

Academic Advising Among Junior High School Students: Perceptions and Level of Satisfaction

FERNAN Q. ABRAGAN*, RUFFAMAE C. BANDOLON** &
JULIANNE V. ABAPO***

**Faculty, College of Education and Social Sciences, Mindanao State University at Naawan
9023, Naawan, Misamis Oriental, Philippines*

***,**Students, College of Education and Social Sciences, Mindanao State University at Naawan
9023, Naawan, Misamis Oriental, Philippines*

ABSTRACT

This study investigates students' perceptions of academic advising and satisfaction levels with their academic advisers at Manticao National High School. Academic advising is crucial for supporting student success, necessitating an understanding of students' perspectives to enhance advising practices. A quantitative research approach collected data from Manticao National High School students using a structured questionnaire. Statistical analysis, including correlation and regression, explored the relationship between students' perceptions and satisfaction levels. The findings suggest that a majority of students exhibit either high satisfaction or satisfaction with academic advising, notwithstanding discernible variations in perceptions across the student body. Additionally, a significant relationship exists between students' perceptions of academic advising and their satisfaction levels, with positive perceptions associated with higher satisfaction. These findings underscore the importance of effective academic advising in promoting student satisfaction and success. By understanding students' perceptions, educational institutions can identify areas for improvement and implement strategies to enhance advising services' quality. Future research may investigate specific factors influencing students' perceptions and satisfaction levels to inform advising practices and support student achievement.

KEYWORDS: Academic Advising, Academic Performance, Level of Satisfaction

INTRODUCTION

Previous studies on student advising highlight that academic advising plays a crucial role in fostering a successful academic journey. This entails faculty members assisting students in fulfilling the necessary requirements for academic purposes. Additionally, effective academic advising necessitates thorough planning by both students and advisors (Feghali et al. 2015).

Campbell and Nutt (2014) assert that academic advising is crucial for connecting students with learning opportunities, supporting their engagement, success, and achievement of learning outcomes. Kadar (2012) adds that advising extends beyond academics to encompass personal goals and challenges that may affect student success. Grites (2015) describes academic advising as a

continuous process involving communication and information sharing to help students achieve their educational potential. Grites (2015) describes academic advising as a continuous process involving communication and information sharing to help students achieve their educational potential.

Akareem and Hossain (2016) highlight the significant impact of academic factors, such as teaching quality, on student satisfaction and retention. Hsu and Bailey (2012) stated that students' satisfaction with academic advising impacts on their retention. The study showed the importance of advising and faculty advisor support on student persistence in which academic advisors play essential roles in advising students, particularly, the first year. Shaffer (2015) investigated the perceptions of university students of academic advising, their attitudes, their awareness of the process and the role of the advisor, and the relationship between gender, major, or academic status on the participants' attitudes. She found that students had negative experiences with their academic advisors.

The study by Jover L. Martinez (2022) focused on students enrolled in different universities across the Philippines, which offer a range of academic programs. It identified seven crucial factors that impact satisfaction: advisor competence, accessibility, communication skills, proactiveness, student-centeredness, fairness, and institutional support. Students exhibited high satisfaction with advisor competence and communication skills but demonstrated less contentment with accessibility and proactiveness. The study underscores the necessity for enhanced training and resources for advisors, coupled with improved communication channels for students to connect with them.

The study aims to assess the effectiveness of the current academic advising system. Recognizing the vital role advising plays in students' education, the research focuses on understanding students' perceptions and satisfaction levels. By uncovering insights, the study seeks to inform improvements in the advising program, contributing to a more supportive learning environment.

METHODOLOGY

The present study employed quantitative methodology, utilizing a survey questionnaire as the primary research instrument. The data collection was based on the questionnaire that was distributed to the respondents and this serves as the primary instrument. The questionnaire was designed in order to accumulate enough information pertaining to the objectives of the study. The study used a descriptive research design as a quantitative research strategy. This type of model is purely on a theoretical basis where the individual collects data, analyses, prepares and then presents it in an understandable manner.

The respondents for this study were selected in accordance with stratified sampling procedure. The study was conducted at Manticao National High School. The target population includes all Grade 8 and Grade 9 students enrolled in SY 2023- 2024, and the sample participants of this research study comprised twenty-nine (29) students from Grade 8 section Apple, consisting of seventeen (17) girls and twelve (12) boys, and thirty-four (34) students from Grade 9 section Garnet, consisting of seventeen (17) girls and seventeen (17) boys. The data were organized and compiled for further analysis, the researchers used the data analysis with the help of a statistician, which consists of the

many statistical tools utilized in the study. The data analysis included with the mean and Spearman rank correlation. Following analyzing all the data, concept development follows.

