender based academic advising satisfaction. Female students are more satisfied as compared to male students by the advising style given to them. Because female students like developmental advising style and male like to the point advising that is prescriptive advising style and showed no concern in having a motivational advisor or having an individualized schedule. Therefore, it is recommended that prescriptive advising style provided to the male students so that they can satisfy by the advising given to them.

4. It was revealed from the study the academic progress of the students is better as compared to females. Therefore, it is recommended that more focus may be given to female students and discuss with them their academic issues so that their academic progress may be increased.

5. It was revealed from the study M.A/MSc students are more satisfied as compared to BS level students. Therefore, it may be recommended that the more focus may be given to BS level students when academic advising given to them because their level of satisfaction is low as compared to M.A/MSc students.

6. It was revealed from the study BS students demonstrate more academic progress as compared to M.A/MSc students. Therefore, it may be recommended that more focus may be given to M.A/MSc students and address their academic issues when academic advising provided to them. So that their academic progress may be increased after receiving academic advising.

7. Academic advising for students, it may be recommended that first developmental academic advising may be provided in orientation session and second advising may be provided at the start of the second semester for M.A/MSc students and for BS students second advising session may be conducted at 4th or 5thsemester, because students may more need of advising in second time related to their academic issues. Because some students are failed in one or two or more subjects, but if at that time advising may not be provided to them they may ceased or drop out.

8. The orientation session start at the time of joining. The results of the study show that academic progress of the study is not being affected or not be increased by any type of advising. May be students are not familiar with semester system. After one semester again need to second session of orientation, so the every rule and regulation should be explained in that session. First orientation session only at the start of their degree when they join. Now I recommended and it shows that orientation does not work. So, because the results of the study show that academic progress have been not affected by any type of the academic advising. So, I suggest that the orientation of the students may be conducted again before the second semester, because they have understood the semester system and activities and they have found one result of the semester and then they can be able to decide that which courses or type of advising is required to them, may be this session may increase the academic progress of the students.

9. For capacity-building of the advisors, university would need to organize both diversified and discrete range of training programmes, seminars and working workshops on institutional level, in collaboration with HEC and developing linkage with international pioneering universities.

10.Advisors need to be encouraged to attend training session's campaign for the awareness of differences among different groups of students for developing knowledge-based skills which are vital in advising process of the students.

11. International and the present research provide data and substance that developing a sense of belonging among students within the institutional environment would be possible when a system approach takes interest in their academic progress as it forms an ingredient for developing connectedness and belongingness.

12. When advisors are well aware about advising programmes, they will be able to better understand some of major challenges that students are facing in the university and offer them plausible solutions duly answering such challenges. These suggestions will help them to develop institutional identity and for the purpose of their future improvement drawing the extreme cases through snowball approach focusing low achievers uplift marginal groups and risk cases.

13. Empirical evidence of the study, together with global research, supports advocacy of developmental advising services to the tertiary students on the rational of the total learning and socio-psychological development for building connections with the institutions and retention in the University leading to completion of their degree on time.

5.8 Recommendations for Future Research

This was an initial study in local context. In order validate and conduct comparable evidence following range of this studies are recommended for further research.

1. This was a quantitative study with a purpose of finding out numerical evidence between academic advising satisfaction and students' academic progress. A similar

study, using quantitative or mixed approaches on similar, (BS/MA).Students may be undertaken.

2. Using Delphi technique of academic planning, expert's consensus approach about developmental advising or other advising approach would provide tangible results for student's goal seeking increasing students' performance on multiple criteria.

3.This study may be conducted onrole and responsibilities of academic advisor regarding effective advising services and their impact on students' academic progress with other universities at BS and M.A/MSc level.

4. This study was conducted primarily using quantitative research method. This seems necessary as many students wanted to provide suggestions for improving advising services at university and the survey did not give them opportunity to find out more about their background and specific needs. It would be beneficial to conduct such investigations. This will allow to gain additional input from participants and to better understand, why they were satisfied or dissatisfied with specific advising activities.

5.9 Generalizability of the Study

Seeking generalizability on an initial or exploratory research did not necessarily form the intent of the study. However, the nature of the investigation conducted at advanced level i.e. university site would be expected to furnish some substance in this area. As the term implies generalizability attempts to make plausible predictions on a recurring experience. This forms the reasoning behind generalization. By design, the study used quantitative methods allowing some characteristics generalizability.

