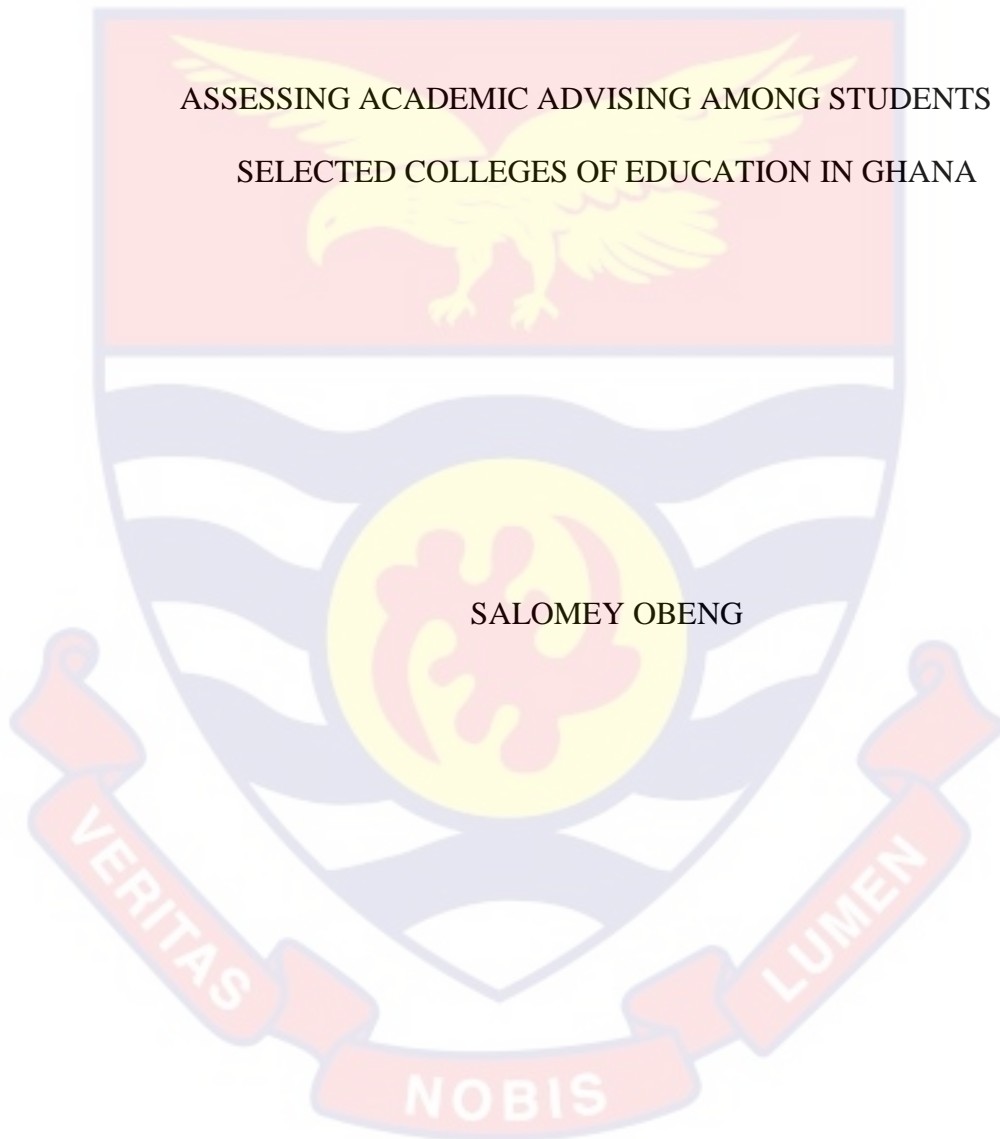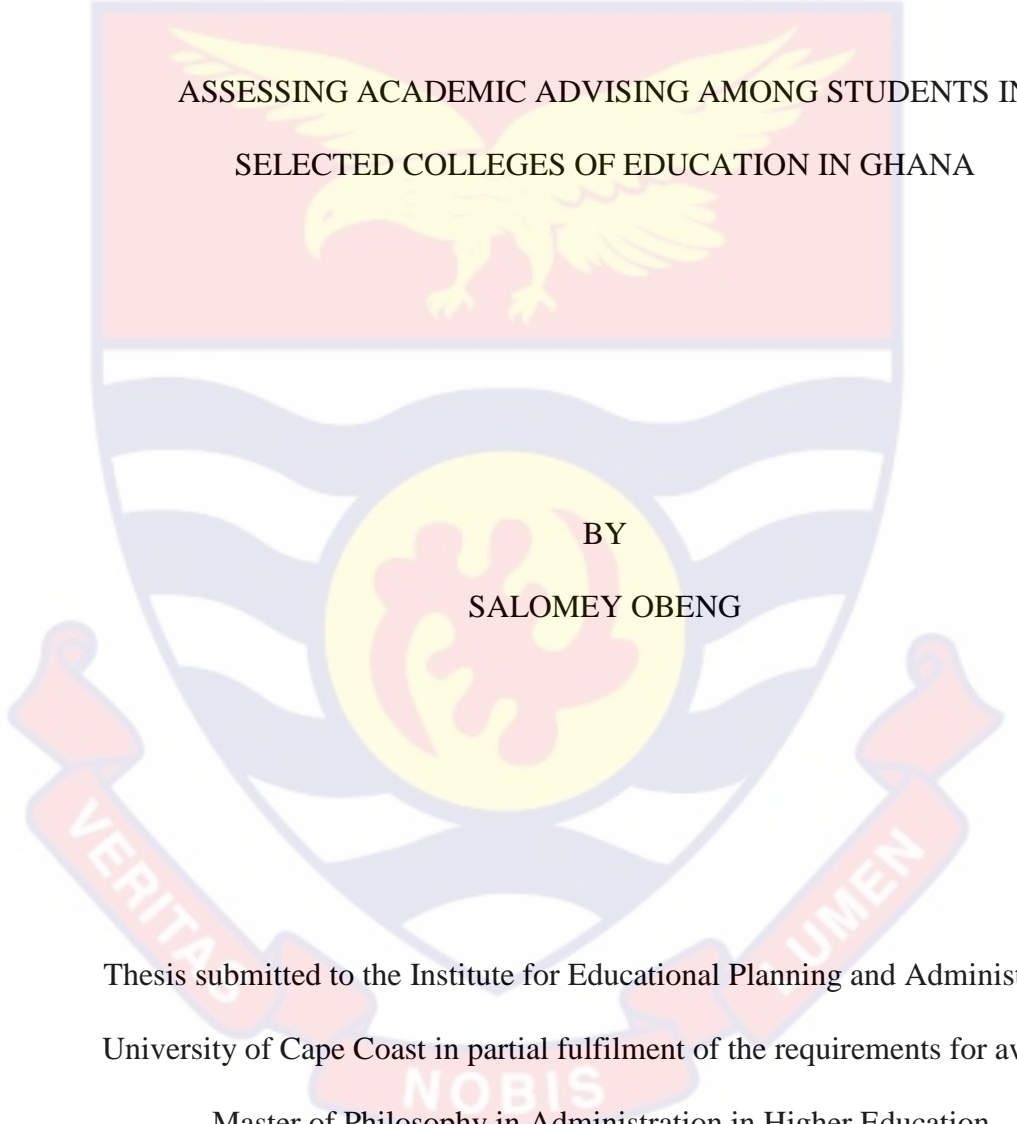UNIVERSITY OF CAPE COAST

ASSESSING ACADEMIC ADVISING AMONG STUDENTS IN

SELECTED COLLEGES OF EDUCATION IN GHANA

SALOMEY OBENG

2023

UNIVERSITY OF CAPE COAST

ASSESSING ACADEMIC ADVISING AMONG STUDENTS IN

SELECTED COLLEGES OF EDUCATION IN GHANA

BY

SALOMEY OBENG

Thesis submitted to the Institute for Educational Planning and Administration,

University of Cape Coast in partial fulfilment of the requirements for award of

Master of Philosophy in Administration in Higher Education.

MARCH 2023

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Salomey Obeng

University of Cape Coast

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature....……………………   Date.................................

Name: …………………………………………………………………..

Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines of supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature: ....   Date...

Name: …………………………………………………………………

ABSTRACT

The main thrust of the study was to assess academic advising among students in selected Colleges of Education in Ghana. To achieve this, the study was nested into the descriptive survey design involving the quantitative approach. The population for the study comprised all the second- and third-year students in the Colleges of Education in Ghana. Using a multistage selection process, 351 students (with a 96.9% return rate on the initial sample of 340) were chosen from the selected Colleges of Education in Ghana. The information was gathered with the use of questionnaires. Descriptive statistics were used to analyse the data (frequencies and percentages, means and standard deviations). The study found that most students in Colleges of Education in Ghana do not like how academic advising is conducted for them regarding prescriptive and developmental modes. Again, students do as the characteristics of academic advising are offered to them. Furthermore, it was found that most resources, such as communication tools and internet connectivity, are not available for effective and efficient academic advising to be carried out in the Colleges of Education in Ghana. Also, due to some deficiencies in academic advising in the Colleges of Education in Ghana, most students in Colleges of Education are not satisfied with the academic advising services offered. Finally, it was found that academic advising in the Colleges of Education in Ghana is bridled with some challenges that affect its effectiveness. It was suggested that academic advisers at Ghanaian Colleges of Education get to know their students personally, learning about their employment experiences, hobbies, and families to help them achieve their academic goals.
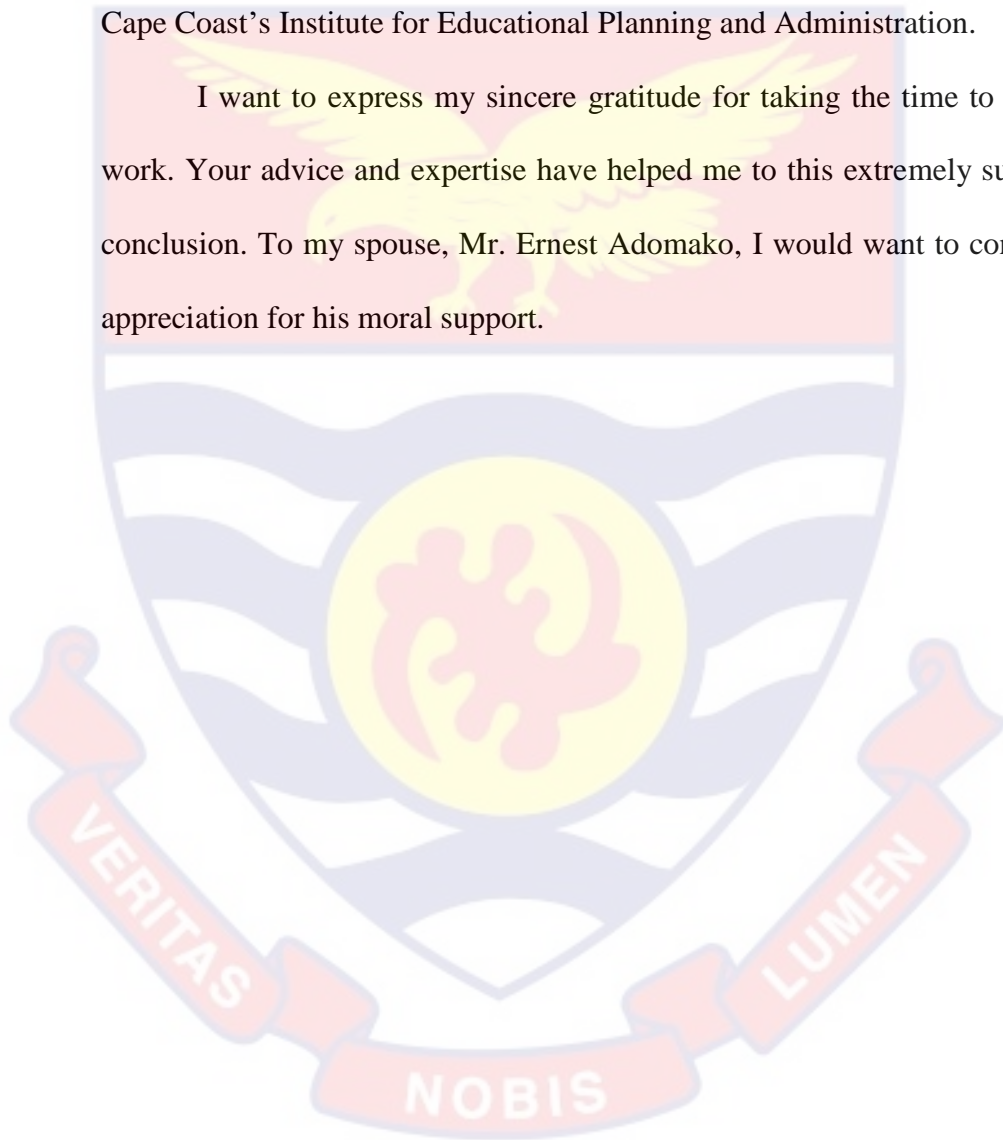
KEY WORDS

Academic

Advise

Advisor

Assess

Students

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I want to express my sincere gratitude for taking the time to read my work. Your advice and expertise have helped me to this extremely successful conclusion. To my spouse, Mr. Ernest Adomako, I would want to convey my appreciation for his moral support.

DEDICATION

To my husband and daughter

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CHAPTER ONE

INTRODUCTION

Background to the Study

Guidance and counselling have been a component of student personnel services at Ghana's schools, colleges, and institutions for over twenty or thirty years (Asiedu-Yirenkyi, Kyere & Ofori, 2019). Educational institutions' orientation and counselling programmes address various student problems, including monetary, psychological, social, academic, professional, and development-related concerns. It is tempting to overlook certain areas to the disadvantage of others when counselling deals with so many difficulties at once (Gardner, Sutherland & Shaffer, 2011). This is why, in many Western nations, guidance and counselling programmes treat academic advising or mentoring in schools and universities as a distinct topic (Pope & Vasquez, 2016).

This acknowledges the importance of setting academic objectives for students' future success in school and their chosen professions. Academic advising according to Kuhn (2018), refer to situations in which an institutional representative gives insight or direction to a college student about an academic, social, or personal matter. The nature of this direction might be to inform, suggest, counsel, discipline, coach, mentor, or even teach. At Ghana's secondary and tertiary institutions, academic advising differs from the broader guidance and counselling curriculum (Boakye-Yiadom, Hackman, Acquah & Mensah, 2019). Academic advising is "supporting students to attain the greatest educational advantages to them by assisting them to better understand

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themselves and to learn to utilise the institution's resources to suit their specific educational requirements and ambitions" (Crockett, 2018, p. 12).

Academic advising, as described by Sindabi (2001), is meant to assist students in formulating well-considered educational and professional objectives. Student advisers work with students to create personalised study programmes aligned with their long-term aspirations (Allen & Smith, 2012). Advisors in higher education assess their students' academic needs, performance, and difficulties and give them feedback on how to improve (Zhang, 2016). The advisor's job is to help the student figure out what they want to study, how they learn best, how to create and achieve goals, how to deal with problems, and how to use the resources available at the school (Love, 2003; Schreiner & Anderson, 2018).

Students face challenges during this transitional period since it is integral to their growth through higher education. As students' transition, they make decisions that may profoundly impact their lives (Frost, 1991). As such, the fundamental goal of transitional advising is to facilitate decision-making among students. When picking a major or planning a calendar of classes, college students should consider their life, career, and learning goals (O'Banion, 2020). One of the most important connections between local communities and universities is made via academic advisors at teacher training institutions (Strayhorn, 2015). Academic guidance is a potent intervention that positively impacts students' academic and personal growth (Ender, Winston & Miller, 2017). Different types of students are singled out, supported, acknowledged, and given individualised advising strategies thanks to developmental advising. Academic advising is often delivered formally and

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recorded at most African universities that train teachers (McDonough, 2018). For instance, at Tanzanian universities, the University Council is crucial in helping students adjust to university life academically and socially (Fussy, 2018). It is also well-documented that academic advising at South African universities is geared toward students' overall growth and development (Nel, 2014).

When students from Ghana first attend college, they often experience a surge of freedom that contrasts sharply with the strict regimes they were used to at home and in high school. Most of these students are probably beyond 18, legally allowing them to make their own choices. For this reason, individuals risk engaging in activities that might compromise their academic performance. Peer influence encourages students to engage in anti-social behaviours such as substance abuse and irresponsible sexual behaviours that interrupt their education (Muola, Maithya & Mwinzi, 2011).

Academic advising plays a pivotal role in shaping the educational journey of students, providing crucial guidance and support throughout their academic pursuits. In the context of Ghana, where Colleges of Education serve as key institutions for teacher training and professional development, the effectiveness of academic advising becomes particularly significant (Crockett & Pope, 2019). This study endeavors to assess the state of academic advising among students in the Central, Western, and Western North Colleges of Education in Ghana. As the educational landscape continues to evolve, understanding the dynamics of academic advising becomes essential for fostering student success, retention, and overall satisfaction.

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The significance of academic advising is underscored by its potential to influence various facets of student development. According to Crockett and Pope (2019), academic advising serves as a critical factor in student retention, contributing to a sense of belonging and engagement within the academic community. Moreover, academic advising is viewed as a mechanism for enhancing academic performance, career decision-making, and the overall educational experience of students (Grites, 2021).

Within the Ghanaian context, the role of Colleges of Education extends beyond knowledge dissemination, encompassing the cultivation of future educators who will shape the nation's educational landscape (Oduro & Nsowah-Nuamah, 2016). As such, the quality of academic advising in these institutions holds particular significance. Previous studies have explored the challenges facing teacher education in Ghana but may not have specifically delved into the nuances of academic advising in Colleges of Education.

There has been a lack of attention to academic advice in institutions for a long time. Most high school students go to tertiary institutions without understanding what to do and leave school without knowing what to do or what occupations to pursue (Hargreaves & Fullan, 2015). Student understanding of self and the universe is stunted by unfulfilled needs. A thorough and successful academic advising strategy in our schools is important to ensure that the Ghanaian educational system develops individuals who can avoid increased unrest and crime rates.

An important part of student personnel services, academic advising is geared toward assisting students in overcoming obstacles, including self-discovery, adjustment issues, anxiety, poor academic performance, social

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isolation, and peer pressure. They also aid in overcoming difficulties such as stress, which may lead to tension, depression, and anxiety that can devastate a person's ability to succeed in school and the workplace (Wu, Garza, & Guzman, 2015). Sadly, these services do not enjoy the patronage that students desire (Black & Allen, 2019). Academic advisors also lack passion and adaptability (Hendricks, 2019). Students' desire for autonomy often prevents them from seeking advising, regardless of whether they are aware of the service or whether they feel comfortable with the advisor's demeanour (which may be affected by factors like the advisor's lack of training, their heavy caseload, or their lack of experience) (Ciocco, 2021). Inadequate resources may also explain why an environment does not support the real advisory structure (Habley, 2017; Koring, 2018; Tuttle, 2020).

Overall, the literature such as Black and Allen (2019), Ciocco (2021), Hendricks (2019), Grites (2021) etc suggest that academic advising is still under-researched in Ghana's Colleges of Education. Students' academic success, as measured by Academic record, campus involvement, expected graduation date, and post-graduation job placement, were among the variables examined in a study conducted at the University of Nebraska–Lincoln to investigate the connection between faculty academic advising and college student development. This analysis demonstrated a favourable correlation between academic advice and student growth (Pargett, 2011).