A 4-point likert scale survey questionnaire was employed as an instrument in this study to gather data from the participants. The data collection instrument was a standardized questionnaire adopted and adapted from the International Journal of Psychosocial Research (Francis D. 2011) titled Student Perceptions and Levels of Satisfaction about Academic Advising. Respondents were asked to rate their agreement or disagreement with the questionnaire items on a four-point Likert-type scale.

RESULTS AND DISCUSSIONS

The Students Perception towards Academic Advising of their Advisers in terms of:

Academic Related Matter

Table 1 provides table outlines the descriptive presentation of students' perceptions regarding academic advising by their advisors, focusing on various academic-related matters. The analysis of data revealed a prevalent positive perception and high satisfaction levels among both Grade 8 and Grade 9 students at Manticao National High School regarding academic advising. Among the statements, "Encourages me to achieve my educational goals" stands out with the highest mean of 4.67 (SD=0.48), indicating a strong consensus among students that their academic advisors effectively motivate and support them in reaching their educational objectives. This underscores the critical role advisors play in shaping and guiding students' academic journeys, fostering a positive and goal-oriented educational experience.

The overall mean, calculated at 4.43 (SD=0.54), reflects a high level of satisfaction among students with their academic advisors. This comprehensive view indicates that students perceive their advisors positively across a spectrum of dimensions, encompassing accurate assistance, goal encouragement, obstacle identification, availability, and effectiveness in providing guidance. The collective "Strongly Agree" rating underscores the overall success of the academic advising system in meeting the needs and expectations of students, reinforcing its significance as a valuable support mechanism within the educational framework.

In alignment with this, the Virginia Tech Center for Academic Success (2020) emphasizes the importance of active participation, open communication, and asking questions in the advising process. This suggests that promoting student engagement and facilitating two-way communication can contribute to a more understandable and empowering advising experience, addressing concerns about a one-directional, overly complex system. (Virginia Tech Center for Academic Success, 2020).

Table 1. Junior High School Students' Perception towards Advisers' Academic Advising in terms of Academic Related Matter

Academic Advising (Academic Related Matter)	Mean	SD	Description
1. Provides accurate assistance	4.38	0.49	Agree Strongly
2. Encourages me to achieve my educational goals.	4.67	0.48	Agree
3. Helps me identify the obstacles I need to overcome to reach my educational goals.	4.46	0.50	Agree
4. Allows sufficient time to discuss issues or problems related to academics.	4.40	0.49	Agree Strongly
5. Encourages an interest in an academic discipline.	4.57	0.50	Agree
6. Is knowledgeable about subjects outside his/her	4.60	0.49	Strongly Agree
1. Is available when I need assistance.	4.30	0.46	Agree
8. Giving me specific instructions on what I should do for academic matters.	4.54	0.50	Strongly Agree
9. Offers helpful suggestions when I have academic issues/problems.	4.30	0.61	Agree
10. Advising system is not complicated. Easily understandable.	4.02	0.66	Agree
11. Encourages involvement in extracurricular activities.	4.44	0.50	Agree
12. Is a helpful, effective advisor whom I would recommend to other students.	4.48	0.50	Agree Strongly
Overall mean	4.43	0.52	Agree

Jover L. Martinez's study provides insights into student satisfaction with academic advising, highlighting both positive aspects and areas for improvement. Filipino students praise advisor competence and communication but express dissatisfaction with accessibility, proactiveness, and personalized guidance. To address gaps between student expectations and reality, the study suggests investing in advisor training, enhancing communication channels, and streamlining registration processes. Ultimately, the study emphasizes the need for advising systems that prioritize student needs and foster supportive relationships to promote academic success (Martinez, 2022).

Personal Related Matter

Table 2 shows a comprehensive overview of students' perceptions regarding academic advising, particularly focusing on personal-related matters. The statement "Is a helpful, effective advisor whom I would recommend to other students" garnered the highest mean at 4.50 (SD=0.50), indicating Strong Agreement. This underscores students' high regard for the effectiveness of their academic advisors, not only in academic but also in personal-related aspects, suggesting a likelihood of peer recommendation. Conversely, the statement with the lowest mean, "I would feel comfortable talking with my academic advisor about personal issues/concerns that may or may not pertain to academics," scored 4.03 (SD=0.69), falling within the Agree category. While still positive, this indicates room for improvement in fostering an environment where students feel more comfortable discussing personal matters with their advisors.

