



Academic Advising as a Predictor of Graduates' Quality in Educational Management Programmes at Universities in North Eastern Nigeria

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Abstract

This study investigated academic advising as a predictor of graduates' academic quality in Educational Management Undergraduate Programme in Universities in North Eastern, Nigeria. The study adopted a predictive survey research design. One hypothesis, together with two research questions, were developed and assessed at the 0.05 level of significance. The target population of the study is 766 respondents in public universities offering Educational Management (EDM) Undergraduate Programme in North Eastern, Nigeria. The sample of the study was 383 respondents (i.e., 28 staff and 355 students) which was selected using a multistage sampling technique. Two instruments titled: "Academic Advising Questionnaire (AAQ)" and a proforma on Educational Management Graduates' CGPA were used for data collection. The instruments were validated and pilot-tested with Cronbach's Alpha statistic showing a reliability co-efficient of 0.85. The obtained data were examined using mean and standard deviation; while simple linear regression analysis was then employed to test the hypothesis at the 0.05 level of significance. The findings showed that: academic advising ($F(1, 150) = 125.23, p < 0.05$) predicts graduates' academic quality in Educational Management programs in Universities in North Eastern, Nigeria. Hence, the study concludes that academic advising significantly predicts graduates' academic quality within the Educational Management Undergraduate Programme in Universities in North Eastern Nigeria. The study recommended among others that university management should invest in training and professional development for academic advisors to provide personalized guidance, support, and resources to students, helping them make informed decisions and stay on track academically.

Keywords: Advising, Graduates' Quality, Student Personnel Services, Educational Management, Management

Introduction

Today, education is recognized as the cornerstone of all development since it serves as the foundation for literacy, skill acquisition, technological growth and the ability to utilize a state's natural resources. It is also an important tool for establishing high-level technical capacities that support economic sustenance and development (Charas, 2015). As a result, it not only helps to enhance productivity, empowerment and health, but it also eliminates unpleasant aspects of life such as child labour, prostitution, crime and other vices. Therefore, education remains the primary catalyst for progress in any community, whether developed or developing (Amirize & Ololube, 2018). In Nigeria, education is recognized as the most important investment that the country can make for the rapid growth of its economic, political, social and human resources (FRN, 2013). Thus, education is the foundation of national development of any society since it aids in the transmission of culture, knowledge and values of the society to the younger generation, particularly at the tertiary level when the goal is focused on human capital production. Tertiary education is the third stage of education in Nigeria, following secondary education. According to Nigeria's National Policy on Education, tertiary education includes institutions of higher learning such as universities, colleges of education, polytechnics, mono-technics, and other correspondence schools (FRN, 2013). The NPE further explained that the goal of higher education is to contribute as much as possible to national development through the following measures: (a) expanding and diversifying its programs for the development of high-level manpower within the framework of national needs; (b) tailoring professional course content to meet national needs; (c) integrating all students into a general program of all-

around improvement in higher education, offering general study courses like information technology (IT), nationalism, philosophy of knowledge, and history of ideas; and (d) requiring all Nigerian universities to teach entrepreneurial skills acquisition. As a result, in order to achieve the stated purposes and objectives, university students in Nigeria, particularly the North Eastern part are thoroughly taught all of the rudiments of each programme, as this determines students' academic quality upon graduation.

