TEACHER EFFICACY AND INSTRUCTIONAL ATTENTIVENESS: EXPLORING PERSPECTIVES OF ACADEMIC ADVISING AT A TERTIARY INSTITUTION IN JAMAICA

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ABSTRACT

The purpose of this study was to explore the perspectives of academic advising at a tertiary institution in Jamaica and how it has influenced teacher-efficacy and instructional attentiveness among student teachers. The participants included twelve student teachers and four lecturers who have been intimately involved in academic advising. The student teachers selected have been engaged in academic advising for two to four years while the lecturers have been advising for ten to sixteen years.

This qualitative study explored how academic advising is related to teacher efficacy and instructional attentiveness among a set of second to fourth year student teachers at a teacher training college in Jamaica. All participants were actively receiving and giving academic advising in a government-owned teacher training institution. The primary source of data was unstructured interviews with student teachers and lecturers. Data were acquired over a two-month period by means of unstructured interviews and field notes. These tools afforded the opportunity to extend the conversations and generate meaning from the responses thereby providing rich descriptive notes of the phenomenon. Data were prepared using triangulation matrices, data coding and the Constant Comparison Approach to generate categories showing patterns and relationships of meaning.

The findings on the perspectives of the study participants indicate academic advising has significantly influenced teacher-efficacy among the student teachers as their level of confidence increased, appreciation of teamwork blossomed, instructional

competency broadened and misbehaviors controlled. Additionally, their valuing of self and acceptance of other personalities grew immensely which positively affected their relationship with various tiers of staff in the learning environment. The interview data garnered from student teachers indicate that instructional attentiveness improved through the use of multiple teaching methods which included authentic assessment, field experience and student-centered learning. Other factors that boosted instructional attentiveness were good relationships with advisors who were understanding of their differences and commended simple efforts. As a result of the academic advising received, there are several implications for practice and policy which need to be addressed in order to help student teachers to identify their strengths and weaknesses, remain on task, avoid drop out and maintain equilibrium between academic and social experiences as they navigate their way through college.

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CHAPTER 1

INTRODUCTION

Since student development is a process and the school environment can either weaken or strengthen the process causing students to overcome the challenges or succumb to them, academic advising opens the gateway for them to refine teacher efficacy and instructional attentiveness (Hseigh, Sullivan & Guerra, 2007). Additionally, there are global demands for competent teachers to lead in the 21st century classrooms and thus teachers' colleges continue to review and revamp traditional approaches to make way for more cutting edge programs such as academic advising encompassing teacher efficacy and instructional attentiveness (Alexitch, 2002). Hemwall and Trachte (2005) purported that within the academic advising profession a new paradigm is emerging that focuses on what students learn when they receive quality academic advising. This learning-centered paradigm views academic advising as a teaching and learning function imbedded within the academy.

Learning-centered advising presumes "it is through academic advising that students acquire the knowledge and learn the skills and predisposition to successfully navigate the educational environment and earn a degree" (Smith & Allen, 2012, p. 1). Inherently, one of the tools for sustaining rigor and quality in the teacher preparation program is the formulation of a policy which might be appropriate to monitor the progress of academic advising. Therefore, it is imperative to understand how the values of teacher efficacy and instructional attentiveness can be inculcated through academic advising. By listening, observing and compiling data from the student teachers and

lecturers, I sought to explore the role of academic advising in instilling teacher-efficacy and instructional attentiveness.

Background

Jamaica, like other countries, has been grappling with overwhelming criticisms associated with the limitations in student teacher preparation (Cremin, 1990). Many stakeholders believe that student teachers are not fully immersed in robust pedagogical applications to prepare them for the first-world job market (*The Sunday Gleaner*, 2011). It is against this background that Campbell and Nutt (2008) argued that one of the hallmarks of an exceptional teacher trainee is the high level of teacher efficacy and instructional attentiveness demonstrated during and after pedagogical interactions with students and colleagues. Teacher efficacy is considered a repository of confidence which equips the teacher with transferable skills and expertise to help students perform well academically (Chemer, Hu & Garcia, 2001).

It is critical that countries like Jamaica, which are interested in improving student achievement, may be well-advised to examine the level of preparation and qualifications of the teachers they hire and retain in the profession. It is reasonable to suggest that student learning should be enhanced by the efforts of teachers who are knowledgeable in their field and are skillful at teaching it to others. Substantial evidence from prior reform efforts indicates that changes in course taking, curriculum content, testing, or textbooks make little difference if teachers do not know how to use these tools well and how to diagnose their students' learning needs (Darling-Hammond, 1997b). This indicates that teachers' colleges are responsible for equipping the student teacher with the foundation that helps him/her to establish a good balance between the academic and personal

development and prepares that teacher to enter the profession. Then it is the duty of the regulator to shape the profession (Gordon, 2014).

Criticisms at every level of the education sector are normally taken seriously by the Jamaican Ministry of Education and meaningful partnerships are normally sought to ameliorate the weaknesses in the system. Hence, external and internal agencies and institutions with the relevant knowledge base are often invited to share best practices in disciplines such as English, Science and Mathematics. These areas are considered problematic and require consistent realignment with new methodologies and assessment procedures. For this very reason, in August 2015, a group of Singaporean teachers partnered with some teacher trainers and local teachers of Mathematics for approximately one week to improve basic techniques in the delivery of the subject. This activity was intended to have ripple effects as those trained would be better equipped to share knowledge and skills with colleagues and student teachers through internal professional development workshops in their respective colleges (Thwaites, 2015).

Despite these efforts to re-educate and maintain quality trained teachers in the system, there is also the inference of teacher recruitment agencies from Britain, Canada and the United States which annually deplete the education sector of the best minds inclusive of the teacher colleges' graduates. Recognizing the fluidity in teacher training, Moyston (2014) implored teacher training institutions to recognize that there is a shift from the plantation system, characterized by a labor-intensive workforce, to a modern workplace requiring scientific and technological workers. He lamented that these views establish the grounds for profound changes in education and training, not just to participate in the new workplace, but also for our own survival as a country and nation.

As these denigrating remarks intensify, teachers' colleges can do no less than review their academic advising program to ensure value-added components are constantly incorporated.

With this view in mind, college administrators are always seeking for short- and long- term innovative ways to add worth to their programs. Consequently, prior to the introduction of academic advising in teacher training, a mentorship initiative was established which remained functional and successful in some of the colleges despite the cries for a more robust initiative. It is only fair to say that enduring systemic limitations within any institution can have a debilitating effect on the capacity of any initiative to maintain relevance. Therefore, if student teachers are expected to successfully navigate their roles and become the premium products needed to revolutionize twenty-first century classrooms, then this new approach referred to as academic advising flavored with teacher efficacy and instructional attentiveness has to be properly managed and maintained as student teachers decisively elevate their pedagogical skills to another dimension. Crockett (1985) affirmed, "Academic advising, properly delivered, can be a powerful influence on student growth and development. It can also interpret, enhance, and enrich the educational development of any college or university" (p. 244).

Hunter and White (2004) also suggested that academic advising is perhaps the only structured campus endeavor that can guarantee student teachers sustained interaction with a caring and concerned adult who can help them to shape a meaningful learning experience for themselves. As such, academic advising can and should play a pivotal role in directing students in education, career and life. Likewise, studies have shown that advisors placed value on intrinsic factors of job satisfaction such as helping students and

maintaining a collegial atmosphere (Donnelly, 2006; Epps, 2002). It is also important to investigate how the retention of students is affected by academic advising and how advisor satisfaction is correlated to student teacher satisfaction with advising (Murrill, 2005).

Cordova (2006) stressed the importance of student success and achievement to all higher education stakeholders—parents, students, educators, as well as the public at large. She acknowledged the challenges inherent in supporting a concept that is sometimes difficult to articulate. She suggested that a renewed focus on student success could "reinvigorate the public's appreciation" of higher education as a place of opportunity in which to grow, to dream, and to think. She further declared that student success is about facilitating curiosity, wonder, and immersion in the college experience and institutions should focus their efforts on supporting those college experiences that create, foster, and cultivate student curiosity and engagement in learning—all in service of their achievement or a set of essential outcomes. While certainly there are many ways to support student immersion and engagement in learning, one strategy that is increasingly being acknowledged for its potential in this regard is academic advising (Hunter & White, 2004).

Statement of the Problem

For several decades Jamaican teacher training institutions tried to find solutions to enhance the holistic development of student teachers. Initiatives such as mentorship, coaching and adoption of the college mother-daughter and father-son relationship ensured that social and educational empowerment was given to all, but especially to the new entrants. Notwithstanding, stakeholders continue to question the depth of knowledge and

the quality of instruction associated with the training. Consequently, in the last five years, the government and leadership of teachers' colleges collaborated and intentionally introduced academic advising as one of the main pillars to sustain rigor in the teacher training program. Many researchers have documented valuable information on the relationship between academic advising and retention and graduation. However, little has been researched on the relationship that academic advising has on teacher-efficacy and instructional attentiveness. The development of teacher-efficacy is the building block for outstanding academic efficiency as the student teacher transitions from first to fourth year (Chemer, Hu, & Garcia, 2001). Prior research suggests that students with more self-worth and confidence display higher levels of persistence and are more likely to remain to graduate at the top of the class than students who possess little or no self-efficacy (Hseigh, Sullivan & Guerra, 2007). Therefore, students need to acquire the ability and skills to be academically successful but they must first possess the belief that they can perform well academically.

Bandura (2001) believed that academic self-efficacy beliefs are judgments related to academic performance and the ability to accomplish educational goals. He posited that students who have strong beliefs about their academic capabilities are able to exercise control over their own level of functioning and over events that affect their lives.

Additionally, it is essential to witness the demonstration of good characteristics of instructional attentiveness. This is critical to the incorporation and adjustment to existing and new contexts and educational content to ensure that student teachers transition smoothly through college. Horne (2012) suggested that instructional attentiveness

involves the capability to pay keen attention to pedagogical constructs thereby enabling the processes of accommodation and assimilation.

Student teachers' psychosocial development plays an important role in enhancing their social interactions with administrators, lecturers, peers and other staffs within their academic space. These healthy relationships help with their academic and social maturity as they navigate college. Evans (2011) suggested that student teachers' psychosocial development help them to grow and develop mentally as they experience situational challenges that produce disagreements including life directions and establishing belief systems. Therefore, in this study I explored how academic advising influenced teacher efficacy and instructional attentiveness among student teachers at Northgate College.

Purpose of the Study

This qualitative research study explored how academic advising is related to teacher efficacy and instructional attentiveness among a set of second to fourth year student teachers at a teacher training college in Jamaica. These student teachers were tasked with the responsibility of ensuring that their transition from one phase to the next follows comprehensible and applicable guidelines suitable for a successful academic journey. This information will hopefully provide critical insights into the roles of academic advisors and what can be done to enrich the program.

Many researchers have spent considerable time exploring how academic advising has influenced academic performance, retention and graduation rates. However, limited literature is available on teacher efficacy and instructional attentiveness. With this in mind, I utilized the research questions below to understand the process and fill in the gaps that appear in the literature.

Research Questions

The following research questions were used to guide this study providing varying perspectives on how academic advising has helped to shape teacher efficacy and instructional attentiveness.

- Do student teachers perceive that academic advising helps to develop teacher efficacy?
- Do student teachers perceive that academic advising helps to develop instructional attentiveness?
- Do advisors perceive that academic advising influences teacher efficacy as student teachers transition through college?
- Do advisors perceive that academic advising influences instructional attentiveness as student teachers transition through college?

Definition of Terms

Academic Advising: This is the process of helping student teachers to realize their maximum educational benefits through understanding themselves and learning to use the resources of the institution to meet their special educational needs and aspirations (Crockett, 1978b). Likewise, academic advising helps student teachers to identify and overcome challenges they have with their course requirements, to think critically about their roles and responsibilities as students and to prepare them to become educated citizens of a democratic society and a global community (NACADA, 2006).

Academic Advisors: These are faculty members who are responsible for helping to guide students through an academic program (Schlosser & Gelso, 2001).

*Student Satisfaction***:** This symbolizes a multifaceted collection of beliefs, feelings and behavior tendencies (Hamner & Organ, 1978, p. 216; as cited in Aldemir & Gulcan, 2004, p. 110).

*Teacher Efficacy***:** This quality indicates a judgment of one's capability to accomplish a certain level of performance (Bandura, 1986). Also, it refers to confidence in one's ability to perform well academically and socially (Chemers, Hu, & Garcia, 2001).

Instructional Attentiveness: This quality constitutes the capacity to pay keen attention to pedagogical constructs thereby enabling the processes of accommodation and assimilation (Horne, 2012).

Significance of the Study

In accordance with the philosophy of the *Vision 2030 Policy of the Ministry of Education* (2009), I examined how integrative approaches interwoven into academic and social activities at the college affect student teachers. Hence, findings from this study might provoke policymakers at the Ministry of Education to evaluate and make informed decisions regarding value-added programs/activities in higher education, especially teacher training facilities.

Hopefully, this study will provide adequate evidence to convince college administrators to examine and re-examine the structural arrangement of academic advising to ensure that student teachers benefit significantly from the program. As it

relates to student teachers' psychosocial development, the findings indicate that the social capital among student teachers increased tremendously. The relationships strengthened among peers, non-academic staff and faculty. In this regard, college administrators might want to find diverse approaches to maintain these relationships while seeking other innovative ways to forge healthy relationships among all categories of staff and student teachers.

The findings confirm academic advising as a meaningful tool; therefore, it is vital for educators to refine the quality of the program thereby ensuring continuity for both present and future students. Moreover, one of the major objectives of this study is to serve humankind, particularly the Jamaican education system, by contributing to the body of literature in support of or against academic advising.

CHAPTER 2

LITERATURE REVIEW

Crookston (1972) described academic advising as "a teaching function based on a negotiated agreement between the student and the teacher in which varying degrees of learning by both parties to the transaction are the product" (p. 12). He believed advisors must keep up with current trends and modern ideas to help students become self-aware. Academic advising can, therefore, be employed as one of the critical tools for enhancing the quality of teacher training and sustaining the rigor in teacher preparation which seem so lacking in today's classrooms. Invariably, student teachers do not always enter college with fully-developed self-efficacy and instructional attentiveness. The introduction of academic advisement from the very onset helps them to comprehend the gravity of college life and the will to persevere (Covington, 1992).

This literature review highlights the two major theoretical frameworks that will contribute to the research process. These include the theories of psychosocial development and self-efficacy. Additionally, subheadings are sequenced according to variables guiding the research questions which include the impact of academic advising on teacher efficacy, the influence of the developmental approach on teacher efficacy, instructional attentiveness, the impact of academic advising on instructional attentiveness, the influence of the Praxis approach on instructional attentiveness, background and development of academic advising, benefits of academic advising and the importance of the advisee-advisor relationship.

Psychosocial Development Theory

Psychosocial development is defined as “issues that individuals face as they mature psychologically and experience contextual challenges that trigger dissonance, including life directions, and establishing belief systems” (Evans, 2011, p. 169). Psychosocial theories view individual development as the accomplishment of a series of "developmental tasks." Partly through growing older and partly through socio-cultural or environmental influences, individuals over their life span face several developmental challenges. These developmental tasks tend to be presented in a sequence heavily influenced by age-related biological, psychological, or socio-cultural influences, the individual may not resolve these challenges in the order they are encountered and the pattern may vary by gender and culture. In addition, most psychosocial theories assert that the individual's success in resolving each task can significantly affect the resolution of succeeding tasks and consequently, the rate and extent of psychosocial development (Rodgers, 1989).

There are numerous theories posited on psychosocial development but for the purpose of this research I focused on the perspectives of Chickering and Reisser (1993). The authors theorized seven developmental tasks known as ‘vectors’ that college students encounter as they navigate their college years and as they develop their identity. The purpose of the seven vectors was to illustrate how a student’s development in the college setting can affect him or her emotionally, socially, physically, and intellectually in a college environment, particularly in the formation of identity. The first is developing competence which includes intellectual, manual skills, and interpersonal competences. Intellectual competence refers to the ability to understand, analyze,

and synthesize. Manual competence refers to the ability to physically accomplish tasks, whilst interpersonal competence refers to working and establishing relationships with others (Chickering & Reisser, 1993).

The second vector is the ability to manage emotions. College students face a wide variety of emotions, and by accomplishing this vector, students become aware of their emotions and how to manage them. There are many aspects of college that encourage intense emotions in students such as fear, anger, happiness, and sadness. It is important for students to recognize the balance between self-awareness and self-control of their emotions (Reisser, 1995).

The third vector encompasses transition from autonomy to interdependence. Students learn to operate on their own and take responsibility. It is imperative for students to find emotional and instrumental independence. Emotional independence means the ability of students to willingly risk relationships of those who are close to them in exchange for pursuing their own individual interests or convictions. Instrumental independence is the ability to solve problems on one's own. Through this vector, students can manage the tensions between the need for independence and acceptance, along with respecting the uniqueness and independence of others (Ortiz, 1999).

The fourth vector is the development of mature interpersonal relationships which requires the ability to be intimate and the ability to accept and celebrate unique differences. College students have the opportunity to meet a wide variety of people with a variety of different beliefs, values and backgrounds. This exposure can help students gain such tolerance of unique differences. Intimacy refers to the ability to establish relationships that are close and meaningful (Chickering & Reisser, 1993).

The fifth vector deals with the establishment of identity. This development establishes how an individual is perceived by others. Ultimately, the formation of one's identity leads to a sense of contentment with one's self and how that self is seen by others (Chickering & Reisser, 1993).

The sixth vector is developing purpose. College students begin to identify why they are earning their degrees. They not only establish the purpose of getting a job, earning a living, building skills, but the development of purpose moves beyond that. Through experiences in college, students discover what gives them energy and what they find to be most fulfilling (Chickering & Reisser, 1993).

The seventh vector is the development of integrity. This vector is closely related to the previous one, as it is the ability for students to personalize humanizing values and apply them to their own behavior. Many values that students bring with them to college are challenged in this environment. The establishment of integrity is the ability for students to assemble and practice the values that are actually consistent with their own beliefs. The notion has been strongly endorsed by Evans (1995). I firmly believe that the academic advisor who understands and applies these seven vectors will be able to significantly impact the student teacher and achieve substantial outcomes. The level of instructional planning will be geared to meet the needs of each student teacher and the relationships between both parties will grow and develop.

Self-Efficacy Theory

Self-efficacy is a social-cognitive concept which "refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). In this context, self-efficacy which is synonymous to

teacher efficacy is normally manifested as students' belief in their abilities to succeed in college. Self-efficacy is also considered a construct that measures both students' beliefs that they have the skills and abilities necessary for success in college and their plans to graduate from the college. For pre-service teachers, this relates to the students' beliefs about their perceived capability to complete future teaching tasks. This includes their perceived ability to engage students in learning; provide instructional strategies in the classroom and promote classroom management strategies.

Taking into account accumulated research on self-efficacy and academic outcomes, Bandura (1997) argued that perceived efficacy exerts substantial influence on self-efficacy by affecting quality of thinking and good use of acquired cognitive skills and indirectly by heightening persistence in the search for solutions. This is consistent with findings from Chemers, Hu, and Garcia (2001) that indicated self-efficacy in first-year college students, defined as confidence in one's ability to perform well academically, contributes both directly and indirectly through reduced stress to personal adjustment. Additionally, counseling researchers Brady-Amoon and Fuertes (2011) conducted a study of first-year college students and discovered that self-efficacy was a strong and positive predictor of adjustment to college.

In a higher education context, the importance of self-efficacy is that it can determine student behavior in a given situation. Self-efficacy is positively related to performance, satisfaction, academic persistence, choice of career opportunities and once the student enters the workplace – career competency (Bandura, 1982; Gist & Mitchell, 1992). Studies of first year university students in Australia have identified self-efficacy as a predictor of persistence and satisfaction with their studies (Quinn, 1999) and

academic performance (McKenzie & Schweitzer, 2001). A person's self-efficacy is not stagnant and can be developed through mastery experiences, modeling, social persuasion and physiological states (Bandura, 1982; Gist, 1987; Wood & Bandura, 1989; Chowdhury, Endries & Lanis, 2002). Mastery experiences are seen as the most effective way of developing self-efficacy and occur when a student is given the opportunity of mastering an idea or concept (Bandura, 1982; Chowdhury et al., 2002).

Programs such as service learning and internships provide mastery experiences which enable students to apply the skills taught in class to complete a task (Tucker & McCarthy, 2001). Modeling also enhances self-efficacy through observation and social comparison. With observation, students see how others have managed difficult situations, whereas students engaged in social comparison can identify how similar individuals have succeeded (Tucker & McCarthy, 2001).

Another way of developing self-efficacy is through social persuasion. Students receive realistic encouragement surrounding current and future task performance. The effectiveness of social persuasion is dependent on the credibility of the provider – more credible sources lead to better development of self-efficacy (Wood & Bandura, 1989). Self-efficacy can also be developed through student awareness of their physiological state when confronted with a task, as it can be a predicator for poor performance. Students can enhance self-efficacy by modifying their physiological state, such as reducing their stress levels (Wood & Bandura, 1989).