The academic advising experiences of Lebanese students were investigated by Ayon (2015). The study's findings showed that many students negatively perceive academic advisory processes. Additionally, Suvedi, Ghimire, Millenbah, and Shrestha (2015) sought to conduct a study on

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undergraduate students' perceptions of academic advising using students from the College of Agriculture and Natural Resources at Michigan State University. In their study, respondents indicated a need to enhance advice related to participation in volunteering and study abroad programs. Academic advisers' attitudes regarding the academic advising programme at Malaysian public institutions were investigated by Van and Said (2018). Advisors were asked about their views on academic advising, and the results showed that academic growth, personal development, and professional development were the top three most often mentioned topics, whereas the subtheme of social development was seldom mentioned. This study's findings suggest that, from the viewpoint of Malaysian public institutions, academic advisers do not include fostering students' social development as part of their academic counselling duties.

Based on research done in Africa, Muola, Maithya, and Mwinzi (2011) investigated the impact of academic advising on students' academic performance at Kenyan institutions. Kenyan university students' academic performance was not shown to be affected by academic guidance. This means that academic achievement is more likely to be impacted by factors other than university mentoring. Across the same continent, Nel (2014) studied the effects of academic advising as an intervention for at-risk students at a fully South African university. The academic staff's capacity to recognise the specific concerns of particular students, such as those with learning disabilities, language barriers, or a lack of career counselling, was critical to the intervention's effectiveness.

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These students, who did not originally match the minimal admission standards for higher education, improved academically as a result of this intervention, and they also gained a feeling of success, greater passion, and confidence. Tobi-David, Adekeye and Odukoya (2018) focused on benchmarking the practice of academic advice in public and private universities in Nigeria. Results showed that academic advising is still in its early stages, with the vast majority of students that is 85% believing that the academic advice provided at Nigerian institutions is modest. Acaadvising is profoundly affected by factors such as the advisor's familiarity with the institution's requirements, the faculty advisor's expertise, and the institution's setting. To a significant degree, gender played a role only when advisory skills were being used. The significance, organisational framework, and incentives for academic advising in Tanzania were examined by Fussy (2018). In an unpublished college of education assessment policy read, I discovered that academic advising is one of the tutors' responsibilities in College of Education. This study assesses academic advising among students in the Central, Western and Western North Colleges of Education in Ghana.

With the increasing demand for students' interest in Colleges of Education in Ghana, students in their schooling may have to experience the academic advising service, if at all, to a beneficial degree. The role of the secondary school counsellor in helping students make these choices may continue to expand in the face of rising technology employment requirements and increased competition for entry into higher education. The adolescent's need for autonomy may counteract his natural predisposition to allow the school to get involved in his life, especially if he has not learned to

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communicate and express issues in the school context earlier. Some people may never be reached by the show, while others may be there but oblivious to its existence or significance.

The Ghana Tertiary Education Commission (GTEC) has recently commissioned all 46 Colleges of Education in the country to convert some of them into independent universities. Most students entering these institutions will need academic advising services to help them make informed decisions.

Statements of the Problem

In Ghana, studies conducted on academic advising do not seem to focus on academic advising in the Colleges of Education. For example, Arhin, Wang, and Kigen (2017) investigated the impact of academic advice on student retention in distance education at the University of Cape Coast. Academic advice was found to contribute non-significant to prediction, implying that academic advice is not a significant predictor of student retention in distance learning.

The study by Boakye-Yiadom, Hackman, Acquah and Mensah (2019) assessed academic advice at the College of Educational Studies at the University of Cape Coast. It was discovered that academic counsellors use a multimodal strategy. The five primary areas of academic advising—integration, referral, information, individuation, and shared responsibility—are all covered by academic advising services. In terms of the availability of resources, the study found the availability of offices that make academic advice sessions effective and efficient. Students were found to be satisfied with the academic advisory services they received. With the increase in demand for students' interest in Colleges of Education in Ghana, increased

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competition for entry into higher education and students' autonomy gaining attention, students have to experience the academic advising service in Colleges of Education in Ghana, if at all, to a beneficial degree to unleash their full potentials. The studies cited in this work did not focus on academic advising in the Colleges of Education in Ghana.

It can be deduced that available research on academic advising in the Colleges of Education in Ghana is highly limited. Against this backdrop identified in the literature, the study will evaluate academic advising in the Colleges of Education in Ghana.

Purpose of the Study

The purpose of this study was to evaluate academic advising in the Colleges of Education in Ghana. Specifically, the study sought to:

1. Find out how academic advising is being conducted in the Colleges of Education in Ghana.

2. Find out the characteristics of academic advising offered by advisors in the Colleges of Education in Ghana.

3. Assess the resources available for effective and efficient academic advising to be carried out in the Colleges of Education in Ghana.

4. Determine the satisfaction of students regarding academic advising services rendered to them in the Colleges of Education in Ghana.

5. Find out the problems of academic advising in the Colleges of Education in Ghana

Research Questions

The study was guided by the following research questions:

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1. How is academic advising being conducted in the Colleges of Education in Ghana?

2. What are the characteristics of academic advising offered by advisors in the Colleges of Education in Ghana?

3. What are the resources available for effective academic advising to be carried out in the Colleges of Education in Ghana?

4. What is the level of satisfaction of students regarding academic advising services rendered to them in the Colleges of Education in Ghana?

5. What are the problems of academic advising in the Colleges of Education in Ghana?

Significance of the Study

The primary goal of the research is to highlight the importance of academic advising for students at Colleges of Education. Proper guidance and direction for students are crucial during these developmental years. The growth of the students' careers and outlooks will benefit greatly from resolving the issues that prohibit them from seeking aid.

Secondly, the research will show how important the academic advising service should be concdcted for students at Colleges of Education. In the future, this will aid students in reaching their full potential in any area of human endeavour.

Experts in academic advising will be made aware of new challenges they may face while implementing the programme.

Lastly, the research will contribute to the body of knowledge for the programme's overall growth by providing reference information.

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Delimitation

Contently, the study was delimited to academic advising in the Colleges of Education in Ghana. Geographically, the study was delimited to seven public Ghanaian Colleges of Education out of the forty-six public Colleges of Education. The Colleges of Education were selected from three regions: Central, Western and Western North. Finally, the study was limited to only second and third-year students in Ghanaian Colleges of Education during the 2020/2021 academic year.

Limitations

The study evaluated academic advising in the Colleges of Education in Central, Western and Western North Regions of Ghana. This means that the results cannot be extrapolated to all of Ghana's Colleges of Education. Some respondents may have decided not to participate in the research, while others may continue to put off completing the surveys. Although some people have submitted the questionnaire incompletely, others have never submitted it at all. The pace of data collection decreased as a result. Nonetheless, efforts were made to guarantee the quality and trustworthiness of the data, which mitigated some of the flaws of the findings.

Organisation of the Study

The study was conducted in five chapters. Introduction, study background, problem statement, study purpose, research questions, study significance, delimitations, and restrictions were all covered in chapter one. The theoretical framework, conceptual analysis, and literature review were covered in the second chapter, highlighting research and other authors' viewpoints. The research methodologies were reviewed in detail in chapter

three, covering the design, population, sampling techniques, data collecting instrument, reliability and validity of the research instruments, data collection procedures, data processing, and ethical issues. The findings and their implications were discussed in chapter 4. Chapter 5 concentrated on the study summary, key findings, conclusions, recommendations, and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter reviews relevant literature for the topics under study. The Stufflebeam's Context, Input, Process, and Product (CIPP) evaluation Model" is the theoretical basis for this work. Also, the conceptual framework reviews relevant concepts, and empirical reviews by other writers were provided in this section.

Theoretical Review

Literature on academic advising is reviewed in this chapter. The "Stufflebeam's Context," "Input," "Process," and "Product (CIPP)" assessment model is presented as a theoretical foundation for this work. The nature of academic counselling, academic counselling models, issues facing academic counselling, class, and academic counselling, and an objective examination of student satisfaction with academic counselling services are discussed in this section of the conceptual analysis, along with other important concepts related to academic success.

Theoretical Background-CIPP Evaluation Model

The study's theoretical foundation is the CIPP framework. In the 1960s, Daniel Stufflebeam and his colleagues created the CIPP assessment model, which assesses the effectiveness of various programmes. To aid administrators in making sound choices, Stufflebeam has been called an "influential proponent of a decision-oriented assessment method" (Worthern, Sanders & Fitzpatrick, 1998). His method of assessment, known as the CIPP

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model, is widely used. Definition of CIPP: Context, Input, Process, and Product (Robinson, 2002).

According to Stufflebeam, his Context, Input, Process, and Product evaluation model provides "a complete framework for performing formative and summative assessments of projects, persons, products, organisations, and evaluation systems" (Stufflebeam & Shinkfield, 2017, p. 325). As Stufflebeam (1971a) puts it, evaluating the CIPP model is a "process for finding, gathering, and giving information pertinent to evaluate alternatives to choices" (p. 267). That is to say, CIPP depends on data that may be used in judgement (Stufflebeam, 1971b). Boulmetis and Dutwin (2018) also concluded that the CIPP model was the most effective decision-making framework. The CIPP evaluation paradigm enables and directs the comprehensive, systematic assessment of social and educational programmes in the world's dynamic, changing situations (Stufflebeam & Shinkfield, 2017, p. 351). The concept has evolved (Alkin, 2017) and may be used in various contexts (Stufflebeam & Shinkfield, 2017).

Some educational programmes and institutions have been put through their paces using the CIPP assessment technique (Zhang, Griffith, et al., 2019; Zhang, Zeller, et al., 2018). In the schools of Cincinnati, Ohio, Felix (1979) used this framework for evaluating and bettering classroom teaching. Nicholson (1999) established the CIPP assessment approach to test out reading instruction. Matthews and Hudson (2001) established standards for assessing the efficacy of parental education programmes within the framework of the CIPP evaluation paradigm. To better educate and evaluate professionalism among medical students and residents, the CIPP evaluation paradigm was

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investigated as part of a faculty development initiative (Steinert, Cruess, Cruess & Snell, 2018). In Taiwan, the approach was utilised to create systems for measuring educational progress at the national level (Chien, Lee, & Cheng, 2017). Osokoya and Adekunle (2017) used the model as an assessment tool to assess the progress of students engaged in agricultural programmes supported by the Leventis Foundation in Nigeria. As the CIPP evaluation methodology can provide both formative and summative findings, Combs, Gibson, et al. (2018) used it as the basis for their course evaluation and improvement approach. Services, projects, people, property, businesses, and assessment methods may all be assessed using the CIPP Evaluation Model (Figure 1). (Stufflebeam, 2003). Meaning, inputs, methodology, and product assessment are the four pillars on which the system is built; its veracity is not the point but its further refinement (Stufflebeam, 2003). A CIPP model assessment may include a review of   the context, data, methodology or product, or a combination of these elements (Stufflebeam, 2003).
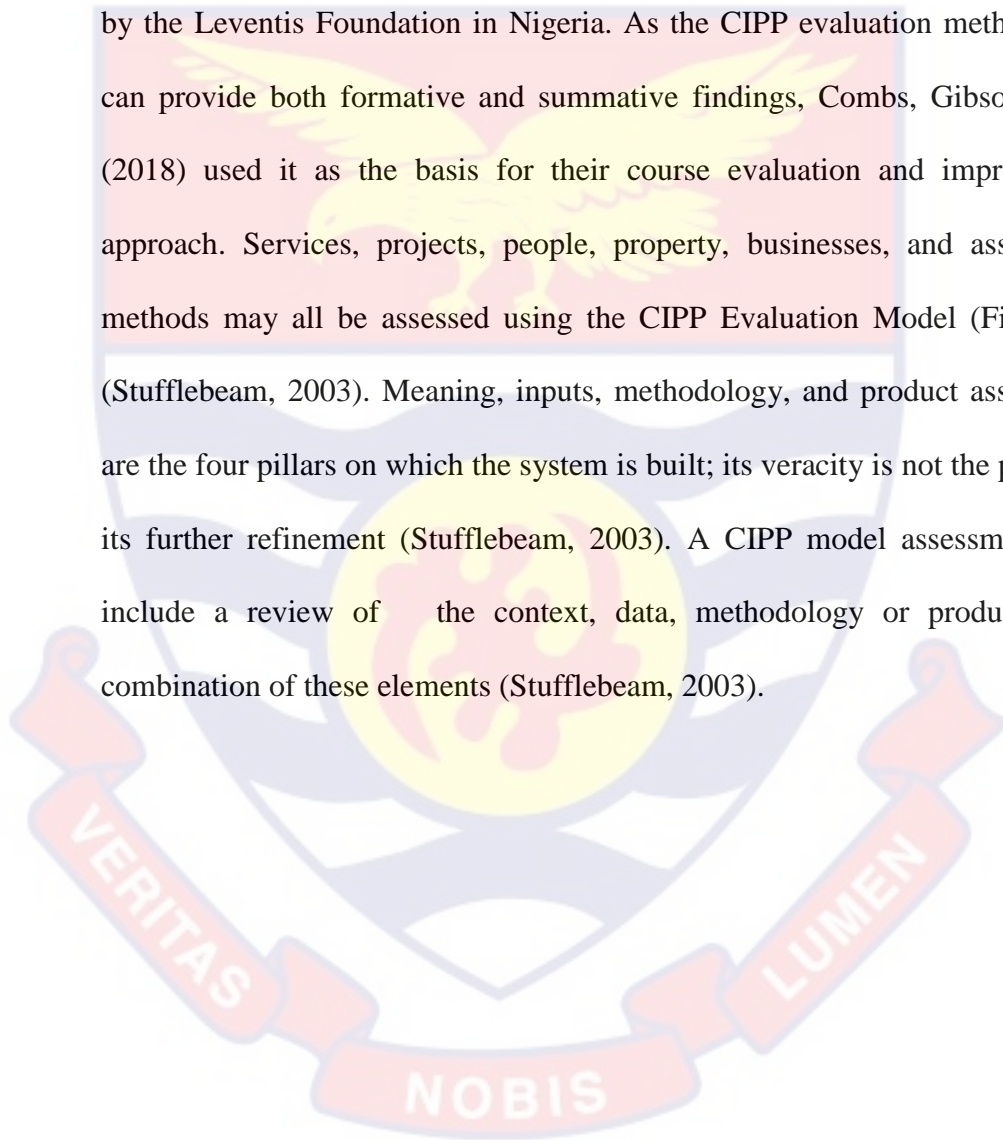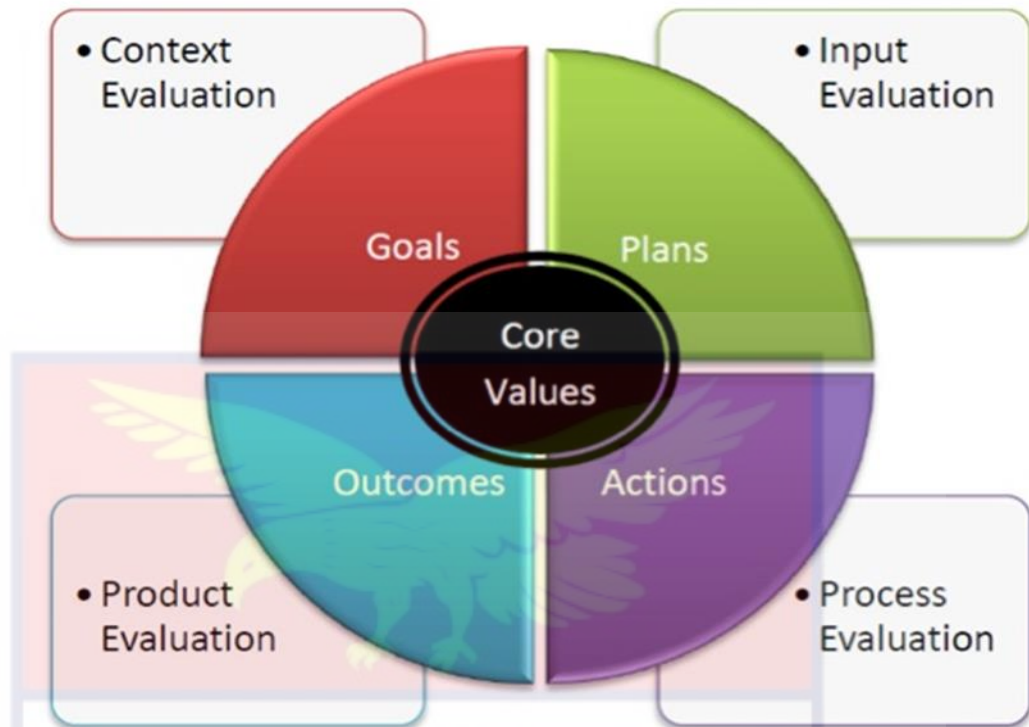
Figure 1: Components of Stufflebeam's (2003) CIPP Model.

Contextual assessment: The contextual assessment phase of the CIPP model provides an overview of the relevance of the program and the evaluation (Mertens and Wilson, 2012). This phase of the evaluation process aids in planning decisions by helping the evaluator determine the community's needs, strengths, and available resources so that they may design effective programmes (Fitzpatrick et al., 2012; Mertens& Wilson, 2012). To better establish objectives and priorities, evaluate them, and assess whether or not results have been realised, context assessment helps decision-makers by identifying unmet needs, underused opportunities, and underlying issues that prohibit satisfying needs or utilising opportunities. The policy environment affecting the program's performance is also determined via contextual assessment (Mertens & Wilson, 2012).

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Input Evaluation: The input assessment helps guide decision-making by designing and evaluating alternative organisational designs; input assessments ("I" of the CIPP) evaluate alternative strategies' viability and economic efficacy, strategic behaviour, and staff and budget plans. This stage collects information about the purpose, objectives, and timing of the program. The aim is to evaluate the programme's approach, value, and work plan against analysis, sensitivity to client needs, and alternative approaches in similar programs (Mertens & Wilson, 2012). This step will select an appropriate method for addressing the program issue (Fitzpatrick et al., 2012).

Process Evaluation: The project evaluation assesses the consistency of program delivery. Process evaluation helps to implement decisions by monitoring project operations that support workers in carrying out an activity and allows users to assess program performance. The evaluator tracks, documents, and reviews software operations at this level (Fitzpatrick et al., 2012; Mertens & Wilson, 2012). The key goals of this process are to provide input on the scope of planned operations, instruct staff on how to amend and develop the programme plan and determine how well they can execute the tasks (Sufflebeam 2003).

Product Evaluation: Product assessment, the last part of CIPP, looks at how the programme will affect its targeted audience, both positively and negatively (Stufflebeam, 2003; Mertens & Wilson, 2012). Results are measured on a short- and long-term basis. The community, sub-groups, and individual impact outcomes are assessed through this evaluation process by relevant stakeholders and experts. A statistical method blend ensures all results are reported and test results are verified (Mertens & Wilson, 2012; Stufflebeam,

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2003). Product assessment helps to make recycling decisions by determining the scope of objectives (Shinkfield, 2017, p. 331). By using the model both proactively and retrospectively, the professor is able to continuously reinterpret and "sum up the project's excellence, worth, probity, and relevance" (Stufflebeam & Shinkfield, 2017, p. 329). In conclusion, the researcher believes that the model may serve as a useful tool for assessing, planning, and evaluating academic advising needs, as well as for judging and providing feedback on academic advising's effectiveness for the sake of ongoing improvement.