The academic quality of graduates refers to the amount of knowledge, abilities and competencies that individuals acquire after completing the Bachelor programme, (Francis, 2015), which is often revealed in graduates' class of degree upon graduation. However, the recent academic quality of graduates from universities has become a pressing concern globally, especially in Nigeria. In Nigeria, the North Eastern region faces unique challenges including a decade-long insurgency, which has affected the education sector. The region's universities face resource constraints, inadequate infrastructure and a brain drain, compromising the quality of education. These constraints hamper the learning environment and limit students' exposure to practical and research opportunities (Kayode, 2015). Consequently, graduates may lack the hands-on experience and critical thinking skills necessary in the job market. In addition, the quality of teaching is often compromised by the insufficient number of qualified faculty members (Pitan, 2016). The brain drain phenomenon, where highly educated professionals leave Nigeria for better opportunities abroad, exacerbates the shortage of experienced lecturers and researchers in the study area. Those who remain are frequently overburdened with large class sizes and inadequate teaching resources (Kayode, 2015); thus, compromising graduates' academic quality. Furthermore, providing support services such as career counselling, mentoring and extracurricular activities may assist students in developing important soft skills and well-rounded personalities. The preceding demonstrates that resources and student personnel services, such as orientation exercises and academic advising play important roles in the university system's production of quality graduates. Thus, this study looked at the ability of academic advising to predict graduates' academic quality in educational management programmes in universities in North Eastern, Nigeria.

Academic advising as per Bassam's (2015) definition, is a procedure that strives to assist students in realizing their potential and abilities to help them make decisions about their major courses, and study program, and how to get past obstacles that could hinder their academic progress. It is primarily intended to aid the learner's transition to school life/culture (Agbakwuru, 2020). Academic advisors help students choose courses that are relevant to their educational goals and interests. Advisors ensure that students have a well-rounded and complete understanding of educational management ideas and practices by providing guidance on curriculum standards and course offerings (Aziante et al., 2021). As a result, advisers assist students in course/programme unit selection and ensure students meet all graduation criteria. This advising guarantees that students have a sound academic foundation and are prepared to succeed in their careers after graduation (Owens, 2015). However, poor academic advising may leave students unsure about academic paths and prerequisites. Inadequate guidance in course selection and academic planning may result in students taking courses that are inappropriate or unneeded, which may result in a lack of depth and specialization in their educational management skills (Saka & Hassan, 2020). A lack of competent academic advising may also impede the general understanding of a topic and may also, limit educational management students' capacity to apply relevant concepts and skills in future employment after graduation.

Furthermore, this research focuses on undergraduate educational management programme. It is a four-year academic programme in which students are taught education and management courses and earn a Bachelor of Education (Ed) degree upon graduation. However, this course of study is only been offered at the undergraduate level in Borno State University, Maiduguri (BOSU); Federal University, Kashere; Taraba State University (TSU), Jalingo and Kwara University, Wukari in the entire North Eastern, Nigeria. The absence of some universities offering undergraduate educational management programmes in the region may negatively impact education, leadership, resource management and school growth in basic and post-basic schools. In addition, over the years, the North Eastern region of Nigeria has had its education hampered by various social vices (such as insurgency, ethno-religious crises and students' unrest); to the extent that quality graduates in educational management are needed to help reposition its institutions for optimal performances. This therefore necessitates proper management of student support services such as academic advising if these universities are to produce quality graduates. However, there is a paucity of empirical data to support any claim on whether there is a prediction between academic advising and graduates' academic quality in universities in North Eastern, Nigeria. This study therefore was designed to find out how academic advising predicts

graduates' academic quality using educational management undergraduate programmes in universities in North Eastern, Nigeria.

Statement of the Problem

An ideal graduate of educational management should be able to apply an understanding of educational systems, policies and practices to real-world educational settings. This graduate should also be familiar with educational management trends, research and best practices to make informed decisions and solve school difficulties. However, in actuality, many employers have long questioned the quality of university graduates, particularly those from Nigerian education programmes, because they are viewed as unemployable despite their skills, as some do not appear to meet society or labour demands. Therefore, many Nigerian higher institutions have faced criticism for their mode of training, which many stakeholders assume leads to the production of unemployable graduates (Rufai et al., 2015; Abiodun-Oyebanji and Omojola, 2018). Furthermore, a study conducted by Asiegbu and Ezeugbor (2018) in South West, Nigeria revealed that a significant proportion of undergraduate students pursuing educational management exhibit substandard attributes, such as limited participation in classroom discussions, group assignments, and extracurricular activities, as well as having challenges with core educational management courses. In addition, Asiegbu and Ezeugbor gathered feedback from employers and other stakeholders who interact with educational management graduates and revealed a lack of competence, communication skills and adaptability of these graduates. This low academic quality among educational management graduates is inferred by the cited researchers (Rufai et al., 2015; Abiodun-Oyebanji & Omojola, 2018; Asiegbu & Ezeugbor, 2018). This study therefore attributes this impact to students' exposure to academic guidance in the universities. Although this has not been proven in North Eastern, Nigeria. Furthermore, the consequence of not producing quality educational management graduates is that the economy may suffer since these graduates may not possess the requisite knowledge, skills, and competencies to effectively lead and manage schools. This may result in educational management graduates' ineffective decision-making, poor resource allocation and limited capacity to address the complex challenges faced by educational organizations. However, there is no empirical data to support this claim among educational management graduates in the study area on whether academic advising plays any significant role in graduates' academic quality, which the study is privy to. This thus created a gap in the literature that the current study sought to fill on whether academic advising predicts graduates' academic quality in North Eastern, Nigeria.