The above findings support the perspectives of student teachers and lecturers in this study who affirmed that they experienced increased teacher efficacy when they were given opportunities to observe and model the teaching strategies utilized by the lecturers

in regular classroom setting. They also reported that their self-confidence grew when they went on the teaching practice and had to master the concepts they learned in class. Interestingly, social persuasion played an integral role in the development of their self-confidence, as student teachers agreed that the encouragement they got from lecturers during academic advising sessions affected their academic performance and even better the relationship they had with their peers and other members within the college environment.

Apparently, the meaning of self-efficacy is inextricably aligned to that of teacher-efficacy. Bandura (1986) defined teacher efficacy as a judgment of one's capability to accomplish a certain level of performance. A similar definition was proffered for self-efficacy which refers to beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments (Bandura, 1997). It is, therefore, reasonable in this study to substitute teacher efficacy with self-efficacy where applicable as both terms are used synonymously in many instances.

Impact of Academic Advising on Teacher Efficacy

Hseigh, Sullivan and Guerra (2007) proposed that students with more confidence are more likely to persist in college. Students not only need to have the ability to acquire the skills to be academically successful, but also have the belief they can perform well academically. People's beliefs about their capabilities to exercise control over their own level of functioning and over events that affect their lives have a strong impact on their motivation and confidence. Teacher efficacy impacts motivation by influencing goals people set for themselves, the effort put into meeting those goals, and how long they persist when faced with adversity. Academic self-efficacy beliefs, therefore, are

judgments related to academic performance and the ability to accomplish educational goals (Bandura, 2001). Higher education settings have an increased focus on personal autonomy and independence, requiring a high amount of self-directed learning from student teachers. As a result, academic self-efficacy has emerged as a key component in explaining academic and personal success (Ruban & McCoach, 2005). Numerous studies have found the positive effect of academic self-efficacy on academic performance (Fenollar, Roman & Cuestas, 2005; Hseigh, Sullivan & Guerra, 2007; Lent, Brown & Larkin, 1984).

In the context of academic and career development, Lent, Brown, and Hackett (1994) found a direct prediction between self-efficacy and academic performance, and discovered that self-efficacy mediates the relationship between ability and academic performance. These researchers also noted that personal successes on past tasks increase efficacy on related future tasks. Bean and Eaton (2000) developed a psychological model of student retention, viewing college departure as a decision that involves psychological phenomenon at every stage of the process. The model asserts, in part, that students' "efficacy for various tasks within the institutional environment will be based on an assessment of skills and abilities from the past" (p. 56). Applying this model to transfer, students' positive assessment of their skills, abilities, and experiences at the college level creates self-efficacy or increased confidence within the new academic environment of the college.

Bean and Eaton (2000) continued by explaining that student teachers will begin to perceive that they are in control of their academic and social destiny and be motivated to take action consistent with that perception. Thus, a student teacher with a positive

assessment of self-efficacy feels a sense of integration in the environment and returns to the environment to re-invest her/his success in the academic and social milieu of the higher-education environment. Taking these studies into account, self-efficacy is closely tied to student teachers' intentions to persist and, therefore, their actual continued persistence in higher education. Relating to this study, positive academic experiences are framed as the past experiences, skills, and successes that allow teacher efficacy and instructional attentiveness to persist.

Research focusing on specific questions of student teachers' intent to persist in college has determined that validating classroom experiences predict intent to persist to the next semester (Barnett, 2010; Rendón, 1993), and that course-related, student-faculty interactions are positively associated with degree aspiration (Kim & Sax, 2009), a measure that also relates to student teachers' intent to move forward in higher education. In turn, the development of teacher efficacy moves student teachers toward positive academic outcomes. In a study similar in setting and population to the present one, Moser (2012) found that for community college transfer students at a comprehensive, public university in the Midwest, self-efficacy was a significant and positive predictor of grade point average.

The acquisition and application of teacher efficacy is closely aligned to outstanding academic performance and it has been discovered that student-teachers who exude a high level of self-efficacy are those who consistently attain good academic outcomes in their respective disciplines (Bandura, 1997, p. 3). This has been confirmed by Brady-Amoon and Fuertes (2011) who discovered that self-efficacy was a strong and positive indicator of acclimatizing to college life among first-year students. Those who

showed confidence in their ability were the ones who remained in college and successfully completed their courses.

Influence of the Developmental Approach on Teacher-Efficacy

The approach utilized by advisors plays a critical role in enabling the student teacher to portray teacher efficacy in his/her undertakings. O'Banion (1972) endorsed this by declaring that developmental advising should "help the student choose a program of study which will serve him/her in the development of the total potential" (p. 10). He purported that students should have a larger role in decision making and share responsibility with advisors in the advising process. Developmental advising was described as a five-step process that students and advisors worked on collaboratively: a) exploration of life goals; b) exploration of vocational goals; c) program choice; d) course choice; and e) scheduling choices. This model is essentially a more focused, broad-reaching model targeting conversations that he believed belonged in the realm of academic advising and the advisor/advisee relationship.

This model of developmental advising allows the student-teacher to develop teacher efficacy by permitting him/her to make all choices in his/her education, resulting in the student-teacher exercising control over his/her own path rather than being told what to do. According to Baker and Griffin (2010), "a developer extends the kinds of support provided through a mentoring relationship; however, in addition to career and psychosocial support, a developer engages in knowledge development, information sharing, and support as students set and achieve goals"(p. 5). Allowing the students to choose their own direction will leave them feeling more satisfied with the career path they desire and take an interest in their own education.

Developmental advising "stimulates and supports students in their quest for an enriched quality of life and it focuses on identifying and accomplishing life goals" (Hale et al., 2009, pp. 313 -324). In a study conducted at a mid-South university, 429 students were surveyed to determine the style of advising used by their current advisor and also the advising style that the student preferred. Results indicated that nearly all (95.5%) students preferred the developmental advising style and 78% out of all students were actually receiving developmental advising (Hale et al., 2009). Although faculty advising is one key to student success, this type of advising is crucial to student development. Every student is different, but past research has shown that most students prefer developmental advising because it not only allows them to make their own decisions in their education – teacher efficacy, but it also allows them to create a professional relationship with their advisor in order to seek guidance and support (Raushi, 1993).

The Importance of Instructional Attentiveness

According to Horne (2012) instructional attentiveness comprises the capacity to attend to academic constructs thereby enabling the processes of accommodation and assimilation. A student teacher endowed with instructional attentiveness knows how to extrapolate meaning from academic dialogues and apply to real-life contexts often demystifying problems which baffle the 'not-so-clever' student teacher. A number of scholars theorized that the quality of active classroom learning not only plays a critical role in learning outcomes but could directly become a decisive factor in helping student teachers to stay or depart from an institution (Braxton, Hirschy & McClendon, 2004). Braxton, Bray and Berger (2000) suggested that students exposed to frequent instructional organization and clarity by faculty members generally are more confident

about their academic achievement. Similarly, Braxton, Milem and Sullivan (2000) found that classroom discussions positively influence academic integration, student commitment and ultimately enrollment in the successive semesters.

Likewise, Kinzie, Gonyea, Shoup and Kuh (2008) conducted a study and discovered that faculty members teaching first-year courses have an unparalleled opportunity to mold students' behaviors early in their academic careers. First-year students who experience integrative learning in their early courses perceive themselves as attaining knowledge and understanding, and subsequently their coursework as rewarding (Braxton et al., 2000). Though the body of literature related to the impact of academic advising on student teachers instructional attentiveness is extensive, no singular approach is responsible for the development of instructional attentiveness. As pointed out by the findings of this study, lecturers reported that they utilized a wide range of approaches such as real and vicarious teaching methods, modeling and valuing of individual differences.

Impact of Academic Advising on Instructional Attentiveness

Kuh (2005) found that when academic advising is properly effected, the academic gains for students are overwhelming. He discovered that the effort and time students put into their coursework are just as important as the institution's support strategies that connect students to the campus environment and high-impact learning experiences.

Additionally, a pilot study conducted by Joan Llewellyn in August 2015, captioned, "Teachers-in-Training Perception and Value of Academic Advising: The Nexus between Academic and Social Mobility", found that 83% of student teachers who established meaningful relationships with their advisors from as early as the first year

developed the ability to identify and retain meaningful concepts. This they were able to achieve through instructions from their academic advisors who taught them how to pay attention to knowledge they need to assimilate for current and future utility. Most of these student teachers confirmed that they maintained good academic performance throughout their college life. Fifty percent of the student teachers who comprised the focus groups declared that they were only able to stay the course because their advisors taught them how to extract meaning from all pedagogical experiences they encountered inside and outside of the learning environment.

Seemingly, instructional attentiveness can be enhanced through meaningful interactions with knowledgeable instructors as student teachers engage in scaffolding exercises. These traits are not necessarily portrayed by the mediocre lecturer but more so an academic advisor who sacrifices the time to instill wholesome values and ensure that advisees are outfitted with the right tools to meet the demands of a highly competitive marketplace.

Influence of the Praxis Approach on Instructional Attentiveness

The praxis approach to academic advising questions the foundation of advising theory being based on student developmental theory versus teaching and learning theory (Hemwall & Trachte, 1999). The authors argued that proponents of student development as both a theory and a movement have lost sight of the principal mission of higher education: to introduce students to liberal learning, to the world of ideas, to the life of the mind, and to cultivate in them the habit of life-long learning. They also noted that the literature on academic advising regards the holistic development of individual students as the defining mission of the field. They maintained that the developmental underpinnings

of academic advising contribute to the strained relationship that exists between faculty and professional advisors and believed that these same theoretical conflicts result in faculty reluctance to participate in workshops and conferences centered on academic advising.

Hemwall and Trachte (1999) presented the idea of praxis and defined it as reflection and action upon the world to transform it. They believed that advisors should engage students in a dialogue about the purpose and meaning of course requirements and that ultimately these discussions should prompt changes in goals and values; making meaning of the world to transform it rather than focusing on student self-development. It should be noted that both Hemwall and Trachte are faculty in small liberal arts colleges where faculty are responsible for all advising, and as such probably approach their analysis from the lens of a particular institutional type - Advising as problem-based learning. The theory of problem-based learning is grounded in how students resolve "…ill-structured and logically fuzzy problems" (Laff, 2006, p. 38).

Advising is seen as a process where advisors challenge students to think about what they know, reflect on what they do not know and need to understand, and help them to contextualize learning for future applications (Laff, 2006). Rather than providing answers to students, advisors help to apply research-type questions to advising situations and allow students to think through the problem and develop processes which help the student with subsequent learning. It is basically preparing students to intentionally engage their learning and help them to understand how their learning in turn engages their instructional attentiveness and teacher-efficacy

Background and Development of Academic Advising

In 2006, the National Academic Advising Association developed the Concept of Academic Advising in response to the growing body of literature that strongly links academic advising to student engagement in learning. The concept intentionally and rightfully aligns academic advising with teaching and learning and more fully integrates it into the educational fabric of an institution—not merely "layered on" as a student service.

During the 17th and 18th centuries students enrolled in American institutions of higher learning experienced the tutelage of a teacher, mentor and advisor where the mentor-protégé relationship was central and not separate from the educational process. Academic advisement and teaching were considered to be the same and students resided, dined and studied with their professors. The moral and ethical education of students was interwoven into their academic preparation as both assumed the degree of significance. Professors assumed the parental supervisory and disciplinary role, and acted as mentors for young students (Goodchild & Wechsler, 1997). With the significant increase in enrollment and the evolution of the curriculum in the 20th century, colleges and universities were forced to make changes to their academic advisement program to manage behavioral problems, extracurricular activities and resolution of academic problems (Cook, 2001).

The influx of students to higher education after World War II led to further evolution in academic advising. Faculty no longer had the time or incentive to advise and to teach. This weakened formal faculty advising systems, and advising became a function of student affairs administrators on many campuses, or was placed second to teaching on

campuses that employed a faculty advising system (Grites, 1979). Academic advising received renewed attention in the 1970s and 1980s as it emerged as a strategy to combat declining enrollments and alarming attrition rates (Beal & Noel, 1980; Biggs, Brodie & Barnhart, 1975; Crockett, 1978). Some scholars suggested improved advising as a means to increase retention. Anderson (1985) and Tinto (1975) argued that one of the most powerful, positive influences on student persistence in college is individual attention and integration into the formal and informal academic and social systems of a campus. Crookston (1972) and O'Banion (1972) went even further, and suggested ways to infuse student development theory into advising practices. Likewise, the publication of articles on developmental academic advising by Crookston and O'Banion (1972) evoked change and other studies emerged linking academic advising with students' retention. Over time, academic advising was recognized as one of the major gateways for developing teacher-efficacy and instructional attentiveness thereby leading to retention (Cook, 2001).

Benefits of academic advising. Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, student teachers learn to become members of their higher education community, to think critically about their roles and responsibilities as students and to prepare to become educated citizens of a democratic society and a global community (NACADA, 2006). Academic advising engages students beyond their own philosophies, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution.

The trends in academic advising indicate that institutional recognition of academic advising is a campus wide responsibility in which all constituencies—

administrators, students, faculty, and staff —work together to promote student success. As higher education continues to find itself increasingly under the microscope of internal and external scrutiny, it must identify strategic ways to demonstrate student satisfaction and learning. If considered integral to the teaching and learning mission of an institution, academic advising then offers the potential for this visible demonstration of student satisfaction and learning through the experiences of students who are well served and connected to the campus. Kuh, Kinzie, Schuh, Whitt and Associates (2005) declared that academic advising is viewed as a way to connect students to the campus and help them feel that someone is looking out for them. Indeed, these connections are essential to student engagement and the role of academic advising in facilitating them should not be underestimated.

According to Tinto (1993), there is the tendency for student teachers to approach the first year with much apprehension due to the newness of the surroundings, the diverse program offerings and varying background of the college population/community. Tinto (1993) identified four interaction challenges students have with the institution that impact their decision to stay or depart. The first interaction challenge a student teacher faces is living independently, away from the familiar world of family and friends. Some student teachers find this adjustment difficult and as a result depart the institution. The second interaction challenge is the inability to meet the academic demands of the institution. This may manifest itself based on incomplete high school preparation, an increased demand in academic workload, or just being unprepared in general for the academic demands of college.

The third interaction challenge refers to a mismatch of student teacher and institution. The student teacher does not feel a sense of belonging with the institutional community. This may relate to incongruence between a student teacher's values and interests and that of other student teachers at the institution. The final interaction challenge can essentially be termed isolation where the student teacher fails to make meaningful relationships with peers, faculty and staff, resulting in departure from the institution. Finally, the influence of external factors may relate to multiple roles a student teacher has, as well as competing obligations for employment, family or community demands, and other factors that are outside the control of the institution. Tinto (1993) also believed that student teachers in non-residential institutions are at higher risk from external factors due to more frequent outside demands.

Importance of the advisee-advisor relationships. Transformative education rationalizes a dual process where advisee and advisor are conversant with the core values, mission and vision of an institution. When this level of understanding is achieved both parties are ready to establish a relationship that is built on trust and fair play (NACADA, 2005).

Pizzolato (2008) believed that academic advising has the capability of providing students with continual face to face interactions for multiple years. It is imperative for the advisor-advisee to have access to basic information about each others; for example, the advisor should know about the advisee's home background, philosophy, hobbies and special interests. These critical components will help to determine and measure advisees' self-worth and instructional attentiveness thereby providing avenues for direct intervention where possible. Likewise, the advisee should possess such similar

information about the advisor which can provide many benefits such as improving academic success.

It has been purported that academic advising provided guidance to students which focuses on meeting their learning and developmental needs (Pizzolato, 2008). In every institution, there are many professors and advisors with whom students might have interactions; however, it is the meetings with one's faculty advisor that increases student development. In a university, "students are exposed to a variety of faculty or adjunct-faculty members for different courses, but course instructors often do not know students well enough or see them frequently enough to attend to each student's specific developmental needs" (Choate & Granello, 2006, p. 116). Although these continuous interactions with various faculty members do not hinder student development, faculty advisors can help a student grow academically and socially because of the professional relationship between the student and advisor.

The advisee-advisor relationship is a vital component in higher education (Luna & Cullen, 1998). The influence of a good advisor on a student can be life changing, in that it can instill the ethics, drive and skills to be both an effective teacher and researcher. Conversely, an ineffective advisor can have adverse effects on her or his advisee's academic future and social life. Students have an opportunity to get to know their professional advisor over the course of several years, making it easier for the students to address concerns or ask any questions to their advisor. The faculty advisor has many roles and responsibilities when it comes to advising students. Advisors are, therefore, expected to share their knowledge to help students schedule their courses and generally facilitate progress to the degree in a timely manner (Baker & Griffin, 2010).

The ultimate goal of an advisor and for the institution is to see students graduate; however, there is a long road that must be travelled in order to reach that goal. The goal in advising is not to increase or decrease a particular rate, such as decreasing the dropout rate and increasing graduation rate; rather, the goal in advising is to create a relationship with the students so that they are getting the most out of their education. The academic advisor for any student presumably holds the key to progress by coaching new and continuing students through general education choices, major selections, minors and possibly certificate options. Misadvisement can have a negative impact on students who enroll in unsuitably advanced courses and lose precious financial aid in an unsuccessful attempt in such courses (Hollis, 2009).

Pascarella and Terenzini (2005) have found in past research that the quality of effort or involvement students make in meeting the requirements of their formal academic program has an impact on their self-ratings of growth in career-related competencies and skills. Students must make an effort in furthering their academic career and ensure that they are on the path to degree completion. Interestingly, these researchers posited that college students grade performance to be the single best indicator of student persistence, degree completion and graduate school enrollment. This finding was consistent regardless of precollege, academic, socioeconomic, demographic and even within-college experiences. Additionally, these researchers discovered that the first year of a student's academic performance is the most predictive when looking at first to second term progression, first-to-second year progression, and beyond the second year for both two year and four year institutions. Findings also indicate that academic intervention programs, in general, do assist students in overcoming deficiencies related to

academic preparation and help students to adjust socially to the institution (Pascarella & Terenzini, 2005).

College administrators need to make advising an important, monitored, and rewarded activity. Administrative ignorance or neglect of advising will usually mean that students will receive less than they deserve from their college education. Good advising is a team effort: administrators, faculty or staff advisors and students. Advising is a key component of a college career (Petress, 1996). For example, advisors might find it challenging to guide a student who is undecided in his or her major because the student might not reach out to the advisor making it more work for the advisor to contact the student. "Faculty members frequently feel quite uncomfortable with the process of helping 'undecided' students gather sufficient data with which to make intelligent choices" (Stein & Spille, 1974, p. 61). A student's effort is just as important as the advisor being reachable and approachable, which means student preparedness is a key element when meeting with an advisor.

In addition, the advisor can also "tailor advising methods to match the developmental needs of an advisee" and can also "interact with other program faculty, when necessary, to ensure the optimal learning environment for that student" (p. 117). Despite the fact that there are many roles assigned to a faculty advisor and as much work and effort that goes into advising a student, there should be just as much work for the student to be willing to develop academically and socially. Nordquist (1993) explored the student departure puzzle by conducting a qualitative approach to test some of the key elements identified by Tinto (1993), particularly related to what Tinto described as incongruence. Nordquist interviewed students who had withdrawn from institutions in

Utah and asked questions that were designed to address specific college experiences, family background, personal goals related to college attendance, social interaction with peers and faculty, academic advising and the overall circumstances that related to college departure.

He noted that all but one student described overall best and worst college experiences in terms of positive or negative experiences involving interaction with a faculty member (Nordquist, 1993, p. 12). He opined that students believed that faculty was trying to "weed out" students, that faculty didn't care if students attended class or actually learned anything, and that faculty was not interested in answering student questions. In relation to Tinto's (1993) explanation of isolation as another key factor in the departure puzzle, Nordquist (1993) specifically identified faculty mentoring relationships as having the most significant positive impact on teacher efficacy and instructional attentiveness as well as subsequent enrollment decisions.

This literature review is replete with findings which clearly show that academic advising is a major catalyst for improving teacher-efficacy and instructional attentiveness among student teachers in tertiary institutions. Ruban and McCoach (2005) indicated that higher education settings have an increased focus on personal autonomy and independence, requiring a high amount of self-directed learning from student teachers. As a result, teacher efficacy has emerged as a key component in explaining academic and personal success.

Bandura (1986) suggested that teacher efficacy relates to an individual's belief in his/her ability to perform academically well and this has been confirmed by other researchers who indicated that teacher efficacy is one of the determinants of adjusting in

college, performing creditably and remaining in college. Lent, Brown, and Hackett (1994) found a direct prediction between teacher efficacy and academic performance, and discovered that teacher efficacy mediates the relationship between ability and academic performance. These researchers also noted that personal successes on past tasks increase efficacy on related future tasks. Likewise, many researchers reported that academic advising has enabled students to pay keen attention to concepts and effect relevant teaching methods where applicable to boost academic performance.

Horne (2012) posited that instructional attentiveness equips the student teachers with the ability to attend to new knowledge thereby helping them to make adjustment in their schema or be willing to accept and utilize new concepts without modification. The author continued to assure readers that the student teacher endowed with instructional attentiveness knows how to extract meaning from academic dialogues and apply to real-life contexts simplifying academic challenges which often confuse the unintelligent student teacher.

Notwithstanding, studies on the influence of academic advising on teacher efficacy and instructional attentiveness were obviously limited. Many studies focused more directly on the variables of academic performance and retention. Consequently, this study provided broad perspectives on how teacher efficacy and instructional attentiveness were developed through the unswerving efforts of academic advisors during their advising encounters with student teachers.

