

Exploring Academic Advising Support Services at Selected Cebu Technological University Campuses: Perspectives of Faculty Advisers

Pocong, FJQ, Mallorca, RP, Husain JB, Sadiwa, ND, Baisac, AMM, Velasco, MO

felix.pocong@ctu.edu.ph, russellmallorca197@gmail.com, jbhusain12@gmail.com,
necilinesadiwa@gmail.com, baisacalizamae@gmail.com, mylsmmercadejas@gmail.com

Abstract

Academic advising support services are critical in higher education institutions (HEIs) for promoting student achievement, retention, and overall growth. This study explored how faculty advisers' experiences and perceptions of academic advising support services were operated at Cebu Technological University (CTU), concentrating on institutional regulations, adviser functional responsibilities, communication strategies, and implementation issues. A qualitative-descriptive research approach was employed, using focus group discussions to collect faculty members' experiences and perspectives on academic advising. Purposive sampling was used to pick fifteen (15) regular faculty advisers from three CTU campuses: Moalboal, Malabuyoc, and Argao, to engage in focus group discussions. Thematic analysis was used to examine the data in accordance with Braun and Clarke's framework. The results revealed three important themes: (1) policy, (2) function, and (3) communication. The findings demonstrated that, while academic advising is nominally acknowledged in institutional regulations, these policies are frequently applied passively, resulting in discrepancies and gaps between policy aims and practice. Advisers encountered obstacles, including enormous workloads, time constraints, ambiguous advising frameworks, and insufficient institutional support. Despite these limits, faculty advisers displayed dedication by offering personalized advice, engaging in reflective practice, improving interpersonal communication, and pursuing professional development opportunities. The study indicates that improving academic advising in higher education institutions involves clearer institutional frameworks, consistent policy implementation, appropriate resource allocation, professional recognition of advising positions, and improved communication systems. The findings offer evidence-based insights that may assist higher education administrators and policymakers in improving academic advising support services to better address students' academic and developmental needs.

Keywords: academic advising, support services, higher education institutions, faculty advisers, descriptive qualitative research

Introduction

Higher education institutions operate in increasingly complex learning environments that require support systems responsive to students' academic needs, personal and development needs (Stoyanova & Stoyanov, 2024). Academic support services helped higher education institutions achieve an environment that fosters the development of a holistic learner (Afzal et al., 2024). Ensuring that academic advising can no longer be ignored in assisting students, as it offers goal setting and academic career advice (Saber & Saber, 2024) in a differentiated

manner. This plays an important role in a student's comprehensive growth and success (Dawood, 2024). Academic advising has been a growing force with the demands of the learners and the institutional setup continuously changing. Thus, support services should be improved to better serve the ever-changing inclusive student population by exploring how these services may be applied and assessing their effectiveness in supporting student success (Versfeld & Mapaling, 2024).

Academic performance, student success and retention is facilitated in higher education institutions (HEIs) by academic advising support services. A sufficient academic advising support service has a positive effect on the performance of students (Selim et al., 2023). This positive impact is contributed by a lot of aspects, including setting goals, the completion of output, and the application of successful learning techniques (Ismail et al., 2023). Academic advising had an effect on the social development of a student, and it demonstrated its effects beyond the classroom (Abdulah, 2023). Thus, it is necessary to make it widespread to facilitate students' academic and professional development (Abbaszadeh et al., 2025). Moreover, students demonstrated greater emotional, personal, and academic stability when receiving the necessary support services (Selim et al., 2024).

It has long been established that high holistic development in a student, when influenced by academic advising, improves student success. This research examined general advising practices, student satisfaction policies, and advising challenges (Versfeld & Mapaling, 2024). Nonetheless, there has been no research that has concentrated on the structure and implementation of academic advising in educational institutions. Academic advising is documented in manuals and deliverables, but not apparent in practice. Moreover, there is a lack of studies that offer a holistic framework that links advising and strategies that improve the success of students. Such a gap allowed the researchers to identify the necessity of the research, in particular, the discussion of innovative models of academic advising in the setting of higher educational institutions regarding the manner of providing academic advising. The output is the designing of an academic advising support service that is well-organized and functional. The theory on which this research was conducted is the Psychosocial Theory by Erikson and the Cognitive Theory by Piaget because academic advising is linked with the social and cognitive facets of an individual.

The aim of this study was to understand the effective ways of organizing and integrating academic advising in institutions of higher learning. Particularly, within Cebu Technological University (CTU) where there is perhaps the development of the policies and practices that would enhance the adoption of a formal framework. This overcomes the deficiency of a systematic structure in institutions of higher learning, by, examining the practices and issues in applying the academic advising support services. Thus, enhancing the existing practices of academic advising in the institution, and its greater efficiency.