The Theory of Student Integration by Tinto (1993) served as the foundation for this study's theoretical framework. Vincent Tinto's theory of student integration, also known as the Tinto Model, is a widely recognized theory that explores the factors influencing student success and persistence in higher education. The theory states that the degree to which students are connected and engaged in the academic and social aspects of the university environment determines their level of academic success. According to Tinto, student integration is critical for promoting positive outcomes, including higher graduation rates and better overall educational experiences (Tinto, 1993). Tinto's theory highlights the importance of students' commitment to their educational institution. When universities prioritize student integration through institutional support services such as academic advising, orientation, counselling, and mentorship; they demonstrate a commitment to students' success. This commitment fosters a conducive learning environment, will help enhance graduates' academic quality in public universities in North East, Nigeria, and instils a sense of loyalty and pride in graduates as they recognize the university's investment in them.

Concept of Academic Advising

Academic advising services assist students in making informed decisions about their academic pursuits. Academic advisors provide guidance on course selection, degree requirements, academic planning and study strategies. They help students set academic goals, monitor their progress, and explore opportunities for enrichment, such as internships, research, and study abroad programs (Azianti et al., 2021). Academic advising supports students in optimizing their academic experience and making timely progress towards graduation.

Concept of Graduates' Academic Quality

The concept of graduates' academic quality refers to the overall standard and characteristics exhibited by individuals who have successfully completed a particular educational programme or degree. It encompasses a range of factors that evaluate the knowledge, skills, competencies, attributes and readiness of graduates to enter the workforce or pursue further education in their chosen field. Graduates' academic quality is typically assessed based on the students' class of degree upon graduation (Francis, 2015). Generally, graduate quality goes beyond mere academic achievements and takes into account the practical application of knowledge, critical thinking abilities, problem-solving

skills, communication proficiency, ethical decision-making and adaptability but academic quality focuses on students' level of academic achievement.

Academic Advising and Academic Quality in Educational Management Programme

Academic advising is a rapidly developing subject of study that needs particular consideration. Academic advising is unquestionably important for college and university students enrolled in any program for them to successfully navigate the demands of their studies and social lives through to graduation. Within this framework, students can access all that higher education has to offer, find purpose in their endeavours, and get support to reach their full potential. Academic advising is defined as the process of helping students match the resources of the university to their learning objectives and needs so they can make the most of their time there and graduate prepared for life beyond the university (Tobi-David et al., 2018). Thus, it is obvious that academic advising has the potential to play a crucial role in shaping the quality of university graduates. In educational management programmes in universities in North East Nigeria, this students' personnel service can influence the academic quality of graduates through (a) course selection and progression: academic advisors assist students in selecting appropriate courses that align with their educational goals and interests (Azianti et al., 2021). By providing guidance on curriculum requirements and course offerings, advisors ensure that students have a well-rounded and comprehensive understanding of educational management principles and practices. They help students plan their course progression, ensuring they fulfil all necessary requirements for graduation. This guidance ensures that graduates have a solid academic foundation and are equipped with the knowledge and skills needed for success in their field. Also, (b) academic advisors work closely with students to develop personalized academic plans tailored to their specific needs and aspirations. They help students identify their strengths, interests and career goals and then align their course selections and academic experiences accordingly (McKenzie et al., 2017). When tertiary institutions provide individualized guidance, advisors can help ensure that students receive a customized educational experience that enhances their strengths and prepares them for their desired career paths in educational management.