CHAPTER 3

METHODS

Research Design

I conducted a qualitative study using some elements of a phenomenological approach. This qualitative design was used to explore the perspectives of student teachers and lecturers on academic advising and the contribution of advising to the development of teacher efficacy and instructional attentiveness. Merriam (2009) postulated that a qualitative study focuses on gathering underlying meaning. Geertz (973) posited that qualitative inquirers seek to present "thick description" and aim beneath manifest behavior to understand the meaning events had for those who experienced them (p. 35). In this study, the use of coding and themes produced thick description of participants' interviews and a concerted effort was to look beyond overt behaviors to understand the meaning of the experiences they had with academic advising.

Creswell (1998) believed that there are eight compelling reasons why a qualitative study should be undertaken: (a) the research question(s) start with a how or a what, (b) the topic needs to be explored, (c) there is a need for a detailed view of the topic, (d) individuals are to be studied in their natural setting, (e) there is an interest in writing in a literary style, (f) there are sufficient time and resources to spend on data collection, (g) the audience is receptive to qualitative data on the subject, and (h) the researcher's role as an active learner who can present the story from the participant's viewpoint is emphasized. In this study, I followed all eight steps outlined by Creswell to ensure that authentic data was collected to present veritable meaning of participants' responses.

Numerous studies have been conducted on academic advising but most used a quantitative design. Some of these included studies by Mansfield, O'Leary and Webb (2011) which examined the retention programs and factors affecting attrition rates due to the lack of academic advising; Damminger (2001) conducted a study to analyze the level of student satisfaction with the quality of academic advising offered by integrated departments and career life planning and Suvedi, Ghimire, Millenbah and Shrestha (2015) conducted a study to examine the perception of academic advising among undergraduate students. The findings in these studies focused on retention procedures, satisfaction factors and participation in volunteer and overseas programs. However, my focus in this qualitative is totally different as a sincere effort was made to understand the views of participants by sharing their experiences thereby helping readers to extract and understand their perspectives. This design avoided generalizations, yet still generated genuine valid data that were unique to each individual.

Study Participants

I was determined to comprehend the perspectives of student teachers and lecturers (advisors) who experienced academic advising at this college utilizing a qualitative approach. According to the records obtained from the Office of Academic Affairs at the study site in June 2017 there were approximately 300 student teachers accessing academic advising and over 40 lecturers assigned to the program.

I utilized purposive sampling for this study. Merriam (2009) endorsed the use of purposeful sampling, asserting that the participants' experiences may be distinctive or unique. The greatest concern with purposeful sampling is that the results cannot be

generalized to the entire population that is or was served by this college; hence I used those who have been directly involved in academic advising.

Participants in this study consisted of twelve second to fourth year student teachers enrolled in the Bachelor of Education Program between September 2014 to September 2017 and four lecturers involved in academic advising. These student teachers possess first-hand experience with lecturers [advisors]. All student teachers have been considered eligible because of their enrolment status; they are pursuing programs in Early Childhood, Primary Education, English Language & Literature, Mathematics & Science, Guidance & Counseling and Special Education. Selected student teachers have experienced academic advising at the same geographic location with exposure to the same curriculum. The lecturers have advised at least one of the student teachers and have been utilizing the instructions mandated by the College. I selected this format in order to observe the congruence between data collected from both advisors and advisees. This helped to reduce disparity in training and experience.

The decision to interview twelve student teachers and four lecturers was not an impulsive decision as this helped me to understand the perspectives of advisors and advisees directly involved in academic advising across all year groups. All participants were selected based on their program selection, so a concerted effort was made to identify at least one student teacher from each cohort representing a program offering as mentioned in the paragraph above. The institution was contacted and permission granted to interview these participants. Williams (2012) added credibility to the practice of setting the number of participants at twelve by stating that the point of saturation plays a significant role in selecting the appropriate number of participants in a qualitative study.

Saturation is the point of the data collection process where the information becomes superfluous. In this study there was no evidence of surplus information but numerous repetitions among student teachers.

The student teachers who participated in this study comprised four second-year; four third-year and four fourth-year students all pursuing teacher education programs at Northgate College. They appeared extremely enthusiastic about their studies and seemed to be within the age range 20 - 25 years. They were all enrolled in full time programs with tenure of four years. Table 1 below provides a vivid description of the year groups and areas of program offerings.

Table 1. Description of Student Teachers and Program Offerings

Participants' Identification	Program	Number of Student Teachers
Fourth Year Student Teachers	a) English Language and Literature	1
	b) Guidance and Counseling	1
	c) Primary Education	1
	d) Special Education	1
Third Year Student Teachers	a) English Language and Literature	1
	b) Guidance and Counseling	1
	c) Mathematics and Science	1
	d) Primary Education	1
Second Student Teachers	a) Early Childhood	1
	b) Guidance and Counseling	1
	c) Primary Education	2

The twelve student teachers who participated were evenly spread among three cohorts – four second-year; four third-year and four fourth-year, which included a total of seven female and five male students. All student participants were drawn from the same geographic location and exposed to the Bachelor of Education curriculum at a government-owned teacher training institution. Additionally, all student participants experienced academic advising for varied periods ranging from two to sixteen years. Table 2 below provides readers with an overview of student teachers demographic information. Pseudonyms are used to represent them.

Table 2. Demographic Information of Student Teachers

Student Teacher's Identification	Gender	Year Group	Specialization
Judith	Female	2	Early Childhood
Rowan	Male	2	Primary Education
Mark	Male	2	Primary Education
Sandra	Female	2	Guidance and Counseling
Mickey	Male	3	Mathematics and Science
Janet	Female	3	Guidance and Counseling
Donna	Female	3	Primary Education
Aston	Male	3	English Language and Literature
Marie	Female	4	Special Education
Stanford	Male	4	Guidance and Counseling
Cleo	Female	4	Primary Education
Yvette	Female	4	English Language and Literature

Additionally, four lecturers willingly shared their perspectives which complemented those of the student teachers and added meaning to their interview data.

Three females and one male participated in this study and the data collected during the interview show that each lecturer has been exposed to Academic Advising at Northgate College for ten, twelve and sixteen years respectively. All lecturers selected were Heads of Department, namely: Early Childhood, English Language and Literature, Mathematics and Science and Primary Education. Each lecturer had direct responsibility for academic advising in their various departments. On such premise, lecturers within each department had to dialogue with the Head of the Department concerning approaches and solutions for addressing academic needs of student teachers.

I considered it very critical to interview these individuals instead of individual lecturers as I believed they were in privileged positions and would be able to enrich the narratives. All four lecturers seemed to be in the age range 50 - 55 years and mentioned that they were passionate about advising student teachers at all levels. Table 3 below gives a general description of the lecturers who participated and the number of years engaged in academic advising, area of specialization and employment status at Northgate College.

Table 3. Number of Years Engaged in Academic Advising and Program Offerings

Lecturers	Gender	Years	Program Offering	Employment Status
Mrs. Elizabeth	Female	10	English Language and Literature	Permanent
Mr. Murphy	Male	12	Mathematics and Science	Permanent
Mrs. Jacinth	Female	16	Primary Education	Permanent
Mrs. Dorothy	Female	16	Early Childhood	Permanent

Research Site

The site selected to conduct this qualitative research study is a coeducational government-owned teacher training college, committed to the training of teachers for over forty-two years. Northgate College was born out of a need to provide quality teacher education to residents in Western Jamaica. Currently, it has an enrollment of over six hundred students and approximately fifty faculty members. Since its inception, the College has graduated over 6,000 trained teachers, who are currently having a positive influence on world development. In addition to its wide range of undergraduate programs, there is an ongoing partnership with an overseas university, offering graduate programs to in-service teachers with concentrations in Educational Leadership and Literacy Studies. There are also local partnerships with two local universities to offer two undergraduate programs.

Lecturers are from the three counties of Jamaica – Cornwall, Middlesex and Surrey. Those residing in parishes like Mandeville, St. Elizabeth, Kingston and other far distances are provided with housing on the campus while others rent small town houses and apartments depending on the size of their family. Those from within the parish and adjacent parishes commute on a daily basis. There are apparently more females than female staff members with age ranging from mid-twenties to mid-fifties. Lecturers' qualifications range from master to doctoral degrees in various disciplines.

Part time programs are also available to students who are unable to study full time. It has been noted that there is an active Evening Institute for in-service teachers and others to upgrade and sharpen their pedagogical skills. High school students are also able to continue their secondary education, normally for a year. Upon successful

completion of their Caribbean Secondary Examinations Council [CSEC] exams, students may matriculate into programs fit for their specific academic trajectory.

Data Collection Tools

Data were acquired over a two-month period by means of unstructured and structured interviews with all participants. The unstructured interview was the primary data collection tool as it afforded me the opportunity to extend the conversations. During the unstructured interviews, I was able to reorganize the sequencing of questions based on the response from the participants. This assisted me with the smooth flow of communication and extraction of meaningful data, as considered appropriate. Kawasakiyee (2012) and Allen (2011) argued that the unstructured or semi-structured interview has advantages over the structured interview, as the interviewer has control over the collection of data and the ability to allow the researcher to modify the pre-set questions if he/she feels that the participants, in expounding freely, may reveal desirable information or disclose depth of information that will provide logical understanding of the phenomenon.

Open-ended questions were used to provide an opportunity for participants to relax and freely associate their ideas with feelings, thoughts, and memories. This approach generated reliable data as the participants engaged in constructing meaning of the phenomenon. Additionally, data from the individual interviews added to the thick and rich descriptive collection. Interviews, field notes and related literature helped me to better understand the phenomenon, making the interpretive process quite logical. Data interpretation occurred simultaneously justifying what was recorded during the interviews and field notes to develop an understanding of what was said to confirm

and/or disconfirm. Transcription of interviews followed shortly after to ensure correctness of what was said by participants, thereby ensuring reliability of data. Extensive field notes were also documented during and immediately following the interviews. During the interviews, I actively paraphrased conflicting or misunderstood statements to eliminate any form of misinterpretations and also recheck with participants to ensure credibility of data.

All interviews were conducted on the campus of Northgate College. Each face-to-face interview lasted for a minimum of one-half hour where participants shared information about academic advising. Each interview was carefully recorded on an electronic device while a concerted effort was made to record field notes physically in a notebook. Following this action, transcription was done in a private location with repetitive replaying of instrument to ensure that all data were confidentially and accurately managed. I manually transcribed all interviews and compared with field notes where applicable to ensure clarity of views. There were no major differences between the data collected from the student teachers as opposed to data collected from lecturers. All the participants appeared comfortable within the precincts of Northgate College which allowed them to share their perspectives without any form of coercion. However, lecturers were able to offer wider perspectives on specific cases to add value to their perspectives.

Table 4 below identifies the primary data sources implemented to help me understand the participants' perspectives in order to make correct comparisons with the related literature. I utilized a triangulation matrix to highlight the research questions and the major data sources which were useful in understanding participants' responses and

generate answers for research questions. A triangulation relied on the participants' views of the situation to construct meaning. Meaning was socially constructed, that is, from the plural views and perspectives of the participants. I looked for patterns in the conversations extracted from study participants. From these patterns of similar ideas, themes were formulated to represent the views of participants coupled with the use of open-ended questions and member checks.

Table 4. Triangulation Matrix Showing Primary Data Sources and Analysis Tools

Research Questions	Data Source 1	Data Source 2	Data Source 3	Data Analysis Tools
Do student teachers perceive that academic advising helps to develop teacher efficacy?	Interviews	Field Notes	Literature Review	Tables with emerging codes and themes. Quotes from participants
Do student teachers perceive that academic advising helps to develop instructional attentiveness?	Interviews	Field Notes	Literature Review	Tables with codes and themes. Quotes from participants.
Do advisors perceive that academic advising influences teacher efficacy as student teachers transition through college?	Interview	Field Notes	Literature Review	Tables with codes and themes. Quotes from participants.
Do advisors perceive that academic advising influences instructional attentiveness as student teachers transition through college?	Interview Literature Review	Field Notes	Literature Review	Tables with codes and themes. Quotes from participants.

Data Analysis

The analysis of data related to each research question was made simpler through the emergence of codes and themes. I was able to employ the Constant Comparison Approach (CCA) which is a manual method utilized during the transcription of interview data, analyzing field notes, literature review and generating coding, categories and themes in order to see patterns and understand participants' perspectives. According to Fram (2013) "… the greatest value of CCA emerged, assuring that all data are systematically compared to all other data in the data set" (p.2). Therefore, after transcribing all interviews and examining field notes, I applied the necessary member checks. Following this, participants' responses were organized and sorted into data sets to identify initial codes otherwise known as open codes which enabled me to get the basic understanding of the views conveyed by each participant. These initial codes along with their associated categories were re-examined to ensure accuracy. Again further codes were identified such as in vivo and simultaneous which were compared with initial codes and their associated categories. Codes were revisited and compared with participants' responses, field notes and literature review to reduce overlaps and redundancies.

Finally, themes were generated with the support of interviewees' direct quotes and the literature review. DeSantis and Ugarriza (2000) said, "a theme is an abstract entity that brings meaning and identity to a recurrent [patterned] experience and its variant manifestations. As such a theme captures and unifies the nature or basis of the experience into a meaningful whole" (p. 362). With the assistance of the CCA as a manual approach to analyze data, I was able to accomplish that goal.

Methods of Verification

Issues of validity and reliability such as trustworthiness and believability are very essential in a qualitative study. As it relates to validity, Merriam (2009) stated "in qualitative research, a single case or small, non-random, purposeful sample is selected precisely because the researcher wishes to understand the particular phenomenon in depth" (p.220). To ensure validity, I used triangulation methods and member checking to confirm findings and provide thick, rich descriptions of the contexts. The author also mentioned that reliability is not concerned with the extent to which research findings can be replicated with the same results instead the researcher must ensure that the results are consistent with the data collected. Therefore, in this study I exercised due care by employing multiple data sources in the collection and transcription of data to ensure correctness and consistency of findings.

The triangulation matrix (Table 4) assisted with validity and reliability issues as I was able to follow patterns to identify and develop codes, minor and major themes from the interview data to present the diverse views of participants in relation to the four research questions. All interviews followed a semi-structured format which significantly eliminated restrictions and allowed for open-ended questions and expanded explanations where necessary.

Specific verification procedures were employed in this study such as: Member checking whereby all participants were asked to verify that the statements/themes identified were accurate. These themes were generated from the data collected from interviewees. All interviews were audio recorded using technology in a private space where member checks were undertaken to provide clarification and objectivity. Member

checks were also undertaken during the interview and after the transcription of each interview to ensure accuracy and reliability of data.

In this study, after the interviews were transcribed, I made contact with the participants about ambiguous interpretations for clarifications. Additionally, during the interview process where paraphrasing was used, I employed the necessary checks to ensure that the interpretations were accurate. Any further comments by the participants were incorporated into the final analysis. In this way, the participants were given an opportunity to approve the credibility of the study.

Thick, rich description was another method of verifying results from the study. In this procedure, the process of writing thick descriptions formed the foundation of truthful conversations as much as possible. The descriptions were detailed so that the readers might feel a part of the action and gain a perspective as they if they had actually experienced the event. This might permit the readers to accept the reliability of the study (Creswell, 2003).

Positionality/Role of the Researcher

I also used self-disclosure as a verification procedure. According to Creswell and Miller (2000), "this is a process where the researcher reports on personal beliefs, values, and biases that may shape his/her inquiry" (p. 55). This created an atmosphere where biases and preconceived ideas were subjected to scrutiny at the beginning of the analysis, to give readers a clear picture of how the researcher's biases might affect the analysis. This might allow the readers to understand.

For twelve years I have been lecturing at a rural teachers' college in Central Jamaica. In this capacity, I am responsible for supervising student teachers as they

engage in their teaching practice which comprises both formative and summative evaluations. In addition to these roles, I have been an academic advisor to first, second, third and fourth year students both formally and informally for the past four years. This exposure puts me at a disadvantage since I might enter with preconceived ideas about what academic advising entails and the possible outcomes. Notwithstanding, my own experiences as an academic advisor contributed to my ability to identify with and explain the perceptions which evolved from this study.

As the interviewer and therefore an instrument of the research, I was very much aware of my biases and made concerted efforts to maintain an analytical distance. Whenever biases were identified, I ensured that the appropriate member checks were done especially during data collection and analysis. I definitely relied on field notes, interview transcriptions and the extant literature to corroborate data. I must admit that two instances of biases were detected during this study – one such instance occurred during the interview with Mrs. Elizabeth who said reported that a particular student teacher was actually pursuing two program offerings simultaneously: Early Childhood and Mathematics and Science. At that point I thought about the possibility of this situation, knowing how hectic it must have been for this student and it was the first I was hearing of this in a teacher training institution. In order to rid myself of this question, I asked some follow-up questions and employed paraphrasing to ensure the credibility of this case. The second instance occurred when Mr. Murpon said that student teachers who did not like Mathematics were coming back to say how much they were enjoying it. I wondered if student teachers could really like Mathematics because I never heard any

student teacher confess such liking and so at that point I had to ask Mr. Murpon to explain what he did to get students to love Mathematics.

Ethical Issues

In studies such as this, participants are always wary of divulging confidential information to researchers, fearing that outsiders will become knowledgeable of the findings. I applied and was granted permission to conduct research from the Institutional Review Board and adhered to the stipulations highlighted in their modules, ensuring that participants freely gave consent and volunteered to participate. Participants were informed of the purpose for the study and were cautioned that there was no pressure on them to participate and if at any time they became uncomfortable with the process, they could indicate and withdraw without feeling threatened. All data were processed and stored with ultimate security in a locked drawer. Confidentiality, identification of participants and data were treated with utmost regard without disclosing data relating to interviewees to any unauthorized individual.

The information in this chapter was carefully organized under subheadings explaining explicitly the purpose and application of each segment. The research design followed a qualitative approach to enable readers to follow and comprehend the shared perspectives of student teachers and lecturers on how teacher-efficacy and instructional attentiveness were developed through the effective use of academic advising. This approach avoided generalizations thereby making it easier to understand how each participant was affected.

The utility of purposive sampling afforded me direct interviews with sixteen participants inclusive of twelve student teachers and four lecturers who were all involved

in academic advising for two to sixteen years. Each participant was selected based on program offerings at Northgate College which included Early Childhood, English Language and Literature, Primary Education, Guidance and Counseling, Mathematics and Science and Special Needs. Student teachers comprised second to fourth year full time students while lecturers were Heads of Departments with direct responsibility for academic advising in their respective section which included: Early Childhood, English and Language, Mathematics and Science and Primary Education.

The collection of data lasted for approximately two months affording adequate time for interviewing, transcribing, member checking and analyzing data. Prior to these activities, the time was taken to implement the various ethical actions inclusive of achieving permission from the relevant institutions, contacting the administrators at Northgate College both in writing and electronically to seek permission to conduct the interviews. Following these approvals student teachers and lecturers were contacted and informed of the intent of the study and with their consent the interviews proceeded.

CHAPTER 4

RESULTS

The purpose of this study was to explore teacher efficacy and instructional attentiveness: the perspectives of academic advising at a selected tertiary institution in Jamaica. This chapter is organized according to the four major research questions to provide readers with an understanding of how the study was approached and the major findings. I have also included in this chapter a brief overview of the characteristics of the sample and their general perception of academic advising, its impact on the College and some of the benefits the participants have identified and shared during the interviews. These are included to provide readers with a clear understanding of the convergent and divergent meanings student teachers and lecturers have of academic advising. This chapter also presents a detailed description of the participants' responses which are discussed concomitantly within the results of each of the four research questions. A summary of the findings is also included.

Research Question 1: Do student teachers perceive that academic advising helps to develop teacher efficacy?

In an effort to understand the views of student teachers in relation to research question 1, the use of the Constant Comparison Approach was applied. Subsequent to the transcribing of all interviews and examining of field notes, I applied the necessary member checks. Student teachers' responses were organized and sorted into data sets to identify initial codes otherwise known as open codes which enabled me to get the basic understanding of the views conveyed by each student teacher. These initial codes along with their associated categories were re-examined to ensure accuracy. Again, further

codes were identified such as in vivo and simultaneous which were compared with initial codes and their associated categories. Codes were revisited and compared with student teachers' responses, field notes and literature review to reduce overlaps/redundancies and identify themes.

A total of 53 initial codes were identified from the data sets but after careful examination these were collapsed into five minor themes which were again revisited. After carefully rechecking the responses of student teachers, four major themes emerged, namely: a) Teamwork b) Building Self-Confidence c) Instructional Competency and d) Behavior Management. Table 5 below presents a clear outline of the minor and major themes which emerged from student teachers' responses in relation to research question 1.

Table 5. Themes Emerging from Student Teachers Perception of how Academic Advising helps to Develop Teacher Efficacy.