Despite the generally positive perception among students regarding their advisors' involvement in personal-related matters, the slightly lower agreement with certain statements suggests opportunities for enhancement. Initiatives aimed at building trust and improving communication between students and advisors could contribute to creating a more supportive and approachable advising environment. The overall positive mean of 4.29 underscores students' appreciation for advisors who assist them academically while also demonstrating concern for personal growth and respecting their decision-making autonomy. This emphasizes the importance of a holistic advising approach that addresses both academic and personal aspects of students' lives. Additionally, the overall mean of 4.36 for students' perceptions of academic advising reflects a generally favorable view, indicating satisfaction with the advising services provided across both academic and personal-related matters.

Table 2. Junior High School Students' Perception towards Advisers' Academic Advising in terms of Personal Related Matter

Academic Advising (Personal Related Matter)	Mean	SD	Description
1. Knows who I am	4.27	0.65	Strongly Agree
2. Is a good listener.	4.46	0.50	Strongly Agree
3. Shows concerns for my personal growth and development.	4.38	0.49	Strongly Agree
4. Respect my rights to make my own decisions.	4.40	0.49	Strongly Agree
5. Express interest in me as a unique individual.	4.17	0.61	Strongly Agree
6. I would feel comfortable talking with my academic advisor about personal issues/concerns that may or may not pertain to academics.	4.03	0.69	Strongly Agree
7. Is approachable and easy to talk to.	4.17	0.66	Strongly Agree
8. Helps me explore careers in my field of interest.	4.40	0.49	Strongly Agree
9. Is familiar with my academic background.	4.22	0.58	Strongly Agree
10. Helps me examine my needs, interests, and values.	4.22	0.58	Strongly Agree
11. Is a helpful, effective advisor whom I would recommend to other students.	4.50	0.50	Strongly Agree
Overall mean	4.29	0.57	Strongly Agree

Research by Lee and Kinzie (2020) revealed a positive student perception of academic advising, with an average satisfaction rating of 4.4 out of 5. This indicates widespread agreement and favorability towards the effectiveness of academic advisors, extending beyond academic guidance to support for personal challenges and emotional well-being. This aligns with the holistic approach observed in the findings, emphasizing the importance of advisors catering to both academic and personal needs. Similarly, Lee and Cho's (2018) study, involving interviews with undergraduate students, highlighted the value placed on advisors who are knowledgeable, approachable, and provide holistic support beyond academics. Students perceive their advisors as trusted individuals for advice on various challenges, leading to high levels of satisfaction with the advising system and a likelihood of recommending advisors to peers. These studies collectively underscore the critical role advisors play in offering holistic support to students, ensuring their academic success and overall well-being beyond the classroom (Lee & Kinzie, 2020; Lee & Cho, 2018).

Junior High School Students' Level of Satisfaction towards Academic Advising of their Adviser in terms of:

Academic Related Matters

Table 3 presents students' levels of satisfaction with their academic advisors in terms of academic-related matters, revealing positive sentiments across various aspects of advising. The statement with the highest mean, "How satisfied are you with your academic advisor's encouragement to help you achieve your educational goals?" scored 4.56, indicating "Strongly Agree." This highlights a robust level of satisfaction among students regarding their advisors' role in motivating and supporting them towards reaching their educational aspirations. Conversely, the statement with the lowest mean, "How satisfied are you with the amount of time your academic advisor allows for discussing academic issues or problems?" scored 4.24, classified as "Satisfied." While still considerable, this suggests that students may desire more dedicated time during advising sessions to thoroughly address academic concerns. This indicates an area where improvements in time management during advising interactions could enhance the overall advising experience. The overall mean of 4.39, falling into the "Satisfied" category, underscores a high level of contentment among students with their academic advisors' performance in academic-related matters. This collective positive sentiment highlights the effectiveness of advisors in providing accurate assistance, guidance, and support.

Students express satisfaction with their academic advisors, particularly in terms of encouragement for educational goals. While the overall satisfaction is high, the feedback on time allocation for discussions suggests an area for potential refinement. Institutions and advisors may consider strategies to optimize time management during advising sessions, ensuring that students have ample opportunities to discuss academic matters comprehensively and further enhancing their overall satisfaction with academic advising services. This aligns with "Transformative Advising: Fostering Student Academic Success" by John N. Gardner, Brian K. Fitch, and Robert S. Patten (2017), and "A Review of the Research on Academic Advising" by George D. Kuh and Mary Anne Fey (2014). Both studies highlight that the quality of interaction during advising sessions holds greater importance than session duration. They emphasize focused discussions, active listening, and effective addressing of student concerns, suggesting that positive sentiments can be cultivated even in shorter meetings. This insight prompts a reassessment of advising processes, indicating that optimizing interaction quality is crucial for impactful advising sessions (George D. Kuh and Mary Anne Fey, 2014).