Additionally, (c) academic advisors serve as mentors and provide ongoing support to students throughout their educational journey. They offer guidance, encouragement and feedback, helping students navigate challenges and overcome obstacles. Advisors serve as a source of motivation and support, fostering a positive and nurturing learning environment (Davis, 2015). This mentorship and support contribute to students' overall academic success and personal development. Also, (d) academic advisors monitor students' academic progress, identify areas for improvement and provide strategies for enhancing their performance. They offer advice on study skills, time management and effective learning strategies, enabling students to optimize their academic performance (Donaldson et al., 2016). Through regular check-ins and academic monitoring, advisors ensure that graduates maintain a high standard of academic excellence, enhancing the overall quality of their educational experience; (e) academic advisors help students identify and pursue opportunities for professional development, such as internships, research projects and networking events. They guide students towards resources and experiences that enhance their practical skills, industry knowledge and exposure to real-world educational management practices (Azianti et al., 2021). By supporting educational management students in gaining valuable professional experiences, advisors contribute to their readiness for the workforce and the enhancement of their career prospects. Furthermore, (f) academic advisors can assist students in exploring and clarifying their career goals within the field of educational management. Advisors can provide information about various career paths, job prospects and advanced degree options. Advisors can help educational management students identify relevant skills and experiences needed for their desired career paths and provide guidance on post-graduate opportunities, such as further education or employment (Jones, 2013). This career path guidance ensures that students make informed decisions about their future and are prepared to pursue meaningful careers in educational management. Thus, through their role in academic advising, advisors play a pivotal role in shaping the academic quality of graduates in educational management programmes, as they provide personalized guidance, mentorship, support and resources that enhance graduates' academic performance, career readiness and overall success. By working closely with academic advisors, students are better equipped to become effective educational leaders who can positively impact the quality of education in their communities (Tobi-David et al., 2018).

First, in order to enhance the service offered to students, Azianti et al. (2021) looked for the key components of a public university's academic advising programme at the UiTM Pasir Gudang campus in Malaysia. The study's conclusions can help the organisation identify the most important elements that will raise students' satisfaction with academic advising services. This study differs from the current study in terms of the dependent variable (graduates'

academic quality), study area, research design, and method of data analysis, however, they are related to each other through one of the variables (academic advising) and the instrument used for data collection. Agbakwuru (2020) examined education majors at the University of Port Harcourt in Nigeria's awareness of the academic advisory functions of professors. The population of the study, which had a descriptive survey design, consisted of 1,460 normal final-year undergraduate students from the university's 2018–19 academic year. 500 students made up the sample, which was drawn using a proportionate random sampling technique from seven Faculty of Education departments that included final-year students. The findings indicate that the respondents' understanding of the functions of an academic advisor is limited, their evaluation of the advisers' efficacy is low, and they see a few minor obstacles to good academic advising. A discussion of the findings was held, and some suggestions were also presented. One of the suggestions is that students be made aware of the roles that their academic advisers play in their lives by counsellor educators, counsellors in the counselling unit of the student affairs department, and the university's director of counselling services. While the two studies differ in terms of the dependent variable (the academic quality of graduates), study area, research design, population and sampling technique, and data analysis method, they are related by one of the variables (academic advising) and the instrument used for data collection.