Methodology

Design

This study was a qualitative-descriptive design focused on producing detailed, contextualized explanations of the workings of academic advising support services in institutions of higher learning. The qualitative-descriptive research provided organized and practical description of circumstances or happenings as conveyed by those involved without the application of figures or complicated theoretical clarification (Furidha, 2023). Data gathered by researchers were collected through focus group discussions and were analyzed to identify recurring meanings and patterns in participants' accounts. This approach tried to focus on the flexibility, openness, and applicability and became popular in education (Pfeifer & Dolan, 2023).

This method of research was congruent with the purpose of the research to investigate academic advising within higher learning institutions in regards to its structure, integration, and challenges. As outlined by Hutson & He (2024), the focus of the study was on the stakeholder perspective using the data gathered to reach the faculty members to comprehend how the task of advising was introduced and observed in real-life. Through descriptive qualitative analysis, the research had identified institutional processes, limitations and facilitating conditions making it possible to develop a comprehensive and efficient advising support system.

Flow of the Study

In this study, IPO was used. This study was qualitative research; researchers followed guide questions analyzing interviews with faculty who were engaged in academic advising. The researchers wrote a permission letter signed by the Campus Director of the said schools. The researchers also asked for authorization from the informants.

Research Informants

The target informants for this study included regular faculty members involved in academic advising within their respective higher education institutions. The researchers purposively selected a total of 15 faculty members from three state university campuses under Cebu Technological University Moalboal, Malabuyoc, and Argao. Five (5) informants were selected in each campus to form one Focus Group Discussion (FGD), ensuring diverse but context-specific insights. The inclusion criteria used by the informants were (1) full-time faculty of the CTU campuses in the south, (2) participated in advising and counseling services, (3) had not less than 3 years of working experience, and (4) had performed advising of undergraduate students within the past 2 years. The sampling strategy used in this research was purposive sampling, a technique that is non probable and selected its respondents based on their relevance to the topic of research considerations of experience, duties, and knowledge (Palinkas et al., 2015). The approach made sure that informants were prepared with experience

and knowledge to carry out academic advising support services in higher education (Campbell et al., 2020).

Environment

This study was performed at the Moalboal, Malabuyoc and Argao campuses of Cebu Technological University (CTU) in the province of Cebu. The researchers selected these campuses given that the campuses provided academic advising support services and were conveniently located. The main reason why the campuses were a good place to investigate the aspects of academic advising support services in higher education institutions was the fact that they served a wide range of students and offered a wide undergraduate programs portfolio. The advice services offered by the CTU Moalboal Campus, located in Poblacion West, Moalboal, Cebu, helped in planning and monitoring of progress in academics. CTU Malabuyoc Campus located at the Poblacion dos Malabuyoc Cebu, enabled students understand the academic requirements and concerns. Argao, Cebu, CTU Argao Campus, in Isidro Kintanar was bigger in student population and provided academic advisory services in its student support program. Due to the different institutional context of the selected campuses, the researchers were able to investigate academic advising support services in different higher education settings.

Research Instrument

In this research, Focus Group Discussions (FGDs) were used. The approach was appropriate in conducting a qualitative descriptive study because it enabled the researchers to examine group beliefs, promote interactive dynamics, and study group norms within a common environment (Gill et al., 2021). By doing this, informants were able to participate in open-ended conversations and develop the ideas of their fellow group members, emphasizing the similarities and differences in their experiences (ONyumba et al., 2018). FGDs provided structure and flexibility, as the facilitator could lead the discussion using predetermined questions and leave unplanned matters open to the spontaneous discussion (Busetto et al., 2020). Similar qualitative studies, such as Versfeld & Mapaling (2024); Seboe (2023), and Walker et al. (2017), supported the use of FGDs and established the method as appropriate to investigate the organizational and experiential nature of academic advising. The FGD guide contained simple open-ended questions such as, *“How do academic advising support services work in higher education institutions?”* Pre-prepared questions helped to clarify or elaborate as necessary, making sure that informant perspectives were well understood. The focus groups were made up of five well-chosen informants in each focus group and took approximately 60 and 90 minutes, which were conducive to deep discussion.