Student Teachers' Identification	Year Group	Minor Theme	Major Theme
Yvette	4	Teamwork	Teamwork
Cleo	4	Behavior Change	Behavior Management
Stanford	4	a) Confidence b) Teamwork	Building Self-Confidence Teamwork
Marie	4	Lesson Planning	Instructional Competency
Aston	3	a) Confidence b) Lesson Planning	Building Self-Confidence Instructional Competency
Donna	3	Confidence	Building Self-Confidence

Table 5. *Continued*

Janet	3	Valuing Other	Behavior Management
Mickey	3	a) Confidence b) Lesson Planning	Building Self-Confidence Instructional Competency
Sandra	2	Teamwork	Teamwork
Mark	2	Behavior Change	Behavior Management
Rowan	2	Confidence	Building Self-Confidence
Judith	2	Valuing Other	Behavior Management

Table 6 below provides a clear description of the major themes and the perspectives shared by the students in relation to each theme. Pseudonyms are used to protect student teacher's identity.

Teamwork

Emerging from the student teachers' responses, it was quite evident that they believed teamwork was responsible for helping them to develop teacher efficacy. Salas, Sims and Klein (2004) suggested that a team consists of two or more individuals, who have specific roles, perform interdependent tasks, are adaptable, and share a common goal. According to these authors the team must work effectively together, team members must possess specific knowledge, skills, and attitudes (KSAs), such as the skill in monitoring each other's performance, knowledge of their own and teammate's task responsibilities, and a positive disposition toward working in a team.

Table 6. Categorization of Major Themes on how Academic Advising helps to develop Teacher Efficacy.

Teamwork	Building Confidence	Instructional Competency	Behavior Management
Working together to solve conflicts	Learn how to express ideas in class	Logical arrangement of content and teaching strategies	Respect for people at lower tiers of the school hierarchy
Getting help from others to grow academically and socially	Encouragement from academic advisors keep on task	Changing teaching methods to get better results	Change of high school norms
	Encouragement helped with overcoming fear and failing lessons	Use of proper teaching methods	Change of attitude by example set by academic advisor

This perspective strongly corroborates with the views shared by three of the twelve student teachers who purported that academic advising was instrumental in helping classmates to find workable solutions to minimize the number of conflicts they experienced in their first and second years at Northgate College. It was said that on several occasions, advisors had to be sought and there were times when the intervention of the College's Guidance Counselor was deemed necessary. However, with meaningful help from academic advisors over these two years, they were able to settle down and function effectively as a team.

Yvette, a fourth year English and Literature major stated that teacher efficacy is an important ingredient in the development of student teachers as professionals especially when on teaching practice. She said it is really about being confident in your content, being confident about your character, how you reach the student and deliver the content of the lesson. She suggested that lack of confidence can rob you of the life of your lesson and the spirit in which you encourage your students. Having reflected on this perspective, she was enthusiastic to share her view of how academic advising helped her to develop teacher efficacy:

> I recall in first and second years, there used to be a number of conflicts and rifts in my class. At times it required the Guidance Counselor intervening and helping us to work together as a group, as a team. We decided to work together and I can say that academic advising did help us to iron out some of those issues.

Yvette further explained that academic advising positively influenced teamwork among student teachers and lecturers as they felt comfortable approaching them for assistance when things were unclear.

> Yes, it [academic advising] is creating a positive impact in that it helps to boost our confidence – where work is concerned, students feel more confident to approach their lecturers to say I don't understand this portion of the assignment or the lecturer is there to explain it to them and they would be able to understand what is required.

As evident in Yvette's case above, the vector of interpersonal competence was quite visible where student teachers were learning to work and establish relationships with each other thereby enhancing their understanding of tasks (Chickering & Reisser, 1993). Stanford, a fourth-year Guidance and Counseling student, believed that the shared efforts of his classmates and lecturers enhanced the quality of interactions he was able to

enjoy with his peers. He credited this level of teamwork to academic advising which he strongly confirmed was achieved through the high level of professional training exhibited by the lecturers in the Guidance and Counseling Department:

> Two, three, four of us, even my entire class interacted better because of academic advising. Our Head of Department and lecturers are all trained counselors, so they have always been there for us. I can speak for our lecturers and they have helped us to develop confidence in ourselves.

Another way in which academic advising contributed to the development of teacher efficacy is through the identification of strengths and weaknesses among group members. It has also been reported that the efforts of academic advising have equipped student teachers with the ability to build strong relationships among group members facilitating the adaptation of good skills and morals as they make progress through college. As pointed out by the literature, the first year of a student's academic performance is the most predictive when looking at first to second term progression, first-to-second year progression, and beyond the second year for both two year and four year institutions. Findings also indicated that academic intervention programs, in general, do assist students in overcoming deficiencies related to academic preparation and help students to adjust socially to the institution (Pascarella & Terenzini, 2005).

Sandra, a second-year Guidance and Counseling major affirmed that with teacher efficacy she is capable of doing what she is supposed to do as a student teacher in the classroom. She suggested that her teacher efficacy helps her to push, motivate and encourage her students especially when she compares her family background to the academic opportunity she is now enjoying. She stated that academic advising continues to help her to identify and accept her strengths and weaknesses, likewise, equipping her

with the skill to identify both in her classmates. With this she is able to build strong relationships and become a useful member of the team:

> I think it goes both ways. I am able to learn from others, I am able to see my strengths and my weaknesses. When I communicate with others I am able to see where I am weak at and maybe I can help somebody who is weak in some areas where I am strong at and they can help me in some areas where I am weak at … it is great because it [academic advising] helps us to build relationships and it helps us to learn from others as student teachers going out there.

Donna, a second-year Guidance and counseling student confirmed the element of teamwork by stating that:

> We do need academic advising because every now and then you need someone to talk to as coursework can get a little overbearing. You need someone there you can talk to, to release some stress, the struggle you are going through. If you do not understand coursework pieces you can go to your peers and talk to them about it.

She further explained:

> Sometime ago I had coursework but I never really understand it and I had to get help from my classmates. We are like family so we talk about it and being around them as classmates, as a family it motivates me because normally I don't understand. If I don't understand things they will push me, motivate me and say it is a reason we are here. We are here for four years to accomplish things. Don't give up! It motivates me to push and help me to go on.

Student teachers' views of using academic advising to inspire teamwork is supported by the literature described in the fifth vector by Chickering and Reisser (1993) which deals with the establishment of identity. This development establishes how an individual is perceived by others. Ultimately, the formation of one's identity leads to a sense of contentment with one's self and how that self is seen by others. Thus, it may be concluded that teamwork is able to help student teachers increase their teacher efficacy as they learn to value and work with each other.

Building Self-Confidence

Undoubtedly this was the most prominent theme which was repetitiously mentioned throughout all the interviews with student teachers in all three years groups. Bandura's (1997) description of teacher efficacy as a manifestation of belief in one's capabilities to succeed in college is equivalent to the perspectives shared by student teachers during their responses.

Six of the twelve student teachers who participated indicated that upon entering college they lacked the necessary self-esteem and motivation to get them to the next level of the academic ladder. Some stated that their grades were low and the thought of quitting was imminent while others reminisced on the melancholic moments when they watched helplessly as their peers waved goodbye. Notwithstanding these horrific moments, all six student teachers reported that academic advising was responsible for building their teacher efficacy and helped them to stay on task, maintain good grades, and overcome fears and failing lessons. Their confidence increased significantly because of the encouragement of they got from academic advisors.

Stanford, a fourth-year Guidance and Counseling Major described his perception of teacher efficacy as confidence in his ability to promote students' learning. He described how academic advising helped with his development of teacher efficacy: "Well, basically because of the help I receive I am now fit with knowledge, just by how they pass it on to me, I am now able to help other students." Stanford continued to say:

> I had difficulty with self-confidence and academic advising helped me. In year 1, I knew the answers to questions but could not answer them, doubting myself but the counselor [advisor] who was here before, I went to speak with her and she told me that there was nothing to worry about and she guided me through that stage of my life and here am I now. Our Head of Department and lecturers are all trained counselors so they

> have always been there for us. I can speak for our lecturers they have helped us to develop confidence in ourselves.

Stanford credited his development of self-confidence to the care and encouragement he got from the lecturers [advisors] in the Guidance and Counseling Department. He mentioned that interactions among peers improved and as a result, his entire class grew in confidence over the four years.

Another account of how academic advising assisted with the development of self-confidence came from a third-year student teacher who reported that when he entered college there were thirteen of them in his class. Today, only five have remained and he felt that those who departed did not adhere to the instructions of their academic advisors but more so their peers. He strongly believed he and some of his classmates were lacking confidence but over the three years with the assistance of their academic advisors they have grown.

Aston, a third-year English and Literature Major remarked that teacher efficacy is able to move each person from the stage of dependence to independence. He underscored that student teachers who display teacher efficacy should express that desire to grow, change and achieve as much as possible. Aston, shared his perspective of how his self-confidence grew over the three years:

> For three of the persons who are with me [classmates] I can see that teacher-efficacy is within them and can be tied to academic advising. For each there is a lecturer [advisor] who they run to if there is a problem ... for clarification on anything.

Aston further mentioned that a fourth classmate is struggling with her self-confidence because of her failure to apply the instructions given by the academic advisors.

The views of Aston are closely intertwined with those of Chemers, Hu, and Garcia (2001) who indicated that college students who display confidence [teacher-efficacy] in their first year of college normally possess the ability to perform well academically and contribute both directly and indirectly through reduced stress to personal adjustment. Obviously, Aston was able to identify and change academic and social deficits which stabilized and assisted with his upward mobility unlike his friend who refused to listen to the directives of the academic advisors.

This other third-year student teacher has a lisp and as she walked into the room where I was seated she appeared hesitant so I outlined the purpose of the study and some of the ethical considerations. After outlining the purpose of the study, she became somewhat composed. Once she started talking I could easily detect the deficiency and the reason for her remoteness. She later confessed it was her lisp. Donna, a third-year Primary Education specialist said that she thought she always had high self-esteem and now that she is embarking on her career, she wants her level of confidence to increase. She emphasized that a person has to know his/her worth before he/she can inspire Jamaican children. As a result, she is convinced that teacher efficacy is an important aspect of her life, helping to shape who she is and building her confidence so she can stand firm no matter what she is going through.

Donna believed academic advising has promoted her self-confidence as evidenced in her quote:

> …as you realize I am talking to you, I have a lisp. That was one of the biggest struggles for me. Despite that I had a high self-esteem. Academic advising helped me to overcome it. I remember in year 1, students said to me do you believe you will be less of a teacher because of the lisp. I said no, I am getting better grades than most of my classmates. When I am presenting, I present well and I now represent the college in

> numerous areas… I remember my academic advisor said, not because you have a lisp, it will not prevent you from doing well.

Another example of how academic advising has boosted self-confidence was cited by Mickey, a third-year Mathematics and Science major. His perception of teacher efficacy is the display of belief in yourself and good morals. Interestingly, he made the point that teacher efficacy also underscores believing in other individuals so they can transcend levels you are at currently. He reported that his level of confidence developed significantly as a result of directive he got from his advisors as he spoke with sheer exuberance:

> So given that academic advising has taught me how to adopt as an educator as to how my content is to be delivered to fit my audience that helps to mold aspects of my teacher efficacy in that I need to realize that in the manner in which I transform, the methodology that I used that I need to be conscious of who my students are; what their beliefs are to be careful not to offend them in any particular way that some of their beliefs are and at the same time understand that my delivery might not be accepted in the way I expected but not to be outraged as an educator but to understand the learners' perspectives that it just does not work this way for them and I need to be patient to these changes and see how best I can help some of these students.

Mickey further stated that his level of confidence grew based on the criticism he got from Mr. Murpon who would often test his level of knowledge and reprimand him for repeating the 'garbage' he got from high school. His advisor would caution him not to pass these wrong concepts to the next generation. As a result of this type of conversation with his academic advisor, at year 3, he is now able to perceive things and reason critically.

Another second-year student teacher confessed that the only reason he was able to do the interview with me was because of the development of his self-confidence. He noted that he was nervous when he was informed of the interview and wondered if he

should attend but he remembered his academic advisor told him, he can do just about anything. So he decided to show up.

Rowan, a second-year Primary Education student explained his perception of teacher efficacy as the way how you carry yourself, communicate with individuals in the workplace as well as society. He stated that your personality traits are seen in the way you act as a professional as you go about doing things. As it relates to how academic advising has helped to develop his self-confidence, he shared these insights:

> It has helped me to improve in areas where I had difficulty such as self-confidence. I have seen improvements in some areas and I am doing this interview now and did not say no, I decided to come in.

Apparently, Rowan was nervous as he entered the room for the interview. I had to allow him a few minutes to calm himself and assured him that the experience would do him more good than harm. After the interview, he respectfully said thanks and confessed that his level of confidence was positively impacted. Hseigh, Sullivan and Guerra (2007) proposed that students with more confidence are more likely to persist in college. Students not only need to have the ability to acquire the skills to be academically successful, but also have the belief they can perform well academically.

Judith, a second-year Early Childhood student teacher indicated that to her teacher efficacy is the exuding of confidence by the teacher in the way that he/she brings across the lesson. She affirmed that if the teacher does not know what to do then he/she cannot do a good job. She recalled how the intervention of her academic advisor impacted her level of self-confidence during second-year micro teaching and helped her to perform creditably.

> Well, while doing micro teaching in class as a coursework piece, I was having a little challenge and so my focus was not there on the

> lesson… my academic advisor who is one of my lecturers, as it was her class … actually came up to me and encouraged me and told me not to be afraid because it is the better to make mistakes here than go out into the schools and make these mistakes, because I must have confidence in myself.

The views posited by student teachers relating to the building of their self-confidence are consistent with the findings in the literature review. This is especially true concerning Bandura (1977) where he postulated that self-efficacy is a construct that measures both students' beliefs that they have the skills and abilities necessary for success in college and their plans to graduate from the college.

Instructional Competency

This is the third theme which emerged from student teachers' interview data. Instructional competency as described by Hasegawa (2017) refers to the teacher's mastery of the subject field, teaching skills, classroom management and evaluation skills. Four of the student teachers reported that they encountered challenges planning and delivering the content of their lessons. The nature of their challenges was closely linked to the logical organization of ideas and teaching strategies to improve academic performance as well as the revamping of particular teaching methods to enhance the delivery of instructions and understanding of concepts. Consequently, the theme 'instructional competency' was fittingly ascribed to reflect the responses of the student teachers. Four of the twelve student teachers strongly agreed that academic advising positively affected their instructional competency which eventually improved their level of teacher efficacy.

Cleo, a fourth-year Primary Education student, said that she had a problem with time which affected her instructional competency but with the help of her academic advisor she was able to create timetables to help her manager her various roles.

> Seeing that I am a mother, I am working, I am a student, it is very hard to manage my time to perform optimally. I was told to make timetables, check the time so I can manage my roles appropriately and make time for my work.

Marie, a fourth-year Special Education student teacher expressed her perception of teacher efficacy as carrying out an activity without any form of difficulty. She went to say that even if there are difficulties, the person should be able to perform with ease. She believed that a student teacher who is assured of her/her instructional competency will always display confidence and provided evidence of how academic advising helped her to develop teacher-efficacy.

Marie said:

> … with regards to writing my lesson plans it was difficult at first but it eventually became easier writing a plan and formulating activities. It also helps me to be more creative … so that they can learn better. As you know you have to ensure that whatever you devise … you cater to the various needs of students so that they are able to learn.

She also confessed that when working with special needs students, especially the deaf and hard of hearing, the lesson content has to be logically arranged with considerable strategies to match their learning style thereby helping them to extract meaning. She is convinced that students with specific disabilities deserve special attention; therefore, their lessons must cater to their specific academic needs.

Another situation in which instructional competency influenced teacher efficacy was cited by Aston, a third-year English and Literature Major. He indicated that he was

comfortable with his teachers' level of instructional competency in high school but was sadly surprised when he got to Northgate College:

> … I was a person, who always sat and watched teachers write up the board, turn to page …, do activity one and two. I believe that was teaching but coming to Northgate College, academic advisors have shown me that that is talking that is boring, that is not something for the classroom and I should change my perception of teaching to something that brings about education rather than throwing something out there… students working together to achieve their goals and brings about independence in the student to go ahead and get that information they desire. I should not be divulging information but should be pulling information from the students and if needs be to get the 'A' they need and pull them to higher heights…

Mickey, a third-year mathematics and Science Major shared similar sentiments as Aston. He said:

> So, given that academic advising has taught me how to adopt as an educator as to how my content is to be delivered to fit my audience, now that helps to mold aspects of my teacher efficacy. I need to realize … I need to be conscious of who my students are, what their beliefs are, to be careful not to offend them in any particular way … and at the same time understand that my delivery might not be accepted in the way I expected but not to be outraged but to understand from the learners' perspectives that it just does not work this way for them and be patient … and see how best I can help some of these students.

Mickey further added these comments to validate his previous thoughts:

> I think of content delivery. Based on academic advising, I am a more Transformed student teacher where my content is concerned, in that I come from Eastwood High School where the focus was on educational pursuits. It did not matter how we were taught, it was primarily chalk and talk and even if we were told to go home and read, it was no problem. But I realize through observation and teaching practice and observations with our lecturers the delivery of content, I cannot go into the classroom the same way.

He also reported:

> I have changed in the sense that I am no longer chalking and talking as my previous educators would have delivered the content to me but I am now using realia, manipulatives and using whatever I am teaching into reality. So, if I am going to teach measurement for example, something from the real world setting

> has to be applied whether literally measurement of the waist, tying a string or tape measure or we speak of Usain Bolt. Something from the real world would have to be used so they can see the connection between the real world and what is being taught tangibly.

The findings associated with the above theme of instructional competency are supported by the literature review. Pascarella and Terenzini (2005) indicated that academic intervention programs, in general, do assist students in overcoming deficiencies related to academic preparation and help students to adjust socially to the institution. In this study, most of the cases cited by the student teachers highlighted misconceived ideas about content delivery which stemmed from traditional teaching methods in high school. Likewise, student teachers were not managing their academic preparation due to work related and other personal issues but the efforts of academic advising have enhanced instructional competency and teacher efficacy.

Behavior Management

This is the fourth theme which emerged from student teachers' responses. Behavior management is considered to be one of the fundamental tenets of successful teaching and learning is a whole school approach to creating an environment to promote positive behavior and reduce opportunities for poor behavior. Behavior management is also about responding to poor behavior in a way that not only allows students to take responsibility for their behavior but provides them with an opportunity to learn and change (Department of Education, Papua New Guinea, 2009).

Four student teachers from fourth, third and second years believed that academic advising has taught them how to change and manage their behaviors irrespective of the socioeconomic status of individuals. Through the help of academic advising, they have

learned to value people at different tiers within the college environment, adapt to new behavioral norms and change their attitude due to the standards set by their advisors. All of these acts became possible based on how they were schooled by their academic advisors which redound to improvement in their level of teacher-efficacy.

Cleo, a fourth-year Primary Education student convincingly stated that academic advising helped to change her outlook on how to behave as a student teacher and this positively affected her teacher efficacy.

> Well, when I came in first year we did a course called Emerging Professional but outside of the course we got advice from our lecturers on how to display professionalism. They advised us on strategies we could use when going out on teaching practice, when you are studying and in the public how to conduct yourself. It has positively affected us as when we now go outside we can be distinguished from a normal person. Some people will say she is a teacher and behaving so. We now know how to interact and make ourselves stand out in society. We can behave on a professional basis.

Cleo further explained that she was lacking tolerance when she enrolled at Northgate but was able to change her behavior due to effective academic advising.

> I got to display patience and tolerance in the classroom. When I first came to Teachers' college I was not really patient or tolerant to some of the personalities, attitudes and behaviors in the classroom. I had a few teachers who would come to me and say, try this or they would advise me and say you have to tolerate them and be patient.

Janet, a third-year Guidance and Counseling student teacher remarked that teacher-efficacy is how you see yourself and the skills you have to develop and execute. She also said intrinsic motivation is closely aligned to teacher efficacy as an individual must remain confident in getting the work done keeping the goals in mind.

When asked how academic advising helped to develop her teacher efficacy, she responded this way:

> … if it were not for those people … like the grounds men, librarians or someone who is there to help you when you have tedious tasks, say for example, I am doing something on the environment. I could listen, not because the person is the grounds men…

Janet remarked that although she got real life knowledge while learning from the books, it was important for her to adjust her behavior and interact with the ordinary people on campus to extract pertinent ideas relating to specific topics. To her that was valuable and live information not tied to vicarious learning.

Mark, a second-year, Primary Education student declared that teacher efficacy is how effective an individual can bring across certain things to another individual. He noted that his behavior changed significantly over the two years in college and that had a positive impact on his teacher-efficacy. He cited this scenario:

> … coming out of high school, I brought the same norm with me to college but being here, it shows me that you don't behave in certain ways due to the profession you are in, so certain slangs you used to use, how you carry yourself, the way you used to behave, you have to adopt and adjust to fit the profession to know that certain things do not apply to you as an individual. When I was in high school I was very adamant. I was not able to change but being here, it helps me to see other possibilities other than what I had in my mind.

Mark also said that when he returned in September 2016, some of his friends were not promoted to second year and he knew it had to do with their behavior. Eventually, he became friends with some of the new students and adopted some of their attitudes. He now believes that human beings can behave in specific ways and change to build their character.

Judith, a second-year Early Childhood student teacher proffered this explanation for her change in behavior which as influenced her teacher efficacy.

> Well … I observed my academic advisor. She is a woman of standard, just the way she carries herself, her posture, it shows she is about something

> and that encourages me to emulate that standard and so when I am anywhere I try to uphold that.

