

**A COMPARATIVE STUDY OF ACADEMIC ADVISING  
PRACTICE IN PUBLIC AND PRIVATE UNIVERSITIES IN  
NIGERIA**

**BY**

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## **DECLARATION**

I, Tobi-David, Aruoriwo Regina (15PBD01260) hereby do declare that this research work was carried out by me under the supervision of Dr. Adedayo Odukoya of the Department of Psychology, Covenant University, Ota. I attest that dissertation has not been presented either wholly or partly for the any of degree elsewhere. All the source of data and scholarly information used in this dissertation are duly acknowledged.

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## ACCEPTANCE

This is to attest that this dissertation is accepted in partial fulfillment of the requirement of the degree of Masters of Arts (M.A.) in Counselling Psychology in the department of Psychology, College of Leadership Development Studies, Covenant University, Ota.

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### **DEDICATION**

This project work is dedicated to the Almighty God, Creator of Heaven and Earth, the Giver and Sustainer of life who enabled me to commence and finish this programme.

I also dedicate the work to my caring and supportive husband, Mr. Oluwatobi David for his understanding and endurance throughout the period of this programme.

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## **TABLE OF CONTENT**

Title Page	i
Declaration	ii
Acceptance	iii
Certification	iv
Dedication	vi
Acknowledgements	vii
Table of Content	vii
List of Tables	ix

Abstract

x

## **CHAPTER ONE: INTRODUCTION**

**1**

- Background to the Study

1

- Statement of Problem

3

- Objectives

5

- Research Questions

5

- Research Hypothesis

6

- Significance of the Study

6

- Scope of the Study

6

- Operational Definition of Terms

7

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

**8**

- 2.1 Empirical Review of Literature on Academic Advising

8

- 2.2 Theories that support Academic Advising

13



2.3 Definition and Description of Academic Advising	15
2.4 Academic Advising process	17
2.5 Models of Academic Advising	18
2.6 Developmental Advising	18
2.7 Prescriptive Advising	19
2.8 Intrusive Advising	19
2.9. Strength Based Advising	20
2.10. History of Academic Advising	20
2.11. NACADA Concept of Academic Advising	21
2.12. Organizational Model for Advising	23
2.13. The Goals and Role of the Academic Adviser	23

**CHAPTER THREE: RESEARCH METHODOLOGY**  
**26**

3.1 Research Design	26
3.2 Population of the Study	26
3.3. Sample and Sampling Techniques	27
3.4. Sample Distribution	27
3.5 Instrumentation	28
3.6 Procedure for Data Collection	

30

3.7 Data Analysis

31

**CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION  
AND DISCUSSION OF FINDINGS**

**33**

4.1 Results

33

4.2 Research Question One

33

4.3 Research Questions Two

34

4.4 Hypothesis Testing and Analysis of Empirical Results

35

4.5. Focused Group Discussion and Interview Results

41

4.6. Summary of Focused Group Interviews and Discussions

47

**CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS**

**48**

5.1 Summary of Findings

48

5.2 Discussions

49

5.3 Recommendations

53

5.4 Limitation of Study

54

5.5 Suggestions for Further Research

55

5.6. Conclusion

55

5.6 Contribution to Knowledge  
55

References  
56

Appendix  
59

List of f Tables  
60

## LISTS OF TABLES

Table 1: Sample distribution	27
Table 2: Faculty advisers' distribution	27
Table 3: Faculty by Gender distribution	28
Table 4: Data Analysis	32
Table 5: Students perception of the quality of Academic advising practice (Covenant University)	33
Table 6: Student perception of the quality of Academic advising practice (University of Lagos)	34
Table 7: Rating of Advisers' skills (Covenant)	34
Table 8: Rating of Advising skills (University of Lagos)	35
Table 9: Knowledge of University requirements (Covenant)	35
Table 10: Knowledge of University requirements (University of	

Lagos).....	35
Table 11: Knowledge of university’s requirement for 2 universities .....	37
Table 12: Faculty Advisers possession of advising skills (Covenant) .....	37
Table 13: Faculty Advisers possession of advising skills (University of Lagos).....	37
Table 14. Faculty Advisers possession of advising skills for 2 universities.....	38
Table 15: Faculty Advisers possession of advising skills .....	39
Table 16:Impact of formal training on academic advising(Covenant.....	38
Table 17: :Impact of formal training on academic advising (University of Lagos .....	39
Table 18: Gender difference.....	40
Table 19: University type .....	40
Table 20: Summary of Focused group discussions and interviews .....	47

**Abstract**

Academic advising is an important component of a university's structure that assist students to realize their potentials and fulfill their educational, career and professional goals. This study investigated academic advising practice in public and private universities in Nigeria. It sought to determine students' and faculty advisers' perception of academic advising practice. Survey research design was used. Questionnaire and focused group discussions were used to collect data. Students from two universities participated in focus group discussions of 10 students per group. Faculty advisers participated in individual in-depth interview. Random and split sampling techniques were used to select students and faculty advisers. A total of 560 undergraduate students (296 males and 264 females) and 85 faculty advisers (49 males and 36 females) completed the questionnaire to examined academic advising practice (AAP) in Nigerian universities. The data collected were analysed using regression and multi-variance to test the hypotheses while content analysis was used to explore the narratives of the focused group discussions. Some of the findings were that: Academic advising is at the developing stage and majority of the students 389 (85%) were of the opinion that academic advising practice in Nigerian universities was moderate. Advisers knowledge of university's requirements [ $F(1,518) = 91.804, P < 0.01$ ]. Faculty Advisers' skills [ $F(1,203) = 199.984, P < 0.01$ ], and university type ( $t = 4.76$ ) all have significant impact on the academic advising practice. Gender effect was only significant in the use of advising skills ( $t = 2.088$ ). This study concludes that Advisers' skills and knowledge are essential in academic advising practice. It was recommended that universities should establish Academic Advising centers because of its inherent benefits to students.