Data Collection Procedure

Preliminary Procedures. The researchers obtained the formal consent to conduct the research before the study was conducted with the Research Chairman and the Campus Director of each of the participating Cebu Technological University (CTU) campuses. When it was approved, there was a strict adherence to the ethical standards of carrying out the research

through informed consent of all the informants prior to the actual collection of data. The purpose research procedures, is the description of confidentiality and the right of the informants as the participants including the right to drop out of the study without punishment was given. The informants were requested to sign a printed informed consent form in order to ensure that they participated in the study on a voluntary basis after full explanation and clarification.

Data Collection. Using purposely selected participants, the researchers carried out a Focus Group Discussion (FGD) in the 1st and 2nd week of September 2025. The researchers gave a letter to be signed to the informants explaining the goals, procedures, and relevance of the study before the discussion, after which a timeline was agreed upon. The intended questions were pre-interviewed, and the FGD was structured in a way that all the important issues were discussed; voice recorders or cellphones were used to record the session so that the responses of the participants can be precisely assessed. The notes were also taken by the researchers to record observations, key points, and comments that gave supplementary information on data analysis. Data were properly analyzed, transcribed, and documented to capture deep insight into the participants' views, which served as the basis for the study's findings.

Data Analysis.

The research used thematic analysis to analyze data after the focus group discussions were conducted. This enabled the researchers to compile information on the structure, implementation, and perception of academic advising by analyzing the responses of the informants (Nowell et al., 2017). Since it offered the opportunity to delve deeper into themes, the method added value to the qualitative-descriptive design (Braun & Clarke, 2019). Six-phase frameworks from Braun and Clarke were adapted and used to conduct an in-depth data analysis. The researchers' first step was to transcribe the audio recordings verbatim. Immediately after, the researchers comprehensively and repeatedly reviewed the gathered data. Then, initial codes were received by highlighting significant statements and ideas. The fourth step involved the researchers creating themes by cluster coding the preliminary codes and continually reviewing them to ascertain their consistency and relevance. Once the themes were complete, the researchers moved to the next phase, in which they would distill the themes' main meaning by defining and naming them. And, finally, themes generated regarding the study were interpreted and reported by the researchers. Peer debriefing, reflexive journal, and member checking strategies were applied to ensure the reliability, credibility, and accuracy of the informants' different views. This strategy allowed them to present a comprehensive thematic structure that reflected the realities of academic advising support services in the institution.

Ethical Considerations.

Trustworthiness. The researchers ensured that the informants' identities were not disclosed during the research period. No data collected was used for any purpose other than academic purposes, and it did not subject the informants to physical, emotional, or psychological harm. Strict ethical guidelines for the use of human subjects in research were followed.

Transferability. To improve transferability, the description of the research context and procedures was presented clearly and in detail while protecting the anonymity of informants. The study was conducted on a voluntary basis, and no one was coerced into participating. All the information gathered was safely stored, and even after the research was completed, it was properly disposed of.

Reliability. To provide the reliability, proper documentation, and faithful transcription of the answers provided by the informants was ensured. The researchers carefully reviewed the transcripts to ensure that the data accurately represented the informants' statements without alteration.

Confirmability. Confirmability was established by maintaining objectivity throughout data collection and analysis. The researchers ensured that the findings were grounded solely on the data obtained from the informants through systematic coding, careful verification, and adherence to ethical research standards, thereby strengthening the credibility and dependability of the study.

Results and Discussion

This section presents the findings derived from the focus group discussions conducted with faculty advisers from selected campuses of Cebu Technological University. The data were analyzed using thematic analysis, resulting in the identification of central themes that reflect the structure, implementation, and realities of academic advising support services within the institution. The discussion is organized around the major themes of policy, function, and communication, which collectively illuminate the institutional dynamics shaping academic advising practices.

THEME 1: POLICY

Academic advising in higher education institutions was structurally based on institutional policy, which affects the structure, legitimacy, and sustainability of advising services (Hart-Baldrige, 2020). The consistency, accuracy, and continuity of academic advising practices were influenced by the correspondence between reported advising policy and policy enforcement (Alvarado & Olson, 2020). The policy clarity-strategy of implementation-institutional accountability relationship focuses on how successfully and compatible the academic advising services are in the institutions. The institutional efforts to correct the discrepancies between planned and carried out to improve academic advising are manifested in policy-related affairs to improve the standards and frameworks (Hart-Baldrige, 2020). This theme is provided by the framework guided by the advising policies.

Subtheme 1.1 Passive Policy

Academic advising has a crucial role to play in the academic journey of students which determined their success in academics (Afzal et al., 2024). On the other hand, policies that are

formal and official, are those that are documented and stipulated throughout the organization, these are known as the stated policies, whereas the practice of such policies is known as the implemented services. Nonetheless, the presence of formal policy statements is still accompanied by a significant difference between the intention and practice in the policy despite past research laying out this gap (Abdulahi & Othman 2023).