Judith further remarked that she has regulated her behavior because of the exemplary qualities of her academic advisor and that has positively impacted her teacher efficacy. She also admitted that there have been remarkable and visible changes in behavior patterns among classmates:

> I think my peers have all shown improvement because of academic advising because I remember when I got here all of us never had much respect. Coming from high school and the way things were, we brought it into college and our lecturers did not just write us off. I can see now where persons are much calmer and they listen to instructions more and yes I can say that academic advising is really helping.

The literature also endorses the above findings as purported by Chickering and Reisser (1993) where the element of integrity plays a vital role in the development of student teachers. It equips them with the ability to personalize humanizing values and apply them to their own behavior. Many values that student teachers bring with them to college are challenged in this environment and the development of integrity provides opportunities for them to identify, evaluate and practice the values that are actually consistent with their own beliefs. The notion has also been strongly endorsed by Evans (1995). I must also add that from carefully observing student teachers' behaviors during the interviews, it was quite lucid that academic advising was helping to define their professional conduct.

Analysis of Findings: Research Question 1

The findings clearly show that academic advising had a significant impact on student teachers' teacher efficacy. The student teachers' perspectives on teacher efficacy do corroborate with the views of various researchers included in the Literature Review.

Chemers, Hu and Garcia (2001) referred to teacher efficacy as the confidence one has in his or her ability to perform well academically and socially. For the most part, the majority of the student teachers focused on academia which is quite understandable as their main goal for attending a teachers college is to gain pedagogical skills thereby strengthening the intellectual acumen to make them good professionals. Notwithstanding, few included the social capital as seen in Mickey's and Yvette's responses above. Bandura (1997) also believed that the quality of one's self-efficacy will assist in the organization and execution of courses of action to produce given attainments (p. 3).

The themes which emerged from student teachers' interviews are reflective of the magnitude of help each student teacher received from academic advising which assisted with his/her development of teacher-efficacy. The four major themes which emerged were labeled accordingly: a) Teamwork b) Building Self-Confidence c) Instructional Competency and d) Behavior Management.

Four student teachers, years four and two respectively, representing 33% of the student teachers indicated that teamwork helped with the building of relationships and resulted in better academic performance. Based on the emic views of these two student teachers, it was evident that their psychosocial development was also affected. As pointed out by Chickering and Reisser (1993) there are seven developmental tasks known as vectors which college students encounter as they navigate college and develop their identity.

The building of self-confidence was the most dominant theme cited by student teachers in all three-year groups. Six, representing 50% of the twelve student teachers, indicated that their level of confidence grew as they experienced academic advising

during their second, third and fourth years. This level of confidence had diverse effects on them such as improvement in interpersonal relationships, public speaking and academic rigor. Bandura (2001) noted that self-efficacy is considered a construct that measures both students' beliefs that they have the skills and abilities necessary for success in college and their plans to graduate from the college. This affirms the belief of student teachers interviewed in this study as they strongly believe that they have the capacity and tenacity to complete their courses successfully.

Vectors one and six of the psychosocial development theory bring into sharp focus, the theme of building self-confidence. The first vector refers to the development of competence which includes intellectual, manual skills, and interpersonal competences. Intellectual competence refers to the ability to understand, analyze, and synthesize. Manual competence refers to the ability to physically accomplish tasks, whilst interpersonal competence refers to working and establishing relationships with others (Chickering & Reisser, 1993).

The sixth vector mirrors purpose; here college students begin to identify why they are earning their degrees. They not only establish the purpose of getting a job, earning a living, building skills, but the development of purpose moves beyond that. Through experiences in college, students discover what gives them energy and what they find to be most fulfilling (Chickering & Reisser, 1993).

The theme of instructional competency was evident among the responses from all Three-year groups. Four student teachers representing 33% of the twelve who were interviewed described academic advising as impacting their teacher-efficacy by helping them to plan lessons, formulate activities and cater to the various learning styles

efficiently. Borrowing from the psychosocial development theory, the third vector which encompasses autonomy and independence reflects the student teacher's ability to practice instrumental independence which is the ability to solve problems on one's own (Ortiz, 1999). Through this vector, student teachers can learn to organize their content for smooth transition while respecting the varied learning styles present during the teaching and learning process.

Another four student teachers representing 33% of the twelve who were interviewed confirmed that academic advising helped to change their behavior thereby enhancing their teacher efficacy. The theme of behavior management emerged from the responses given by second and third year student teachers who recalled how they were able to adjust their behaviors based on engagement in academic advising. This corroborates with findings from Chickering and Reisser (1993) who stated that the fourth vector is the development of mature interpersonal relationships which requires the ability to be intimate and the ability to accept and celebrate unique differences. College students have the opportunity to meet a wide variety of people with a variety of different beliefs, values and backgrounds. This exposure can help students gain such tolerance of unique differences. In this regard, one student teacher reported that her respect and tolerance for ancillary and administrative staff blossomed because of her expose to academic advising.

Based on the above findings, it is fair to conclude that academic advising is one of the major tools at Northgate College that is responsible for enhancing teacher efficacy thereby providing student teachers with the will to work in teams. This spirit of teamwork as opined by Kuh, Kinzie, Schuh, Whitt and Associates (2005) can be viewed

as a way to connect students to the campus and help them feel that someone is looking out for them.

Research Question 2: Do student teachers perceive that academic advising helps to develop instructional attentiveness?

This section presents the divergent perspectives of student teachers interviewed as to their understanding of the term 'instructional attentiveness' and how academic advising has contributed to the development of instructional attentiveness. Subsequent to the transcribing of all interviews and examining of field notes, I applied the necessary member checks. Student teachers' responses were organized and sorted into data sets to identify initial codes otherwise known as open codes which enabled me to get the basic understanding of the views conveyed by each student teacher. These initial codes along with their associated categories were re-examined to ensure accuracy. Again, further codes were identified such as in vivo and simultaneous which were compared with initial codes and their associated categories. Codes were revisited and compared with student teachers' responses, field notes and literature review to reduce overlaps/redundancies and identify themes.

A total of 22 initial codes were identified from the data sets but after careful examination these were collapsed into seven minor themes which were again revisited. After carefully rechecking the responses of student teachers, two major themes emerged, namely: a) Instructional Competency and b) Finding Suitable Solutions. Table 7 below presents a clear outline of the minor and major themes which emerged from student teachers' responses in relation to research question 2.

Table 7. Themes Emerging from Student Teachers' Perception of how Academic Advising Influences Instructional Attentiveness.

Participants ID	Year Group	Minor Theme	Major Theme
Yvette	4	Valuing Others	Instructional Competency
Cleo	4		
Stanford	4	Learning Style	Instructional Competency
Marie	4	Teaching Method	Instructional Competency
Aston	3	a) Paying Attention b) Finding Solutions	Instructional Competency Finding Suitable Solutions
Donna	3	Phobia for Subject	Instructional Competency
Janet	3	Caring Advisors	Instructional Competency
Mickey	3	Finding Solutions	Finding Suitable Solutions
Sandra	2	Valuing Others	Instructional Competency
Mark	2	a) Teaching Method b) Finding Solutions	Instructional Competency Finding Suitable Solutions
Rowan	2	Teaching Method	Instructional Competency
Judith	2	Finding Solutions	Finding Suitable Solutions

Table 8 below presents a lucid description of the major themes and the perspectives shared by the students in relation to each theme. Pseudonyms are used to protect student teacher's identity.

Table 8. Categorization of Major Themes on how Academic Advising helps to develop Instructional Attentiveness.

Instructional Competency	Finding Suitable Solutions
Identify learning style to improve academic performance	Uninteresting delivery of content
Approachable advisors who took time to help solve academic problems	Disliked subject due to teacher's methodology
Overcoming fear in order to master subject content	Different approach to solving problems
Caring advisors who helped to transform the the academic performance of student teachers	Unsatisfactory performance due influence of peers
Acquiring diverse perspectives when you pay attention	

Instructional Competency

This was the more dominant of the two themes which emerged from student teachers' responses. Nine of the twelve student teachers strongly agreed that the valuable inputs from their academic advisors contributed to their instructional competency while simultaneously elevating their level of attentiveness during several teaching and learning sessions. This is manifested in the responses which follow:

Yvette, a fourth-year English and Language major, described instructional attentiveness as paying attention, understanding what I being taught and how it is being taught. She added that it is critical for the student teacher to examine the teaching

methods so that he/she can replicate them to improve his/her academic instructions in the future. Yvette continued to reflect on how academic advising helped her instructional attentiveness and stated that because of the help she received in class, she was able to keep on task and perform at her optimal level:

> Well … as for academic advising here the lecturers [advisors] are really approachable. If there is a misunderstanding of a concept or you are struggling in a particular area, then you are able to approach them and speak to them. If it is a whole class situation then they will come and make the effort at times to say, how about we go about it in this manner.

She further explained:

> I remember a year one course, Introduction to Literacy Development, it was not so clear. The assignment was not working out, the strategies, compiling the portfolio to apply certain vocabulary situations, so some of us as students did not get it but the lecturer [advisor] came and allowed us to revisit the assignment and to see what it is that we could improve.

Yvette added that she believed the calm demeanor of the advisors and their willingness to listen to their problems within and outside of the classroom has helped tremendously. She referred to this approach as a goal-oriented solution process and claimed it has improved her ability to pay keen attention to concepts in many courses.

The views of Yvette have been supported by findings of Laff (2006) who suggested that academic advising should be considered as a type of problem-based learning where academic advisors challenge students to think about what they know, reflect on what they do not know and need to understand, and help them to contextualize learning for future applications.

Stanford, another fourth-year student pursuing Guidance and Counseling, concurred with Yvette's description of instructional attentiveness by saying that it is the

ability to pay attention to concepts in class and being able to transfer these concepts in order to obtain good grades.

Stanford further commented that academic advising is a meaningful tool to develop instructional attentiveness because with the help of his advisors he was able to pay keen attention in class and passed his courses even the ones he did not like. He offered this explanation:

> … There were times when I was not grasping the content; going back to my lecturers [advisors] they would tell me that persons have different learning styles. So, they have helped me to find mine and on using it, I am able to grasp the content.

Stanford, paused for a while then with a smile he went on to say that he had a phobia for Mathematics but with the assistance of his advisors he was able to pay attention to concepts and attain success in all his courses:

> Some Mathematics courses here, second and third year, up to this day I am not really a Mathematics fan but my advisors have brought me through. Basically, in class, I was not grasping it but noticing that I was a visual learner, I was advised to watch videos from YouTube. I actually started liking Mathematics and passed all my courses as well.

In this situation, Marie, a fourth-year Special Education student believed that instructional attentiveness is a way to devise various strategies and interventions to help a student comprehend concepts. She suggested that in her area of specialization dealing with students who are deaf and hard of hearing, various instructional methods must be employed to appeal to the different learners if you really want to get them to pay attention and exhibit competency in their learning. She mentioned the use of vivid real life experiences in the classroom because these students seldom get the opportunity to socialize. Marie recalled the difficulty she had paying attention in class but academic advising helped to improve her instructional competency.

> … they [advisors] just told me to like go there and gain as much knowledge as possible but I think it was like an internal force when you are in college and you cannot afford to fail, so you do what you are supposed to do in order to be successful. But I think it was based on the teacher [advisor] she just did what she was supposed to do to help. Her mode of delivery was good.

She further remarked:

> Normally for some individuals they would not come to class but then though the instructional process may not be as interesting at the end of the day, you write a couple of notes and gain some understanding of various areas and you go back and research.

In an effort to understand the essence of what Marie was trying to say, member checking was done through paraphrasing. She further reported that she was able to remain on task, pay attention and apply instructions based on what she was told by her academic advisor.

Marie's views coincide with those of Laff (2006) who cautioned that rather than providing answers to students, advisors should help to apply research-type questions to advising situations and allow students to think through the problem and develop processes which help the student with subsequent learning. For me this is quite instructive as it is basically preparing student teachers to purposely engage their learning and help them to understand how their learning in turn connects with their instructional attentiveness.

Aston, a third-year English and Literature major, confessed that it was the first time he was hearing the term instructional attentiveness but after pondering for a few seconds, he eventually said that it is focusing on instructions in order to write good lesson plans, keeping in touch with various abilities in the classroom and being attentive to how

you divulge concepts and teach in the classroom. When prompted to relate how academic advising assisted his instructional attentiveness, he had this to say: "It [academic advising] helped me to pay attention to instructions so that I could perform at my optimal level." Aston further recalled that on third-year teaching practice his instructional competency was challenged as students found time to engage in other activities which affected his instructional time and he had to rely on the advice he got from his advisors in order to identify differences in learning styles and ultimately get the students to pay attention.

Primary Education student, confessed she was uncertain of the term instructional attentiveness but believed it involves her ability to understand things and carry out certain activities effectively. She mentioned that academic advising had limited impact on her instructional attentiveness as evidenced by the response below:

> Academic advising has helped me I would not say a lot in this area as some things I had to learn and pick up on my own. This specific advisor that I am speaking about, she is not always around but other members of faculty helped me to do well and carry out my duties effectively.

However, during the member checking segment, Donna reflected on a specific incident and attributed the positive outcome of her instructional competency to academic advising. She recalled her fear of a particular subject and how the motivation from her academic advisor helped her ability to pay attention during lectures and helped her to master the subject.

> I had a phobia for Functional Spanish. I have never done it before in my life. It stands out because I did it this semester. When I went into the class, I said to myself, ok Donna, you will have to put down the money to resit this course next semester. But all the coursework I did, I got an 'A'. So she [advisor] did something to me and she said you have grown. It gives me the confidence that I can go out there and I can relate to it.

Another third-year student, Janet, pursuing Guidance and Counseling admitted that her instructional competency increased because of her instructional attentiveness due to the help gained from academic advising. However, before sharing her experience she expressed that instructional attentiveness encompasses the skills needed to keep you on task and how you go about executing the task. Even more important is getting the task done in a timely manner without being distracted or swayed. She then offered this explanation of how her instructional competency blossomed:

> … academic advisors are like fairy god-mothers, fairy god-fathers, they are like there to ensure and oversee that all of the task is being done. They are saying, remember the time you have to do your research proposal … to be done or are you still on task? Dot all of your I's and cross the T's. So, they are there definitely to help us!

Sandra, second-year Guidance and Counseling student, said that critical thinking is embedded in instructional attentiveness as you are being observant, you are open-minded and you are able to see what others overlook. She recalled that with the help of academic advising she was able to pay attention in class and better her instructional competency by examining concepts through different situations. "You are able to see other person's perspectives and pay keen attention. You can see things through diverse lens when you pay attention to what is happening in class settings."

Mark, another second-year Primary Education student, explained:

> … so in class, out of 20% I would pay 15% to instructions. Reason being because of the different media or instructional aids that the teacher uses to grab our attention or the scenarios that he/she uses to get us to pay attention. What I realize in high school and say Mathematics class, the lecturers here used the deductive method of teaching and student-centered approach. In high school it did not have an effect as it has now…they would just get us to practice Mathematics to pass the exam but here even though they are using the same method, we have to analyze the questions deeper to see the real solution behind it.

> So, I have to pay attention to it so that when I go out there I do not give the wrong concept, I do not mislead anybody.

He continued to say:

> Well, we were first told to unlearn what we learned, reason being, we were taught how to pass an exam and not how to solve the problem. I found it hard to do so, even though we would arrive at the same answer but different steps to get there. He [advisor] would say that we are very adamant, not willing to change. So, he got me to see a bigger picture and not just to accept an answer.

Another second-year student, Rowan, who is pursuing Primary Education shared his perspective on instructional attentiveness by stating that it includes the direct instructions carried out by the teacher on a daily basis to enable students to grasp the concept. When asked about how his instructional attentiveness was impacted through academic advising, he said:

> Sometimes you receive good lecturers, sometimes you receive bad. Sometimes you are in the class but you are somewhere else I pay attention a lot but what I mostly do to retain my information is, store things on my phone or personal computer and that helps me to acquire good grades.

He went on to say:

> Sometimes I will point out a few things I am always having difficulty with, from there I receive good advice on how to eliminate those difficulties which helped me a lot. It was more of a student and advisor stepping out of the work-related field or else you would not have that type of results. It is like taking to your father, to your mother and that was really good for me.

Rowan was convinced that his instructional competency over the two years came as a result of the academic advising he received from his advisors with whom he shared a parent-child relationship. He was also able to increase his level of instructional attentiveness by utilizing several media to store information which helped him to achieve good academic grades.

Rowan apparently had a good relationship with his advisors which he referred to as a parent-child model. In this context, it is easy to juxtapose his views with those of Pizzolato (2008) who believed that academic advising has the capability of providing students with continual face-to-face interactions for multiple years. It is imperative for the advisor-advisee to have access to basic information about each other; for example, the advisor should know about the advisee's home background, philosophy, hobbies and special interests. These critical components will help to determine and measure advisees' self-worth and instructional attentiveness thereby providing avenues for direct intervention where possible. Likewise, the advisee should possess such similar information about the advisor which can provide many benefits such as improving academic success.

Finding Suitable Solutions

This theme although not as prominent as 'instructional competency', carries a very profound meaning which warrants its consideration as one of the major themes. It is believed that when multiple approaches are used to engage the intelligences, the learners tend to extract and retain the concepts from the lessons (Gardner, 1993). The response from this particular student teacher is in concord with above postulation.

Mickey, a third-year Mathematics and Science major, reported that it is not always easy to keep a class or audience in tune. He referred to Howard Gardner's multiple intelligences and suggested that chalk and talk may work for 2% of class but how do you transform the lesson to get the majority to be involved?

He cited this case to validate his perception of instructional attentiveness:

> I realize that through observation and even teaching practice and even personal experiences, the incorporation of technology, ICT integration goes a far way. The use of ICT presentations, videos, audios is introduced or just manipulated and it does something to your class. Even the introduction of icebreakers get the class in that rhythm or mood, transforms the class in the way they tend to look at the lesson. As such when that is done more of them tend to leave the classroom learning more than the original or more than they would have paid attention to.

Mickey agreed that academic advising has reasonably contributed to his level of instructional attentiveness in the following way:

> It [academic advising] has moderately done so in that there were times, sadly, I must say when I fell asleep in a few classes … not that it was dull but I was more so tired. If it [class] was more entertaining, I would stay awake but the lecturer would advise me at that point that maybe something was wrong with the delivery or my interest was otherwise occupied… It has helped me to realize that more or less, I am responsible for my own learning and even if the manner had not been what I liked, based on interaction with the advisor, something could have been done or be adjusted and an understanding could be reached.

Mickey admitted that the incorporation of multiple teaching methods during class periods had arrested his attention span and kept him awake for the entire duration of class, sometimes two hours or more. He was quick to point out that many times when he did not fall asleep, his main academic advisor was in charge of the class, so he learned a lot from him.

According to Tinto (1993) student teachers normally face four major challenges upon entering college for staying or departing. The second challenge aligns itself with the views of Mickey which is the inability to meet the academic demands of the institution. For Mickey, the difficulty was an increased demand in academic workload and being unprepared in general for the academic demands of college. This underscores the point that academic advising when done well can help student teachers to develop

multiple pathways to finding solutions and thereby developing instructional attentiveness to help them successfully navigate their college sojourn.

Mark, a second-year Primary Education student, believed that academic advising taught him how to think about a problem before applying a specific solution. He had this to say:

> Well, it got me to think and understand that with each problem you Have to really think about the solution. Not just you but the other persons, the broader picture. So instead of thinking about you, you think about the other person and how to solve the problem.

He continued to explain:

> In terms of effectiveness, it got me to be a better person in solving problems It got me to analyze, think about the advantages, the disadvantages and solution before jumping to a solution. It helped me to take the equation apart and looked at several pathways before coming to the solution.

Mark further commented on the peer assessment approach utilized by one of his advisors when solving problems:

> … she accommodates all issues. When she gets a problem she just
>
> does not read from the book but would play it out for us and say
>
> how you and the person should think about the problem.

Aston, a third-year English Language and Literature major, believed in the one-size fits all approach to solving problems but found out through good academic advising that in order to enhance his instructional attentiveness, he needed to embark on various options when solving problems. He offered this explanation:

> …she identifies with what I am going through before she gives me any sense of direction – she ensures the path I am on. After identifying the path she puts everything in my shoes, showing me what she would do then after showing me what she would do, she shows me alternatives in getting that one thing done then tells me the decision is up to me to choose one of the alternatives.

Judith, a second-year Early Childhood student, recalled a defining moment in her college sojourn which cost her dearly. Her solution to in-class instructions was faulty which resulted in unsatisfactory academic performance in her first year. Since then she has adhered to the directives of academic advisors and has gotten positive outcomes:

> Certainly. In first year I did not follow instructions and may allow my peers to influence me. I may have heard something and they did not and I may say it to them and I in turn listened to them and that's where the failure would come in… but if I had listened to what I heard and stick to it and apply I would have done much better in first year. …I promised myself in second year I am not going to let anybody tell me what to do.

Judith, affirmed that instructional attentiveness is really the basis of success because if you are not able to follow instructions then you are bound to fail. Being attentive to instructions really gives you that push to be on the right track. She noted that her failure to follow instructions was why she was negatively influenced by her peers.