Theoretical Basis of Academic Advising

As a Russian psychologist who lived from 1896 to 1934, Lev Vygotsky (1896-1934) profoundly impacted the study of human cognition, and the practise of teaching. While biological variables are required as a prerequisite for forming basic processes, socio-cultural aspects are important for developing elementary natural processes. He contends that the social environment is crucial and decisive in developing higher forms of human mental activity, including active attention, conscious memory, critical reasoning, preparatory thought, and problem-solving. According to Lantolf (2020), one of the most important ideas in sociocultural theory is that the mind is mediated. In his book Tools for Thought, Lantolf argues that Vygotsky recognises the importance of what he terms "tools" to develop human cognition.

He states that one of Vygotsky's major beliefs is that people should not interact with nature without using instruments. According to Vygotsky, tools are cultural artefacts that reflect the characteristics of the society in which they

were created. They are used to solve issues that would otherwise be insurmountable. They also affect the people who use them, shaping their behaviour by inspiring them to try new things and expand their understanding of the world. This means that they may change as they are handed down through the generations, with each new iteration adapting them to better suit the wants and requirements of the people at the time. According to Vygotsky, a psychologist's job is to determine how people's minds and social interactions are structured by what they have created in their cultures.

Vygotsky (cited in Lantolf, 2020) argues that a child's exposure to various activities and demands and the opportunities afforded by his environment help him feel more at home in the world. Vygotsky argues that parents and others are responsible for shaping a young child's behaviour by teaching them the appropriate and inappropriate ways to act. The parents are in the greatest position to guarantee that these instructions are carried out in the language of the culture since they are both representatives of the culture and the medium through which the culture is taught to the child. Vygotsky (1978) investigates the ways in which young people take on adult traditions and customs. Vygotsky argues that the shift from communal to private ownership is not a simple replication but rather the internalisation of socially transmitted knowledge. According to Vygotsky, the same thing happens in classrooms. In the appropriation process, students mimic their instructors' skills and alter the content of the lessons they receive.

According to Vygotsky (as described in Lantolf, 2020), the psychology study missed vital data for comprehending nuanced facets of human behaviour because it did not conduct sufficient research into consciousness. Such

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omission, in his view, confined psychology to explaining only the most fundamental connections between living things and their surroundings. In his view, conscience sets humans apart from other animals and links an individual's IQ to their actions. The events, processes, and developments that occur in the world are founded on the sociohistorical actions of individuals. To that end, he opposes any attempt to separate awareness from behaviour and instead places emphasis on the idea of socially relevant actions.

According to Lantolf et al. (2019), met cognition incorporates the above-mentioned definition of consciousness in education by bringing together preparatory activities, focused attention, rational memory, problem-solving, and assessment. That education should focus "not only on teaching theories but also on learning, developing skills and strategies to continue learning, making learning experiences meaningful and important to the person, developing and increasing as a whole," as Williams and Burden (1997) put it, is a central tenet of socio-cultural theory. According to our interpretation of this thesis, education is always undervalued. The approach to education provided by sociocultural theory is more all-encompassing.

According to Williams & Burden (1997), philosophy discourages teaching individual skills and contends that meaning should be at the heart of all learning. Instead of focusing on individual parts of a research team, it is better to have a holistic strategy. The theory emphasises the importance of the learner's prior knowledge, skills, and experiences in each learning setting. The difficulty of the relationship between practitioners, learners, and activities is illuminated, and the value of learning via interactions with others is recognised. Ellis (2020) argues that experiential rather than observational

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learning underlies socio-cultural theory. Apprentices learn by doing; they first accomplish a job with the assistance of an instructor or mentor and then absorb the knowledge and skills necessary to perform the activity on their own.

Ellis (2020) argues that students who are able to concentrate on new activities benefit most from learning experiences that act as mediators. One of Vygotsky's most significant contributions to the theory is his differentiation between a person's current and potential levels of development, which he calls the proximal growth zone (ZPD). So, Social involvement in ensuring the mediation of learning is also suggested. Then what is ZPD, the question?

The Zone of Proximal Development (ZPD)

Vygotsky developed the idea of ZPD, which he defines as "the difference between the actual level of development of a child as determined by independent problem solving and the higher level of potential development as determined by problem-solving under adult guidance or in collaboration with more capabilities," despite the importance he attached to predicting a child's future capabilities. He claims that ZPD is helping evaluate newborns' mental capabilities that are still developing in the embryonic condition but will mature tomorrow. Vygotsky believed that learning activates a wide range of internal developmental processes that can only function when the child interacts with people in his environment and cooperates with his peers. According to Shayer (2002), this is one of the most important aspects of learning in Vygotsky's view. If a child is able to internalise these processes, they will become an integral component of the development process.

Vygotsky contends that developmental (biological) elements have a part in the ZPD, in addition to the effect of education. Both the child's developmental stage and the kind of instruction go into making this decision. Vygotsky argues that the processes of education and growth are distinct from one another and occur in a complicated interplay. Vygotsky argues that children have "only within certain limitations tightly set by the stage of their development and intellectual potential" regarding their functional capabilities. According to Vygotsky, as quoted in Shayer (2002), excellent teaching should occur before a child reaches a certain developmental milestone, and it should bring to life a whole range of functions that are now in the ZPD's maturational stage. As a result, he says, education may greatly impact progress. According to Shayer, this demonstrates that "natural or spontaneous" thinking is the source of the intellectual challenge presented by education while also allowing students to develop the critical thinking abilities necessary to meet classroom demands. That teachers should be held accountable for creating dynamic classrooms where instruction is at the forefront of innovation supports this view. In line with Shayer's views, Vygotsky contends that quality education should never prioritise finished products above processes.

Given the widespread adoption of the relatively straightforward ZPD concept, Shayer (2002) argues that putting them into practise is more difficult. He claims that Vygotsky has provided no concrete recommendations for putting the ZPD into educational practise. According to Shayer, Vygotsky abandoned him to the mercy of others while they looked for more efficient methods. However, the ZPD idea does not imply that these learning stages are arranged in a certain sequence or that they linearly follow one another. Indeed,

according to Shayer, Vygotsky clarified that these conditions are inappropriate. A common problem in educational settings is how students might go from one grade to the next and what the teacher's role should be in making that happen. The mediation notion, fundamental to sociocultural theory, and the scaffolding concept, developed by cognitive psychologists, are examined in detail.

Vygotsky's Socio-cultural Theory applies to scholastic guidance since it presupposes that students are helped by adults who are more aware and capable of functioning intellectually and independently than themselves (Hetherington and Parke, 1999). The Vygotskian theory holds that a kid develops and changes due to their efforts and the support of adults. Students make academic progress when influential adults (parents, instructors, etc.) assist them in overcoming obstacles to learning. Students often rely on their academic advisers for valuable insight and advice; therefore, it is important for them to have a deep understanding of education and career development difficulties. Students who realise that academic advisors are more knowledgeable, experienced, and better positioned to help them are more likely to seek and follow their advice. These theoretical concepts provide a framework for psychotherapy that accounts for research problems.

As indicated above, Vygotsky's sociocultural theory of human learning locates the origins of human intelligence in social interaction. Vygotsky's key premise in his theoretical framework is that communication between people is crucial to learning. Vygotsky proposed a dual-level theory of learning. Initially via social interaction and afterward, as part of an individual's core cognitive processes. Vygotsky also proposed the concept of a "zone of proximal

development" in which a person's cognitive growth potential is at its highest (ZPD). This is the field of discovery where the learner has the necessary cognitive chops but will benefit most from direction and social engagement as they develop. An educator, a more competent mentor, or even an academic adviser may give the necessary support to assist a student in better understanding certain knowledge areas or developing particular abilities.

Conceptual Review

The Concept of Academic Advising

Academic advising is a multifaceted and dynamic process that extends beyond the simple provision of course information. It involves a collaborative partnership between academic advisors and students, aimed at facilitating the latter's holistic development and academic success (Crockett & Pope, 2019). This process encompasses a range of activities, including but not limited to, educational planning, goal setting, and addressing personal and academic challenges (NACADA, 2016).

According to Crockett and Pope (2019), academic advising serves as a cornerstone for fostering student engagement, satisfaction, and retention within the academic community. Advisors play a crucial role in helping students navigate the complexities of higher education, providing guidance on course selection, degree requirements, and career pathways. Effective academic advising goes beyond the transactional exchange of information; it involves building meaningful relationships that support students in their educational journey (Grites, 2021).

`   The concept of academic advising is grounded in the idea that students benefit not only from acquiring knowledge in their chosen field but also from

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a personalized and supportive learning environment (Grites, 2021). Advisors, through their expertise and experience, assist students in aligning their academic pursuits with their personal and professional goals. This collaborative effort is particularly vital in Colleges of Education, such as those in Ghana, where future educators are molded, and the impact of effective advising resonates throughout the broader educational system.

Grites (2021) emphasizes the developmental aspect of academic advising, highlighting its role in assisting students with their personal growth, self-awareness, and decision-making skills. The advisor serves not only as a source of information but also as a mentor, helping students navigate the challenges inherent in their academic and personal lives. This developmental approach recognizes that students are not merely recipients of knowledge but individuals undergoing a transformative process during their college experience.

In the Ghanaian context, the role of academic advising is particularly crucial in Colleges of Education, where prospective teachers are prepared for their future roles. Oduro and Nsowah-Nuamah (2016) note the importance of integrating innovations, including information and communication technologies, into teacher education. Academic advising becomes a key component in ensuring that these innovations align with the needs and goals of individual students, thereby enhancing the overall quality of teacher preparation programs.

In summary, academic advising is a dynamic and essential process that goes beyond the traditional understanding of providing information about courses and degree requirements. It involves a holistic approach to student

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development, emphasizing collaboration, mentorship, and the alignment of academic pursuits with personal and professional goals. Understanding and enhancing the concept of academic advising is crucial in the context of Colleges of Education in Ghana, where the future of the education system is shaped. Effective advising not only contributes to individual student success but also has a lasting impact on the quality of education and teaching in the broader community.

The Role of Academic Advisors

The advisor's job is to help students figure out what they want to major in, how they study best, how to create and achieve goals, how to deal with problems, and how to find the resources they need at the institution (Love, 2003; Schreiner & Anderson, 2018). As Sindabi (2017) pointed out, academic advisors are tasked with a wide range of duties.

Providing information in the realm of learning.

1. Getting students referred to someone who can answer their questions.

2. Providing instructional and curricular knowledge and guidance.

3. Refer students to department heads or faculty deans for answers to questions about the curriculum and academic programme.

4. Investigating students' academic and professional goals and offering support when needed.

5. Keeping track of results from an academic performance that can be used as a basis for guidance.

6. Guiding students to various materials that will advance their overall intellectual growth.

7. Supplying a recommendation for employment or further study to prospective student counsellors.

8. Addressing any concerns or challenges that may occur in the classroom.

9. Directing students to specialist counsel that is accessible both within and outside the school.

10. Checking in to see whether students have benefitted from earlier encounters and recommendations.

The functions and obligations of the academic adviser are so significant, and they would call for dedication, current knowledge, and much work to address the requirements and concerns of students in order to get the best outcomes. Instead of requesting in-depth academic guidance, students may quickly send e-mail inquiries that, depending on the severity of the issue, can be handled by their academic advisers. Academic advising is simplified with community advising since it allows for disseminating pertinent information to several students at once (King, 2018). During new student orientation, for instance, group advising is often employed.

In conclusion, it is important to note that the tasks of academic advisers are vast and enormous, and it requires an advisor who is committed to the position to take the reins and see the student development process through to its conclusion. This implies that the adviser must act in the capacity of a parent in the school, acting as someone who loves, cares for, and is interested in helping the student reach his or her full potential.

Academic Advising Models

There are two main approaches to student counselling: prescriptive, in which the counsellor tells the student exactly what they need to do to graduate, and developmental, in which the counsellor and student collaborate to achieve the same goal of graduating on schedule. A prescriptive advisor dictates to their pupils what they must do in order to achieve their academic goals. Prescriptive counsel creates a fairly impersonal and authority-based connection between advisor and student by focusing only on answering questions and not on the student's overall development (Jordan, 2020; as stated in Hale, Graham, & Johnson, 2019). Instead of being told what to do, a student may feel more empowered when working with a developmental counsellor who encourages the student to take an active role in determining his or her educational path. "A developer broadens the range of assistance available via advisory partnerships; moreover, a developer invests in software developers as well as in career and psychological support, knowledge exchange, and support as students establish and accomplish objectives" (Baker & Griffin, 2010, p. 5). If a student is given some freedom of choice, they are more likely to take an active role in their education and feel more invested in the outcome. Developmental advising aims to "stimulate and assist students in their quest for an enhanced quality of life" by helping them set and work towards meaningful objectives (Hale et al., 2019).

At a university in the middle of the country, researchers polled 429 students to find out which advising method they liked and which method their present adviser utilised. Most students (78%) said they were getting developmental advice, and 95.5% said they favoured that method (Hale et al.,

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2019). Even though faculty counselling is important, the advice provided significantly affects a student's growth. While every student is unique, studies have shown that most would rather receive pragmatic advice than prescriptive advice from their academic advisor. This is due to the fact that the former enables people to take charge of their education, while the latter fosters a mutually beneficial, expert-client connection. Several schools have recently established advising centers to accommodate the growing number of students and the accompanying need for academic counselling (Wong & Yuen, 2019). The faculty-only model, the split model, the extra model, the total intake model, and the satellite model are just a few advising models. There is still widespread reliance on the faculty-only approach, in which a student is paired with a faculty member within their academic discipline. However, this approach has lately declined and is only employed by 15% of the public, four-year universities, and colleges (Tuttle, 2020, p. 16). Advice centres are a common component of the split model.

As of 2020, 27% of businesses were using this concept. The split model meets a subset of pupils' demands, contributing to the method's widespread adoption. The split model, in which students are allocated to several academic departments, but one serves as a counselling centre for a specific group of students (such as those who have not yet declared a major), has been more popular in recent years. The supplementary model is similar to the split model in that it has advising centres, but it also often involves assigning students to a faculty adviser only after they have completed their degree. This paradigm is more prominent in private institutions but is less frequent at public universities. Communities and community colleges around

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the country are adopting the entire intake model. Under this setup, all students will get guidance from counsellors before being sent to other departments. Last but not least, the satellite model enables each department on campus to provide its own advise and offer guidance to the rest of the school. With the rise of online education, this structure has gained favour.

One of the most often used advising models is Gordon's (2016) three-step method. In its three phases—inquire, educate, and integrate—the 3-in-1 method bridges the gap between academic and professional advice. There is a period of planning and taking action in which both students and teachers may have input. A student in the "inquire" phase has questions and is beginning to narrow down possible courses of study and future professions. In addition, the student initiates direct inquiry into matters of profession and self-identity. In the second stage, known as "inform," the student starts to acquire data about himself or herself and his or her academic and professional pursuits. Advisors play a vital role in this stage by spreading curricular and academic material and helping students process and remember it to make educated academic and career choices. In the last step, integration, the learner actively applies what he or she has learned in the first two phases to make decisions. Student independence is fostered, although the advisor's guidance is still essential (Gordon, 2016). The connection between a mentor and a mentee may be affected by the method employed to assist the student.

In spite of the fact that faculty advising and advising centres have grown in popularity in recent years, this is mostly attributable to an increase in student enrollment. Enrollment surged by around 500%, from about 2 million to 11 million students, between 1945 and 1975. (Cohen & Kisker, 2010, p.

208). The importance of academic advising in retaining students and leading them to graduation has grown in tandem with the number of people seeking higher education. The necessity for competent counsellors and all-encompassing advice developed along with the student body's diversity and retention problems. Prescriptive and developmental models are the two main approaches/models often used in academic advising, as shown above. Whereas the student is more or less a passive recipient of the academic adviser's directives under the prescriptive model, under the developmental model, the student is an active decision-maker who comes away from experience with a sense of agency and accomplishment. Student preferences seem to favour the developmental model of academic counselling over the prescriptive approach (Mitchell, Wood & Witherspoon, 2010; Al Ahmar,2011).

The faculty-only model is the most widespread, but alternative models for academic advising exist. The split model replaces the faculty-only model, while the supplemental model is prevalent at private institutions. Again, the evidence tends to show that the rising number of students enrolled in our schools is to account for the rising number of students requiring academic counselling services, as increased enrollment leads to a corresponding increase in the neglect of student concerns regarding their personal development by guidance and counselling services.

Quality Academic Advising–A Synthesized Learning Paradigm

Recent years have seen heated discussions on the nature of high-quality academic counselling and the knowledge and skills that students should acquire in this area. The National Academic Advising Association (NACADA), the world's largest professional organisation for academic

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advisors, has released a document titled A Concept of Academic Advising, in which it asserts that academic advising is a distinct field with its "pedagogy," "learning outcomes," and "curriculum" (NACADA, 2016). According to the National Association for College Admission Counseling (NACADA), "Academic advising synthesises and contextualises students' educational experiences within the frameworks of their objectives, talents, and lifestyles to extend learning beyond campus borders and time frames" (p. 524).

Lowenstein (2018) gave the most in-depth explanation of learning-centered advising, emphasising that advisers' major focus should be on students' academic accomplishment rather than personal growth. The "logic" of the curriculum is typically the major subject of discussion during an advising session (Lowenstein, 2018, p. 2). A consultant's role in a student's education is to facilitate their understanding of the curriculum and direct them through an interactive learning process, highlighting connections between subjects and encouraging pupils to think critically. Hemwall and Trachte (1999), in their discussion of the role of the academic advisor, suggest that, rather than focusing on the individual student's development, advisors should facilitate a conversation with their advisees about the course's purpose and value, which should lead to a shift in the advisee's values and goals. Learning-altering strategies that focus entirely on the curriculum and the value of the curriculum, as advocated by Lowenstein (2018) and Hemwall and Trachte (1999), may be preferable to the traditional developmental or prescriptive treatment (Crookston, 1972).

Smith and Allen (2012) argue that learning-sponsored techniques are an important supplement to development and prescription recommendations,

but they caution that neither kind of guidance should be abandoned in favour of the other. According to Smith and Allen (2016, 2018), who conducted a literature review of advisory services over the past 30 years, high-quality academic advice is a multidimensional approach that utilises prescriptive, developmental and learning-shaped methods and components in a number of academic advisory roles.

As the first of five categories, "integration" refers to providing all-encompassing guidance to ensure students' academic and extracurricular pursuits align with their long-term aspirations. The referral field is where students may get assistance for problems within and outside the classroom that might impede their development. Advisors' responsibilities in this area include their advisees on the specifics of their institution's rules and processes and prov and The field of individualization is concerned with getting to know each student based on his or her unique knowledge, interests and shared responsibility, faculty and staff work together to enhance students' capacity for critical thinking, problem-solving, and effective decision making so that they may assume a more active role in their mic development.

Most students believe that the prescriptive knowledge area is the most important (Smith & Allen, 2016). In comparing the 12 positions, students throughout the consortium ranked accurate information from advisers about degree standards as the most crucial (Allen, Smith & Muehleck, 2012). Five public universities with four-year programmes and two community colleges in a Northwest state participated in this research. Every student at the community colleges took at least one course that would count towards their degree at a four-year institution. Over a hundred thousand pupils were asked to

participate, and around a quarter did so. As important as it is for students to have access to up-to-date information about degree requirements, it is just as important for them to have access to advising that helps them choose courses within their programme of study.

Further research by Smith and Allen (2012) aimed to answer the question, "Is there a link between student learning and academic counselling?" using an experimental design. Eight learning objectives were constructed based on a thorough assessment of academic advising literature in connection to student achievement, and these outcomes include knowledge, abilities, and values crucial to success. The study surveyed 9 institutions with 22,000 students to answer the following questions: (1) Do students' grades change as a function of their contact with advisors in a formal advising setting? and (2) Do students whose grades change due to their contacts with advisors have higher grades overall?