In line with this gap, informants indicated that there was academic presence recommending institutional policies but emphasizes that these policies are not proactively implemented. One of the informants remarked that academic advising is in official documents mostly for compliance based rather than genuine student-based support.

Informant 2:

Actually, there is a, when we submitted our MO, there is a time nga gi reflect didto, when is the time scheduled nga makahatag mi ug student supervision. Murag formality ra gyud na siya. Mao tong ingon ni Doc bitaw nga naa toud na siya, but it's not really active. Mura rag for compliance purpose. (Actually, when we submitted our memorandum of obligation, there is a time wherein it is reflected that we are scheduled to give student supervision. However, it is for formality only. That is why, as Doc said, it is there, but it is not active. It exists just for the purpose of compliance.)

Similarly, another informant referred to the existence of a formal policy framework while underscoring the absence of a proper framework to implement it.

Informant 3:

There is a constitutional policy, like I said, there is a manual. We have Article VII, Section I—this is where academic advising is highlighted. But regarding how to translate this policy into a program, that is something that is not yet actualized.

While academic advising institutional policies are stated in the school's official documents, the lack of implementation is still manifested. The absence of structured programs, clear procedures, and active institutional support limits the effectiveness of academic advising and reinforces the gap between stated policy and actual practice.

Informant 13:

So kuan, so far; wala man koy nadunggan dire nga naay mga policies. Naay mga unsa ba na, memorandum ba ron, or mga rules nga in-ani dapat inyong buhaton ha, if you are an adviser. Pero wala man, unya, I think you have to do it yourself. DIY lang siya. Do it yourself nalang og how you kanang communicate or kanang you hatag og idea sa student. (So far, I haven't heard of any policies here. There are memorandums or rules that state what you should do if you are an adviser, but there are no policies. I think you have to do it yourself—DIY only.)

Taken together, these stories underscore the fact that though academic advising is institutionalized in official texts, it is still being practiced on uneven and mostly symbolic lines. Lack of systematic programmes, intelligible procedures, and dynamic institutional support constrained the impact of academic consulting and strengthens the disjunction between the declared policy and reality.

Subtheme 1.2 Strengthening Institutional Policy and Standards for Effective Academic Advising

Academic advising services required enhanced standards and policies which ensured high effectiveness in their implementation (Afzal et. al., 2024). In order to narrow the difference between the mentioned policies and the real practices formal policies need to be clear, structured and consistent according to the informants. As such, an operational program, well defined adviser roles, and compatibility of educational objectives should form the institutions objectives in terms of improving the quality and consistency of academic advising. As one of the informants stresses the significance of student outcomes and thoroughly advising practices:

Informant 4:

They should develop higher retention or boost their academic performance then stronger student engagement. Also, greater alignment in their education. Effectiveness then as being an adviser, so kinahanglan naa jud kay kanang descriptive kanang being adviser. (They should develop higher retention or boost their academic performance, then stronger student engagement. Also, greater alignment in their education effectiveness, then being an adviser, you need to be descriptive when being an adviser.)

Another informant emphasized the need to base institutional improvements on actual findings:

Informant 1:

So, we will base on your findings.

Informants also noted that improving standards involves providing support, resources, and accountability mechanisms to ensure policies are translated into practice (Tiroyabone & Strydom, 2022). Advisers should receive assistance, recognition, and compensation, reflecting the additional work required beyond their formal duties. One informant emphasized institutional responsibility and adviser support.

Informant 11:

Ana lang ang akong suggestion, nga ma realize sa campus director of administration, system-wide nga there should be what we call assistance generally to students' department and to instructors as well, like kaning mga advisers sila, so dapat compensated sila, additional time mana gud sa ilaha, burden, kay wala naman nila giapil sa job description. (That is my suggestion,

that the campus director of administration and the system-wide leadership should realize that there should be assistance given generally to students' departments and to instructors as well. For example, advisers should be compensated because it is additional work for them, a burden, and it's not even included in their job description.)

Together, an enhanced institutional standard and policies is essential in enhancing academic advising services. Aligning it with student needs and institutional goals ensured services are consistent and effective.