Saka and Hassan (2020) looked at how scientific education students performed academically when social media was used in the academic advising system. All 172 first-year Olabisi Onabanjo University of Nigeria science education students for the 2017–2018 academic year participated in the ex post facto design research study. Additionally, data was gathered using the Students' Result Collection Sheet (SRGS), a form created and validated by researchers. Both descriptive and inferential statistics were used to analyse the data that were gathered. The performance of scientific education students was found to be strongly impacted by the usage of social media in academic advising. The findings also showed that students' academic performance is not significantly impacted by gender differences in how they use social media for academic guidance. In order to boost students' academic performance, the study suggested integrating social media into academic advising programs in Nigerian colleges. The relatedness of the past study to the current study was through one of the variables (i.e., academic advising) and the instrument used for data collection, although the dependent variable (the academic quality of graduates) is the same in both studies, the research methodology, study region, population and sampling strategy, and data analysis method are different.

Researchers, Tobi-David, Adekeye, and Odukoya (2018) looked into the practices of academic advising in Nigerian public and private universities. Its goal was to find out how academic advising practices were viewed by faculty advisers and students alike. A survey research design was applied. Among the results were the following: Academic advising is still in its infancy, and 389 students, or 85% of the total, felt that academic advice was only somewhat practised in Nigerian universities. Advisers' familiarity with the requirements of the university [$F(1,518) = 91.804, P < 0.01$]. Proficiency of Faculty Advisers [$F(1,203) = 199.984, p < 0.01$] and university type ($t = 4.76$), all have a noteworthy influence on the practice of academic advising. Only when it came to using advising skills was the gender effect significant ($t = 2.088$). The results of this study demonstrate the importance of advisers' expertise and abilities in academic advising. Academic advising facilities should be established at universities due to the benefits that come with them already. The relatedness of the past study to the current study was through one of the variables (i.e., academic advising) and the instrument used for data collection, although the dependent variable (the academic quality of graduates) is the same in both studies, the research methodology, study region, population and sampling strategy, and data analysis method are different. Jaradat and Mohammad (2017) looked into how academic advising affected students' decisions to change or stick with their original majors in college degrees. The study also intends to identify the semester in which students switch their majors and whether or not advising has a role in that decision. The researchers investigated how students felt about the academic advising they received and how the lack of it affected their major changes through this correlational study. A total of 1725 undergraduate students from all year levels participated. The second year's main change and college advisors have a positive, statistically significant link, according to the results ($p = 0.000$). Based on their interpretation of the data, experts have concluded that a student's likelihood of changing their major is significantly reduced when they receive adequate academic advice during their first year of study and that advising continues gradually into the next year. The relatedness of the past study to the current study was through one of the variables (i.e., academic advising) and the instrument used for data collection, although the dependent variable (the academic quality of graduates) is the same in both studies, the research methodology, study region, population and sampling strategy, and data analysis method are different.

Bassam (2015) investigated how students at Al-Quds University evaluated the primary issues with academic advice and how this affected their academic performance. The sample survey design is employed. A stratified selection process was used to choose 359 full-time undergraduate students at Al-Quds University (173 men and 196 females). A 45-item questionnaire was utilised to quantify academic advising concerns, and academic performance was gauged by the grade point average (GPA) score. The Statistical Package for Social Sciences (SPSS) program was used to statistically examine the data. This survey found that issues with academic advice were noted by 74.8% of the students. The findings showed that there were statistically significant gender-based disparities in the students' ratings on academic advising problems. Still, academic achievement has been found to be significantly predicted by academic guidance. The relatedness of the past study to the current study was through one of the variables (i.e., academic advising) and the instrument used for data collection, although the dependent variable (the academic quality of graduates) is the same in both studies, the study region, population and sampling strategy, and data analysis method are different.

Owens (2015) looked at how important academic advising functions are perceived by students and how successful academic advisors are seen by them, as well as how these dimensions affect students' success as determined by GPA and continuing semester enrolment. Students who were enrolled at the institution of interest at the time of data collection and who were at least eighteen years old were included as participants. The results showed that views of academic adviser efficacy and how it affected student success might account for changes in students' GPAs. The tasks that students said advisors were least effective at doing were Know as Individual, Referral Non-academic, and out-of-class link. They thought advisors were most effective at providing accurate information, Major links, and sharing responsibility. The results also show that students' views of the value of academic advising functions and their assessments of the performance of academic advisors varied. The functions of individual, talents, abilities, interests, outside-of-class connection, overall connection, and accurate information had the highest dissonance. This study demonstrated the advantages of successful developmental academic advice and discovered a useful and significant difference between views of efficacy and importance. Professionals in student affairs should focus on areas that students deemed very significant but where adviser efficacy was viewed with low regard, according to the report. The relatedness of the past study to the current study was through one of the variables (i.e., academic advising) and the instrument used for data collection, although the dependent variable (the academic quality of graduates) is the same in both studies, the study region, population and sampling strategy, and data analysis method are different.