Rankle and McGrath, (1972) suggested three types of generalizability: one specific treatment within the original environment; high adaptability would mean

treatment could be generalizable. Second, focuses on measurements rather than treatments; results considered generalizable outside of the test group, producing the same results with different forms of measurements-the findings could be generalizable. But, the question would bear the same meaning, slightly different wording or scaling the scale: nine to six etc. The third type refers to the subject of the test situation. Here, the researcher increase the size of the population (rather than test group) chosen by the random approach (Firestone, 1993). In this study, the population considered a fairly large size 475 at one site, IIUI. Characteristics (in terms of age, gender, programmes, BS/M.A/MSc, internal academic; culture) were, by and large, homogeneous. Also, all programmes were semester-based, same semester (Spring April, to September, 2018), students possessing similar educational background. Their examination system (formative, midterm exam and summative, final exam) and the resultant outcomes/goal i.e. GPA.

Another set characteristic refers to the teacher: their treatment (integrating lecture, discussion, assignments/projects, and portfolios in selected cases). By qualifications and experiences formed advanced level of accomplishment: MS to post doc representing male and female cases, all groups: young, medium and senior and visiting faculty members of similar criteria and governed by centralized management system i.e. IIUI. The third element included the site i.e. IIUI. It is a distinct university in the country, students are drawn country wide, plus foreigner both students and faculty. Putting all these aspects together, the results of this study support the elements and some total of generalizability.

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Appendix-I

Preface and Permission for Use

We are providing the *Academic Advising Inventory* (AAI) to the academic advising profession under the auspices of the National Academic Advising Association and its Web Site as a means of promoting good practices through thorough, theory-based evaluation. The AAI is provided for the non-commercial use of advising practitioners at no costs by permission of Student Development Associates, Inc. (PMB 500, 2351 College Station Road, Athens, GA 30605)-- the copyright holder. No specific permission is required for institutional uses or for research studies. The AAI also may be used in dissertation and thesis research and included as an appendix with the document without written permission from Student Development Associates, Inc.

Appendix-II

List of Experts for Tool Validation

1. Professor Dr. Kamal Manzoor Arif Education Department Foundation University (Visiting Faculty)
2. Dr. Nighhat Shakoor Assistan Professor from English Department of IIUI.
3. Dr. Nazia Iqbal Assistant Professor from Psychology Department of IIUI.
4. Dr. Rabia Gul Assistant Professor from Department of Sociology IIUI.
5. Dr. Muhammad Munir Kiyani Associate Professor from Education Department of IIUI.

Appendix-III

Before Validation of Academic Advising Inventory (AAI)

Relationship of Academic Advising Satisfaction with Academic Progress at Higher Education Level

Questionnaire for students

Dear Students

I am working on PhD Research thesis entitled "Relationship of Academic Advising Satisfaction with Academic Progress at Higher Education Level" Your valuable opinion matters a lot in the completion of this research. Please give 15 minutes to this questionnaire from your precious time.

The present study is helpful in identifying the relationship between academic advising satisfaction and students' academic progress. This study will be helpful for the student's academic progress. The information provided by you will be kept confidential.

Thank you very much for your cooperation.

Rukhsana Sardar

PhD Scholar

Rukhsana.Sardar@uog.edu.pk

International Islamic University Islamabad

Part 1 Personal Information

1. Name: _____ 2. Department: _____

3. Gender: 1. Male ☐ 2. Female ☐

4. Qualification: BS: ☐ M.A/M. ☐

5. GPA: ☐

This portion related to academic progress of the students

6. Have you successfully completed your course work on due time?

Yes: ☐ No: ☐

7. Have you fulfill all prerequisites for eligible to promote next semester.

Yes: ☐ No: ☐

8. Have you ever put on probation?

Yes: ☐ No ☐

9. Have you got readmission?

Yes: ☐ No: ☐

10. Number of courses dropped in any semester.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

11. Number of courses failed in any semester.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐

Part 2 Academic Advising Inventory

This portion deals with Academic advising which means a process that helps students to develop professional, interpersonal and academic success by establishing a close relation with an advisor, teacher and coordinator. This portion concerns how you and your advisor was concerned about the solving your academic problems. Please, mark the statement which is more appropriate with your style of advising. Please, select one option in terms of your **current situation.**

Please mark (√) in the right place

A= True (2) B=Not true (1)

S. No	Statements	True	Not true
1.	My advisor is interested in helping me learn how to find out about courses and programs for myself.	True	Not true
2.	My advisor tells me what would be the best schedule for me.	True	Not true
3.	My advisor suggests important considerations in planning a schedule and then gives me responsibility for the final decision.	True	Not True
4..	My advisor and I talk about vocational opportunities in conjunction with advising.	True	Not true
5.	My advisor identifies academic goals for me based on my performance.	True	Not true
6.	My advisor ensures that I have registered my-self for the correct courses.	True	Not true
7.	My advisor wants I must follow instruction.	True	Not true
8.	My advisor and I discuss our expectations of each other and regarding advising.	True	Not true
9.	My advisor suggests which course I should take during which semester.	True	Not true