The findings above make it obvious that the competences posited by Chickering and Reisser (1993) are vital if student teachers are to effectively solve problems as they navigate college. These include a) intellectual competence which refers to the ability to understand, analyze, and synthesize b) manual competence which refers to the ability to physically accomplish tasks and c) interpersonal competence which refers to working and establishing relationships with others.

Analysis of Findings: Research Question 2

A majority of the student teachers reported that the term 'instructional attentiveness' was very new to them but upon hearing it, they contextualized its usage to construct meaning and respond appropriately during the interview. However, the unfamiliarity with the term affected their ability to critically describe the level of impact

it had on their academic performance. For this reason, most of the descriptions lacked profundity. Notwithstanding, nine of the student teachers (75%) confirmed that academic advising impacted their instructional attentiveness which resulted in increased instructional competency. Many reported that it was rather difficult to pay attention in classes like Mathematics because of the phobia for the subject but the advice they got motivated them and somewhat changed their mindset, resulting in greater attention to the subject. This finding juxtaposes with the view of Horne (2012) who postulated that instructional attentiveness comprises the capacity to attend to academic constructs thereby enabling the processes of accommodation and assimilation. A student teacher endowed with instructional attentiveness knows how to extrapolate meaning from academic dialogues and apply to real-life contexts often demystifying problems which baffle the 'not-so-clever' student teacher.

Four student teachers representing 33% of the student teachers interviewed described the adversarial effect that not finding and applying the right solutions to problems can have on students' ability to attend class, transfer concepts and extend their attention span. These student teachers related how the methodology used by a particular high school teacher impaired their interest in Mathematics. Fortunately, academic advising rekindled the liking for the subject allowing them to earn passing grades in the subject. It has been discovered that when academic advising is properly effected, the academic gains for students are overwhelming. Kuh (2005) found that the effort and time students put into their coursework are just as important as the institution's support strategies that connect students to the campus environment and high-impact learning experiences.

One student teacher contended that during her first year in college, she was distracted by her peers who regularly contradicted what she was told in class. Unfortunately this happened because her level of attentiveness was low and, consequently, her reward was failure of certain courses. Now a second-year student who has experienced the value of academic advising, she has vowed never to allow the influence of peers to rob her of academic success.

The overall findings of this section indicate that student teachers' instructional attentiveness developed significantly through the efforts of academic advising which resulted in an increase in their instructional competency and their utilization of diverse pathways to solve academic and social problems. These findings are in harmony with those outlined in the literature review especially the findings highlighted by the pilot study conducted by Llewellyn (2015) where it was discovered that 83% of student teachers who established meaningful relationships with their advisors from as early as the first year developed the ability to identify and retain meaningful concepts. This they were able to achieve through instructions from their academic advisors who taught them how to pay attention to knowledge they need to assimilate for current and future utility. Most of these student teachers confirmed that they maintained good academic performance throughout their college life. Fifty percent of the student teachers who comprised the focus groups declared that they were only able to stay the course because their advisors taught them how to extract meaning from all pedagogical experiences they encountered inside and outside of the learning environment.

Research Question 3: Do advisors perceive that academic advising influences teacher efficacy as student teachers transition through college?

This segment focuses on the perspectives of lecturers [advisors] in helping student teachers to transcend the hurdles of college to achieve ultimate success. In order to analyze and report the findings for this research question, the data collected from lecturers' interviews were manually transcribed, compared with field notes and paraphrased statements to identify initial codes. Subsequent to the transcribing of all interviews and examining of field notes, I applied the necessary member checks. Student teachers' responses were organized and sorted into data sets to identify initial codes otherwise known as open codes which enabled me to get the basic understanding of the views conveyed by each student teacher. These initial codes along with their associated categories were re-examined to ensure accuracy. Again, further codes were identified such as in vivo and simultaneous which were compared with initial codes and their associated categories. Codes were revisited and compared with student teachers' responses, field notes and literature review to reduce overlaps/redundancies and identify themes.

A total of 27 initial codes were identified from the data sets but after careful examination these were collapsed into seven minor themes which were again revisited. After carefully rechecking the responses of student teachers, three major themes emerged, namely: a) Modeling Best Practices to enhance Academic Performance b) Engaging in Reflection and c) Instructional Competency.

Table 9 below outlines the multiple pathways designed by the different academic advisors in the various departments to ensure that student teachers develop teacher-efficacy as they navigate their way through college. I have organized the findings according to themes which emerged from the responses and utilized direct quotes to

validate findings. Each lecturer has been assigned a pseudonym to protect his/her identity.

Table 9. Themes Emerging from Lecturers' Interviews of how Academic Advising has influenced Student Teachers' Teacher Efficacy as they Transition through College

Modeling Best Practices to enhance Academic Performance	Engaging in Reflection	Instructional Competency
Enjoy what you do so the students want to emulate you	Do daily reflections	Display confidence in delivering the content
Shape inexperienced teachers into efficient educators	Share personal experiences	Conduct professional Development workshop to enhance academic competence
Develop and maintain confidence	Reflect on basic course guidelines to optimize academic performance	

Modeling Best Practices to Enhance Academic Performance

The fundamental perception of academic advising at Northgate College is the enhancement of academic performance. This perception has been strongly supported by responses of student teachers and lecturers who participated in this study. However, it must be noted that the pathways to achieve academic excellence which is intimately linked to teacher efficacy is slightly different for both groups. Two of the four lecturers reported that the process of modeling best practices will shape inexperienced into efficient educators; help them to develop and maintain confidence in themselves and

provide an opportunity for them to emulate the good qualities and skills observed in their advisors. These perceptions are supported by the literature which suggests that student teachers need to develop competence which includes intellectual, manual skills, and interpersonal competences. Intellectual competence refers to the ability to understand, analyze, and synthesize. Manual competence refers to the ability to physically accomplish tasks, whilst interpersonal competence refers to working and establishing relationships with others (Chickering & Reisser, 1993).

Based on the responses of the lecturers it seems apparent that the element of modeling has the potential to broaden student teachers' academic performance and by extension their teacher-efficacy. Murpon, a full time lecturer who has advising student teachers for 12 years, believed that students with a high level of teacher efficacy are the ones who continue to advance socially and academically at Northgate College.
He continued to say that if student teachers are to achieve good academic performance and display high levels of teacher efficacy then the following actions are critical:

> The lecturers have to be on top of their game because the student teachers themselves … when they come to you having things on their mind, they want to see what you have to offer and so the lecturers have to be well prepared to actually give positive advice to the students. So for me, I have to actually know the content of what I am talking about, so I have to research. We [lecturers] have to keep on doing our research, keep on having our professional development we don't want to be doing the same thing the same way at all times, so continuous assessment and evaluation. He also commented that if the right behaviors are modeled and student teachers are carefully mentored by advisors, they will ultimately adopt them.

> In other words, we will always be growing. I have seen where students would come and say, we have done this Sir but we have never seen it done like this before. We realize we have to be on top of our game, we have to be in line with best practices, so we just have to be up to date when we are giving our students advise.

Murpon was excited to describe how he used academic advising to inspire teacher efficacy among student teachers and provided this scenario:

> … so often you hear students say I want to be just as good as Mr. SS. I remember a student who came to me here once, she said, she was upset because she was not getting the grades she thought she should be getting and she said, they passed their Caribbean Examinations Council [CXC] exam and they thought they knew Mathematics but now that they are here, it is like they do not know anything because I make them feel as if they do not know anything. So, I have to sit her down and when I stated telling her the things that she is doing – coming with a closed mind, not an open mind to say I am going to learn something new. You just want to be hugging up what you have learned before. Sometimes you realize there are faults in what you have been doing, so we want to look at things another way.

He further explained that after graduation, this same student came back to ask for his help because she realized that the modeling of best practices and academic advising given to her while at Northgate College was helping her in the classroom.

> Now I have seen where this student is saying to me,
>
> Sir, I know you have so and so doing but I really respect you so much. I want your advice in doing so and so and that student has grown. That student did very well on teaching practice. We are the best of friends, she started doing extremely well. Academically, she was doing so well. Others who were ahead of her, she has surpassed them, leaps and bounds because she came with a different mind as from what she came here with. So by talking to our students, giving them the advice they will do well.

Murpon's attempts to always model best practices have resulted in student teachers graduating from mediocrity to becoming confident educators.

This scenario provided by Murpon clearly underscores the value of modeling best practices as student teachers may be a little apprehensive at the commencement of college. In these early years, they are apt to embrace archaic approaches to teaching and learning but may eventually discard them as they mature into purposeful professionals.

However, it has been purported that academic advising helps student teachers to think critically about their roles and responsibilities as students and prepare to become educated citizens of a democratic society and a global community. It also engages students beyond their own philosophies, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution (NACADA, 2006).

Another lecturer reported that through the modeling of best practices she was able to shape inexperienced teachers into proficient educators which resulted in high levels of self-confidence. Dorothy, lecturer with tenure and 16 years of academic advising at Northgate College, remarked that teacher-efficacy is the ability to display maturity and confidence while performing personal and academic tasks.

Dorothy confessed she has a particular liking for Bandura's theory of observational learning and believed it has helped many student teachers to exhibit teacher efficacy throughout their four-year tenure. She compared her role of helping student teachers to gain teacher-efficacy to that of Bandura and underscored that it must be done through observational learning. She had this to say:

> … it is very good when you have a very good rapport with the students. You find that they look up to us as lecturers for that professionalism that we display. It is a very good correlation because we are preparing students. For me, I will not be here forever; I want them to take my place, so if I give them my best then they can see some good in what we are doing as teacher educators and move forward.

She paused for a while to reflect on the term modeling then said: "That is what Bandura actually speaks about observational learning. Modeling the good things! So, I want to think there is a very good correlation between academic advising and teacher efficacy."

When asked to describe her role as an advisor in influencing student teachers' teacher efficacy, she offered this explanation:

> Well as an educator I believe I have the gift of teaching and so some of the students admire my interactions with them as a lecturer and so I think that my strength comes in when I see them on teaching practice to mentor them into the Program and so I find then you take somebody who has never been in the classroom before and you make them into a good teacher and you see a good teacher and you see somebody who is not doing anything and you say, listen you need to pull up your socks here … you see that person coming from zero [0] and you see them coming up and getting an 'A' or B+ on teaching practice. After they leave you find them coming back and they are saying, I did not know all of this, miss you helped me and I am so thankful and the success stories out there where persons will come and say, Miss you are sending out some good teachers here. Also, I find that helping student here is my strength.

In a deliberate effort to provide considerable support for the situation reported above, Dorothy proffered this case to highlight the effects of teacher efficacy on a particular student teacher. She asserted that confidence was missing from the life of this particular student teacher but academic advising forced her to reflect on the modeling of best practices which automatically inspired her and yielded positive outcomes.

> This recent case… she is a very quiet student, I do not think she is at all confident in herself… I don't think she was doing well on teaching practice and she did not have the children at heart. I was saying, boy [Jamaican jargon for frustration] you are not reaching the students any at all. She cried and I said, but I have to tell you the truth – you are too dead! As it were and she said, Miss, what can I do? I said, you have to get back to the strategies I taught you in class and you have to go back to those strategies, it is about teaching and learning. It is about child-centered learning when you are out here in there in the field and so I want you to go back to those strategies.

Dorothy expressed with delight the following scenario:

> The next time I went to see her she had her lesson plan and I said to her, go through you plan and try to see if there is in what you are doing any excitement. That day she put on a lesson for me, we did not have external assessors coming to see her and I said to her, Pekona [pseudonym] this is the person I wanted to see from September, where was this person? This is November and external assessors coming next week. So this is the person I

> wanted to see all along! You have to maintain it and she started to cry and I said, what are you crying for? And she said, I just reach where you want me to be.

Modeling also enhances self-efficacy through observation and social comparison. With observation, students see how others have managed difficult situations, whereas students engaged in social comparison can identify how similar individuals have succeeded (Tucker & McCarthy, 2001). The cases cited by Murpon and Dorothy mirror this finding.

Engaging in Reflection

This theme, although not prominent among the responses, is still considered significant because of the effect it had on student teachers. Reflection through the sharing of individual practices as reported by Elizabeth in the cases below created a powerful synergy between the advisor and student teachers and changed their approach completely. Subsequently, tasks were managed properly and on a timely basis. The outcome highlighted good reflection and increased teacher-efficacy through the efforts of sound academic advising.

Elizabeth, a lecture with tenure and 10 years of academic advising at Northgate College, described her efforts at using reflection to increase teacher-efficacy:

> One of the things I do, I bring my own experiences to the fore in order to help them [student teachers] to recognize that we are not perfect. I have some very bad days, some down days but I always ensure that I reflect.

She continued to flavor her conversations with hints that she gave them to build their teacher-efficacy using the tool of reflection:

> Don't take very lightly that on teaching practice we ask you to evaluate and reflect on your lessons. When you go out as a fully trained teacher continue with that practice because that is what is going to help you to sharpen and ensure that you are executing at a level that is meeting the needs of the students. So I share with them my own experiences – I use scenarios in class to help them see

> the reality of what it is they are required to do to have teacher-efficacy when they are in the classroom.

Elizabeth highlighted this case to provide further support for her views:

> It was Year Three Teaching Practice and here is this particular student. She has the potential I think from Year One. I see this student as having the potential to do well but not pulling her weight. Sometimes it is a little frustrating. I am generally seen as somebody who is very stern. I often say to them that might be so, I am stern but it is because I want a particular Standard. If you are going to achieve the high standard then you have to make sure that you can't be nonchalant, you can't go about it any and any way.

These views do harmonize with findings from Pascarelli and Terenzi (2005) who indicated that academic intervention programs, in general, do assist students in overcoming deficiencies related to academic preparation and help students to adjust socially to the institution.

These researchers also discovered that the first year of a student's academic performance is the most predictive when looking at first to second term progression, first-to-second year progression, and beyond the second year for both two year and four year institutions.

Elizabeth continued the story to underscore the value of reflection:

> Well, she got to school late one morning and she called her cooperating teacher to say she was going to be late. I went to see her and she was not there. When I was leaving I went back to the staffroom to see if she was there and she was there sitting down having a good chat with her friends so, I called her and I said to her, I came to see you but you were not there. She said, oh Miss, I came late and I said to her, so you did not go to the class to see what was happening? You came and just sat there? I was really a little mad, so I left and she thought I was harsh on her. This was what she said to me, … when I went home and reflected on the situation and the number of things I have been saying to her over the years, she realized that she was not pulling her weight. She was taking things personal rather than looking at it from a professional standpoint. I said to her, standards are there for you to meet, you are not meeting them, you are now working for failure rather than as a teacher and if you continue with these bad habits they are going

> to follow you into the classroom when you get out there. So it is something that she came to grips with having reflected.

Elizabeth reiterated that if student teachers are to develop teacher efficacy, they must engage in meaningful daily reflections.

> So, it goes back to where I was saying that one of the things you need to do on a daily basis is to reexamine, do your introspection, ask yourself questions. It does not matter at the end of the day you tell yourself that person was harsh, that person was stern. When you reflect on it at a time when you are more neutralized, you don't see it the same way. So that is how I help them to get to the point where they must recognize that if they need to get the best then they have to reflect.

While I strongly endorse the power of reflection, I also believe that people's beliefs about their capabilities to exercise control over their own level of functioning and over events that affect their lives have a strong impact on their motivation and confidence. This is also supported by Hseigh, Sullivan and Guerra (2007) who proposed that students not only need to have the ability to acquire the skills to be academically successful, but also have the belief they can perform well academically.

Another lecturer strongly believed that purposeful reflection on course requirements and the teaching practice experience can help student teachers to advance their level of teacher-efficacy. She cited that once they are fully knowledgeable of the requirements from first-year and constantly reflect on them throughout their college tenure, they will be able to perform well academically and mature confidently.

Jacinth is also a full-time lecturer with tenure and 16 years of academic advising at Northgate College. She believed teacher efficacy is the level of confidence exuded by student-teachers. She was rather succinct in her responses but believed that students usually do well and are more focused when they engaged in academic advising.

Jacinth related that in most instances she used the guidelines of each course to explain the requirements of each course and normally student teachers are able to reflect on throughout the semesters, ask the relevant questions and have them clarified. This she affirmed has helped to build their teacher efficacy. She added this response: "Student teachers usually do well and are more focused thereby enabling them to be more confident. This in-turn affects their belief in how well they can perform."
When prompted to explain how she normally gets student to reflect, she said: "I usually advise them regarding education courses and their requirements. Teaching Practicum and on matters relating to re-sits and promotion."

The literature clearly points to various areas where this type of information can help student teachers achieve success in their academic trajectory as they transition through college.

Pascarella and Terenzini (2005) have found in past research that the quality of effort or involvement students make in meeting the requirements of their formal academic program has an impact on their self-ratings of growth in career-related competencies and skills. Students must make an effort in furthering their academic career and ensure that they are on the path to degree completion. Interestingly, these researchers posited that college students grade performance to be the single best indicator of student persistence, degree completion and graduate school enrollment. This finding was consistent regardless of precollege, academic, socioeconomic, demographic and even within college experiences.

Instructional Competency

This is the last of the three themes which emerged from the responses of two lecturers. The way the responses were contextualized, I was compelled to highlight it among the major themes. Murpon remarked that as an advisor, he was quite happy to share his views on how student teachers' teacher efficacy can be boosted by just simply being knowledgeable of the subject content and method of delivery.

He happily offered this explanation:

> I have seen where students have been afraid of Mathematics, mediocre but they have become the type of teachers who have begun to love Mathematics. They want to teach the Mathematics rather than doing other subjects because they have become so confident in actually delivering the content of Mathematics. I have seen where students who have left here being mediocre teachers of Mathematics are coming back to tell me that Mathematics is their favorite subject… and the students who once did not like it because of how they are so positive in the teaching and the students are confident and they themselves are confident and the students themselves begin to love the Mathematics.

He further commented: "That is where we want to be, we need to enjoy what we are doing and it will catch on. When the students realize you are enjoying, therefore, they will want to be like you."

Upon listening to him, I then prompted him to explain the approaches he utilized to help student teachers develop teacher-efficacy as they navigate their college years. He quickly pointed out that professional development workshop was one of the critical tools. He added this narrative:

> Some students who have just left here just a here ago, they are saying the schools are not providing any form of professional development for them at the moment and they have come to ask me if I would be willing to do some professional development with them because they know that they want to do things differently and they know that they would be growing. I had to say to them, I am happy that you have seen the need for it because there are many of us… who believe we know so much and it is the students who are suppose to get the training.

Murpon during the member check segment agreed that even in his class with student teachers [advisees] he found ways to engage them in professional talks.

> There are times when I go to my class… I don't just start teaching, I begin with a thought and things like those. Even with the school's motto – Service, Excellence, Commitment. I take that and I look at the three words and so many things like these get them to realize it is not going in and doing things as usual but you must be aiming at all time for excellence.

He is convinced that student teachers' instructional competency can be enabled through the teaching practicum experience.

> You can see them from time to time doing their micro teaching. So when they must write their lesson plans and so forth, you can see then how they have been developing their confidence to go into the classroom. So, by the time they would have completed, many times I do not have to go because the students know what to do already. They have all the information. They bring their lesson plans, we go through them and you can see them Cutting away all that timidness that they have, knowing that they can actually go into the classroom and teach. When they prepare here it gives more confidence to into the classroom. It [academic advising] has had positive effects on their confidence.

People's beliefs about their capabilities to exercise control over their own level of functioning and over events that affect their lives have a strong impact on their motivation and confidence. Self-efficacy impacts motivation by influencing goals people set for themselves, the effort put into meeting those goals, and how long they persist when faced with adversity (Bandura, 2001).

Dorothy appeared so relieved and elated when she pointed out that her student teachers never complained about academic performance while on teaching practice because she made it her duty to make herself available to them. She said during teaching practice her phone lines were opened until 12 a.m. so they could bounce off any information. She gladly confessed that she treated them as her own children.

> The only thing they said did not work, was not teaching but behavior management strategies. Because they are saying these children used to beating and the teachers out there beat them. We tell them not to beat and not to administer corporal punishment. That is where their issue lies because they are not certain if the strategies taught to them are working out there with the children.

She went on to say,

> They have developed more confidence. They are more confidence, more mature. When they come back from teaching practice, for the last fourth year, you find that they blossom into more mature persons. Although some of them are very young, they behave rather mature and you find that they get independent, so they can grow on their own. They are able to deliver smoothly.

Dorothy's views are in sync with those of Cordova (2006) who declared that student success is about facilitating curiosity, wonder, and immersion in the college experience and institutions should focus their efforts on supporting those college experiences that create, foster, and cultivate student curiosity and engagement in learning - all in service of their achievement or a set of essential outcomes.

Analysis of Findings: Research Question 3

The divergent perspectives of the lecturers [advisors] formed the bedrock on which distinct answers were predicated. With the assistance of the Constant Comparison Approach, three broad categories emerged from the interview data, namely a) Modeling Best Practices to enhance Academic Performance b) Engaging in Reflection c) Instructional Competency.

The themes which emerged bear strong evidence that each lecturer devised different methods to influence student teachers' teacher efficacy keeping in mind the ultimate goal of ensuring that those within their program maintain their focus and become proficient in their pursuit of teacher certification over a four-year program. The theme of

modeling best practices to enhance academic performance was considered vital in the development of teacher efficacy. According to the findings student teachers' level of confidence was elevated when they realized that the academic advising thy received transformed itself into tangible products such as better academic performance even during the field experience – Teaching Practicum.