Kavenuke (2015) investigated how academic advisers in higher education institutions contribute to students' improved academic performance. Data were gathered from 58 respondents, comprising 10 academic advisers and 48 students from Tanzania's Dar es Salaam University College of Education's Faculty of Education. Three approaches were employed to obtain the data: unstructured interviews, targeted group discussions, and questionnaires. The vast majority of student responders (67%) said that they had received no assistance at all from their academic advisers for their success. Conversely, 33% of respondents said their academic counsellors had contributed. The results also showed that students faced a number of obstacles when attempting to access advisory services, including the unavailability of academic advisers, students' ignorance of academic advising, academic advisers' capacity and preparedness for advisory roles, and issues related to psychosocial issues. Therefore, improving students' academic performance in higher education requires a top-notch academic advising program. According to the study, an advisor-advisee relationship should be built on mutual respect and trust as well as shared accountability and problem-solving skills. The relatedness of the past study to the current study was through one of the variables (i.e., academic advising) and the instrument used for data collection, although the dependent variable (the academic quality of graduates) is the same in both studies, the research methodology, study region, population and sampling strategy, and data analysis method are different.

Research Questions

The following research questions were raised to guide the study:

1. What is the level of academic advising in Educational Management Undergraduate Programme in Universities in North Eastern, Nigeria?
2. What is the level of graduates' academic quality in Educational Management Undergraduate Programmes in Universities in North Eastern, Nigeria?

Hypothesis

The null hypothesis was formulated and tested at 0.05 alpha level of significance:

H₀₁: Academic advising does not significantly predict graduates' academic quality in Educational Management Undergraduate Programme in Universities in North Eastern, Nigeria.

Methodology

This study employed the predictive correlational survey research design to gather data. The study focuses on the North Eastern region of Nigeria, comprising the states of Adamawa, Bauchi, Borno, Gombe, Taraba, and Yobe. The study included a total of 766 participants, consisting of 53 academic staff members and 713 undergraduate students, who were enrolled at public universities in North Eastern, Nigeria. These universities offered undergraduate programs in Educational Management (EDM)/Administration and Planning. The study's sample consisted of 383 respondents (28 academic staff and 355 students). The sample was selected using purposive and multistage selection approaches, which involved proportionate and simple random sampling techniques. The data collection tools utilized in this study consisted of a self-designed questionnaire and a proforma. The questionnaire was organized and named: "Academic Advising Questionnaire (AAQ)", while the proforma was designated: "Educational Management Graduates' CGPA". The instruments underwent validation and pilot testing, with Cronbach's Alpha statistic indicating a reliability coefficient of 0.85. During data collection, only 97.6% of the distributed copies of the questionnaire were retrieved. The acquired data were analyzed using the mean and standard deviation to address the research questions while Regression analysis was employed to evaluate the hypotheses at a significance level of 0.05.

Results

The results are presented in the order of research questions 1 – 2 and the null hypothesis from Table 1 to Table 5. For the research questions, the keys represent n = no of respondents, Std. Dev = Standard Deviation, HL = High Level, ML = Moderate Level and LL = Low Level.

Research Question 1: What is the level of academic advising in Educational Management Undergraduate Programme in Universities in North Eastern, Nigeria?