THEME 2: FUNCTION

Academic advising was regarded as a critical academic duty, which was defined as the sense of responsibility, professional judgment, and interaction with students. Such facets were influenced by how advisors view their position in the institution (Hart-Baldrige, 2020). The awareness of advisors concerning their duties, and the institutional demands regarding job clarity, recognition and support, affect their advising performance. Advisor development exercises such as training, reflective practice, and skill enhancement can be used to help advisors respond to changing factors in advising (Barnes & Parish, 2017). The functional aspect of advising was that it was both challenging and rewarding. Therefore, the advising roles were considered to be evolving practices within institutional expectations and the developmental journeys of professionals.

Subtheme 2.1 Reflective Practice and Professional Development of Academic Advisers

Academic advisors are encouraged to enhance skills related to advising as there has been a growing rate of importance in their role (McGill, et al., 2020). Addressing the lack of a systematic framework in academic advising, advisors acknowledge their current capabilities and make initiatives in their personal and professional growth. Teachers engaging in academic advising acknowledge and consider their strengths and weaknesses when it comes to guiding and providing academic advising support towards their students. As highlighted by several informants when asked about the strengths and weaknesses of the institutional policies, they instead reported their own capabilities.

Informant 8:

I've been into like conference back then in college in terms of that through that experience what before i-applied nako sya sa akong advising so actually I'm here, so that would be my strength. (I've been into conferences back in college. Those experiences are something I applied in my advising. That would be something that I can consider as my strength.)

Informant 6:

Pero, akong weakness is kanang di baya ko confident but then kanang I just have to appear confident kay kung dili ko sure and then my advices would also this would also radiate to them. (But my weakness is I am not confident, but I appear confident. Because, if I am not sure then my advisees would also radiate the same feeling.)

Informant 7:

On my case my strength I think would be um multifaceted lang ko nga teacher. I'm with really different in skills, when it comes to skills, practical nuon kaayu ko ana. Pero dili ko well verse ha, just to take note lang, dili kaayu ko well verse but I really experienced na my experience as well that would be also my strength. (On my case my strength would be that I am a multifaceted teacher, know skills from different areas. I am very practical when it comes to my skills, however, just to inform you, I am not well verse. But I do have experience.)

Informant 7:

Weaknesses, I think it's more on the side nga dili nako makita gani nga adviser ko. (My weakness would be that I can't see myself as an adviser.)

Additionally, advisors involve themselves in trainings, workshops and seminars as initiatives to foster their personal and professional growth. Training for academic advisors, encompasses empathy, commitment, and support services for students. (Bermea, 2024). As highlighted by several informants, advisors willingly undertake various programs that enhances their professional capabilities.

Informant 14:

So, for us in Forestry department, we just take the initiative. Sometimes, we grab whatever opportunity comes, like if UV offers training, we grab it. Even if it's just online, at least it enhances our knowledge. (So, for us in Forestry department, we just take the initiative. Sometimes, we grab whatever opportunity comes, like if UV offers training, we grab it. Even if it's just online, at least it enhances our knowledge.)

Informant 13:

So, sa akona pud nga point, same-same ra gud ilang sir, we need to improve faculty development programs. Technical ba. Technical skills. So nindut unta naa poy mga seminars, trainings, from time to time ba, to to kuan pud, para di pd makalimtan sa mga faculty, makalimot pd bya ta. Kanang review-review lang sa mga technical skills. (So, from my point of view, it's really the same as what Sir mentioned, we need to improve our faculty development

programs, especially on the technical side. Technical skills. It would be good if there were seminars and trainings from time to time, so that faculty members won't forget. We really tend to forget things, so a sort of "review" of our technical skills would help.)

Subtheme 2.2 Perceived Roles and Core Functions of Academic Advising

Academic advising is perceived as crucial, sensitive, and multidimensional, wherein, it supports the students' academic and personal needs (Junita et. al., 2020). Informants highlight that advising requires objective judgment and thorough decision-making, as it is a student support service. One informant explained the careful and sensitive nature of advising:

Informant 1:

Very crucial and sensitive. Kay mao man gud siyay bread and butter sa instruction. As a dean, most of my decisions regarding instruction is crucial. Ang instruction sa skwelahan nanginahanglan ug lawm nga pang hunahuna. Di jud ko makapataka nalang. (Very crucial and sensitive. Because that is the bread and butter of instruction. As a dean, most of my decisions regarding instructions regarding instruction is crucial. The instruction needed in school needs thorough thinking. I can't decide rashly.)

Advising is recognized as both taxing and rewarding. This contradicting yet interrelated nature reflects how advisers balance responsibilities while seeking to meaningfully guide students, as stated by an informant.