Five public universities, two private non-profits, and two community colleges were involved in the research. To account for potential confounding factors that may have an impact on advising learning, this study employed an analysis of covariance (ANCOVA). Students who were advised more regularly performed better on learning outcomes than those who were advised less frequently, performed worse than those who were not recommended at all, and finally, students who were not advised at all (pp. 15-16). While this research focused on the role of institutions, other variables, such as student motivation, may be at play in the influence of learning outcomes in a non-mandatory advising system. According to Smith and Allen (2012), learning-centered advising, prescriptive advice (Crookston, 1972), and developmental

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advising (O'Banion, 1972) all contribute to high-quality academic advising (Lowenstein, 2018; Hemwall & Trachte, 1999). Moreover, they determined that these principles do operate together in advising sessions and constitute an integrated totality, the validity of which can be examined by focusing on certain advisory roles.

From what has been said above, it is clear that academic advice needs its pedagogy, learning outcomes, and curriculum to provide students with high-quality guidance (NACADA, 2016). To reconcile advisory practises with teaching and liberal education, Hemwall and Trachte (1999) suggest that a correction is necessary, as the two conventional methods of academic advising have overlooked the fundamental relationship between learning and instruction. Lowenstein (2018) seems to agree with this argument. Smith and Allen (2012) suggest that learning-quoted evaluations in this respect approach, but they caution that this increasing attention on curricular or structural "learning" should not lead to the abandonment of developmental or prescriptive counselling. Thus, it is essential to employ a holistic strategy in academic advising to provide a high-quality service.

Need for Academic Advising Programme for Students

The guidance and counselling program focuses on many topics impacting learners in schools, colleges, and universities. Therefore, it is possible to give less emphasis during therapy on certain learners' needs. Secondary school students face various problems that can impact their academic progress, such as choosing subjects and careers and lacking time management skills in reading, note-taking, and writing. In elementary through university education, part-time employees often conduct counselling with in

contrast to professional counselling; academic therapy may be delivered by instructors who will serve not just as role models but also as mentors to the students they educate. Transition, orientation, profession choice, adaptability, and a lack of disciplinary limits are just a few issues that first-year college and university students face. Students need frequent updates due to the dynamic nature of the employment market. Students pursuing higher education should be aware of potential career paths. In a new environment, kids will have difficulties if they are not given enough guidance. When asked about their top academic advising need, 77% of 187 college freshmen said they needed help figuring out how to keep their grades up (Muola et al., 2012). This was followed by the ability to manage one's academic burden (74.3%), choose a professional path (71.1%), select academic objectives (64.2%), learn to use technology (62%) and pass exams (60.4%). The results of this study have significant consequences for the focus of academic advice in high schools and colleges.

Findings from a study of 920 Nigerian undergraduates indicate a need for counselling services in the areas of time management, substance abuse, family issues, career goals, romantic relationships, "finances," "sexual harassment," "academic performance," "personality traits," and melancholy and anxiety (Aluede et al., 2016). Students seek counseling to improve study habits, job security, self-confidence, motivation, fear of failure, sadness, a sense of purposelessness, anxiety, and uneasiness (Gallagher, 2002). Topics such as research methods, time management, getting over test anxiety, and preparing for further education and the workforce are also covered (Bertocci, 2002). Most students' top fears revolve around fear, whether a lack of self-

assurance or assertiveness, concerns about doing poorly on tests or about finding a job (Gallagher, 2002). According to Guneri et al. (2003), who conducted a study on Turkish college students, students put the following areas of life above all others in terms of importance to their academic success:

1. Managing time (60%),

2. Making a strategy for one's future and focusing one's academic efforts (53%)

3. Obtaining Employment After Graduation (50%)

4. Enhancing academic performance (46%) and

5. Completing assignments on time (45%).

According to Arco et al. (2017), who conducted a profile study of Spanish university students, students identified issues with distraction, poor study abilities, lack of time management, and exam anxiety as areas most need improvement. The above debate and data demonstrate much agreement on the main academic areas where students require help, notwithstanding the context and place of study. The outcomes of previous studies on academic mentorship planning will be helpful for academic advising services in Kenyan schools, colleges, and universities.

Academic counselling is essential because it helps students with a broad variety of issues, as seen by the prevalence of guidance and counselling programmes at all levels of education. It is possible for the academic needs of certain students, such as difficulties with time management, test-taking, note-taking, and writing, to go unnoticed during counselling. Given its importance in helping students achieve their educational objectives and reach their full potential, studying academic assistance is worthy of significant attention.

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Influence of Academic Advising on Students

The academic advising office is one of the few contact points for students at all university levels. With the proliferation of educational opportunities and the rising sophistication of course requirements, there is a growing need to ensure that students get as much from their college education as possible. As a result, universities have started paying more attention to academic advice than they ever have before. Academic advising, formerly almost solely a faculty activity, is now a distinct field within the academic community. Academic advising has become a distinct field of study without diminishing the importance of instructors (NACADA, 2018).

According to Habley (2018), advising has great potential since it is the only organised campus activity in which every student has the chance to engage in continuous, one-on-one communication with a representative from the institution that is directly involved (NACADA, 2018). There is more pressure than ever to ensure that students get as much as possible from their educational options.

All students need access to academic advice during their time in higher education. A meaningful life, the ability to shape one's future, positive reinforcement to reach one's full potential, and full access to the benefits of higher education are all possible for students in such an environment. Academic advising is a key human connection that students need in this era of impersonality and detachment, and it may boost retention rates when it is done well and with passion.

As is evident and consistent, there may be a link between advice and retention and completion rates (Pascarella & Terenzini, 2018). Such is the case

with the randomised experiment that Seidman (1991) undertook with 278 students attending community college. Seidman randomly divided them into two groups: those who received care before and after admission and those who did not. Before and after enrolling, students in the treatment group met with advisors to discuss their goals and concerns and the academic, social, and extracurricular demands of the upcoming semester. Compared to members in the control group, those in the treatment group maintained their participation at much higher rates in year two. Additional studies have confirmed these findings, demonstrating a positive relationship between advising programme participation and students' propensity to stay the course and graduate (Peterson, Wagner, & Lamb, 2001). While the research suggests that guidance may affect students' tendency to remain in a programme and their chance of completing it on time, the research on the effect of academic advice's content on students' accomplishment is more ambiguous. While the quality of academic guidance has been found to be related to lifespan, there is a problem with the lack of study on the impact of the qualitative components on students. Research on the effects of academic advisers on students' perspectives is scant (Harrison, 2019; Shultz, Colton, & Colton, 2001). Academic counsellors that are approachable, communicative, organised, and caring, like the ones described by Harrison's study of pre-nursing and nursing students, are seen as effective by their advisees.

Academic advisers may learn from research on teacher-student interactions how best to support students from marginalised groups. For instance, high levels of student-teacher engagement have been linked to positive educational outcomes (Anaya & Cole, 2001; Kuh & Hu, 2001;

Umbach & Wawrzynski, 2018). Studies have shown that interactions between teachers and students can positively affect students' grades, but most of these studies have only looked at interactions in a classroom setting (e.g., working on research projects and receiving timely input from faculty members). They used Likert-scale questions to find out about participants' extracurricular activities. In instances when students "worked closely with faculty members on initiatives outside the classroom," Researchers have observed several connections between professors and students that could positively alter students' experiences. Mentoring connections are one example, but there are also academically focused personal relationships, organised accidental ones, and incidental ones (Cox & Orehovec, 2017).

Furthermore, from the time of application until the time of graduation, academic advising is crucial. A student's academic success is crucially dependent on the guidance of a qualified academic advisor in a university setting. This mentor stands in for the teacher and is responsible for developing a cooperative relationship with the mentee based on open communication and mutual respect. Hence, the student would be responsible for deciding how to implement his academic advisor's recommendations (Hammad, 2020). The advising relationship is emphasised by Abdel Hadi and Azzeh (1999) as an important aspect of the advising process. Humanitarian philosophy supports this view by positing that providing useful guidance is the best way to motivate others to make positive lifestyle choices. Assuming he feels secure, the student can ask for their advisor's help analysing his current viewpoint in light of his past experiences and education.

With the right frame of reference, the student's innate motivation may be activated to further the goals of academic counselling. Real transformation requires more than simply sound counsel. Yet, effective academic advising requires teamwork among advisors. Meanwhile, Mohammed (1995) agreed, having discovered that a key cause of deteriorating advising relationships was the student's inability to contact the unavailable academic advisor. This made it difficult for the student to converse meaningfully with and comprehend him. This advisor was either unaware of the requirements or too busy with other tasks to provide the necessary attention to the student's academic progress.

According to Carlin's (2020) article "Visiting academic advisors," monitoring a student's progress with the academic advisor is crucial over four years. He recommended that the student maintain regular communication with his academic advisor to efficiently use all available resources. Advisor-student relationships are also stressed by Melvin (2020). The researcher gives many instances of academic difficulties and upsetting events as a direct result of this poor relationship with the students. She highlights the need to maintain contact with an academic advisor until advising is widely accepted as a standard professional practice. As a result of their research, Muola et al. (2011) argued for more student involvement in the academic advising process.

Moreover, Hunter (2017) questions whether or not academic guidance can enhance higher education during times of change. The author argues that sound academic counsel may significantly improve the standard of higher education. In it, the author lays forth the fundamentals of an ideal and effective counseling style. It would improve advising opportunities if students and faculty members utilised it as intended. As the academic advising mission

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is seen as the important foundation for the general and particular aims of academic advising programmes, it naturally strongly emphasizes students, the very heart of academic institutions. At the same time, Dibia and Obi (2013) discovered that academic advising and counselling are crucial to university students' success and essential to realizing the higher education teaching and learning goal. As a result, students had trouble contacting academic advisers, and the university's infrastructure was inadequate.

Furthermore, academic counseling is expected to be an ongoing process beginning with admission and concluding with course registration and graduation. A student's need for academic guidance is greatest during critical transitional phases such as the first-year application process, the start of registration, and the drop period. As Shbiyl eloquently observes, insufficient training for academic advisors can lead to confusion about those roles and responsibilities (2017). In the worst case, this might lead to a substantial number of students squandering their college years. Harmful student behaviour that violates university rules includes registering for courses outside the model, registering for courses without completing prerequisites, delaying taking certain courses on which future courses rely, failing courses, delaying dropping courses that pose a study problem, and increasing the study load. This would cause students' GPAs to fall, wasting time and resources, preventing them from graduating on time, and fostering a bad attitude toward the credit hours system and the institution. While recognised as a vital part of the higher education experience, the advisory stage is often overlooked and undervalued in Arab institutions.

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Previous research has shown that students of all ages and educational levels have difficulties, particularly with university students. These issues surfaced in the 1990s and 1980s. Institutional academic advising services are vital, but they frequently fall short of students' advisory expectations, particularly when the idea of academic advising is misinterpreted. This is obvious in the early discussion of challenges students confront while attending college. They need accessibility to psychological and psychiatric care. Faculty demographics, student demographics, and faculty background and experience influence these criteria.

Finally, an academic adviser is an essential part of a student's university experience from when he is first enrolled until the day he receives his diploma. One of how the school may help students feel more at home is via academic advising. Many empirical studies have shown that academic advising significantly impacts students' ability to finish their degrees, stay in school, and ultimately get their diplomas.

First-year applications, the beginning of the registration period, and the drop period are when students need academic guidance more than at other times. Hence, academic advisers may be muddled in their roles if they do not have enough training to provide good academic guidance at the institution (Shbiyl, 2017).

Effects of Academic Advising

Counselors are important in answering inquiries, producing letters of reference, and ensuring students are on track to graduate, even at schools where guidance counsellors are overworked and individualised attention is not always the norm. According to Malone (2019), student success depends on

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having access to quality academic assistance. He believes that high school students need various resources to help them develop academic content knowledge, college application guidance, cognitive and critical thinking skills, civic awareness, time management and teamwork techniques, and healthy social and emotional coping skills necessary to succeed in higher education. Academic advising, defined by Poliner and Lieber (2017) as "a planned programme incorporated into the school/college day where an adult and a small group of students often meet for academic supervision and assistance," has the potential to help students succeed in school. One of the main purposes of advising programmes is to help students overcome barriers to success in school.

For first-year students, advising has improved retention rates (Walker & Taub, 2001). (Johnson, 2018). The favourable impacts of academic advising on academic success and other variables have been shown to boost graduation rates (McArthur, 2018; Sayles, 2018) (McLaren, 2017). Mentoring has been proven to promote personal and professional development in young people (Levinson, 1998).

According to Habley (2017), the quality of a student's connection with a caring faculty or staff member is a major determinant in the student's decision to stay in college. Hester (2018) found that students who often spoke with their advisers had better GPAs. Haught (2018) conducted research with 69 first-year students and found that those who sought academic guidance had higher semester and cumulative GPAs after the next academic year compared to a control group. Based on these findings, the relationship seems most helpful to students who already use advisers.

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Pargett's (2011) research showed that students' contentment with their college experience and academic advancement was positively correlated with the amount of academic guidance they received. Students content with their college experience are more likely to be unruffled and focused on their studies.

Some students cannot complete their degrees in four years or at all because they did not set high enough expectations for themselves in high school and were not prepared for college. As Greene and Winters (2018) suggested, academic counselling in high school may help with this issue. According to research by Adelman (1999), forty percent of college students need to take at least one remedial course, which lengthens the time it takes to get a degree and makes it less likely that the student will actually do it so.

Numerous studies have indicated that a student's odds of graduating are strongly related to the quality of academic guidance they get (Backhus, 1989; Pascarella & Terenzini, 2018). Steingass and Sykes (2018) found that first-year students who received high-quality academic counselling were more likely to persist through their first year. Students who actively seek out high-quality tutoring are more likely to retain and perform academically (Pascarella & Terenzini, 2018; Steingass & Sykes, 2018).

Academic counselling is one of the least favourite aspects of college life for students (Keup & Stolzenberg, 2017). One possible explanation for this issue is that many educational institutions do not adequately reward, acknowledge, or financially pay academic advisers (Habley, 2003; Habley, 2017). The previous conversation highlights the necessity for expert assistance that was addressed previously in our institutions. Academic advising has been

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established as a key factor in students' achievements, and Pargett (2011) contends that it also contributes to their development and happiness at university. Moreover, multiple studies have shown that a student's odds of graduating are significantly related to the quality of academic advice.

Problems Associated with Academic Advising

Academic advising at educational institutions is becoming more important, according to the findings of studies, although various problems may hamper the programme. The programmes effectiveness may be compromised with a high ratio of students to advisers. Many institutional characteristics, such as student body size, programme focus, religious affiliation, institutional purpose, and private/public status, all contribute to the kind of guidance made available to students (Abelman, Dalessandro, Janstova, Snyder-Suhy & Pettey., 2017). According to Kennedy-Dudley (2017), seniors are more likely to provide a favourable advice assessment than juniors. This may suggest they are more in need of assistance and are more likely to seek academic guidance.

Wolfe (2002) found that older college students were more likely to meet with their academic advisors than students in younger courses. Students nearing the end of their formal education are especially likely to consult their academic mentors for advice on what to do next in terms of education and employment.

It has been shown that students of different genders have different propensities to seek academic guidance. Career counselling and academic support services have generally seen fewer male clients than female ones (Daubman & Lehman, 2017; Ryan & Pintrich, 1997). The disparity between

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men and women in seeking aid is not limited by race or country (Oliver et al., 2018).

Societal conventions of conventional masculinity stigmatise men seeking aid, even if needed (Möller-Leimkühler, 2002). Compared to males women were more likely to seek professional advice than males (Kennedy-Dudley, 2017). Once again, it was observed that women placed a far higher value on advising jobs than men, which was true across all degree levels (bachelor's, master's, and doctorate). A master's level education was the only level at which this trend was not seen. Given these findings, it is possible that gender stereotypes about academic guidance and the motivation to get involved in service will be modified. Another survey of 238 students found that ladies generally felt more mentored than boys. Male college students get less encouragement socially and are less inclined to seek academic help than their female counterparts (Hernandez, 2017). These results suggest that gender should be considered when making plans for academic advising, with the option of implementing an "intrusive" kind of mentoring (Redmond, 1990) specifically for male students. An adviser who practices intrusive mentoring does not wait for the mentee to make first contact but consistently reaches out to him or her.

The success of a student advising programme relies heavily on the accessibility of academic advisors in higher education settings. University students may not make sufficient use of their faculty advisors due to factors such as the student's propensity to leave campus immediately after classes, the students' lack of involvement in extracurricular activities, a lack of available on-campus housing and jobs, as well as a high proportion of adjunct

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professors who do not have regular office hours, are all contributing factors (King, 2018). There is a chance that mentees and mentees will be unable to communicate well due to these factors. Many advisors have additional responsibilities, such as teaching, grading papers, serving on committees, and attending social events, which take time away from their primary role of advising students. Some academic advisers may have much spare time depending on the institution's needs, while others may have very little.

The success of this student-academic advising programme may depend on how well individual schools are able to implement and oversee it. Evidence from studies shows that many universities and colleges are not making enough use of their academic advising programmes or are handling them badly (Habley, 2017). The advantages of effective treatment in keeping students in school have been well-documented, yet many institutions have failed to take advantage of them. The mentoring program's success suffers when students do not take advantage of available academic advising resources. Studies have shown that many students seek academic counselling for difficulties unrelated to their studies (Edwards & Murdock, 2019; Brown, 2003). It became clear in the preceding discussions that academic advising faces obstacles such as a high ratio of students to advisors, gender "(men are less likely to seek academic advising)," a lack of academic advisors, and students' habits "(such as a lack of involvement in extracurricular activities, a lack of on-campus housing, and a lack of on-campus employment)." These things will make it harder for mentees and mentees to communicate with one another. Many advisors also teach grade papers, serve on committees, attend social events,

and do other tasks that divert their attention from their primary responsibility of advising students.

Empirical Review

Student Satisfaction in Relation to Academic Advising

Data from a three-year study of more than 53,000 students from 170 American higher education institutions were collated by Noel-Levitz in 2016; over 30,000 were undergraduates. The research looked at a "performance gap," as the authors put it (Noel-Levitz, Inc., 2016, p. 3). There is a disparity between the significance and satisfaction ratings in eight functional domains recognised in the literature as significant to students. Academic services, campus atmosphere, registration efficiency, service quality, admissions and financial help, safety and security, and educational efficiency are among the eight functional domains that make up education (p. 4).

According to the survey, academic advising and instructional effectiveness rank in that order as the two most crucial functional areas for students, with student satisfaction with academic advice receiving a middling rating. These low satisfaction percentages suggest that this "performance gap" may be significant given the significance students attach to academic guidance. The analysis's assumption that assessments of importance and pleasure on the same scale were similar had a few flaws. Using a single scale to assess these two evaluations raises questions since they measure distinct events.

DeLaRosby (2017) investigated student opinions of the academic advising relationship in research involving 20 students. Students who indicated satisfaction with academic advice and those who voiced discontent

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were divided in this phone poll. Each student was asked to identify and score the features and traits of their advisor, as well as their experiences, methods of education, behaviours, thoughts on the advising relationship, and ideas for improvement. Counselors were seen by dissatisfied students as being cold, scary, unsympathetic, and even erratic. Students who were happy with their advisors stated they were friendly, involved in their curriculum, trustworthy sources of information, and generous with their time. This study uncovered many characteristics of "good advising." They included building a rapport with students, stressing academic and career guidance, showing genuine concern for students, and solving their difficulties.