10.	It is my advisor responsibility that I should complete the degree in giving time.	True	Not true
11.	My advisor tells me what I need to take and when.	True	Not true
12	I can discuss my personal issues with my advisor.	True	Not true
13	My advisor keeps me informed of my academic progress by examining my files and grades *only*.	True	Not true
14	My advisor is also a mentor to me.	True	Not true

Part III this portion deals with the style of advising you have received during the academic year. Please mark (√) that statement which are more appropriate with your style of advising. Please select one option A or B

S. No	Statements
1.	I develop a plan of study; a. With the help of my advisor b. I developed a plan of study alone.
2.	My advisor talks with me about ; a. My academic interests and plans. b. other than my academic interest and plans
3.	My advisor gives me tips; a. On managing my time better. b. On studying more effectively.
4.	My advisor tells me; a. What would be the best schedule for me? b. I made my own schedule for my-self.
5.	My advisor shows an interest in my; a. Inside of the class activities. b. Outside the class activities.
6.	My advisor suggests me new activities; a. Inside the class and campus. b. Outside the class and campus.
7.	My advisor suggests important considerations in planning a schedule and then; a. Give me responsibility for the final decision. b. My advisor is responsible for my final decision.

8.	My advisor assists me in identifying realistic academic goals; a. Based on what I know my-self. b. Based on my test scores and grades only.	
9.	My advisor teaches me how to register; a. For my-self for courses. b. My advisor is responsible for registering me for courses.	
10.	My advisor is available to me; a. During the academic year for questions. b. During the department's advising time.	
11.	My advisor will help me ; a. Find employment after degree completion. b. My advisor will not help me find employment after degree completion.	
12.	My advisor is more interested; a. In research and teaching. b. Only advising.	

Part III

Considering the academic advising you have received at this year, respond to the following statements using the code below:

A= Strongly Agree (4) B= Agree (3)

C= Disagree (2) D= Strongly Disagree (1)

S. No	Statements	SA	A	D	SD
1	I am satisfied in general with the academic advising I have received.				
2	I have received accurate information about courses, programs and requirements through academic advising.				
3	Sufficient prior notice has been provided about deadlines related to institutional policies and procedures.				
4	Advising has been available when I needed it.				
5	Sufficient time has been available during advising sessions.				
6	My advisor helps me make important educational decision regarding my academic career.				
7	My advisor shows respect and concern for me as an advisee.				
8	I kept my appointment with my advisor.				

9	My advisor takes a personal interest in me.				
10	My advisor is a good listener?				
11	My advisor provides me encouragement.				
12	My advisor communicates with me effectively.				
13	No advising received from the advisor.				
13	My advisor gives me as much or as little time as I need when we meet.				
14	My advisor provides me accurate information about course requirement.				
15	My advisor advised me individually by assigned advisor at an advising center				
16	My advisor advised me individually, **not** through an advising center				
17	My advisor advised me with a group of students				
18	My advisor advised me by a peer (student) advisor.				
19	My advisor is more interested in research or teaching than advising.				
20	I am concerned with having a good schedule of classes that fit the time I want to meet.				
21	I am interested in obtaining the skills I need for a career.				
22	My advisor will help me find employment after degree completion.				
23	My advisor will not help me find employment after degree completion.				
24	I am interested in learning as much as I can about my chosen profession.				
25	My advisor is available at any time during the academic year for questions.				
26	My advisor is only available to me during the department's advising times				

Appendix-IV

After Validation of Academic Advising Inventory (AAI)

Relationship of Academic Advising Satisfaction with Academic Progress at Higher Education Level

Questionnaire for students

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The present study is helpful in identifying the relationship between academic advising satisfaction and students' academic progress. This study will be helpful for the student's academic progress. The information provided by you will be kept confidential.

Thank you very much for your cooperation.