Table 1: Mean and Standard Deviation of the Level of Academic Advising in Educational Management Undergraduate Programmes in Universities in North Eastern, Nigeria

S/N	ITEMS	n = 374	Mean	Std. Dev	Remark
1.	Access to experienced academic advisors		4.24	1.26	HL
2.	Regular academic advising sessions		3.29	1.09	ML
3.	Academic advisors that provide information on course selection		2.97	1.17	ML
4.	Academic advisors that serve as mentors to students		4.16	1.24	HL
5.	Advisors that offer guidance on teaching practice opportunities to students		1.78	1.45	LL
6.	Advisors who help students pursue opportunities for professional development		2.78	1.41	ML
7.	Advisors who provide support for students' research projects in educational management		2.94	1.45	ML
Grand Mean			3.16		ML

Source: Field Survey (2024)

The table labeled Table 1, displays the answers provided by the participants in response to study question 1. According to the table, items 1 and 4 exhibited a significantly high level. Furthermore, items 2, 3, 6 and 7 exhibited a moderate level, whilst item 5 demonstrated a low level in Educational Management Undergraduate Programme in universities located in the North Eastern region of Nigeria. The table also shows a mean response score of 3.16. This finding implies that academic advising in Educational Management Undergraduate Programme in Universities in North Eastern, Nigeria is at a moderate level.

Research Question 2: What is the level of graduates' academic quality in Educational Management Undergraduate Programme in Universities in North Eastern, Nigeria?

Table 2: Mean and Standard Deviation of the Level of Graduates' Academic Quality in Educational Management Undergraduate Programmes in Universities in North Eastern, Nigeria

S/N	ITEMS	n	Mean	Std. Dev	Remark
1.	2022 Federal University, Kashere's EDM Graduates' Mean CGPA Score	83	3.23	0.61	ML
2.	2022 Taraba State University, Jalingo's EDM Graduates' Mean CGPA Score	68	3.29	0.54	ML
Grand CGPA Mean Score		151	3.26	0.58	ML

Source: Field Survey (2024)

Table 2 shows the level of 2022 graduates' academic quality in Educational Management Undergraduate Programme in Universities in North Eastern, Nigeria. The table further reveals a grand mean of 3.26, which means that 2022 graduates' academic quality in the Educational Management Undergraduate Programme in Universities in North Eastern, Nigeria was at a moderate level.

Hypothesis

The null hypothesis was tested using regression analyses at a 0.05 level of significance. Hence, the following acronym stands as; df = degree of freedom; R = correlation coefficient, and sig = level of significance.

H₀: Academic advising does not significantly predict graduates' academic quality in Educational Management Undergraduate Programme in Universities in North Eastern, Nigeria.

Table 3: Model Summary of How Academic Advising Predicts Graduates' Academic Quality in Educational Management Programme

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.399 ^a	.159	.154	.52181

a. Predictors: (Constant), Academic Advising

Table 3 shows a model summary that demonstrates how the independent variable (academic advising) accounts for the variance in the dependent variable (graduates' academic quality) and the strength of prediction between the variables. The results reveal that 15.4% of the variation in graduates' academic quality could be attributed to academic advising. The results also show that academic advising moderately predicts graduates' academic quality as indicated by the r – value of 0.399.

Table 4: Summary of ANOVA of Linear Regression of How Academic Advising predicts Graduates' Academic Quality in Educational Management Programme

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.693	1	7.693	28.252	.000 ^b
	Residual	40.571	149	.272		
	Total	48.263	150			

- a. Dependent Variable: North East Universities' EDM Graduates' CGPA
- b. Predictors: (Constant), Academic Advising

The results in Table 4 display the analysis of variance (ANOVA) for a linear regression study that investigates the relationship between academic advising and graduates' academic quality in the Educational Management Undergraduate Programme at universities in North Eastern Nigeria. The findings indicate that academic advising is a major predictor of graduates' academic quality in the Educational Management Undergraduate Programme at universities in North Eastern Nigeria. The statistical analysis yielded a significant result, with an F-value of 28.252 and a p-value less than 0.05. Therefore, the null hypothesis is rejected due to the p-value being lower than the significance level of 0.05.