Students at Kent State University (1993) were assigned research projects that required them to evaluate the school's buildings, programmes, and culture. Among the campus services that students evaluated positively and commented on were those dealing with enrollment, treatment, student records, student events, curriculum, teaching quality, career assistance, and course availability. In addition to receiving the most complaints, academic guidance received the lowest grade for everything discussed. Advisors' blunders, sloppy work, lack of attention to detail, and inability to empathise with their charges all contributed to a poor reputation among their charges.

In an attempt to experimentally evaluate whether or not there is a positive association between student happiness and retention beyond what can be expected based on student and institutional factors, Schreiner (2019) surveyed over 27,000 students at 65 four-year schools. Over three-quarters (74%) of the colleges and universities represented here were non-public, and of those, only 40% offered bachelor's degrees, 38% granted master's degrees,

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and 15% granted doctorates. Organizations came from throughout the United States; however, many were headquartered in the Midwest. Using a student satisfaction inventory tool, students were asked to rank the significance of several elements on a seven-point scale, from 1 (not at all significant) to 7 (extremely important). In addition, they ranked their level of pleasure from 1 (very unsatisfied) to 7 (very delighted). The instrument proved very reliable, with an alpha of.98 and a retest reliability coefficient of.87 after 3 weeks. Based on demographic and institutional variables, this study used a logistic regression analysis to determine whether students would remain enrolled 4-12 months later. Satisfaction indicators than demographic and institutional variables in all models and at all class levels much better-predicted student retention. Indices of student satisfaction almost doubled the ability to forecast enrollment at each grade level (Schreiner, 2019, p. 3).

According to this research, the campus environment is the single most influential determinant of students' happiness on campus. Some points are worth mentioning in regard to academic advice and student happiness. For freshmen, the most important qualities in an advisor are accessibility and friendliness. When comparing first-year students, those who thought their adviser was personable and available were more likely to continue their studies. Overall satisfaction with advising was shown to increase sophomores' odds of completing the programme in three years, and access to competent advisers who can guide students through the programme was found to be particularly important for juniors. The significant results on student happiness and perseverance make this research very valuable. This report's findings suggest that if first-year students are satisfied with their advising interactions,

they will be more likely to persist through their second and third years and graduate.

Roberts and Styron (2019) looked at the lives of education and psychology majors at a public, research-heavy institution in the South. The study's authors discovered that "statistically substantially lower assessment of faculty/staff approachability than those students who did persevere" was among the reasons students who dropped out were less satisfied (p. 9). Moreover, it was shown that students' feeling of social connectivity was a significant predictor of their commitment to learning. Graduate academic satisfaction guidance and the expectation and importance placed on distinctive advisory positions were examined in research undertaken at the University of Wisconsin–Madison School of Commerce (Schroeder, 2012). The study used a modified version of the Inventory of Academic Advising Functions developed by Smith and Allen (2016). In this study's adaption, a student expectation scale that factored in students' judgements of the instrument's relevance and their level of satisfaction was implemented. Age, gender, race/ethnicity, year in school, and grade point average were all included as conditioning factors to account for any demographic influences (p. 27). This research modified the instrument based on student input, including ratings of the importance of the task and their satisfaction with the final result. There were around 1,900 pupils polled, and 38% of them responded. Student satisfaction data was used in several different types of statistical analysis.

Like retention and advising studies, they investigate how positive interactions with professors and staff affect students' decisions to stay in school. It is also worth noting that a few of these research are doctorate

dissertations rather than peer-reviewed, published papers. With all the research that has been done on teaching and learning, it is surprising how little attention has been paid to academic advising.

The resources available for academic advising

Conceptual Framework of Academic Advising
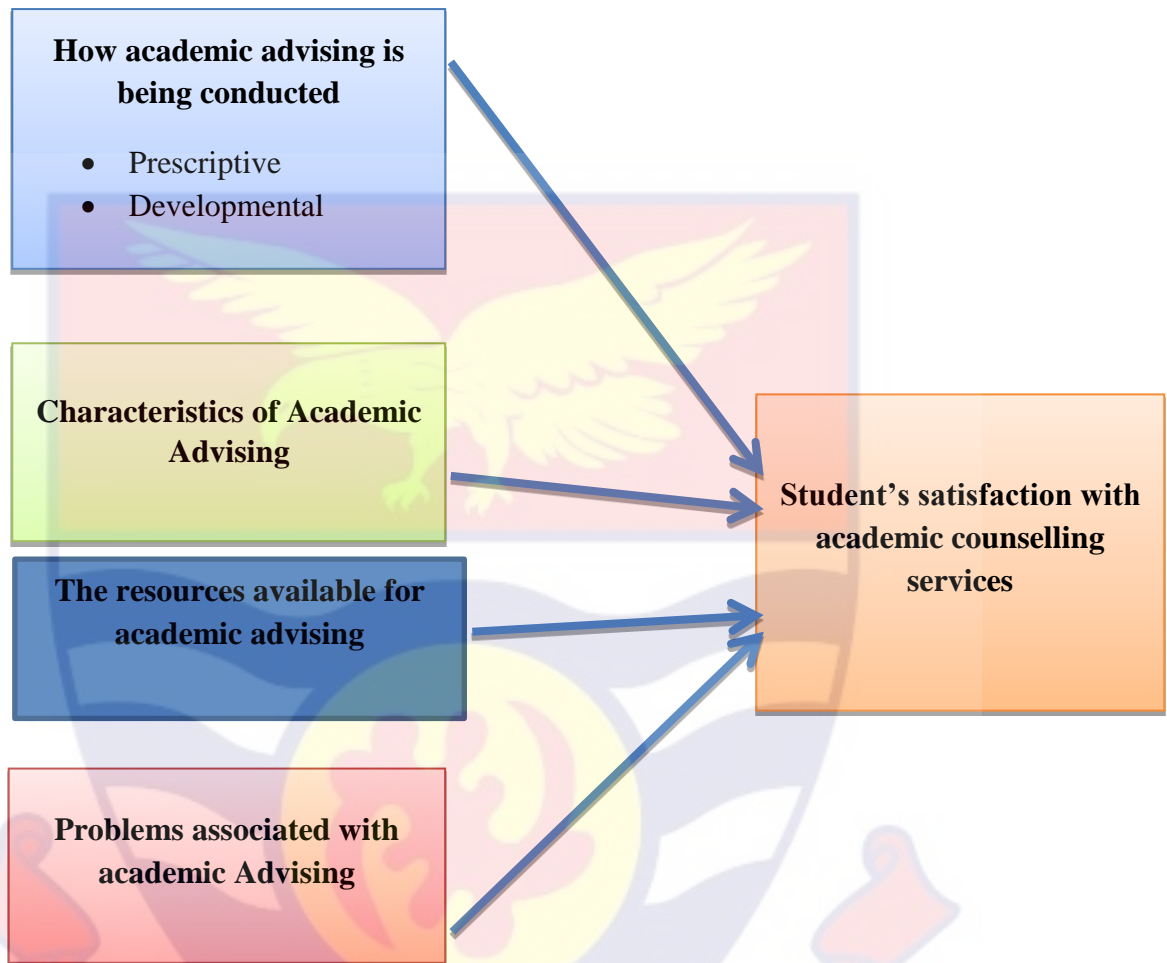
Figure 2: Conceptual Framework of Academic Advising
Source: Author's Construct, 2021.

The above framework describes the impact of factors such as the model of academic advising adopted, the characteristics of the academic advising, and the available resources on student satisfaction with academic counselling services. Two types of models are identified: prescriptive and development models. The choice of one of these academic advising styles combined with the knowledge of the academic advisor, the interpersonal skills in counselling, and the resources available for the academic advising will determine the student's satisfaction with the counselling services.

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Chapter Summary

This chapter reviewed the applicable, related academic advising literature thoroughly. For this reason, the CIPP evaluation model created by Stufflebeam has served as the theoretical foundation for the study. This is due to the fact that the Stufflebeam CIPP model has stood the test of time and can be applied in a wide range of pedagogical settings. As an important form of social interaction that contributes to developing one's understanding, academic advising has its theoretical roots in Vygotsky's socio-cultural theory. Hence, the learner must have access to a teacher or more competent peer and an academic adviser who can give the necessary resources to understand information domains or acquire complicated skills. Several different interpretations of the term "academic advice" were considered.

However, one overarching definition emerged: "academic advising is the process by which an experienced person helps the student to make choices in his or her academic life to realize the student's full potential.". In light of this, it is clear how crucial it is for students to have access to a mentor, in the form of a teacher, a more seasoned peer, or even an academic advisor, who can offer them with the tools they need to learn something new or improve an existing skill. In addition, it became clear that academic advisers play colossal responsibilities that need a person of unwavering passion and commitment. The adviser's role is analogous to that of a parent in that the student should be given emotional support and have the adviser's undivided attention and concern for academic achievement. Both the prescriptive and growth models of academic advice were taken into account.

The importance of academic counselling cannot be overstated since the education and treatment curriculum in schools, colleges, and universities heavily emphasises issues that affect students at the expense of other academic subjects. However, it was made clear that academic advising was not unrelated to the issues faced by many of our institutions' student staff services, and in light of this, it became necessary to adopt a multifaceted approach to academic advising in order to guarantee the provision of a high-quality academic advisory service.

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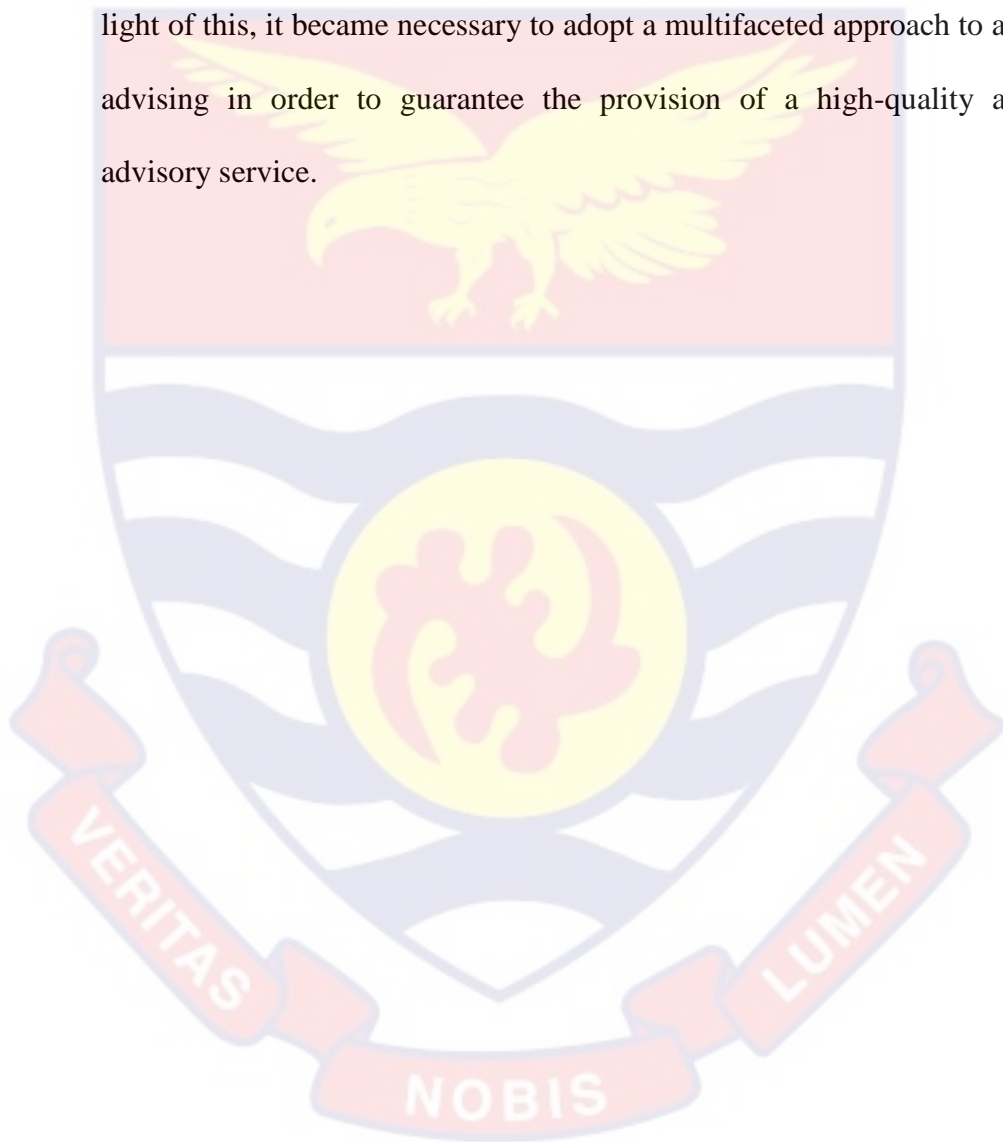
CHAPTER THREE

RESEARCH METHODS

Introduction

This section outlines the methods used to gather and analyse data to meet the study's stated goals. The chapter covered the following headings: research design, population, sample and sampling procedure, data collection instrument, pilot testing, data collection procedure ethical consideration and data processing and analysis.

Research Design

The element that binds the research endeavour together is research design (Newman, 2016). Hence, a research design is a methodical strategy the researcher uses to provide reliable, accurate, and cost-effective answers to questions. The descriptive research design was used for this investigation. The cross-sectional survey design, specifically, was used to conduct this research. This approach was selected because it allows the researcher to assess the quality of academic counselling provided by Ghanaian education colleges. According to Amedahe (2002), descriptive research aims to accurately describe people, objects, actions, and processes. On the other hand, it suffers from the same flaw as non-experimental designs: a lack of opportunity for statistical analysis of outcomes via the modification of variables (Shuttleworth, 2018).

Study Area

The first teacher training institution, Presbyterian Training College (PTC) in the country was established by the Basel Mission in 1835 at Akropong in the Eastern Region, after that several missions followed and by

1937 there were only six teacher training institutions (Aboagye, 2000). They are Amedzofe, 1894; Wesley College Aburi, 1922, later Kumasi, 1924; OLA Cape Coast, 1928; Hohoe St Francis, 1930; Navrongo, John Bosco, 1937. Before 1950 there were twelve teacher training colleges with only two, Kommenda and Tamale being established by the Central Government (Aboagye, 2000). Today, there are 46 public colleges of education in the country producing teachers for basic education, indicating the number of colleges had doubled in the past sixty years. The Colleges of education have been groupd into five (5) zoned, namely: Northern Zone, Ashanti/Brong Ahafo Zone (Ash/BA), Volta Zone, Eastern/Greater Accra Zone (East/GA) and Central/Western Zone. This study concentrated on the colleges in the Central/Western Zone. The colleges in the central zones are OLA, Foso and Komemda Colleges of Education and colleges in the Western Zone are Holy Child, Enchi, Bia Lamp Lighter and Wiawso Colleges of Education.

Population

In scientific studies, a population is the total number of individuals that fit certain criteria (Walts, Strickland & Lenz, 2015). A population is a unit, a place, and a set of constraints, as stated by Neuman (2017). Anything that contributes to society, whether individual, group, piece of writing, or deed. Students in their second and third years of college-level education in Ghana's Central, Western, and Western North regions were included in the study's population. Only these students were involved in the study because they have spent more years in colleges as students and are believed to have experienced academic advising. Table 1 shows the total population of the second and third-

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year students in the Colleges of Education in the Central, Western and Western North Regions of Ghana.

Table 1: Total Population of the Second and Third-Year Students in the Colleges of Education in the Central, Western and Western North Regions of Ghana

Central Region

Name of College of Education	Population of 2nd Year Students	Population of 3rd Year Students
1. OLA College of Education	416	411
2. Komenda College of Education	386	378
3. Fosu College of Education	387	378
Total	1,189	1,167

Western Region

Name of College of Education	Population of 2nd Year Students	Population of 3rd Year Students
1. Holy Child College of Education	278	275
Total	278	275

Western North

Name of College of Education	Population of 2nd Year Students	Population of 3rd Year Students
1. Enchi College of Education	335	332
2. Bia Lamb Lighter College of Education	139	134
3. Wiawso College of Education	391	389
Total	865	855

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Sampling Procedure

For a study's sample to accurately reflect the population, it must be a sizable subset of that population (Welman, Kruger & Mitchell, 2018). This demonstrates that the need to select representative samples from the population under investigation when researching the whole population is

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impractical. This suggests that it may be possible to get insight into the population as a whole by analysing data collected from a subset of that group. Using sampling, researchers may examine a subset of the population instead of the entire thing and yet receive an accurate picture of the complete thing.

Indeed, sampling is anticipated to be a statistically valid representation of the whole. Hence, appropriate sampling procedures should be followed (Sarantakos, 2018). Colleges were chosen using a cluster sampling strategy. Students were chosen using a stratified sample strategy for the research. Researchers can use stratified random sampling, a type of probability sampling, to select a representative population sample by first dividing it into several homogeneous subgroups (strata). This method has the potential to significantly cut down on research costs while simultaneously increasing productivity (Taherdoost, 2018).

When the researcher had access to the respective total population of the total population of second and third-year students in the Colleges of Education in the Central, Western, and Western North Regions of Ghana from the Institute of Education, University of Cape Coast, a decision was taken to check out for the appropriate sample sizes that matched the various total population for the second and third-year students in each college of education respectively using the sample size determination table provided by Krejcie and Morgan (1970). Based on that, Table 2 presents the corresponding sample sizes of the second and third-year students at the Colleges of Education in Ghana's Central, Western, and Western North Regions. Table 2 shows the percentages of second and third-year students enrolled in Ghana's Central, Western, and Western-North Regions' Colleges of Education.

Table 2: Respective Sample Size of the Second and Third-Year Students in the Colleges of Education in the Central, Western and Western North Regions of Ghana

Central Region

Name of College of Education	Population of 2nd Year Students	Sample Size	Population of 3rd Year Students	Sample Size
1. OLA College of Education	416	201	411	200
2. Komenda College of Education	386	191	378	186
3. Fosu College of Education	387	192	378	186
Total	1,189	584	1,167	572

Western Region

Name of College of Education	Population of 2nd Year Students	Sample Size	Population of 3rd Year Students	Sample Size
1. Holy Child College of Education	278	159	275	155
Total	669	355	664	347

Western North

Name of College of Education	Population of 2nd Year Students	Sample Size	Population of 3rd Year Students	Sample Size
1. Enchi College of Education	335	181	332	180
2. Bia Lamb Lighter College of Education	139	103	134	97
3. Wiawso College of Education	391	196	389	192
Total	865	480	855	469
Grand Total	2,332	1, 223	2, 277	1,196

Institute of Education, UCC

Table 2 shows that the total sample size for the second-year students is =1,223, and that of the third-year students is =1196. Adding the two total

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sample sizes gives us 2,419. Here it is important to exclude the number of students used for the pilot testing. Doing that will give us 2,389, that is 2,419-30. After getting the total sample sizes for each of the years of the students and bringing them together, I used the sample size determination table provided by Krejcie and Morgan to get the main sample size for data collection. In this regard, the main sample size for the data collection is 331. I decided to increase it to 351 to cater to external validities.

Data Collection Instrument

While collecting data, researchers use instruments to quantify some aspects of their study. While doing social science research, researchers use a variety of instruments in order to acquire the necessary data (Bhandarkar & Wilkinson, 2010). It has to do with the circumstances under which the designated instruments are used in addition to their design, selection, construction, and evaluation (Hsu & Sandford, 2010). The survey was the major research tool used. A questionnaire is a survey or list of questions used to collect data (Burns & Groove, 2010). They are used in the gathering of statistical information. A large amount of information can be gathered from many respondents in a short time for little financial outlay by using questionnaires. Both Part A and Part B of the questionnaire required reading. Questions in Part A were designed to determine participants' ages, sexes, and levels of education. One component of Section B included free-form remarks that made an effort to respond to the study's research questions and achieve its stated goals.