Other researchers have been in concert with this finding. Donnelly (2006) and Epps (2002) suggested that academic advising can and should play a pivotal role in directing student-teachers' behavior toward those activities that will nurture and support their success toward education, career and life. Likewise, studies have shown that advisors placed value on intrinsic factors on job satisfaction such as helping students and maintaining a collegial atmosphere (Murrill, 2005).

The second theme 'engaging in reflection' is one that is well-known outside of academic advising circles. Educators normally emphasize the value and benefit of this habit and it is very similar here where the advisors encouraged advisees in their departments to make it a daily routine. In the cases elaborated, the student teachers were able to change their approach to teaching and learning which helped them to maximize their academic output in positive ways. Bandura (2001) posited that students who have strong beliefs about their academic capabilities are able to exercise control over their own level of functioning and over events that affect their lives.

The third theme of instructional competency is the ultimate goal of every advisor and advisee. I must point out that this theme was very dominant among those cited by student teachers in their quest to develop teacher efficacy and instructional attentiveness. I know that all advisors normally beam with pride when their advisees are able to

demonstrate confidence in the delivery of the content regardless of the year group. The cases referred to in this study by Murpon and Dorothy point to an increased level of confidence in the student teachers which inspired teacher efficacy, not just for them but also others in the cohort.

Cordova (2006) stressed the importance of student success and achievement to all higher education stakeholders - parents, students, educators, as well as the public at large. She acknowledged the challenges inherent in supporting a concept that is sometimes difficult to articulate. She suggested that a renewed focus on student success could "reinvigorate the public's appreciation" of higher education as a place of opportunity in which to grow, to dream, and to think.

Research Question 4: Do advisors perceive that academic advising influences instructional attentiveness as student teachers transition through college?

The findings for this research question are based on the responses generated from the four lecturers who participated in this study. In order to analyze and report the finding for this research question, the data collected from lecturers' interviews were manually transcribed, compared with field notes and paraphrased statements to identify initial codes. Subsequent to the transcribing of all interviews and examining of field notes, I applied the necessary member checks. Student teachers' responses were organized and sorted into data sets to identify initial codes otherwise known as open codes which enabled me to get the basic understanding of the views conveyed by each student teacher. These initial codes along with their associated categories were re-examined to ensure accuracy. Again, further codes were identified such as in vivo and simultaneous which were compared with initial codes and their associated categories.

Codes were revisited and compared with student teachers' responses, field notes and literature review to reduce overlaps/redundancies and identify themes.

A total of 17 initial codes were identified from the data sets but after careful examination these were collapsed into six minor themes which were again revisited. After carefully rechecking the responses of student teachers, two major themes emerged, namely: a) Clarifying Concepts b) and Teaching Method.

Table 10 below provides lecturers' views which are in sync with the themes outlined. This enables readers to see comparisons between interview data and emerged themes. Again, pseudonyms are used to protect identities.

Table 10. Themes Emerging from Lecturers' Perception of how Academic Advising Influences Instructional Attentiveness among Student Teachers

Clarifying Concepts	Teaching Method
Gaining understanding of concepts before leaving the class	Utilizing varied Approaches to get student teachers to pay attention
Getting students to link the field experience to classroom activities	Employing real life experiences and objects
	Integrating videos, demonstrations to get student teachers to understand the real classroom context
	Using student teachers educational background to help them research and provide information.

Clarifying Concepts

This emerged as one of the major themes based on the profound perspectives generated from two of the lecturers. Elizabeth agreed that if students are to perform at

optimal level, they must pay attention in class but most importantly must be able to clarify concepts thereby guaranteeing success. Her explanation of developing instructional attentiveness provided a good support base for the theme as she affirmed that it is the clarifying of concepts which leads to paying attention in class. At this point she became excited and offered to expand her views.

She said:

> Instructional attentiveness is necessary in the sense that it is an integral part of the learning process. It is important in the sense that students need to be clear on concepts that they are being taught. So as the lecturer, I make sure that I am clear on what I am teaching, what it is that I want them to perform at the end of the school year. So, all of that would have to be taken into consideration. Now, as it relates to the students, what role do they play in the whole scheme of things? I believe they need to recognize that being attentive to what is being taught, whether it be through direct instruction or simulated group activities that is important to their success, clarity is needed.

She further stated that students normally shy away from saying that there is need for clarity and many times when she observed their inattentiveness, she knew something was not clear. So, she often prompted her students in this way:

> If clarity is needed you need to seek clarity in order for you to perform well. You can't wait until the end of the day, having done a test or so on and especially when you see your grade you say, I did not understand it the first time. So, I think it is important that students focus on that in order to perform or peak their performance or to learn from their experience. You are training them to become teachers, so they can learn to do the same thing with their students.

She emphasized the process of reciprocity – lecturer must teach with clarity and students must demand clarity. When asked how she used the tool of academic advising to help student teachers develop instructional attentiveness, she cited:

> … when I met with students in the past, having listened to them I want to hear what are some of the issues they are having... Miss, I do not understand how this is done when the person is talking to me. The person is talking too fast. So I would say, so what is your role? Did you

> say to the lecturer, Miss, could you clarify this for me? You get a whole week to do something, when did you get back to the lecturer to say Miss when you were in my class you said something but this is not so clear, can you shed some light on it? Sometimes even in the moment you think you are clear but sometimes you may say, oh, if I had done it this way.

This finding is supported by Pizzolato (2008) who argued that transformative education rationalizes a dual process where advisee and advisor are conversant with the core values, mission and vision of an institution. When this level of understanding is achieved both parties are ready to establish a relationship that is built on trust and fair play.

She went on to state that student teachers need to recognize that they have a responsibility to ensure that they understand and that they do not wait until the day before or the due date to come for clarity. She mentioned:

> I had students who gave the impression they understood clearly and when you asked them, do you understand? Well, explain it so your classmates can understand… sometimes I don't do it clearly but you can do it clearly, so explain it to me so they can understand. Some will but sometimes the one I did not ask still doesn't say anything and it is when it is done you hear, oh, we were not sure, oh, we are not clear and so on.

She confessed that because of this weakness, she makes a habit of asking for clarity before leaving the class.

> So, when I meet with them, I try to say to them, listen, make sure you understand. The lecturers also have a duty, a responsibility to ensure students understand…because at the end of the day we are looking at performance and we should not say I did not perform well because I did not understand and I was not paying attention, that is why I did not do well.

Elizabeth willingly provided this case to further cement the value of clarifying concepts.

> … it was a group assignment and one student in the lot said he was not clear on what he was supposed to do. He got some clarity from the lecturer and from the group members. He did what he was told to do but at the end of doing it they were saying it was not done properly. It was

> now when the assignment was supposed to be handed in … they wanted to punish him to say he did not contribute to group work, so they were not putting his name on the list. He was worried so he came to me as he wanted to know what to do. I listened to his side of the story; I called the others who were involved, I listened to their side of the story… so we sorted it out and I asked them, is there anything that he did or contributed that would warrant his name going on the assignment? They said yes, so in that case I said, you have to put it on. He did his work, you did not tell him it was not done properly.

During the member check segment, it was revealed that this particular student teacher got more than a mere passing grade for that group assignment.

Elizabeth's experience is supported by the Praxis approach where academic advisors challenge students to think about what they know, reflect on what they do not know and need to understand, and help them to contextualize learning for future applications (Laff, 2006). Rather than providing answers to students, advisors help to apply research-type questions to advising situations and allow students to think through the problem and develop processes which help the student with subsequent learning. It is basically preparing students to intentionally engage their learning and help them to understand how their learning in turn engages their instructional attentiveness.

Another lecturer affirmed that when student teachers are appropriately acknowledged for their strengths and weaknesses, the teaching and learning process becomes easier. She believed that this makes them more comfortable and provides the latitude for them to ask questions and gain clarity on misunderstood concepts. She postulated that instructional attentiveness is one of the teaching and learning tools responsible for getting student teachers to deliver meaningful content to students so that they can learn.

When prompted to explain her approach during academic advising sessions to enhance instructional attentiveness, she said one of her priorities is to consider the

educational background of the student teachers while preparing her lessons. In that way, she is better prepared to clarify concepts.

Dorothy contemplated the educational background of her student teachers and posited this view:

> Some of the teachers-in-training are coming from the basic schools and some are uncertain of themselves so when you promote them, lift them up and tell them, you are fearfully and wonderfully made, you are not 'dunce' although they may say that basic school teachers do not know anything and are just teaching babies. I say to them, you have laid the foundation and that foundation must be solid, you just cannot teach anything that is incorrect because the children will go with that so you have to ensure that what you do is factual and that you research the information because what you place in the children now will come out at a later time. So, for me advising them in that way, I think it is reaping positive values.

Dorothy continued to say that some of the student teachers complained that when they were on teaching practice they did not see certain strategies being employed. So, she advised them this way: "Teachers who are out there now and they go out and say but we don't see all of this, I say, do not worry about what you see, do what is right!"

Braxton, Bray and Berger (2000) suggested that students exposed to frequent instructional organization and clarity by faculty members generally are more confident about their academic achievement. In this case it can be concluded that interest taken and shown to these student teachers have helped them to be proud of who they are and in the long term is impacting their instructional attentiveness.

Teaching Method

This is considered a very valuable theme as two of the four lecturers provided corresponding views on how teaching methods can influence instructional attentiveness.

They strongly believed that through the use of meaningful and varied teaching methods, student teachers are apt to develop and maintain keen attention in any class.

Murpon felt passionate about using diverse teaching methods and offered this rationalization:

> For me, my students do not like to miss class because they want to be there. Even if they are not writing they are so attentive looking at what is happening. So that when they go out there, they can actually do the same things I am teaching. Although it is content, I am actually giving them ways and means of how they can go out there to make a difference, to have good student-centered classes rather than teacher-centered, so they actually participate and they do not want to be disturbed because they are so attentive to what is happening. Everything they want to get, they do not want to miss anything at all!

He went on to say that in order to prove if they were paying attention, he would check by simply asking questions during the recapping segment.

> I would be recapping and asking questions, for instance I would say to them, what if you got this particular topic to introduce, how would you do that? Introduce this concept and when I look back I can actually see them doing things that we were doing in class… So, I realize that while we were going through, they were saying, oh! We can actually adopt this, I can do this!

He mentioned that he often encouraged them to pay attention to the teaching methods.

> When you do activities you could actually use this particular concept or method. So, I realize they were really attentive to what was happening and actually seeing themselves out there using it. Sometimes, they will say, Sir, can I have one of the handouts? We would like to use it when we go out. So, I realized they were really attentive.

Mupon said he told his student teachers that if they want to develop instructional attentiveness, they should always do the following:

> I said to my students, when you go to your classes do not just begin the teaching because you go there and you just want to get through what you are doing. It is best not to do that, it is best to start with something to get them so much involved in what you are going to be doing.

He recalled this scenario

> When we do our little activities, there are times when it has nothing to do with mathematics per say and then in the end we realized the activity we have just done, how we could tie that into getting the students to see how mathematics comes out of what we have just done and so we get our students to realize that every simple thing can work. It does not have to be the ICT and all the things we believe we must have. Even a piece of paper can be used to make an interesting lesson and the students would look and say, I did not see how a piece of paper could do such thing … I would want a computer, a powerpoint to do all of these … sometimes those things act as distractions as students get to look on them for different reasons but using the simple things can work so well.

He cited this case to strengthen his point

> I taught at high school before coming here. Students have come to me not doing well, their behavior not appropriate, they would be giving a lot of problems and so forth. I have taken them aside, ask them certain questions … we are not saying you are always going to be attentive but for the most part you got to. Sometimes we have to break especially for the boys. The boys cannot just sit down and many times we tend to teach the boys like the girls. Sometimes I just let the boys stand up and stretch… if you tend to be strict on them, you turn them off … sometimes you give a little joke to get them to learn and they are attentive and you get them to listen… I have seen for instance when persons go out to supervise them, when they come back they talk about the wonderful things they are doing in Mathematics because they realize they have been using up what they were taught in class, so obviously they must have been very attentive.

Murpon concluded by saying that instructional attentiveness is critical in the teaching and learning process and he has always used different teaching methods to get them to pay attention so they can perform creditably.

Dorothy's views were similar to Murpon on the use of various teaching methods. She had this to say.

> Most of the student teachers that I get are novice teachers, so for me I am like Dewey and Bandura and Piaget trying to build on their experiential background. So for instructions, I do different strategies and I bring in Gardner's multiple intelligences – to say you learn differently, different intelligences and so the students have different intelligences. So we have to learn to instruct the students in much the same way that they will be

> able to learn the material. So for me, it is not a perception, it is just a way to get them to deliver to the students so that the students can learn.

She went on to say

> If I say to them [student teachers] that if you teach and your students did not learn, you did not teach and a number of them would look at me a way. Some of them are hard to learn but I am saying if you don't teach, if you don't have all of these things so that students can learn. You must have a prepared environment so you have to have different strategies so that the students can learn. So for me it is all about the development of the different practices that they are going to give to the students so that students can learn.

Dorothy further noted that the cognitive acumen of her student teachers normally dictates the use of various teaching methods to enhance instructional attentiveness.

> For the part time program, we have a lot of basic school teachers and some do not know how to write lesson plans and so the process of teaching them the correct format, teaching them what to put in all of these areas. So, I get a lot of ah ahs because they are just learning and learning the right way. When I do some demonstration lessons for them and they see some videos of developmental classrooms and human practices, you find they are saying oh, so this is why we do so and so. For the Early Childhood, they need to ensure that the students learn the readiness skills so when you find they are saying that is why we do so and so, you find some ah ha moments.

The use of different teaching methods to develop instructional attentiveness has been endorsed by Kuh (2005) who found that when academic advising is properly effected, the academic gains for students are overwhelming. He discovered that the effort and time students put into their coursework are just as important as the institution's support strategies that connect students to the campus environment and high-impact learning experiences.

Jacinth was quite resolute that for academic advising to influence student teachers instructional attentiveness, purposeful discussions must be focused on course requirements enabling them to understand why they have selected a particular course and

what are the intricacies associated with the course. She also stated that when student teachers have a complete grasp of the field experience [teaching practice] and the integral role it plays in their career trajectory, it invariably forces them to pay keen attention to concepts and methodology. "As neophytes, students are not generally attentive, however, as they engaged progressively in the practicum experience there is improvement." She explained that in helping them to develop instructional attentiveness, guidance on how to utilize various teaching methods during practicum is necessary. "Usually, it is aligned to the teaching practice as the instruments used for Teaching practice are used to guide them."

This finding has been endorsed by Pascarella and Terenzini (2005) who have found in past research that the quality of effort or involvement students make in meeting the requirements of their formal academic program has an impact on their self-ratings of growth in career-related competencies and skills. Students must make an effort in furthering their academic career and ensure that they are on the path to degree completion.

Analysis of Findings: Research Question 4

The responses of the lecturers [advisors] were arranged under two broad themes presented in Table 10: a) Clarifying Concepts and b) Teaching Method. Under the theme of clarifying concepts, two lecturers strongly concurred that if students are to achieve outstanding academic success, they must pay careful attention to concepts being delivered in lectures. Both agreed that the clarifying of concepts is an important element in the teaching and learning milieu as when students are clear on what is being taught the skills of listening and directing increase significantly. One lecturer reiterated that student

teachers in her area of specialization, for whom she has academic advising responsibilities, are frequently advised on the importance of receiving clarity during the teaching and learning process to avoid misconceptions and faulty outputs. She confirmed that the process of clarifying concepts is a dualism – student teachers have the right to demand clarification from the lecturers and it is the onus of the lecturers to seek clarity from the student teachers before completing instructions.

She affirmed that this is her modus operandi and believes it is one of the more structured approaches to get student teachers to pay keen attention to instructions in her classes. She acknowledged that this level of advising has influenced student teachers instructional attentiveness thereby helping them to optimize academic outcomes as they transition through college.

Another lecturer advanced a different argument by underscoring the value of background information. She suggested that when the student teachers' educational capital is known, it is much easier to embrace individual personality and plan the lessons with these factors in mind. On such a premise, clarifying concepts can be easily accommodated. Notably, during her academic advising sessions with her student teachers, she used the element of experiential information and positive reinforcement to effect clarifying of concepts thereby effortlessly commandeering their attention. She felt student teachers respond positively to this type of encouragement as they experienced a sense belongingness and value by someone in the same area of specialization.

Two lecturers believed the implementation of varied teaching methods do have a positive influence on student teachers' instructional attentiveness as both have been able to enjoy prolonged attention spans due to the incorporation of diverse teaching methods.

These teaching methods include authentic learning tools such as real life experiences, tangible objects in the environment as simple as plain paper. The use of vicarious approaches such as demonstrations, videos and simulated activities has also helped to influence instructional attentiveness among student teachers at Northgate College.

One lecturer confirmed that the teaching practicum which aligns itself to the field experience is a valuable tool for increasing student teachers' instructional attentiveness during academic advising sessions whether it is done formally or informally with individuals or groups.

This experience provided them with hands-on utility of manipulatives relevant to the different subject areas and affords the integration of diverse teaching methods to fit the learning styles of students. The use of these gadgets often adds meaning to lessons and increases attention in lectures. These findings have been confirmed by a pilot study conducted by Llewellyn (2015) where 50% of the student teachers who comprised the focus groups declared that they were only able to stay the course because their advisors taught them how to extract meaning from all pedagogical experiences they encountered inside and outside of the learning environment.

Interestingly, I must emphasize that the theme of teaching method emerged from the responses of student teachers in relation to the development of teacher efficacy. Student teachers agree that the dynamics of multiple teaching methods positively influenced their teacher efficacy while lecturers believe the cautious employment of multiple teaching methods increase student teachers' instructional attentiveness. Overall, these findings justify the fact that lecturers and student teachers are appreciative of similar treatment in order to achieve desirable academic outcomes.

CHAPTER 5

DISCUSSION, IMPLICATIONS AND CONCLUSION

Summary of Findings

The tenets undergirding academic advising make it one of the most utilized initiatives in any performance-oriented tertiary institution. Administrators, lecturers and students are always expectant of high academic standards and willingly endorse any program or initiative to achieve this outcome. As opined by Crookston (1972) "academic advising is a teaching function based on a negotiated agreement between the student and the teacher in which varying degrees of learning by both parties to the transaction are the product" (p. 12). He believed advisors must keep up with current trends and modern ideas to help students become self-aware. Academic advising can, therefore, be employed as one of the fundamental tools for enhancing the quality of teacher training and sustaining the rigor in teacher preparation which seem so lacking in today's classrooms.

Interestingly, similar criticisms from major stakeholders in the Jamaican education system in 2011 formed one of the fundamental reasons for this study. These stakeholders berated the quality of teacher training, arguing that preparation process was too fluid which resulted in demonstrable levels of inefficiencies in the workplace. This lack of cognitive and social capital among graduates of teachers' colleges cajoled administrators in government-owned teacher training institutions to revisit their programs and introduce academic advising. Prior to this, the mentorship program was [and is still active in many of these colleges, such as Northgate] the main program responsible for guiding and shaping the academic trajectory of many student teachers.

As a college lecturer involved in academic advising at my college, I became highly interested in understanding the perspectives of student teachers and lecturers as it relates to developing teacher efficacy and instructional attentive among student teachers. This interest was born after observing the transformative effects on student teachers for the first four academic years [2011-2015] at my workplace. Having seen the negatives and positives, I was unreservedly determined to explore the perspectives of student teachers and lecturers to learn more about the influence of academic advising on teacher efficacy and instructional attentiveness.

With the necessary consent, I embarked on the study. Four research questions guided the study, namely: a) Do student-teachers perceive that academic advising helps to develop teacher efficacy? b) Do student teachers perceive that academic advising helps to develop instructional attentiveness? c) Do advisors perceive that academic advising influences teacher efficacy as student teachers transition through college? d) Do advisors perceive that academic advising influences instructional attentiveness as student teachers transition through college? The theories of self-efficacy posited by Bandura (1977) and psychosocial development proposed by Chickering and Reisser (1993) were the compasses which guided this study. A well-sequenced literature review intricately tied to purpose statement and research questions formed a rich enquiry-based platform from which I was also to derive meaning and understand the diverse perspectives of student teachers and lecturers.

The research design selected was qualitative and employed the purposive sampling technique. Only student teachers pursuing a four-year Bachelor of Education Program were included in the sample and lecturers intimately aligned to these student

teachers participated. The sample consisted of twelve student teachers and four lecturers at a government-owned teacher training college in an urban section of Jamaica. The primary data collection tool utilized during the period included unstructured interviews coupled with field notes and literature review to make meaning of participants' responses. Prior to the collection of data all ethical considerations were observed to avoid encroachments on participants' rights. Data analysis was guided by the Constant Comparison Approach which was heavily dependent on the manual sorting and comparing of data. Codes, themes, field notes, literature review along with the necessary member checks provided thick rich descriptive data for understanding student teachers and lecturers' perspectives.