Informant 8:

I mean I would also agree to both answer kay I mean given with our roles and responsibility when we do advising like it's really as our head said it's taxing and yet it's enjoying on our part as well because we see as well uh we see it more as a an extra job because we do this in our free time and so on and so forth so I think that's I think that would be on my part. (I would also agree to both answers, because given our roles and responsibilities when we do advising. Our mind tells us it is taxing, and yet satisfying, because we see it more than just an extra job, but something we do during our free time to help students.)

In addition, academic advising was supposed to enhance student outcomes such as retention, academic performance, and engagement. One informant observed that it would likely have a positive effect on student achievements and attendance.

Informant 4:

They should develop higher retention or boost their academic performance, then stronger student engagement

THEME 3: COMMUNICATION

Communication is the implemented, negotiated and maintained process of the academic advice, specifically, with regard to applications in cross-cultural and diverse advising (Zhang, 2015). The successful advising is rooted in communication, human interactions as well as the working interactions between the advisers and the students as well as the forces of the institution. The quality of advising relationship and the persistence is justified by communication issues that are based on institutional constraints and time, as well as relationship issues (Barnes & Parish, 2017). Technology-based advising systems are more indicative of the possible change in the means of communication to make advising interactive and maintain the elements of relation (Solis, 2015). This theme lens denoted that the academic advising business is relational and contingent; therefore, the communication is facilitative and inhibitory.

Subtheme 3.1 Multidimensional Impediments to Effective Academic Advising Implementation

The role of the scholarly advising in the academic achievement process, as well as the student engagement, is noted to be of importance, and the importance of international and national studies elucidated this fact (Tiroyabone & Strydom, 2021). The challenges to effective implementation of the scholarly advising services despite the perceived importance of the latter seem to be numerous, and interdependent. By this, the informants intended that they are multidimensional i.e. they were student related issues, adviser related issues, system related issues and temporal issues. These obstacles are motivational and interact with one another which influenced the quality, reliability and access to academic advising in institutions of post secondary education in a cascading manner. The advisers emphasized the fact that they were just able to give directions to the students, and they could not guarantee the final outcomes of his or her learning process, and at the same time there are so many factors that complicated the process of advising as informants noted.

Informant 6:

Okay, I cannot do their job for them, they will not learn okay and then um they will suffer the consequences okay so it's enough for me that I set deadlines, I meet them unya kung dili sila mo comply, ilaha naman grades mag suffer ana. (Okay, I cannot do their job for them; they will not learn, and they will suffer the consequences that follow. So, it's enough for me that I set deadlines. I meet them, and if they won't comply, then their grades will be affected.)

Informant 13:

Challenges. Challenges, daghan kaayug factors involved. Usa natu ilang giingon, no? Mao tung mga factors og unsa pa. Puno lang ni akoo sa

ilaha. (Challenges, challenges, there are a lot of factors involved, some of it are what my colleagues said.)

Student-related challenges include difficulties in articulating concerns and uncertainties about academic goals, which limit advisers' ability to provide appropriate guidance. Some students withhold information about their experiences or lack clarity regarding their academic direction, making it difficult for advisers to offer effective support.

Informant 3:

It is when students hardly articulate their situation. It is when students are not very honest about what she or he has been through. They're withholding things and that's where the problem comes in.

Informant 4:

Then lack of direction and uncertainty on their chosen goals.

Systemic challenges further hinder advising. Advisers reported that institutional procedures, approval requirements, and heavy workloads reduce their capacity to engage meaningfully with students. Advisers' responsibilities, such as handling multiple sections or consulting with guidance authorities, limit the time and focus they can devote to each student.

Informant 4:

Then about sa challenges, students must be a facilitator. Usa sa academic pressure kay over ang workload. The difficult subjects or fear of failing. Part man jud na sa atong struggle between a student and an adviser. (In terms of challenges, students must be a facilitator. Part of academic pressure is there is too much workload. The difficult subjects and fear of failing. That is part of the struggle between a student and an adviser.)

Informant 14:

Kani bitawng, as kami nga advisers, daghan pud kaayu mig load, karun, ah, akoang load karun is pito ka section, mao nga og passan kog thesis, usahay, di na nako makit-an, di na nako ma, di na nako ma, although ako siyang matan-aw, dili gyud nako ma-focusan og basa og pila ka pages, ug sakto ba gyud ang pagkuan nilas ilang thesis. (It would be the loads, we as advisers have a lot of load, even now I am handling seven sections. That is why if my students submit thesis, it's not like I don't read them, but rather I can't focus on them.)