The respondents were required to rate their responses using Strongly Disagree – SD, Disagree –D, Agree – A, Strongly Agree – SA for research

questions 1, 2, 3, and 5 and Strongly Dissatisfied - SD, Dissatisfied - D, Strongly Satisfied - SS, Satisfied – S for research question 4. Using "means", the scales were scored as "(Strongly Disagree =1, Disagree =2, Agree = 3, Strongly Agree =4, Strongly Dissatisfied - 1, Dissatisfied -2, Strongly Satisfied - 3, Satisfied – 4)". On this scale, the cutoff point was determined to be 2.50. The cutoff value (CV=2.50) was calculated by adding all the scores and dividing by four (4+3+2+1=10/4=2.50). Every statement or item with a mean score between 0.00 and 2.49 was considered to have a negative perspective to interpret the mean scores. A high or favourable reaction was considered to have a mean score of 2.50 or above on an item or statement.

Pilot-testing

Validity and reliability analyses were performed on the instrument. My supervisor was given a sample questionnaire to ensure its accuracy. The supervisor's advice was considered while making the adjustments needed to make the instruments more effective. Thirty second and third-year students from Bia Lamb Lighter College of Education were used for a pilot survey. The sample size of 30 people was chosen since previous research has shown that this is a sufficient quantity for establishing the reliability of questionnaires used for research purposes (Perneger et al., 2015).

The reliability of the instrument was measured using the Cronbach Alpha statistics with the help of Predictive Analytics Software (PASW) version 27.0 computer programme. Cronbach alpha values or reliability co-efficient values were obtained for the following questionnaire sections. Items on prescriptive statements had a Cronbach alpha value of 0.856, items on developmental statements had a Cronbach alpha value of 0.814, items on

characteristics of academic advising had a Cronbach alpha value of 0.826, items on resources available for effective and efficient academic advising had a Cronbach alpha value of 0.762, items on students' level of satisfaction regarding academic advising services had a Cronbach alpha value of 0.799 and items on problems of academic advising had a Cronbach alpha value of 0.793. Sekaran (2012) states that an alpha value of less than 0.60 is considered poor; those in the 0.70 range are acceptable, and those over 0.80 are high.

Ethical Considerations

According to Saunders, Lewis and Thornhill, (2009) research ethics relates to questions about how to formulate and clarify a research topic, design a research and gain access, collect data, process and store data, analyse data and write up research findings in a moral and responsible way. Ethical angst in the field is inevitable when the work involves others, whether they are colleagues, respondents, assistants, or people in positions of authority (Perecman, & Curran, 2006).

Ethical issues are highly relevant and require due considerations. According to Babbie and Mouton (2006), ethical standards require that researchers do not put participants in a situation where they might be at risk of harm as a result of their participation. The trustworthiness of a quantitative study is judged by whether the researcher conforms to standards for acceptable and competent practices and whether they meet standards for ethical conduct (Rossman & Rallis, 2003). It is as a result of this, that the researcher needs to prepare himself and consider ethical concerns as she designs the study so that a sound ethical practice is built into the study (Neuman, 2006). To ensure this, the researcher will obtain consent from respondents and permission to

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administer the questionnaire, ensure confidentiality of their responses, and inform them about the purpose of the research.

Data Collection Procedure

The researcher physically distributed the instrument to participants to achieve a high response rate. The researcher sent introduction letters from the Institute for Educational Planning and Administration's Director General to the participating institutions before collecting data. This cover letter was written to introduce the researcher to the people who would be participating in the study as respondents and to ask for their help. The Researcher gave instructions and supervised respondents as they filled out questionnaires. After the data was collected, it was realised that there was a 97% retrieval rate (340) fromb the students. Dilman (2017) states that a 70% and above retrieval rate is appropriate for a research data analysis.

Data Processing and Analysis

In order to address the research questions formulated to guide the study, the data obtained from respondents was coded. After, they were analysed using Statistical Package for Social Sciences (SPSS 27.0). Descriptive and inferential statistics were used to analyse the data to show the direction of the responses. Descriptive statistics, including frequencies and percentages, mean of means, and standard deviations, were used to analyse each research question.

Gujarati (2013) explains that descriptive statistics explore data by analysing it visually, numerically, and statistically. Typically, it presents the data in a set by disclosing the typical values for the study's variables. Consequently, this part presents various measures of central tendency and

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measures of dispersion of the research variables to assist in understanding the distribution of the variables. As stated by Adam's (2015), the fundamental function of descriptive statistics is to summarise or minimise data. Thus, descriptive statistics explain the sample's findings.

The mean summarises the replies, whereas the standard deviation shows how concentrated or scattered the responses were around the mean. If the standard deviation was close to zero (within 0), the student's answers were assumed to be consistent (similar responses). Yet, if the standard deviation is quite big (within 1), the student's answers were seen as more dispersed (dissimilar responses).

Table 3: Summary of How the Research Questions were analysed

Research Questions	Statistical Tool employed	Respondents
How is academic advising being conducted in the Colleges of Education in Ghana?	Means (M) and Standard Deviations (Std. D)	Students
What are the characteristics of academic advising offered by advisors in the Colleges of Education in Ghana?	Means (M) and Standard Deviations (Std. D)	Students
What are the resources available for effective and efficient academic advising to be carried out in the Colleges of Education in Ghana?	Means (M) and Standard Deviations (Std. D)	Students
What is the level of satisfaction of students regarding academic advising services rendered to them in the Colleges of Education in Ghana?	Means (M) and Standard Deviations (Std. D)	Students
What are the problems of academic advising in the Colleges of Education in Ghana?	Means (M) and Standard Deviations (Std. D)	Students

Chapter Summary

This chapter discussed the methodology that was adopted for the study. A descriptive research design was employed for the study. A cluster sampling technique was used to select colleges. The students that participated in the research were chosen using a stratified selection strategy. Questionnaire was the primary instrument of data collection. Descriptive statistics (frequencies, percentages, mean and standard deviation) were used to analyse the responses to research questions. The next chapter discussed the analysis and discussion of the data.
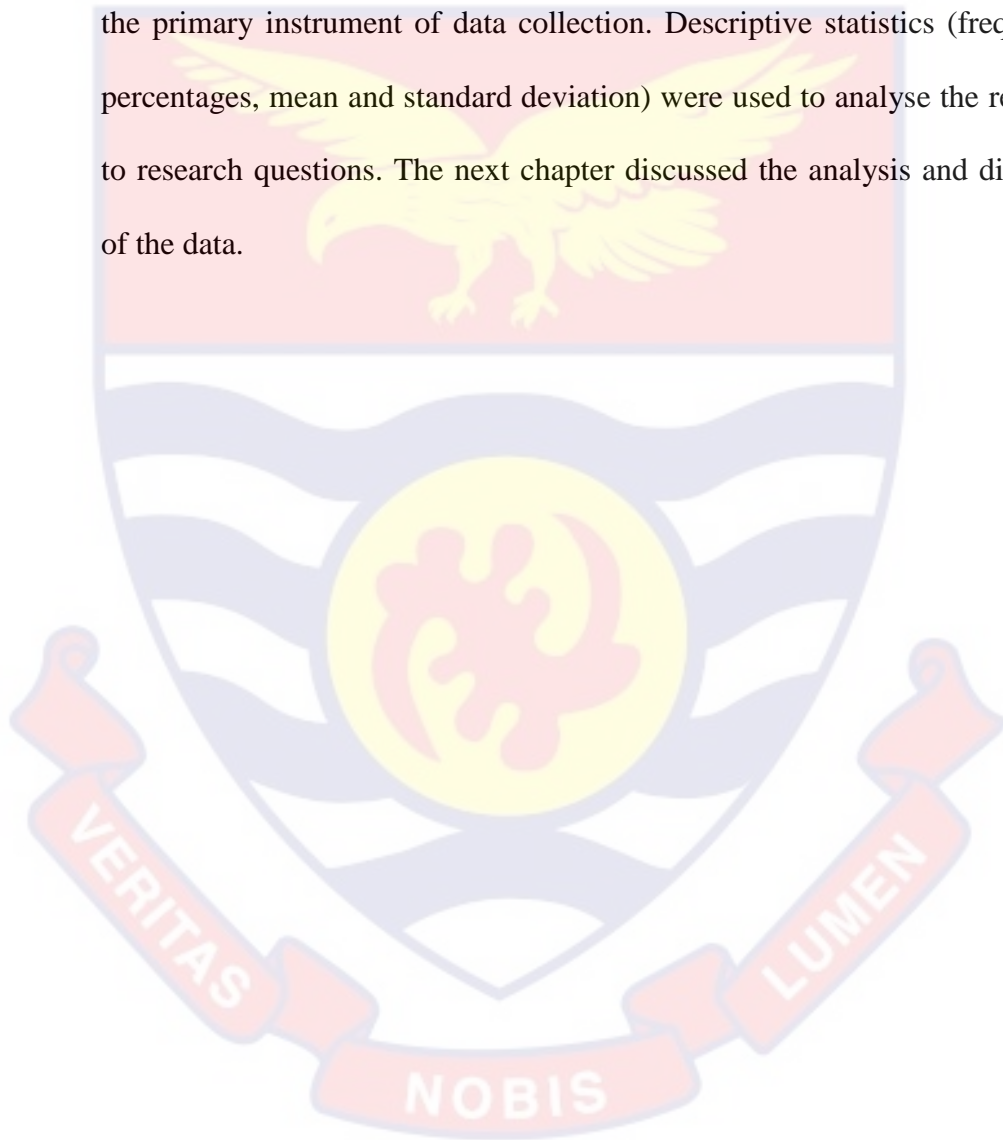
CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The results and discussion of the analysis are presented in this chapter. The study gathered data on assessing academic advising among students in selected Colleges of Education in Ghana. The findings are presented according to the research questions for the study. This part of the report addresses the research issues that guided the study through a description of the field data collected. Analyses utilising the mean of means and standard deviations were performed on the questionnaire based on the Likert scale with four options. Shown are the deciding criteria that were used while analysing data using means and standard deviations.

Research Question One: How is academic advising being conducted in the Colleges of Education in Ghana?

The landscape of academic advising in higher education is dynamic, responding to evolving student needs and institutional contexts. In the Colleges of Education in Ghana, the process of academic advising plays a critical role in shaping the academic and professional paths of aspiring educators. This study aims to investigate the current methodologies and practices employed in academic advising within these institutions. By understanding how advising is conducted, we can gain insights into the strategies employed by advisors, the modes of communication utilized, and the overall structure of the advising process. This exploration lays the groundwork for assessing the effectiveness of current advising practices and identifying areas for improvement.

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Research question one sought to find out how academic advising is being conducted in the Colleges of Education in Ghana. It sought to determine how Academic advising is conducted in terms of prescriptive and developmental. Prescriptive academic advising is advisor centered because the advisor does not permit the student to make his or her own choices in the way of his education. The results of prescriptive academic advising are presented in Table 4.

Table 4: Prescriptive Academic Advising

Prescriptive Statements	M	SD	MR
My advisor has interest in knowing where I work, what my hobbies and interests are, and even some family information	2.40	.947	1st
My advisor focuses on my personal growth.	2.24	.916	2nd
My advisor focuses on knowing me as an individual based on my abilities.	2.05	.890	3rd
My advisor focuses on knowing me as an individual, based on my skills.	1.95	.910	4th
My advisor provides me with accurate information about degree requirements	1.88	.800	5th
My advisor focuses on my academic learning.	1.87	.900	6th
Average Mean/Standard Deviation	**2.07**	**.650**	

Source: Field survey (2022). N=340

Table 4 shows how academic advising is being conducted for students in the Colleges of Education in Ghana, which is presented based on prescriptive issues. In relation to the prescriptive statements, results on the data show that generally, most of the students in Colleges of Education in

Ghana disagree with how academic advising is being conducted for them. This evidence came to bear after the students' responses scored an average mean (AM=2.07; SD=.650) less than the criterion value of 2.50.

Table 4 shows how the means were ordered from highest to lowest based on the replies. Most students surveyed (M=2.40, SD=.947) at Ghanaian Colleges of Education did not think their advisers were interested in learning about their employment, hobbies, and family situations. Most students also disagree that their advisers care about them as individuals (M=2.24, SD=.916).

Continuing the preceding, most students (M=2.05, SD=.890) believe their advisers do not take the time to get to know them individually based on their skills. In addition, most students said their advisers do not tailor their advising to their unique needs and strengths (M=1.95, SD=.910). Perhaps most students (M=1.88, SD=.800) also feel misinformed by their advisers when fulfilling the criteria for their degrees. Lastly, most students disagree (M=1.87, SD=.900) that their advisers prioritise their academic progress.

Developmental advising is another way the researcher sought to find out how academic advising is being conducted. Developmental academic advising is where the advisee or the student actively engages in a dialogue with the advisor to ensure good decision-making in the advising sessions. Every aspect of a student's education is up for grabs, giving them the freedom to feel like they have taken control of their educational experience and, ultimately, their professional trajectory. The results are presented in Table 5.

Table 5: Developmental Academic Advising

Developmental Statements	M	SD	MR
My advisor assists me in connecting my extra-curricular and co-curricular choices to academic, career, and life goals	2.02	.805	1st
My advisor engages me in a dialogue about the purpose and meaning of course requirements	1.99	.870	2nd
My advisor helps me understand how things work, particularly with policies and procedures in the college	1.98	.811	3rd
My advisor helps me in my decision making towards my academic success.	1.97	.839	4th
My advisor helps me to solve my academic challenges. Problem-solve, plan, and improve decision-making skills	1.93	.874	5th
My advisor allows me to take greater responsibility for my success and progress in higher education	1.84	.803	6th
Average Mean/Standard Deviation	1.95	.590	

Source: Field survey (2022), N=340

The second aspect of the research question one sought to find out how academic advising is being conducted in relation to developmental issues. The accrued results appear to be similar to that of prescriptive statements. It was again found that generally, most of the students in Colleges of Education in Ghana disagree with how academic advising is conducted for them on developmental issues. This is obvious after the students' responses scored an average mean (AM=1.95, SD=.590) less than the criterion value of 2.50.

Most students disagree that their advisers help them relate their extracurricular and co-curricular activities to their educational, professional,

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and personal objectives (M=2.02, SD=.805, n=340). Similarly, most students do not feel that they have meaningful discussions with their advisers on the relevance and significance of course requirements (M=1.99, SD=.870).

However, most students do not agree that their advisers assist them in figuring out how things function, especially regarding college laws and procedures (M=1.98, SD=.811). Continuing with the theme of maturation, it was shown that most students' advisers do not assist them in making decisions that would lead to academic achievement (M=1.97, SD=.839). According to the findings, most students' advisers do not assist in resolving their academic difficulties. Improve your ability to think strategically, devise workable solutions, and make sound judgements (M=1.93, SD=.874). Most advisors do not provide their advisees enough freedom to decide about their academic futures, as measured by mean (M) = 1.84 and standard deviation (SD) = 0.803.

On the prescriptive academic advising, "My advisor has an interest in knowing where I work, what my hobbies and interests are, and even some family information" scored the highest mean (M=2.40). The statement "my advisor focuses on my academic learning" scored the least mean value (M=1.87). The statement, "My advisor assists me in connecting my extra- and co-curricular choices to academic, career, and life goals," received the highest mean value (M=2.02) regarding developmental, academic advising, while the statement, "My advisor allows me to take greater responsibility for my success and progress in higher education," received the lowest mean (M=1.84).

Most students express dissatisfaction with the current practices of academic advising. They do not agree with the idea that advisors are interested in understanding their jobs, interests, and personal details. Additionally,

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students feel that advisors do not focus on getting to know them based on their individual skills, and there is a prevailing sentiment that advisors are not providing effective help.

Research Question Two: What are the characteristics of academic advising offered by advisors in the Colleges of Education in Ghana?

Academic advising is not a one-size-fits-all endeavor; rather, it involves a nuanced interplay of characteristics that collectively define the advising experience. In the context of the Colleges of Education in Ghana, this study sought to elucidate the specific characteristics that define academic advising as offered by advisors. From the nature of interpersonal relationships to the level of personalized guidance, understanding these characteristics is instrumental in gauging the quality and impact of advising on student development. Through an exploration of these defining features, we aim to paint a comprehensive picture of the advising landscape within these educational institutions.

Research question two sought the characteristics of academic advising offered in the Colleges of Education in Ghana. Recently, a heated discussion has been on what makes for good academic counselling and what students should be taught about the pitch. In this vein, the worldwide academic advising community has defined academic advising as a distinct pedagogy with its own set of expected learning objectives and course requirements (NACADA, 2016). Table 6 presents the outcomes.

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Table 6: Characteristics of Academic Advising Students Receive in the Colleges of Education in Ghana

Statements N=340	M	SD	MR
My advisor focuses on my personal growth.	2.62	.430	1st
My advisor assists me in connecting my curricular and co-curricular choices to academic, career and life goals.	2.33	.220	2nd
My advisor provides me with accurate information about degree requirements.	2.32	.260	3rd
My advisor focuses on knowing me as an individual, based on my skills.	1.90	.410	4th
My advisor engages me in a dialogue about the purpose and meaning of course requirements.	1.73	.230	5th
My advisor allows me to take greater responsibility for my success and progress in higher education.	1.52	.240	6th
My advisor focuses on my academic learning.	1.48	.150	7th
My advisor focuses on knowing me as an individual, based on my abilities.	1.45	.320	8th
My advisor helps me to solve my academic challenges.	1.40	.130	9th
Average Mean/Standard Deviation	**1.80**	**.266**	

Source: Field survey (2022).

Table 6 presents the results on characteristics of academic advising offered by advisors in the Colleges of Education in Ghana. Reading the mean values, the results suggest that most of the students in Colleges of Education in Ghana largely disagree with some of the characteristics of academic advising they receive in the Colleges of Education in Ghana. The mean score of 1.80,

with a standard deviation of.520, for the students' replies was lower than the cutoff score of 2.50.

As portrayed in Table 5, the mean values were ranked from highest to lowest based on the responses and reported as such. Example: Most students believed their adviser cared about their development as an individual (M=2.62, SD=.430). Most students (M=2.33, SD=.220) did not think that their adviser helped them connect their academic and extracurricular activities and their long-term aspirations.

In other related results, it was found that most of the students believe that their advisors do not provide accurate information about degree requirements (M=2.32; SD=.220). Likewise, most students did not feel that their advisers took the time to get to know them as a person and tailor their advice to their strengths and weaknesses (M=1.90, SD=.410). Similarly, most students (M=1.73, SD=.230) did not feel that their advisors actively promoted open communication with them regarding the relevance and significance of course requirements.

Similarly, most students asserted that their advisors do not allow them to take greater responsibility for their success and progress in higher education (M=1.52, SD=.240). Likewise, most of the students pointed their advisors do not focus on their academic learning (M=1.48, SD=.150). Most students also feel their advisors do not take the time to get to know them as unique people with unique sets of skills (M=1.40, SD=.130).

From the results, the "advisor focuses on my personal growth" scored the highest mean value of 2.62, and the statement "advisor helps me to solve my academic challenges" scored the lowest mean of 1.40. Most students

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disagree with certain characteristics of academic advising provided by advisors. Common issues include a lack of focus on personal growth, provision of inaccurate information about degree requirements, and a failure to engage students in discussions about the purpose and meaning of course requirements.