Rukhsana Sardar

PhD Scholar

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International Islamic University Islamabad

Personal Information (Part I)

1. Name: _____ 2. Department: _____

3. Gender: 1. Male ☐ 2. Female ☐

4. Qualification: BS: ☐ M.A/M. ☐

5. GPA: ☐

This portion related to academic progress of the students

6. Have you successfully completed your course work on due time?

Yes: ☐ No: ☐

7. Have you fulfilled all prerequisites for eligibility to be promoted to next semester?

Yes: ☐ No: ☐

8. Have you ever been put on probation?

Yes: ☐ No: ☐

9. Have you got readmission?

Yes: ☐ No: ☐

10. Number of courses dropped in any semester.

1st	2nd	3rd	4th	5th	6th	7th
☐	☐	☐	☐	☐	☐	☐

11. Number of courses failed in each semester.

1st	2nd	3rd	4th	5th	6th	7th
☐	☐	☐	☐	☐	☐	☐

Academic Advising Inventory (Part II)

This portion deals with Academic advising which means a process that helps students to develop professional, interpersonal and academic success by establishing a close relation with an advisor, teacher and coordinator. This portion concerns how you and your advisor was concerned about the solving your academic problems. Please, select one option in terms of your **current situation.**

Please mark (√) in the right place

T= True (2) NT= Not True (1)

S. No	Statements	True	Not true
1.	My advisor is interested in helping me learn how to find out about courses and programs for myself.	True	Not true
2.	My advisor tells me what would be the best schedule for me.	True	Not true
3.	My advisor suggests important considerations in planning a schedule and then gives me responsibility for the final decision.	True	Not True
4.	My advisor and I talk about vocational opportunities in conjunction with advising.	True	Not true
5.	My advisor identifies academic goals for me based on my performance.	True	Not true
6.	My advisor ensures that I have registered my-self for the correct courses.	True	Not true
7.	My advisor wants me to follow instructions.	True	Not true
8.	My advisor and I discuss expectations of each other regarding advising.	True	Not true
9.	My advisor suggests which course I should take during which semester.	True	Not true
10	My advisor keeps me informed of my academic progress by examining my files and grades *only*.	True	Not true
11	My advisor knows whom to contact about other than academic	True	Not true

	problems.		
12	My advisor suggests me the steps for selecting areas of specialization for my studies.	True	Not true
13	My advisor is more interested in research or teaching than advising.	True	Not true
14	Advising is as important to my advisor as other duties.	True	Not true
15	It is my advisor's responsibility that I should complete the degree in given time.	True	Not true
16	I am interested in obtaining the skills I need for a career.	True	Not True
17	I can discuss my personal issues with my advisor.	True	Not true

Developmental-Prescriptive Advising Part III out of 9 pairs of statements, one is intended to be developmental and the other prescriptive representing contrasting advisor-advisee behavioral style and attitudes as perceived by the students. This portion deals with the style of advising you have received during the academic year. Please mark (√) that statement which is more appropriate with style of advising. Please select one option, A or B.

S. No	Statements
1.	I developed a plan of study c. With the help of my advisor d. Alone.
2.	My advisor talks to me about c. My academic interests and plans. d. other than these
3.	My advisor gives me tips c. On managing my time better. d. On studying more effectively.
4.	My advisor tells me c. What would be the best schedule for me? d. To make my own schedule for my-self.

5.	My advisor shows interest in c. My class activities. d. My outside class activities.
6.	My advisor suggests me new activities c. Inside the class and campus. d. Outside the class and campus.
7.	My advisor suggests important considerations in planning a schedule and then c. Gives me responsibility for the final decision. d. Advisor makes the final decision.
8.	My advisor assists me in identifying realistic academic goals c. Based on what I know my-self. d. Based on my test scores and grades only.
9.	My advisor is available to me c. During the whole semester for questions. d. During the department's advising time.

Satisfaction with Advising Part IV related to various aspects of students' satisfaction with the advising they have received during the current academic year, namely (a) overall satisfaction, (b) accuracy of information provided, (c) adequacy of notice about important deadlines, (d) availability of advising when desired, and (e) amount of time available during advising sessions. Please respond to the following statements using the code below:

S= Strongly Agree (4) A= Agree (3)

D= Disagree (2) SD= Strongly Disagree (1)

S. No	Statements	SA	A	D	SD
1	I am satisfied in general with the academic advising I have received.				
2	I have received accurate information about courses, programs and requirements through academic advising.				
3	Sufficient prior notice has been provided about deadlines related to institutional policies and procedures.				

4	Advising has been available when I needed it.				
5	Sufficient time has been available during advising sessions.				
6	My advisor helps me make important educational decisions regarding my academic career.				
7	My advisor shows respect and concern for me as an adviser.				
8	I kept my appointment with my advisor.				
9	My advisor takes a personal interest in me.				
10	My advisor is a good listener.				
11	My advisor provides me encouragement.				
12	My advisor communicates with me effectively.				
13	My advisor gives me as much or as little time as I need when we meet.				
14	My advisor provides me accurate information about course requirement.				
15	My advisor advised me individually at the advising center				

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