Informant 5:

For example, as a Guidance Councilor no, dili pd siya sayun. Dili basta basta sa akoang part. Need jud siya nga naay kaugalingong guidance councilor. Sa akoo dili ko pwede kay need man jud ta nga mo consult jud sa RGC. Dili ko ka advise automatically without the approval of the Guidance Councilor. (For example, being a Guidance counselor is not easy. It is not something one can just do. You really need to have your own guidance counselor. So, I can't really

do it because consulting with RGC is needed. I can't advise automatically without the approval of the guidance counselor.)

Temporal challenges also impact advising, as conflicting schedules and students' poor time management hinder regular and productive adviser–advisee interactions. The scarcity of students, as well as advisers, decreased the potential opportunities of prolonged involvement and follow-up.

Informant 13:

Walay time management ang mga bata ba, how they are going to kuan sa ilang time ba, ma-meet nila ang ilang mga responsibilities sa mga subject. (They have no time-management; they don't know how to manage their time to be able to meet their responsibilities in their various subjects.)

In general, the results show that there were obstacles to the academic implementation. Advising came as a result of the complex relationship between student, adviser, system, and temporal challenges. These are the interrelated issues that limit the provision of regular and efficacious academic counseling, with its stress on the necessity of an institutional plan that are associated with the issue of workload, time, and organization advising services of advisers and students.

Subtheme 3.2 Contextualized Advising Practices and Interpersonal Engagement

Academic advising is in essence a concerted and interactive service involving a focus on personalized care, deliberate interaction, and decision-making with advisers, learners, and colleagues (Higgins, 2017). Storytellers talked about the notion of advising based on the needs of an individual student as opposed to a general foundation as an aspect of the notion that advising needed to be made effective and meaningful depending on its mode of execution.

Advisers stressed that each situation of a student is unique and needs to be directed in a personalized way.

Informant 2:

Again, case to case man sad gud ang kanang paghatag ug advise. We cannot generalize. (Again, giving advice is a case-to-case bases. We cannot generalize.)

The competencies that support individualized advising practices include the following, encouraged channels of communication and relationship building which is key to success.

It is indicative of the larger ambition of academic advising, which established communication as central to building trust, interaction, and a welcoming advising context.

Besides that, there is also the aspect of advising practices that deal with communication and collaboration peers, which is then transferred to actions performed in enforcing academic advising. Decisions pertaining to the promotion of policies and actions are regularly backed with the assistance of common thoughts and joint contribution of faculty and colleagues, as such advising is not being made in a vacuum but rather on the basis of collegial interaction.

Informant 1:

As a dean, before I decide on something, dili na akoo but collective na siya nga ideas gikan sa mga Department Chairs and from the faculty. (As a dean, before I decide on something, it's not just my thoughts, but rather, the collective ideas of the Departments chairs and the faculty.)