Research Question Three: What are the resources available for effective and efficient academic advising to be carried out in the Colleges of Education in Ghana?

Effective academic advising is contingent on a range of resources, including human, technological, and informational assets. In the Colleges of Education in Ghana, where the preparation of future educators is paramount, assessing the resources available for advising becomes crucial. This study endeavors to catalog and evaluate the resources that advisors can leverage to enhance the quality of academic advising services. By identifying these resources, we aim to provide a foundation for recommendations on resource allocation, training, and infrastructure development to fortify the advising process within these academic institutions.

This research question sought to assess the resources available for effective and efficient academic advising to be carried out in the Colleges of Education in Ghana. This study aimed to determine if the Colleges of Education have enough resources to provide students with effective and efficient academic advising. This study topic was important because the amount of resources available to facilitate effective and efficient academic advising may affect both the effectiveness of academic advising and its impact on students in general. The results are presented in Table 7.

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Table 7: Resources Available for Effective and Efficient Academic

    Advising

Statements N=340	M	SD	MR
The advisor is able to serve me with drinks and water and that enhances the rapport needed for effective academic advising.	2.59	1.07	1st
There is television etc. to make students feel at home in the office.	2.55	1.05	2nd
I feel comfortable in the furniture when I go for advising sessions.	2.40	.970	3rd
I receive my academic advising in an enclosed area	2.34	1.05	4th
The advising programme is responsive to client's needs due to resource availability.	2.32	.850	5th
Academic advising is done in smaller groups and this enhances advising sessions.	2.18	.920	6th
The availability of communication tools (telephone, e-mail, WhatsApp, Facebook, fax, internet access, etc.) make us able to access the advisors each time we need them.	2.13	1.03	7th
Average Mean/Standard Deviation	**2.35**	**.740**	

Source: Field survey (2022).

Table 7 shows the findings about the resources available for carrying out academic advising at Ghana's Colleges of Education effectively and efficiently. The descriptive findings show that, generally speaking, most of the students at Ghana's Colleges of Education disagreed with the assertions that most of the resources are not accessible for carrying out effective and efficient

academic advising in the Colleges of Education in Ghana. This became apparent when the average mean of the students' responses—AM=2.35; SD=.740—was less than the 2.50 criteria value.

For instance, it was discovered that advisors might provide students with refreshments and water to a certain amount, which improves the relationship necessary for efficient academic counselling (M=2.59, SD=1.07). Also, it was discovered that some television and other amenities help students feel at home in the workplace (M=2.55, SD=1.05). On the other hand, it was shown that most students at Ghana's Colleges of Education disagree that the furniture makes them feel at ease when they attend counselling sessions (M=2.40, SD=.970).

Like the above, most of the students in Colleges of Education in Ghana disagree that they receive academic advising in an enclosed area (M=2.34, SD=1.05). In addition, most students at Ghanaian Colleges of Education disagree (M=2.32, SD=.850) that the advising programme is responsive to client requirements owing to a lack of resources. Another result was that most students disagree that academic advising is done in smaller groups, enhancing advising sessions (M=2.18, SD=.920). Ultimately, it was discovered that no communication options (telephone, e-mail, WhatsApp, Facebook, fax, internet access, etc.) are readily available to enable students to contact advisers whenever they need them (M=2.13, SD=1.03).

According to the data, the claim that the adviser can provide me with refreshments and water improves the relationship necessary for efficient academic advising had the highest mean (M=2.59). The claim that "The accessibility of communication technologies (telephone, e-mail, WhatsApp,

Facebook, fax, internet access, etc.) make us able to reach the advisers each time we need them" had the lowest mean (M=2.13) rating.

Research Question Four: What is the level of satisfaction of students regarding academic advising services rendered to them in the Colleges of Education in Ghana?

Student satisfaction is a pivotal metric in evaluating the efficacy of academic advising services. In the context of the Colleges of Education in Ghana, understanding the level of satisfaction among students is paramount for assessing the impact of advising on their academic journey. This study sought to gauge student perceptions, expectations, and contentment with the advising services provided. Through an exploration of student satisfaction, we aim to uncover insights into the strengths of the advising system and areas that may require attention and improvement, thereby contributing to the overall enhancement of the advising experience.

Research question four sought to determine the satisfaction of students regarding academic advising services rendered to them in the Colleges of Education in Ghana. Students' overall satisfaction determines the extent to which they will patronise the advising sessions in the Colleges of Education. The results are presented in Table 8.

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Table 8: Students' Level of Satisfaction Regarding Academic Advising Services

Statements	M	SD	MR
My advisor is attuned to my personal well-being in the learning environment.	2.16	.910	1st
Academic advising has been available when I needed it.	2.12	.820	2nd
My advisor is available to me in multiples of ways (in person, by telephone, e-mail, WhatsApp, Facebook, fax, etc.) and that makes me satisfied.	2.10	.880	3rd
Sufficient prior notice has been provided about deadlines related to institutional policies and procedures	2.08	.800	4th
Sufficient time has been available during advising sessions	2.06	.860	5th
My advisor allows me to choose my own direction which makes me feel more satisfied with the career path I desire and take an interest in my own education	2.03	.890	6th
I have received accurate information about courses, programmes, and requirements through academic advising	1.96	.790	7th
I am satisfied in general with the academic advising I receive.	1.92	.820	8th
Average Mean/Standard Deviation	**2.05**	**.660**	

Source: Field survey (2022) N=340

From Table 8, the descriptive results suggest that most students in Colleges of Education in Ghana disagreed with the statements showing they are not satisfied with the academic advising services offered. This became profound after the students' responses scored an average mean (AM=2.05; SD=.660) far less than the criterion value of 2.50.

For instance, it was found that their advisors are not attuned to their well-being in the learning environment; as such, they are not satisfied with the academic advising services offered (M=2.16, SD=.910). It was again found that academic advising was unavailable when they needed it (M=2.12,

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SD=.820). Similarly, their advisors are not available to them in multiples ways "(in person, by telephone, e-mail, WhatsApp, Facebook, fax, etc.)," and that makes them unsatisfactory (M=2.10, SD=.880).

Likewise, it was shown that students do not find academic advising services to their liking because of inadequate advance information regarding deadlines relating to institutional regulations and procedures (M=2.08, SD=.800). Students have reported dissatisfaction with academic advising services (M=2.06, SD=.860), mostly due to a lack of time allotted for each session. Students said their advisers' lack of autonomy discouraged them from taking the initiative in their studies and pursuing professional satisfaction (M=2.03, SD=.890).

Evidence also suggests that most students have not gotten correct information regarding courses, programmes, and prerequisites from academic advising (M=1.96, SD=.790). In conclusion, most students are dissatisfied with their academic guidance (M=1.92, SD=.820).

Research Question Five: What are the Challenges of academic advising in the Colleges of Education in Ghana?

The effectiveness of academic advising can be hampered by various challenges and obstacles. In the Colleges of Education in Ghana, it is crucial to identify and understand these challenges to implement targeted interventions for improvement. This study is designed to investigate the problems and impediments faced in the academic advising process. From communication barriers to resource constraints, a comprehensive understanding of these challenges will inform recommendations for strategic enhancements and policy adjustments, ultimately fostering a more conducive

advising environment for both students and advisors. The final research question to guide this study was to discover the challenges of academic advising in the Colleges of Education in Ghana. The results are presented in Table 9.

Table 9: Challenges of Academic Advising in the Colleges of Education in Ghana

Statement	M	SD	MR
Some of academic advisors do not have adequate knowledge about what academic advising entails.	2.36	.900	1st
Academic advisors in the college are burdened with the responsibility of participating in social functions.	2.32	.920	2nd
The college does not allocate time/periods for academic advising.	2.29	.990	3rd
Academic advisors in the college are burdened with the responsibility of doing school committee works	2.27	.950	4th
Some of the advisors do not make time to fully prepare for advising sessions.	2.26	.960	5th
The unavailability of academic advisors	2.25	1.06	6th
Some of the academic advisors lack understanding of students needs	2.23	.930	7th
Students do not approach advisors for advising purposes when they have problems.	2.22	.980	8th
Students feel reluctant to go for academic advising sessions.	2.16	.947	9th
Limited number of academic advisors for a huge number of students	2.13	.930	10th
Academic advisors in the college are burdened with the responsibility of teaching	2.08	.910	11th
Average Mean/Standard Deviation	**2.23**	**.670**	

Source: Field survey, (2022), N=340

The results of the challenges of academic advising in the Colleges of Education in Ghana are presented in Table 9. As shown in Table 9, the descriptive results suggest some challenges to academic advising in the Colleges of Education in Ghana. The students' responses scored an average mean (AM=2.23; SD=.670) far less than the criterion value of 2.50, confirming this evidence.

For example, one of the challenges was that some academic advisors do not have adequate knowledge about what academic advising entails (M=2.36, SD=.900). Also, academic advisors in the college are burdened with the responsibility of participating in social functions (M=2.32, SD=.920). Another challenge was that the college did not allocate time/periods for academic advising (M=2.29, SD=.990).

Another related challenge was that academic advisors in the college are burdened with the responsibility of doing school committee work (M=2.27, SD=.950). Also, some of the advisors do not make time to fully prepare for advising sessions (M=2.26, SD=.960). Similarly, academic advisors are unavailable (M=2.25, SD=1.06).

Still, on the challenges, most students asserted that some academic advisors did not understand students' needs (M=2.23, SD=.930). Relatedly, most students do not approach advisors for advising purposes when they have problems (M=2.22, SD=.980). Again, most students feel reluctant to attend academic advising sessions (M=2.16, SD=.970). A limited number of academic advisors for a huge number of students was also found to be another challenge (M=2.13, SD=.93). Finally, academic advisors in the college are

burdened with the responsibility of teaching, which pose a challenge (M=2.08, SD=.910).

Background Information of the Students at the Colleges of Education

Students from participating schools of education's academic histories were the focus of this section. In this part, I examined the respondents regarding demographics such as age, gender, and present position. Data on the respondents' histories are included in Table 10.

Table 10: Background Information of the Students at the Colleges of Education

Variable	Subscale	Freq.	Percent (%)
Gender	Male	191	56.2
	Female	149	43.8
Age	Below 19 years	3	0.9
	19-21 years	43	12.6
	22-24 years	197	57.9
	25- 27 years	74	21.8
	28 years and above	23	6.8
Level	200	123	36.2
	300	217	63.8

Source: Field survey (2022).

Table 10 shows the demographic characteristics of the study's selected students at the Colleges of Education. The results indicate that most students at the selected Colleges of Education for the study were males (n=191, 56.2%). The female students were the least (n=149, 43.8%). With respect to their ages, it was found that most of them were between 22-24 years (n=197, 57.9%). Those below 19 years were the least (n=3, 0.9%). In relation to the level of students, most were sampled from level 300 (n=217, 63.8%), and 123 representing 36.2%, were sampled from level 200.

Discussion

The study is discussed in line with the objectives of the study, which were to:

1. Find out how academic advising is being conducted in the Colleges of Education in Ghana.

2. Find out the characteristics of academic advising offered by advisors in the Colleges of Education in Ghana.

3. Assess the resources available for effective and efficient academic advising to be carried out in the Colleges of Education in Ghana.

4. Determine the satisfaction of students regarding academic advising services rendered to them in the Colleges of Education in Ghana.

5. Find out the problems of academic advising in the Colleges of Education in Ghana

How academic advising is being conducted in the Colleges of Education in Ghana

These findings align with research conducted by Vatel et al. (2018), which emphasizes the importance of personalized and student-centered advising. Advisors who actively engage with students, understand their individual needs, and tailor guidance accordingly contribute significantly to a positive advising experience.

The study indicated that students in Colleges of Education in Ghana are unhappy with how academic advice is handled for them, particularly regarding prescriptive and developmental difficulties. According to Drake (2011), the goal of academic advising is to "create connections with our students, locate locations where they become disengaged, and assist them to get reconnected" (p. 8). As a result, academic advice is difficult due to the

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complexity of the school and the student (Troxel & Kyei-Blankson, 2020). The best advice is seldom a "one size fits all" solution. For instance, scaling up a technology to detect "at risk" students implies a deficit approach to frequently misapplied metrics and reduces advisors' involvement with students who do not "trigger" automated alarms. About 20 years ago, Light (2001) may have said it best when he remarked, "excellent advising may be the single most underappreciated aspect of a successful college experience" (p. 81).

It is fair to say that Crookston (1972) and O'Banion (1972) are two of the most influential authors in advising due to the seminal works they both authored in 1972. With prescriptive advising, the student receives all of their knowledge from their advisor, who acts as a one-way conduit for information. This shows that the burden of responsibility rests on the shoulders of the advisors and not the pupils. In the context of prescriptive advising, academic advisors tell their students what to do, how to do it, when, and on a host of other issues.

Yet, Crookston based his description of developmental advising on shared responsibility. In this framework, students are responsible for their learning, and the advisor and student share responsibility for information dissemination. Advising was conceptualised as the instruction and integration of decision-making, goal-setting, and critical-thinking skills and processes within the context of advising sessions, focusing on actively engaging developmental theories that consider the student as a whole (Lowenstein, 2014).

Academic guidance needs its methodology, learning objectives, and curriculum to guarantee excellence, as discussed (NACADA, 2016). As argued by Hemwall and Trachte (1999), the two traditional approaches to academic advising seem to have missed the critical connection between learning and instruction; thus, a correction is required to reconcile advisory practises with instruction and liberal education. Lowenstein (2018) appears to agree with this position.

While Smith and Allen (2012) advocate for a renewed emphasis on curricular or structural "learning," they caution that neither developmental nor prescriptive counselling should be abandoned due to this shift in emphasis. Hence, it is necessary to use a multifaceted approach to advising to provide a great academic advising service.

Characteristics of academic advising offered by advisors in the Colleges of Education in Ghana

These results are consistent with the findings of studies such as Chen and Habley (2018), who highlight the significance of accurate and comprehensive information in academic advising. Providing students with clear and reliable information is crucial for effective guidance and decision-making.

Students at Ghanaian Colleges of Education were surveyed on their opinions of the academic counselling they received, and it was revealed that many of them had strong disagreements with some aspects of the service they were given. This result seems to be in line with other studies. Academic advising has been linked to student growth and dissatisfaction with higher

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education (see, for example, Pargett, 2011). Happy college students are less likely to be distracted and more likely to do well academically.

Pargett's (2011) research was unequivocal in claiming that low expectations for high school education and a lack of college readiness (Greene and Winters, 2018) were to blame for certain students' failure to finish or graduate from college and that high school academic therapy may help. Adelman (1999) found that around 40 percent of first-year college students need to take at least one remedial course, which increases the time and difficulty required to graduate.

These findings indicate that the quality of academic counselling may significantly influence a student's graduation rate (Pascarella & Terenzini, 2018). High-quality academic counselling has been linked to student retention, particularly among first-year students, according to research by Steingass and Sykes (2018). Good supervising may help students succeed in school and graduate on time (Pascarella & Terenzini, 2018; Steingass & Sykes, 2018).

Resources available for effective and efficient academic advising to be carried out in the Colleges of Education in Ghana

The study finds that most resources required for effective academic advising are not readily available. Issues range from uncomfortable advising spaces to a lack of responsiveness to client needs due to resource constraints. Research by Maki and DuBray (2019) emphasizes the importance of creating a conducive advising environment. Adequate resources, including comfortable and private spaces for advising sessions, are essential for fostering a positive advising experience.

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In an attempt to determine the resources available for such activities, the study's conclusion that there are no resources available for effective and efficient academic advising to be undertaken at Ghana's institutions of education was reached.

Several relevant research in the literature is supported by the findings of this study. For instance, the results support Marques (2018). As one of the top five best practises for faculty advising, he believed that advisers should be accessible to students in various ways "(in person and by telephone, e-mail, and fax)."

While studies suggest an increasing demand for academic advising in educational institutions, Abelman (2017) argues that a few key reasons may hamper the programme. When the ratio of students to advisers is high, programme success may be constrained. Many institutional characteristics, such as student body size, programme focus, religious affiliation, mission statement, and private/public status, all have a role in determining the nature of the guidance provided. According to Marques's (2018) list of the top five best practises for faculty advising, advisers should make themselves accessible to students in a variety of formats "(in person and by telephone, e-mail, and fax)."

As a result of what has been discussed thus far, it is reasonable to draw the following conclusions about the resources available for effective and efficient academic advising: there is an enclosed environment/office available, which makes academic advising sessions very effective; the chairs in their offices make students feel at home when they come for advising. Nevertheless, advisees cannot always contact their advisers when needed since

they cannot access various forms of communication (telephone, e-mail, WhatsApp, Facebook, fax, etc.).

Level of satisfaction of students regarding academic advising services rendered to them in the Colleges of Education in Ghana

Most students express dissatisfaction with academic advising services. Issues include advisors not being attuned to their well-being, unavailability through multiple communication channels, and insufficient notice about deadlines related to institutional policies and procedures. These findings resonate with the research of Winston and Miller (2017), who emphasize the significance of advisor availability and proactive support. Student satisfaction is closely tied to the accessibility and responsiveness of advisors.

Students in Colleges of Education in Ghana were surveyed to determine their level of satisfaction with the academic advising services they received. According to the findings, most students felt let down by their academic advisors. The results of this study are consistent with those of Noel-Levitz (2016), who found that students place a high value on instructional effectiveness and academic advising. Students' importance on academic guidance and relatively low satisfaction rates suggest this "performance gap" may be problematic. The study may have been flawed because of its assumption that similar ratings of importance and satisfaction were equivalent. Using the same scale to compare them would be troublesome due to the vast differences between the evaluations.

Relatedly, DeLaRosby's (2017) research surveyed advisees to gauge their opinions on advisors' personalities, styles, approaches, communication

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techniques, interactions with advisees, and overall effectiveness. Students who were unhappy with their advisers often said they found them unavailable, intimidating, insensitive, or even unpredictable. Students who reported high levels of satisfaction with their advising regarded their advisers as knowledgeable about their chosen major, approachable, generous with their time, and motivated to help them succeed. This research uncovered many characteristics of "successful advising," including the need for advisors to exhibit a genuine interest in their advisees, prioritise academic and career guidance, demonstrate empathy, and work quickly to find solutions to their advisees' problems. DeLaRosby's (2017) research also found that academic advising satisfaction is correlated with students' perceptions of their campus, the amount of time they spend interacting with professors, and the quality of those interactions.

Consistent with the aforementioned supporting evidence, Schreiner's (2019) research demonstrated that satisfaction indicators significantly contributed to the ability to predict student retention across all models and class levels. Indicators of student satisfaction nearly doubled the ability to predict retention at each class level, above and beyond demographic and institutional factors.

The study came to the same conclusion as the one just mentioned: the campus environment greatly affects students' overall happiness. Some things stand out in the relationship between academic guidance and contentment. Students have highlighted the importance of advisor accessibility and friendliness.

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Challenges of Academic Advising in the Colleges of Education in Ghana

The challenges identified in the study point towards several systemic issues within the academic advising framework, echoing concerns that have been recognized and explored in broader literature. These challenges, such as inadequate advisor knowledge, non-advisory responsibilities burdening advisors, insufficient preparation for advising sessions, and a lack of understanding of student needs, are not isolated occurrences but rather reflections of broader trends that have been discussed by researchers in the field.

The issue of inadequate advisor knowledge, as highlighted in this study, resonates with broader research, such as the work of Drake and Jordan (2019). This challenge underscores the importance of ongoing professional development for advisors. Academic advising is a dynamic field that continually evolves with changes in educational policies, technologies, and student demographics. Advisors need access to continuous training and resources to stay abreast of these changes and provide informed guidance to students (Drake & Jordan, 2019).