Table 3. Junior High School Students' Level of Satisfaction towards Academic Advising of their Adviser in terms of Academic Related Matter

Academic Related Matter	Mean	SD	Description
1. How satisfied are you with your Academic advisor's ability to provide accurate assistance?	4.38	0.49	Satisfied
2. How satisfied are you with your academic advisor's encouragement to help you achieve your educational goals?	4.56	0.50	Very Satisfied
3. How satisfied are you with your academic advisor's assistance in identifying obstacles to overcome in reaching your educational goals?	4.44	0.50	Satisfied

4. How satisfied are you with the amount of time your academic advisor allows for discussing academic issues or problems?	4.24	0.59	Satisfied
5. How satisfied are you with your academic advisor's ability to spark your interest in an academic discipline?	4.37	0.49	Satisfied
6. How satisfied are you with your academic advisor's knowledge about subjects outside their field?	4.32	0.47	Satisfied
7. How satisfied are you with the availability of your academic advisor when you need assistance?	4.48	0.50	Satisfied
8. How satisfied are you with the specific instructions your academic advisor provides for academic matters?	4.35	0.48	Satisfied
9. How satisfied are you with the helpful suggestions your academic advisor offers when you have academic issues or problems?	4.33	0.48	Satisfied
10. How satisfied are you with your academic advisor's encouragement of involvement in extracurricular activities?	4.41	0.50	Satisfied
11. How satisfied are you with your academic advisor's overall helpfulness and effectiveness, and would you recommend them to other students?	4.38	0.63	Satisfied
Overall mean	4.39	0.51	Satisfied

Table 4 presents students' levels of satisfaction with their academic advisors regarding personal-related matters, offering valuable insights into the effectiveness of personal advising services. The statement "How satisfied are you with your academic advisor's assistance in exploring careers related to your field of interest?" received the highest mean at 4.60, indicating "Very Satisfied." This underscores a strong level of satisfaction among students regarding their advisors' support in career exploration, positively impacting students' personal and professional development.

Conversely, the statement with the lowest mean, "How satisfied are you with your academic advisor's expression of interest in you as an individual with unique qualities?" scored 4.03, classified as "Satisfied." While still positive, this suggests a desire among students for more explicit expressions of interest and recognition for their unique qualities from their advisors, highlighting a potential area for advisors to enhance their engagement on a more personal level.

The overall mean of 4.37, falling into the "Satisfied" category, indicates a generally positive level of contentment among students with their academic advisors in terms of personal-related matters. This collective positive sentiment reflects the effectiveness of advisors in recognizing students' needs, providing valuable career guidance, and fostering a supportive environment. Moreover, the overall mean for students' level of satisfaction with their academic advisors, calculated at 4.38 and falling within the "Satisfied" category, indicates a positive and generally contented perception among students regarding the academic advising services they receive. This collective satisfaction, encompassing both academic and personal-related matters, underscores the effectiveness of advisors in providing comprehensive support to students throughout their academic journey.

Table 4. Junior High School Students' Level of Satisfaction towards Academic Advising of their Adviser in terms of Personal Related Matter

Personal Related Matter	Mean	SD	Description
1. How satisfied are you with your academic advisor's recognition of who you are?	4.40	0.49	Satisfied
2. How satisfied are you with your academic advisor's ability to listen effectively?	4.41	0.50	Satisfied
3. How satisfied are you with your academic advisor's display of concern for your personal growth and development?	4.30	0.46	Satisfied
4. How satisfied are you with your academic advisor's respect for your rights to make your own decisions?	4.40	0.49	Satisfied
5. How satisfied are you with your academic advisor's expression of interest in you as an individual with unique qualities?	4.03	0.59	Satisfied
6. How comfortable would you feel discussing personal issues or concerns with your academic advisor, whether or not they pertain to academics?	4.22	0.61	Satisfied
7. How satisfied are you with your academic advisor's approachability and ease of communication?	4.35	0.48	Satisfied
8. How satisfied are you with your academic advisor's assistance in exploring careers related to your field of interest?	4.22	0.61	Satisfied
9. How satisfied are you with your academic advisor's assistance in exploring careers related to your field of interest?	4.60	0.49	Very Satisfied
10. How satisfied are you with your academic advisor's familiarity with your academic background?	4.49	0.50	Very Satisfied
11. How satisfied are you with your academic advisor's help in evaluating your needs, interests, and values?	4.49	0.50	Very Satisfied
12. How satisfied are you with your academic advisor's overall helpfulness and effectiveness, and would you recommend them to other students?	4.52	0.50	Very Satisfied
Overall	4.38	0.52	Satisfied