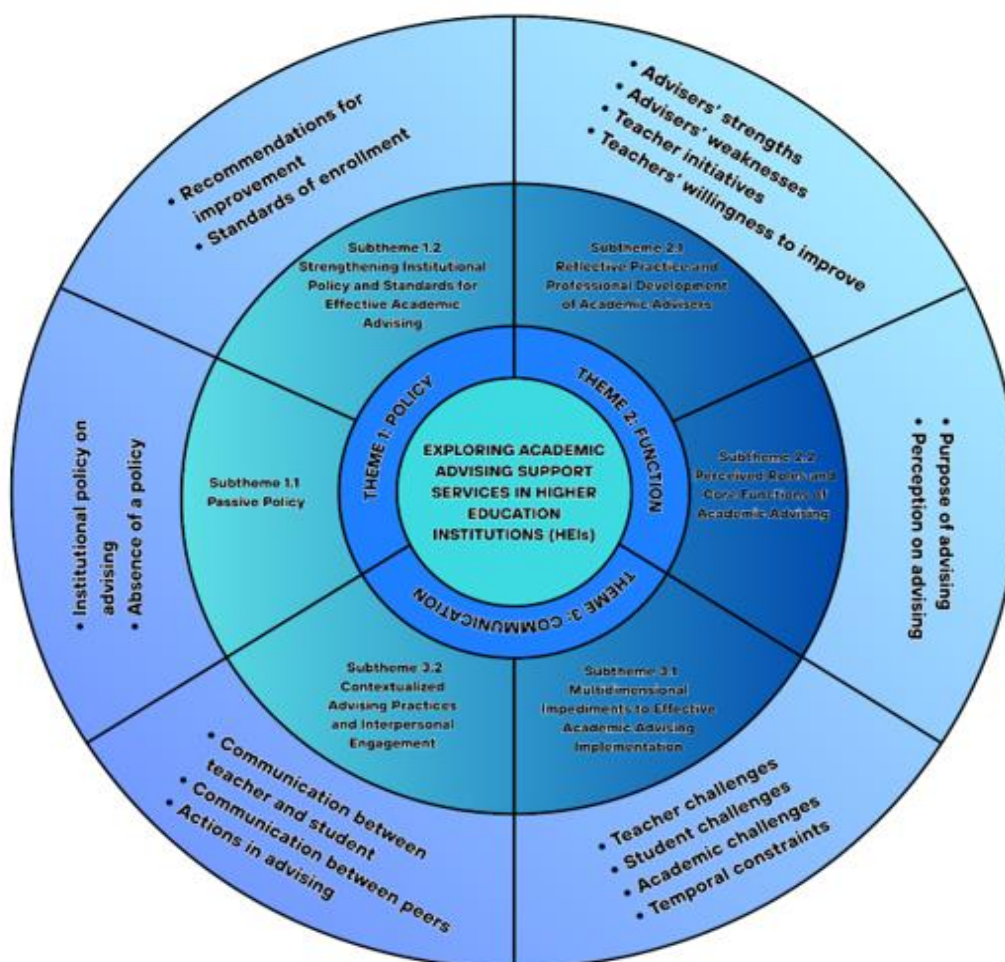


Figure 1. Thematic Diagram

The thematic diagram in the study, “Exploring Academic Advising Support Services in Higher Education Institutions (HEIs)”, demonstrated academic advising as being a complicated institutional activity influenced by policy, function, and communication interacting with each other. These factors combined, and influenced the effectiveness, consistency, and sustainability of academic advising services.

The academic advising in the institution is based on policy. The legitimacy, extent, and quality of advisory services and the environment within which they are provided are determined by the institutional policies. The diagram however indicated that in cases where policies are non-existent, then academic guidance is just a formality. This disconnects between the policy on paper and practice on stage undermined institutional accountability and transferred it to individual advisors. Enforcing institutional policies is therefore regarded as

key in changing advising as a mandatory, compliance-based requirement to a systematic student-based service system.

Function is associated with the way academic advising is conducted on a professional level. The diagram shows how the advisors perceived themselves because of the institutional expectations, the resources available, and the personal capabilities. In cases where there is slight policy guidance, advisors relied on reflective practice and professional development to carry on their duty. Such functional feature emphasized the sphere of advising as a complicated and important academic activity, which demanded professional decision-making, emotional investment, and commitment to the success of the students. Good advising jobs required institutional identification, well defined job, and capacity development.

The communication between policy goals and advising functions and advising real-life experiences is also considered a connection. The diagram illustrates advising as an interpersonal process, a contextual process, and a decision-making process. Simultaneously, communication and advising outcomes can be interrupted by various challenges like workload, time limitation, and problems with students. Communication, therefore, influenced institutional policies and advising practices that support or do not support students.

In general, the thematic diagram demonstrates that all of the purposeful communication, functions of advice, and unified policies collaborate to deliver effective academic advising.

Conclusions

Conclusively, the academic advisers operated within an institutional setting structure in which academically stated policies of advising were formally stated but improperly implemented. Because flaws in implementation, vague processes, and the absence of functioning structures hampered the good delivery of advising services. Nevertheless, advisers still managed to do their duties in spite of these limitations, time, extreme workloads, high adviser student ratio and institutional impediments, which entailed being dedicated by offering time and support to the students. Through this, advisers could educate students on an intellectual and personal level, the use of good adviser student relations, realistic advising strategies, and great interpersonal skills, which often made up institutional shortcomings. Advisers also exercised reflective practice and professional self-awareness via identify their strengths and needs to improve on, and involving in professional growth with training, self study, and interpersonal learning and considered academic advising as a support mechanism which transcended academic issues to incorporate the personal growth and career counseling. Finally, policies and institutional standards, including, were championed by advisers, better advising models, better implementation of policy, resources, fair pay, and better advising practice, to secure that academic advising services are continuously and successfully provided in higher education institutions.

Recommendations

The researchers suggest the following recommendations following the received findings:

Engage in action research about effective and contextually relevant institutional practices in academic advising to go on policy making and consistent improvement;

Enhance institutional backing of all research-related activities through the provision of sufficient resources and capacity-building of academic advisers so as to enhance their competencies; and

Develop and establish institutional computer software to enhance support to students, cooperation between advisers, communication and monitoring of academic progress.

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