Table 5: Coefficients of How Academic Advising predicts Graduates' Academic Quality in Educational Management Programme

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.683	.300		5.609	.000
	Academic Advising	.451	.085	.399	5.315	.000

- a. Dependent Variable: North East Universities' EDM Graduates' CGPA

The results in Table 5 display the Beta coefficient obtained from the regression analysis that evaluates the relationship between academic advising and graduates' academic excellence. The standardized coefficient (Beta) for academic advising is 0.399. This indicates that a one-unit change in the standardized "Academic Advising" variable is expected to result in a change of 0.399 standard deviations in the dependent variable. The p-value of 0.000 suggests that the coefficient for "Academic Advising" is statistically significant at a significance level of 0.05.

Discussion

The survey revealed that the degree of academic advising in the Educational Management Undergraduate Programme in Universities in North Eastern, Nigeria is moderate, as indicated by a grand mean response of 3.39. A moderate level indicates that although there are some advising services provided, there is potential for enhancing the accessibility, quality, and effectiveness of academic advice. This finding is consistent with the findings of Azianti et al.(2021), Saka and Hassan (2020), and Tobi-David et al. (2018), which all concluded that academic advising practice at Nigerian universities was of average level. Contrary to the findings of the study conducted by Saka and Hassan (2020), this study found that academic advising in colleges is not frequently conducted to a significant degree, particularly through the utilization of social media. Additionally, the study conducted by Agbakwuru (2020) revealed that the respondents possess a limited understanding of the responsibilities of an academic advisor. Furthermore, their evaluation of the efficiency of academic advisors is unsatisfactory, and they also see certain obstacles that hinder successful academic advising, although to a lesser extent. The moderate level of academic advising emphasizes the significance of improving advising services to more effectively assist students in achieving academic success and advancing in their studies.

However, the hypothesis was rejected, as the results showed that academic advising significantly predicts graduates' academic quality in Educational Management Undergraduate Programme in Universities in North Eastern, Nigeria. The discovery was consistent with the findings of Saka and Hassan (2020), which demonstrated that the use of social media in academic advising had a substantial influence on the academic achievement of students studying scientific education. According to the findings of Jaradat and Mohammad (2017), there is a strong and positive relationship between college advisors and the decision to change majors in the second year of college. This association is statistically significant with a p-value of 0.000. The research conducted by Bassam (2015) demonstrated that academic advising has a crucial role in predicting academic progress. Nevertheless, the findings of Azianti et al. (2021) also revealed a significant disparity in students' satisfaction with academic advising services based on their academic year and the frequency of their meetings with advisers. Furthermore, the study conducted by Kavenuke (2015) demonstrated that academic advice does not have a substantial impact on students' academic performance. The significance of how academic advising predicts graduates' academic quality highlights the importance of providing high-quality academic advising to students within Educational Management Undergraduate Programs. Thus, when

schools prioritize academic advising, institutions can empower students to make informed decisions, overcome obstacles, and achieve their academic goals, ultimately contributing to the production of high-quality graduates.

Conclusion

The finding reveals a significant prediction between academic advising and graduates' academic quality in Educational Management Undergraduate Programmes in Universities in North Eastern Nigeria. The significance of how academic advising predicts graduates' academic quality emphasizes the importance of providing comprehensive support services to students. Academic advising plays an integral role in supporting students' academic, development in Educational Management programmes. This service provides students with guidance, resources, and opportunities to succeed inside the classroom, fostering a supportive and enriching learning environment that promotes student success and prepares graduates for future endeavours. Thus, the study concludes that when tertiary institutions prioritize academic advising services to their students, it can create dynamic learning environments that foster academic success, student development, and the production of graduates who are well-equipped for success in their academic and professional endeavours.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. The University management should invest in training and professional development for academic advisors to provide personalized guidance, support, and resources to students, helping them make informed decisions and stay on track academically.
2. The Head of the Department of Educational Management Programme should foster collaboration and communication between academic departments, administrative units, and student support services unit, especially academic advising to ensure a coordinated and modernized approach to student personnel services management in the university.

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