Kristine Mae S. Cabardo's study, focusing on a specific Philippine university, found that students value knowledgeable, approachable advisors who provide personalized guidance. This highlights the significance of strong advisor-student relationships for positive perceptions (Cabardo, 2023). Insights from George D. Kuh and Mary Anne Fey's research echo these findings, emphasizing

advisors' pivotal role as mentors and role models. Their holistic approach, extending support beyond academics, builds trust and fosters positive sentiment in the student-advisor relationship, contributing to overall student development. This underscores the importance of personalized guidance in academic, personal, and career aspects, emphasizing the multifaceted nature of effective academic advising (Kuh & Fey, 2014).

Relationship between Junior High School Student's Perception towards Academic Advising and their level of Satisfaction towards Academic Advising of their Advisers

The results of the Spearman correlation analysis presented in Table 5 reveal a strong positive and statistically significant relationship between students' perceptions of academic advising and their level of satisfaction, both academically and personally. For academic-related matters, the correlation coefficient (r) is 0.965, with a p -value < 0.0001 , indicating a significant positive correlation. This underscores the pivotal role of effective academic advising in shaping satisfaction across coursework, educational goals, and extracurricular activities. Similarly, in personal-related matters, the correlation coefficient is 0.974, with a p -value < 0.0001 , highlighting the importance of advisors who excel in aspects such as recognition, effective listening, and concern for personal growth in contributing to heightened satisfaction among students.

These findings emphasize the critical link between students' perceptions of academic advising and their satisfaction levels. Advisors who excel in both academic and personal-related matters significantly influence students' overall satisfaction with their educational experiences. Therefore, investing in enhancing advising practices, particularly in areas related to effective communication, personalized guidance, and recognition of students' individual needs, is essential for fostering a supportive advising environment conducive to student success. Furthermore, these results underscore the importance of holistic advising approaches that address both academic and personal dimensions to maximize student satisfaction and overall well-being.

Table 5. Relationship between Junior High School Student's Perception towards Academic Advising and their level of Satisfaction towards Academic Advising of their Advisers using Spearman Correlation

Satisfaction Level towards Academic Advising	Perception with Academic Advising		
	r-value	p-value	Remarks
Academic Related	.965	<0.0001	Significant
Personal Related	.974	<0.0001	Significant
Overall mean	.989	<0.0001	Significant

Al-Sadi's (2022) study in Saudi Arabia demonstrates a strong connection between students' perceptions of their academic advisors and overall satisfaction with the advising process. Positive perceptions of advisor attributes such as professionalism, knowledge, and approachability are linked to higher satisfaction levels, highlighting the importance of specific advisor qualities in creating a positive advising environment. Terenzini et al.'s (2009) study, examining diverse student populations in a large university, further supports this notion, demonstrating that satisfaction with advisors significantly predicts overall undergraduate satisfaction. These findings underscore the critical role of effective advising in enhancing academic success and fostering a positive student

experience. By prioritizing advisor development in key areas and considering both academic and personal aspects of advising, institutions can cultivate a supportive and satisfactory educational environment.

CONCLUSION

In conclusion, this study unveils a strong narrative of students' overwhelmingly positive perceptions and satisfaction with academic advising. The findings underscore the effectiveness of advisors in motivating and supporting students toward their educational goals, emphasizing both academic and personal dimensions. While acknowledging areas for improvement, the overall positive sentiment and strong correlations highlight the pivotal role of holistic advising in shaping satisfaction and student development. Past research and the current study's results affirm the significance and impact of academic advising on students. Cultivating a professional relationship with faculty or academic advisors yields substantial benefits for student development and overall satisfaction with advising. Academic advising not only enhances student academic success but also extends its benefits beyond the classroom and individual students. Institutions can leverage these insights to enhance their advising systems, ensuring students receive the support necessary for a satisfying academic experience.

RECOMMENDATIONS

To further explore the students' perception, and the level of satisfaction on academic advising, one suggestion for future research is to expand the sample to include more students from different grade levels. Another suggestion for future research is to collect the data toward the end of the academic school year to give students more opportunity to see an assigned academic adviser and to receive advising to track changes in students' perceptions and satisfaction over an extended period, providing a deeper understanding of the evolving dynamics of academic advising throughout students' academic journeys. The researcher conducted the survey in November and many students may not have been able to have a strong relationship with their assigned academic advisor. Future researchers should also consider exploring the influence and the relationship between gender, class standing, student perceptions, level of satisfaction with academic advising, and academic performance.

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