The finding that advisors are burdened with non-advisory responsibilities aligns with the concerns raised by Kramer and Martin (2019). These authors discuss the challenges advisors face when they are tasked with duties outside their primary advising roles. Being burdened with additional responsibilities can detract from advisors' ability to focus on students, negatively impacting the quality of advising services. Addressing this challenge involves a reevaluation of workload distribution and a strategic

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realignment of responsibilities to ensure advisors can prioritize their core advising functions (Kramer & Martin, 2019).

Insufficient preparation for advising sessions is a common challenge that impacts the quality of interactions between advisors and students. This challenge underscores the need for systematic changes in how advising sessions are organized and underscores the importance of comprehensive training programs for advisors. Studies, including those by Drake and Jordan (2019), emphasize the significance of providing advisors with the tools and resources necessary to adequately prepare for advising sessions, thereby enhancing the overall advising experience for students.

The finding that some advisors lack an understanding of student needs is reflective of a broader issue in academic advising. Drake and Jordan (2019) discuss the importance of advisors possessing a deep understanding of the diverse needs of the student population. This includes an awareness of cultural, academic, and personal differences among students. To address this challenge, there is a need for culturally competent training programs that equip advisors with the skills to understand and respond to the unique needs of individual students.

In summary, the challenges identified in the study align with broader literature on academic advising. The cited studies emphasize the critical role of ongoing professional development for advisors and the need for systemic changes to address these challenges effectively. By recognizing these issues and implementing targeted interventions, Colleges of Education can work towards creating an advising environment that better serves the diverse needs of their student population.

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CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The present study sought to assess academic advising among students in selected colleges of Education in Ghana. This chapter serves as an overview of the research process, methodology, and conclusions on each research topic, summarising the problem's background from earlier chapters. Study findings and policy/practice suggestions are presented in this last chapter. At the chapter's conclusion, several future research directions are outlined.

Summary of the Study

To recap, the study's main thrust was to evaluate academic advising in the Colleges of Education in Ghana. Specifically, they sought to find out how academic advising is being conducted in the Colleges of Education in Ghana, find out the characteristics of academic advising offered by advisors in the Colleges of Education in Ghana, assess the resources available for effective and efficient academic advising to be carried out in the Colleges of Education in Ghana, determine the satisfaction of students regarding academic advising services rendered to them in the Colleges of Education in Ghana and finally find out the challenges of academic advising in the Colleges of Education in Ghana.

The study was nested into the descriptive survey design involving the quantitative approach. The study population comprised all the second-and third-year students in the Colleges of Education in the Central, Western, and Western North Regions of Ghana. Only these students were involved in the study because they have spent more college years and are believed to have

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experienced academic advising. A multistage sampling procedure determined the study's sample size of 351 students (with a 96.9% return rate of 340) and 60 tutors. The information was gathered with the use of a self-made questionnaire. Both the instrument's reliability and validity were checked by preliminary testing. Before collecting any data, we also took care to consider ethical concerns. Descriptive statistics were used to examine the data gathered (frequencies and percentages, means, and standard deviations).

Key Findings

The following findings were established from the study:

1. Research question one found that in relation to the prescriptive and developmental issues, results show that most of the students in Colleges of Education in Ghana do not like how academic advising is being conducted for them. For instance, most students in Ghanaian Colleges of Education disagreed that their advisors are interested in learning about their jobs, interests, and even some family details. They also did not agree that their advisors concentrate on getting to know them as individuals based on their skills. The majority of the students reject the notion that their advisors help them.

2. Research question two found that most of the students in Colleges of Education in Ghana disagree with some of the characteristics of academic advising offered by advisors in the Colleges of Education in Ghana. For instance, it was found that most of the advisors do not focus on students' personal growth. Most advisers also provide inaccurate information about what students need to get a degree.

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Likewise, most advisors do not engage students in a discourse regarding the purpose and meaning of course requirements.

3. Research question three found that most resources are not available for effective and efficient academic advising to be carried out in the Colleges of Education in Ghana. Issues like feeling uncomfortable in the furniture when they go for advising sessions, not receiving their academic advising in an enclosed area, advising programme not being responsive to client's needs due to resource availability, and academic advising not being done in smaller groups, and this enhances advising sessions was found.

4. Research question four found that most students in Colleges of Education are unsatisfied with academic advising services. For instance, most expressed that their advisors are not attuned to their well-being in the learning environment; as such, they are not satisfied with the academic advising services offered to them. Again, it was found that academic advising has not been available when they needed it, advisors are not available to them in multiples of ways (in person, by telephone, e-mail, WhatsApp, Facebook, fax, etc.) and that makes them unsatisfactory, insufficient prior notice has been provided about deadlines related to institutional policies and procedures, and that makes the academic advising services unsatisfactory to them.

5. Research question five sought to find out the challenges of academic advising in the Colleges of Education in Ghana, and it was found that there are some challenges of academic advising in the Colleges of Education in Ghana. Some of these challenges include the fact that

some of the academic advisors do not have adequate knowledge about what academic advising entails, academic advisors in the colleges are burdened with the responsibility of participating in social functions, academic advisors in the colleges are burdened with the responsibility of doing school committee works, some of the advisors do not make time to fully prepare for advising sessions, some of the academic advisors lack understanding of student's needs, etc.

Conclusion

Based on the findings of the study, the following conclusions were reached:

From the study, it can be concluded that in Colleges of Education in Ghana, students do not like how academic advising is being conducted for them in terms of giving students instructions on what they should do and allowing them to take a greater part in the decision-making. Students responded that academic advisors do not know them based on their interests, do not know where they work, and do not engage them in dialogues, and so on. This may be because advisors do not see the necessity to develop close relationships with students to enable them to disclose vital information to the advisors. The advisors are therefore encouraged to create a congenial environment and build relationships with their students for the students to divulge any information that would make the advising sessions successful. Academic advisors are encouraged to use multidimensional approaches to guarantee complete academic advising.

Again, it can be concluded that most of the students in Colleges of Education in Ghana do not like the information such as linking their co-curricular and extra-curricular to career and lifelong learning, personal growth,

degree requirement, purposes, and meaning of courses requirement offered to them in academic advising in the Colleges of Education in Ghana. The academic advisors are encouraged to use the five main domains (integration, referral, information, individuation, and shared responsibility) specified by Smith and Allen (2016).

Furthermore, it can be concluded that material resources and other facilities are not available for effective and efficient academic advising to be carried out in the Colleges of Education in Ghana. The Colleges of Education in Ghana are encouraged to allocate funds for academic advising, however small they may be. The colleges are also encouraged to seek sponsorship from alumni and other organisations for assistance.

Due to some deficiencies in academic advising in the Colleges of Education in Ghana, it can be concluded that students in Colleges of Education are not satisfied with the academic advising services offered to them. Students can be made to fully participate in the advising sessions when periods are appropriately allocated on the academic calendar and students are perhaps graded each semester.

Lastly, it can be concluded that academic advising in the Colleges of Education in Ghana is bridled with challenges such as college advisors' workload, other committee works, nonavailability of advisors, and many more that affect its effectiveness and efficiency. If possible, the academic advising programme should be revealed occasionally to address some of these challenges.

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Recommendations

Based on the findings of the study, the following recommendations are made:

1. It is recommended that academic advisors of Colleges of Education in Ghana focus on knowing the students as individuals based on their skills, interests, and abilities. Advisors should have an interest in knowing where students work, what their hobbies and interests are, and even some family information. Establishing good rapport and relationship with the students, they would feel more comfortable opening up to their advisers about personal matters, which would help advisors provide more tailored guidance.

2. It is also recommended that Principals of the Colleges of Education in Ghana collaborate with various agencies such as alumni and other non-governmental organisations to make available resources (financial, material, and human) for effective and efficient advising. Academic advisors in the Colleges of Education in Ghana can be equipped through training and workshops to know what is expected of them and to operate to the fullness of their capacity.

3. In addition, the administration of Colleges of Education in Ghana, in conjunction with educational agencies such Transforming Teaching, Education & Learning (T-TEL), Ghana Education Service (GES) in the country, actively encourages students to participate in academic advising sessions by raising students' awareness of the need for academic advising and the benefits associated with academic advising. There is the possibility that this will encourage more students to seek

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out academic guidance. In order to attract more students, colleges should consider making academic advising mandatory at least once every academic year.

4. It is suggested that advisors adopt a more developmental advising model in light of the findings that students prefer this approach to traditional advising because it gives students more freedom to direct their own educational experiences and makes them feel more like active participants in their learning rather than passive recipients of advice.

Suggestion for Further Research

The following suggestions are made for further research.

1. The present study assess academic advising among students in selected colleges of Education in Ghana, specifically in the Central, Western, and Western North Regions of Ghana. Research from other Colleges of Education in various national locations is needed to further cooperate on the current study's results and confirm their generalisability.

2. Again, other researchers could incorporate interviews or observation as data collection instruments. This would help give more evidence to academic advising issues in the Colleges of Education in Ghana.

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APPENDICES

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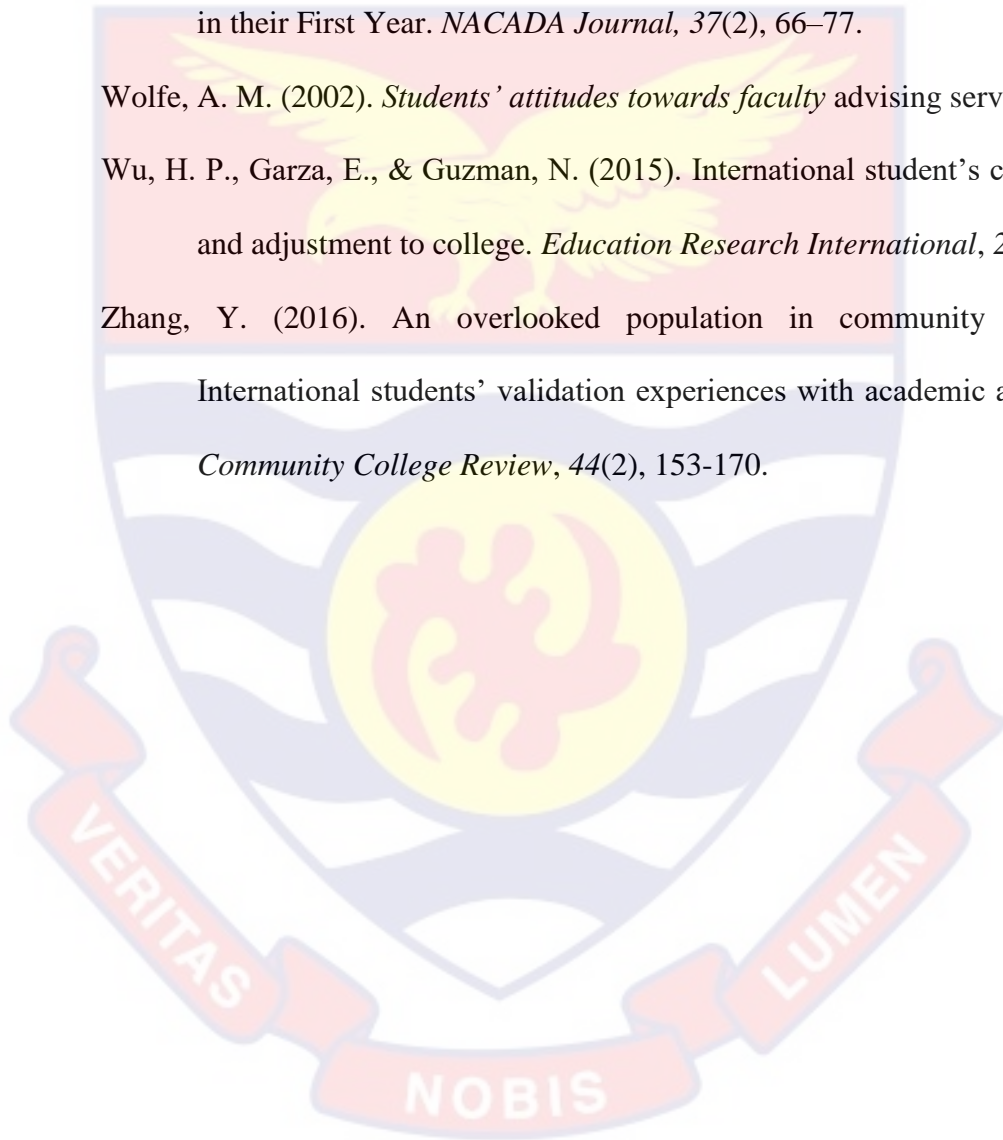
APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

UNESCO CATEGORY II INSTITUTE FOR EDUCATIONAL

PLANNING AND ADMINISTRATION

QUESTIONNAIRE FOR STUDENTS

This questionnaire seeks to **Assess Academic Advising in the Colleges of Education in Ghana**. The exercise is purely for academic work. I, therefore, ask for your maximum cooperation and assure you that the information provided here will be treated with the utmost confidentiality. Please respond to each of the following items by ticking (√) the appropriate response box.

SECTION A: BIO DATA OF RESPONDENTS

Please tick **(√)** the responses applicable to you

1. Gender: Male   [   ]   Female   [   ]

2. Age

     (a). 19-21 years

     (b). 22-24 years

     (c). 25-27 years

     (d). 28 years and above

3. Level

a. Level 200 []

b. Level 300 []

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SECTION B: HOW ACADEMIC ADVISING IS BEING CONDUCTED

Key: SA (Strongly Agree) A (Agree) D (Disagree) SD (Strongly Disagree)

Prescriptive Statements	SA	A	D	SD
1. My advisor has interest in knowing where I work, what my hobbies and interests are, and even some family information				
2. My advisor focuses on my personal growth.				
3. My advisor focuses on knowing me as an individual based on my abilities.				
4. My advisor focuses on knowing me as an individual, based on my skills.				
5. My advisor provides me with accurate information about degree requirements				
6. My advisor focuses on my academic learning.				

7. What are the other approaches/styles of academic advising practiced in your college?

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SECTION C: HOW ACADEMIC ADVISING IS BEING CONDUCTED

Key: SA (Strongly Agree) A (Agree) D (Disagree) SD (Strongly Disagree)

Developmental Statements	SA	A	D	SD
1. My advisor assists me in connecting my extra-curricular and co-curricular choices to academic, career, and life goals				
2. My advisor engages me in a dialogue about the purpose and meaning of course requirements				
3. 6My advisor helps me understand how things work, particularly with policies and procedures in the college				
4. My advisor helps me in my decision making towards my academic success.				
5. My advisor helps me to solve my academic challenges. Problem-solve, plan, and improve decision-making skills				
6. My advisor allows me to take greater responsibility for my success and progress in higher education				

7. What are the other approaches/styles of academic advising practiced in your college?

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SECTION D: CHARACTERISTICS OF ACADEMIC ADVISING OFFERED BY ADVISORS

Key: SA (Strongly Agree) A (Agree) D (Disagree) SD (Strongly Disagree)

Statements	SA	A	D	SD
1. My advisor focuses on my personal growth.				
2. My advisor assists me in connecting my curricular and co-curricular choices to academic, career and life goals.				
3. My advisor provides me with accurate information about degree requirements.				
4. My advisor focuses on knowing me as an individual, based on my skills.				
5. My advisor engages me in a dialogue about the purpose and meaning of course requirements.				
6. My advisor allows me to take greater responsibility for my success and progress in higher education.				
7. My advisor focuses on my academic learning.				
8. My advisor focuses on knowing me as an individual, based on my abilities.				
9. My advisor helps me to solve my academic challenges.				

10. What other characteristic of academic advising do you know?

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SECTION E: RESOURCES AVAILABLE FOR EFFECTIVE AND EFFICIENT ACADEMIC ADVISING

Key: SA (Strongly Agree) A (Agree) D (Disagree) SD (Strongly Disagree)

Statement	SA	A	D	SD
1. The advisor is able to serve me with drinks and water and that enhances the rapport needed for effective academic advising.				
2. There is television etc. to make students feel at home in the office.				
3. I feel comfortable in the furniture when I go for advising sessions.				
4. I receive my academic advising in an enclosed area				
5. The advising programme is responsive to client's needs due to resource availability.				
6. Academic advising is done in smaller groups and this enhances advising sessions.				
7. The availability of communication tools (telephone, e-mail, WhatsApp, Facebook, fax, internet access, etc.) make us able to access the advisors each time we need them.				

8. What other resources are available for effective and efficient academic advising?

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SECTION F: STUDENTS' LEVEL OF SATISFACTION REGARDING ACADEMIC ADVISING SERVICES

Key: SS (Strongly Satisfied) S (Satisfied) D (Dissatisfied) SD (Strongly Dissatisfied)

Statement	SS	S	D	SD
1. My advisor is attuned to my personal well-being in the learning environment.				
2. Academic advising has been available when I needed it.				
3. My advisor is available to me in multiples of ways (in person, by telephone, e-mail, WhatsApp, Facebook, fax, etc.) and that makes me satisfied.				
4. Sufficient prior notice has been provided about deadlines related to institutional policies and procedures				
5. Sufficient time has been available during advising sessions				
6. My advisor allows me to choose my own direction which makes me feel more satisfied with the career path I desire and take an interest in my own education				
7. I have received accurate information about courses, programmes, and requirements through academic advising				
8. I am satisfied in general with the academic advising I receive.				

9. What is your level of satisfaction regarding academic advising services?

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SECTION G: CHALLENGES OF ACADEMIC ADVISING IN THE COLLEGES OF EDUCATION IN GHANA

Key: SA (Strongly Agree) A (Agree) D (Disagree) SD (Strongly Disagree)

Statement	SA	A	D	SD
1. Some of the academic advisors do not have adequate knowledge about what academic advising entails.				
2. Academic advisors in the college are burdened with the responsibility of participating at social functions.				
3. The college does not allocate time/periods for academic advising.				
4. Academic advisors in the college are burdened with the responsibility of doing school committee works				
5. Some of the advisors do not make time to fully prepare for advising sessions.				
6. The unavailability of academic advisors				
7. Some of the academic advisors lack understanding of students needs				
8. Students do not approach advisors for advising purposes when they have problems.				
9. Students feel reluctant to go for academic advising session.				
10. Limited number of the academic advisors for huge number of students				
11. Academic advisors in the college are burdened with the responsibility of teaching				

12. Are there any other challenges regarding academic advising services?

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APPENDIX B

INTRODUCTORY LETTER

United Nations · Institute for Educational Planning
Educational, Scientific and · and Administration at University
Cultural Organization · of Cape Coast, Ghana.
· UNESCO Category II Centre
· of Excellence.

Our Ref.: IEPA-UNESCO /I.2/VOL.1/0079   26th April, 2022.

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION

The bearer of this letter **Miss. Salomey Obeng (EO/EAT/19/0008)** is an M.Phil. Student studying at the Institute for Educational Planning and Administration (IEPA) at the University of Cape Coast.

She requires some information from you/your outfit for the purpose of writing her thesis titled: **"Academic Advising in the Colleges of Education in Ghana"** as a requirement for her M.Phil. Programme.

Kindly give the necessary assistance that **Miss. Salomey Obeng** requires to enable her gather the information she needs.

While anticipating your co-operation, we thank you for any help that you may be able to give her.

Yours faithfully,

Mrs. Alberta A. K. Owusu
HEAD, ADMINISTRATION
For: DEPUTY DIRECTOR-GENERAL (ACADEMIC PROGS. & PROFESSIONAL DEV'T)

cc: Head, Academic Programmes, IEPA

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