

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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Signature and Date

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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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.