The responses of participants revealed that academic advising is somewhat informal and unstructured at Northgate College as lecturers are not assigned advisees outside of their departments and happened quite randomly especially during the teaching and learning periods [most of the specific cases cited, pointed to this occurrence]. Another viewpoint was the lack of accountability on the part of the lecturer [advisor] and student teachers [advisees]. At no point was it indicated that the college administrators requested an evaluation of the program from either student teachers or lecturers. Of interest, as mentioned by student teachers, a mentorship program operates in tandem with academic advising but is not quite functional.

For the most part, student teachers and lecturers were able to proffer correct definitions of academic advising, teacher efficacy and instructional attentiveness. Student teachers and lecturers agreed that academic advising had and is still having positive impact on student teachers and they cited a range of outcomes such as increased

level of confidence - in some cases, moderate and in others significant; improved relationship with peers and lecturers in various programs; encouragement during burnt out periods; improved time management and heightened academic performance. One student teacher remarked that academic advising has helped with adaptation to college environment. These findings corroborate with Tinto (1993) four interaction challenges especially the first, which referred to difficulty student teachers face in living independently away from the familiar world of family and friends. Tinto's (1993) also found that there is the tendency for student teachers to approach the first year with much apprehension due to the newness of the surroundings, the different program offerings and varying background of the college population/community. It is also quite explicit from the perspectives of the participants in this study that with the help of academic advising student teachers are in a better position to adjust quickly and make the most of their college life.

Chickering and Reisser (1993) identified seven vectors necessary to help student teachers transition through college with the fourth referring to interpersonal relationships. They [authors] argued that college students have the opportunity to meet a wide variety of people with a variety of different beliefs, values and backgrounds. This exposure can help students gain tolerance of unique differences and intimacy that are close and meaningful. As disclosed by the student teachers in this study, forming and maintaining relationships are vital tools for building teacher efficacy and instructional attentiveness.

The themes emerging from student teachers' responses to Research Question 1 - *Do student teachers perceive that academic advising helps to develop teacher efficacy,* were categorized into four major themes: Teamwork; Building Self-Confidence;

Instructional Competency and Behavior Management. Student teachers reported that they were able to exhibit these demonstrable qualities which developed through their engagement in academic advising.

The most dominant among the themes was Building Self-Confidence as evident in Table 5. Six of the twelve student teachers pointed out that their self-confidence developed tremendously within and outside of class sessions. This level of self-confidence also affected their social and cognitive skills as they were able to function in teams, manage inappropriate behaviors and perform reasonably well on given tasks.

Hseigh, Sullivan and Guerra (2007) proposed that students with more confidence are more likely to persist in college. Students not only need to have the ability to acquire the skills to be academically successful, but they also need to have the belief they can perform well academically. People's beliefs about their capabilities to exercise control over their own level of functioning and over events that affect their lives have a strong impact on their motivation and confidence.

As it relates to Research Question 2 - *Do student teachers perceive that academic advising helps to develop instructional attentiveness,* two major themes evolved: Instructional Competency and Finding Suitable Solutions. From the various perspectives of student teachers, it was obvious that student teachers improved their level of instructional attentiveness by exercising mastery and control over academic challenges through the application of meaningful teaching skills and utilization of varied teaching methods. One student teacher stated that her academic progress was somewhat battered because of the negative influence of classmates but was able to make her progress in year two with the assistance of workable solutions garnered from her academic advisors.

These findings blended with the literature review according to Horne (2012) who postulated that a student teacher endowed with instructional attentiveness knows how to extrapolate meaning from academic dialogues and apply to real-life contexts often demystifying problems which baffle the 'not-so-clever' student teacher.

From the perspectives of lecturers, I was able to generate meaning for Research Question 3 - *Do advisors perceive that academic advising influences teacher efficacy as student teachers transition through college?* Three major themes emerged: Modeling Best Practices to enhance Academic Performance; Engaging in Reflection and Developing Instructional Competency. Lecturers agreed that student teachers were constantly mentored to produce high quality work despite adverse conditions. The use of the observational learning model was quite effective in getting student teachers to parrot purposeful teaching strategies and achieve academic success. Engagement in reflection was one of the basic keys to help students to identify weaknesses and maintain strengths. One lecturer affirmed that paying attention to course requirements and understanding how to assimilate and accommodate basic pedagogical constructs fostered efficiency. The above themes were indicators of how student teachers develop teacher-efficacy as they maneuver the rigors at Northgate to achieve success.

Research Question 4: *Do advisor perceive that academic advising Influences instructional attentiveness as student teachers transition through college?*

Lecturers also believed that student teachers' instructional attentiveness grew steadily over time because of the intervention and care displayed during academic advising sessions. Two major themes emerged from lecturers' range of perspectives: Clarifying Concepts and Teaching Method. Both lecturers underscored the value of

receiving clarity during the teaching and learning process. One lecturer emphasized that this responsibility is to be shared equally by both parties – lecturers and student teachers. Each party has the right to request clarity in order to enhance attention and achieve maximum benefit from the teaching and learning experience.

Additionally, the other lecturer affirmed that when the educational background of student teachers is acknowledged, the task of preparing content and clarifying concepts becomes commonplace. Knowing who they are and where they are positioned in the classroom often help the lecturer to situate the teaching method more apt to gain clarify of concepts and increase instructional attentiveness.

From the overall findings of this study, the most dominant theme which emerged from the responses of all participants was instructional competency. Apparently, the intended goal of academic advising at Northgate College was helping student teachers to perform at their optimal level and in so doing, student teachers' level of teacher-efficacy and instructional attentiveness continually developed.

Implications for Practice and Policy

It is a fact that every study brings with it new insights and new challenges. Both work in tandem to make the process of teaching and learning more purposeful. I must confess that the ideas shared by each participant on how to make academic advising more worthwhile at Northgate College brought a new level of excitement as I transcribed and tried to comprehend each perspective. I must admit that Northgate College is approximately fifteen minutes away from a dynamic tourist center. There are always new and exciting opportunities for the college community to discover and embrace which

I believe will add to the depth and scope of the educational experiences of lecturers and student teachers.

I concur with many of the views shared by lecturers and student teachers who are helping to change the academic and social landscape at Northgate College. Hence, lecturers' and student teachers' views were classified under three distinct headings, namely: a) Formalize Academic Advising b) Sharing of Best Practices and c) Establishing Good Advisor-Advisee Relationship.

Formalize Academic Advising. There was a general consensus among lecturers and student teachers that academic advising played an integral role in the academic and social mobility of the student teachers. The findings of this study revealed that student teachers' teacher-efficacy and instructional attentiveness have been strongly influenced by the efforts of academic advising. Notwithstanding, participants admitted that academic advising was done on a departmental basis which for the most part was executed during instructional time. Hence, it was a general view among lecturers and student teachers that a more structured approach be implemented.

I concur with lecturers and student teachers that academic advising should be officially included on the lecturers' and student teachers' timetables for at least one hour per week. However, prior to this assignment, administrators need to meet and discuss the value of academic advising in relation to the mission, vision and strategic objectives of the college. This will help with the setting of realistic goals and devising of effective ways to measure the outcomes of the program. It is always important to include all major players in the decision-making process; therefore, lecturers and student teachers should be allowed to make their input. Once these actions have been considered and agreed on

by all parties, ownership and marketing of the program within the college become commonplace.

Having secured the necessary approval from the lecturers and student teachers, college administrators need to embark on formulating a policy document where the entire college community and its stakeholders can become cognizant of the conventions and consequences to avoid libel, misunderstanding and misconduct. A common practice among administrators of higher education institutions is the careful examination of international standards. This is not difficult to achieve since lecturers and student teachers operate in a small global village which is quite accessible through the simple touch or click of a device. Likewise, lecturers serve as adjunct faculty at varying institutions which adhere to international standards. In so doing conflicts are minimized, transitions within the program become manageable and the reputation of the college is preserved.

The establishing of a clear academic advising policy makes way for the production of a handbook or prospectus. This should become one of the most important paraphernalia of the lecturers and student teachers. With this guide each party should know the requirements and expected outcomes of the program and should be in a better position to adjust to college life. This booklet, if properly utilized, should minimize repetitions and financial depletion. During the orientation period of new staff and student teachers the booklet should be used to school them on the purpose and benefits of academic advising at Northgate College. I am of the view that when each lecturer and student teacher is in possession of this booklet, especially at the beginning of the semester, the skill of time management should be optimized as both lecturer and student teacher know how to operate during academic advising sessions.

The element of professional development workshop has been strongly supported by lecturers in this study who believed it helped to influence teacher-efficacy and instructional attentiveness among student teachers. On the contrary, student teachers suggested that lecturers should be provided with the requisite training to operate as academic advisors. They consider that the role of an academic advisor requires confidentiality, tact and knowledge. As such those who offer academic advice should be properly equipped to deal with the nuances of the program. Academic advisors should be alert and equipped with accurate information and solutions to help student teachers with academic dilemmas such as changing or adding a course before the deadline expires, credit requirements or simply changing the program offering with little or no cognitive dissonance. Overall, academic advisors should become very familiar with their roles to prevent confusion and to stabilize and improve academic performance in the teaching and learning environment.

In the formalizing of academic advising to ensure efficiency, student teachers suggested that in addition to assigned advisors, the college should appoint an academic advisor and provide an office space for that person. It is a known fact that from time to time, lecturers become overwhelmed with the role of academic advising as that is not the only additional duty they perform on a weekly basis. With the appointment of trained personnel to assume responsibility in this area, the college stands to benefit tremendously as they should be able to manage the shortfall and help the college to meet its expected goals. Student teachers with teacher-efficacy and instructional attentiveness deficits should be able to spend adequate time with this individual while still capitalizing on the skills of an assigned academic advisor.

The implementation of an evaluation system should augur well for Northgate College as both lecturers and student teachers should provide meaningful feedback to administrators and heads of departments. This should feed into their records management system as well as adding to the research data making it easier for appropriate measures and decisions to be effected. An effective annual or biannual evaluation system should also add value to academic advising as nonperforming and noncompliant lecturers and student teachers should be identified and remedial actions taken to help them resolve their challenges and make them efficient.

One lecturer shared the perspective of including program/course advisors in the decision-making process. She emphasized that this should allow for transparency and accountability as the advisors are the ones who interact with the student teachers on a regular basis. On this premise, they should know more about the academic and social needs of the student teachers; therefore, for any major decision concerning the academic and social wellbeing of the student teachers, the academic advisor should be consulted. I am in harmony with this suggestion as decisions taken by individuals with limited information on the educational or social background of the student teachers could easily damage their teacher efficacy and instructional attentiveness. When making informed decisions it is always wise to have all the requisite information at hand. While it is critical to follow the printed outline, in some cases, I believe the testimony of the trusted advisor should take priority over the written document in an effort to eliminate any form of short or long-term regret.

Petress (1996) suggested that college administrators need to make advising an important, monitored, and rewarded activity. Administrative ignorance or neglect of

advising will usually mean that students will receive less than they deserve from their college education. Good advising is a team effort: administrators, faculty or staff advisors and students. Advising is a key component of a college career.

Sharing of Best Practices. One of the findings of this study is the modeling of best practices to enhance academic performance. Lecturers discovered that when they modeled best practices in their teaching and learning environment, student teachers were able to extract meaning and follow the pattern to improve their learning. This in turn enhanced their teacher-efficacy in their regular classroom exchanges with peers and lecturers as well on teaching practice.

However, when student teachers were asked to relate their views on strategies to make academic advising more meaningful, some of them stated that the creation of an open forum for student teachers to share their issues should be considered for the next academic year. It is their belief that new recruits and other students who are experiencing similar situations should be able to listen to their stories and learn how to make sound decisions based on the approaches taken to solve the problems. This forum should serve as windows for meaningful interactions between student and student, lecturer and lecturer, student and lecturer, administrator and student, thereby easing the tension between individuals and engendering a sense of belonging. I agree that a forum like this should produce answers to general and specific problems within an academic community which tends to prevent student teachers from optimizing their true potential. Some of these include: adjusting to college life, managing time, dealing with workload issues and building strong relationships. Here lecturers should use the opportunity to address the

general student population, pay attention to and observe specific cases, demonstrate ways to solve problems and, overall, show care and empathy where deserving.

One student suggested that a specific period should be set aside for each year group to meet and intermingle. I endorse this suggestion as I believe that there is a special bonding among student teachers who enter college as a group as opposed to those who came after or were there before. Naturally, there is the tendency to learn from the successes and failures of those closer to you than others. In this context, the more mature and confident student teachers should be afforded the privilege to work with the weaker under the supervision of tactful lecturers. This should boost their teacher-efficacy and strengthen their instructional attentiveness.

Another objective of this type of open forum should be to help student teachers entering college to assimilate and adapt more readily to the environment and know how the institution functions. Likewise, lecturers who are new to the environment and know very little about academic advising should be able to learn from the more knowledgeable others thus making the experience a very dynamic and rewarding one. This should add value to academic advising at Northgate College and make lecturers and students feel a sense of worth and achievement.

Advising is seen as a process where advisors challenge students to think about what they know, reflect on what they do not know and need to understand, and help them to contextualize learning for future applications (Laff, 2006). Rather than providing answers to students, advisors help to apply research-type questions to advising situations and allow students to think through the problem and develop processes which help the student with subsequent learning. It is basically preparing students to intentionally engage

their learning and help them to understand how their learning in turn engages their instructional attentiveness and teacher-efficacy.

Establishing Good Advisor-Advisee Relationship. One of the levers which determines the success of a good academic advising program is the relationship between the advisor and the advisee. I consider this to be the fundamental criterion for addressing systemic issues at the college which in the long-term affect student teachers' teacher-efficacy and instructional attentiveness. For this reason, many student teachers purported that first year students should be allowed to have at least one 'getting to know you' session per week. In this meeting, academic advisor should have adequate time with each assigned advisee to understand their academic and social. This should give the advisor a preview of the likes and dislikes of each advisee removing complications from future interactions.

Similarly, the advisee should gain new insights from this experience as he/she is able to ask relevant questions and observe personality traits which do not always occur during the scheduled meeting dates. Both parties should use this window of interaction to release fears, exchange overtures and simply cement the relationship. This exercise should pave the way for other student teachers to admire the affability of advisors and generate a desire to emulate and maintain the good characteristics. Likewise, these benefits should help to market and sustain the quality of academic advising at Northgate College.

Supported by the literature, Pizzolato (2008) believed that academic advising has the capability of providing students with continual face-to-face interactions for multiple years. It is imperative for the advisor-advisee to have access to basic information about

each other; for example, the advisor should know about the advisee's home background, philosophy, hobbies and special interests. These critical components will help to determine and measure advisees' self-worth and instructional attentiveness thereby providing avenues for direct intervention where possible. Likewise, the advisee should possess such similar information about the advisor which can provide many benefits such as improving academic success.

Pascarella and Terenzini (2005) discovered that the first year of a student's academic performance is the most predictive when looking at first to second term progression, first-to-second year progression, and beyond the second year for both two-year and four-year institutions

Recommendations for Future Study

I embarked on an exhaustive search for the requisite literature to support the purpose, research questions and findings of this study and realized that although numerous studies were conducted and published on academic advising, very little attention was paid to teacher-efficacy and instructional attentiveness at the tertiary level. Many focused on academic performance, retention, drop-out rate and advisor-advisee relationship. Based on this trend, I am proposing that more qualitative studies be undertaken to explore the influence of these variables in tertiary institutions both locally and internationally.

I am also strongly recommending that a qualitative gender-based study be conducted to describe the effects of academic advising on males' and females' teacher-efficacy and instructional attentiveness in at least four of the coeducational government-

owned teacher training colleges in Jamaica. The participants should be drawn from four geographic locations to prove broad perspectives and new insights.

Despite the many quantitative studies published in this area, I am very excited about the prospect of a quantitative study in academic advising at Northgate College across all four-year groups to present a more comprehensible understanding of the impact on a larger sample. This should incorporate student teachers in all the program offerings and a greater percentage of lecturers. I expect this undertaking to provide a rich perspective of how academic advising is engendering or impeding teacher-efficacy and instructional attentiveness among student teachers.

Study Limitations

This study is limited in some areas and is not designed to afford generalization. The major limitation of this study is the relatively small number of study participants. This group might not allow me to acquire a broad understanding of all the student teachers, but is adequate to provide a profound description of their perception and value of academic advising. The timeframe for collecting data might be inadequate to fully understand all the processes involved as student teachers and lecturers were at the end of the academic year and had examinations, supervision of the examination process, marking and submission of grades to contend with. All lecturers [given the constraints of their job] found it difficult to afford a face to face interview. Notwithstanding, after much beseeching, they consented to the interviews. Upon returning to the college, lecturers patiently waited to participate except for one who had to leave early due to personal obligations. Before leaving she willingly responded to the questions via print but

consented to do the interview at another time. Nonetheless, the data gathered were sufficient to answer the research questions.

As an academic advisor, I realize that my own experiences and bias could affect the collection and analysis of data. Therefore, precautionary measures were considered to remain unbiased and maintain objectivity. Likewise, the utilization of the data collection methods which included interviews and field notes along with the extant literature were used to detect personal biases in the analysis and reporting of the data. Despite these limitations, I tried to abide by all the ethical principles, use valid data collection and analysis tools to ensure an accurate study.

Regardless of these limitations, this study and findings provide insightful directions for advisors and the College in that the findings generated from interviews conducted with all sixteen participants concurred with the findings of researchers illustrated in the literature review.

Conclusion

The majority of student teachers affirmed that academic advising is the advice given by lecturers [advisors] to guide them through a career path or help given to clarify concepts and improve academic performance. Few agreed that academic advising also emphasizes strategies to solve social issues but for the most part at Northgate College the focus is academic performance. Findings from the literature review also endorse this concept. Crookston (1972) described academic advising as "a teaching function based on a negotiated agreement between the student and the teacher in which varying degrees of learning by both parties to the transaction are the product" (p. 12). He believed advisors must keep up with current trends and modern ideas to help students become self-aware.

Academic advising can, therefore, be employed as one of the critical tools for enhancing the quality of teacher training and sustaining the rigor in teacher preparation which seem so lacking in today's classrooms.

The impact on the college accounts for multiple responses but most prevalent among these is the good relationship established and maintained between student teacher and lecturer. Hollis (2009) posited that the ultimate goal of an advisor and for the institution is to see students graduate; however, there is a long road that must be travelled in order to reach that goal. The goal in advising is not to increase or decrease a particular rate, such as decreasing the dropout rate and increasing graduation rate; rather, the goal in advising is to create a relationship with the students so that they are getting the most out of their education. The academic advisor for any student presumably holds the key to progress by coaching new and continuing students through general education choices, major selections, minors and possibly certificate options. Being misadvised can have a negative impact on students who enroll in unsuitably advanced courses and lose precious financial aid in an unsuccessful attempt in such courses.

It was quite obvious that student teachers value the level of relationship they share with their advisors. This was evident during the interviews as their expressions and body language synchronized while explaining their emotions. Likewise, academic advising has the capability of providing students with continual face-to-face interactions for multiple years. It is imperative for the advisor-advisee to have access to basic information about each other; for example, the advisor should know about the advisee's home background, philosophy, hobbies and special interests. These critical components will help to determine and measure advisees' self-worth and instructional attentiveness thereby

providing avenues for direct intervention where possible. Likewise, the advisee should possess such similar information about the advisor which can provide many benefits such as improving academic success (Pizzolato, 2008).

The findings in this study revealed that the personal benefits were closely interwoven with teacher-efficacy and instructional attentiveness. These elements are considered integral to the teaching and learning mission of Northgate College and it can be concluded that academic advising offers the potential for visible demonstration of student satisfaction and learning through the experiences of student teachers who are well served and connected to the campus.

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APPENDIX A

APPLICATION for HUMAN SUBJECT RESEARCH

Application for Human Subject Research

1) Abstract of Study

This qualitative study is formulated on the pillars of Self-Efficacy and Psychosocial theories outlining the perception and value of four lecturers and twelve teachers-in-training at a teachers' college in urban Jamaica have of academic advising and how this phenomenon affects teacher-efficacy and instructional attentiveness among advisees.

Using a purposive sampling, this study seeks to understand how lecturers and teachers-in-training (advisees and advisors) construct pathways to maintain wholesome relationships to improve teacher-efficacy and instructional attentiveness. The primary sources of data are unstructured and structured interviews. Interview Transcriptions and field notes will provide rich descriptive notes of the phenomenon.

A period of eight weeks will be spent interacting with the participants in their natural environment. Data will be prepared using triangulation matrices, coding, and Constant Comparison Approach to generate categories showing patterns and relationships of meaning.

Keywords: Academic Advising, Advisee, Advisor, Perception, Teacher-Efficacy, Instructional Attentiveness

2) Protocol Title

Teacher-Efficacy and Instructional Attentiveness: Exploring Perspectives of Academic Advising at a Tertiary Institution in Jamaica

3) Investigator

Dr. James Earl Davis, Dissertation Committee Chair

Student Investigator

Joan Llewellyn, M.A.Ed.

4) Objectives

The researcher intends to investigate how academic advising is related to teacher-efficacy and instructional attentiveness among a set of second to fourth year student teachers. Pertinent to their views will be those of their advisors tasked with the responsibility of ensuring that their transition from one phase to the next follow comprehensible and applicable guidelines suitable for a successful academic journey. Additionally, critical factors which influence students'

satisfaction with college and student academic success as a result of the relationship with a faculty advisor will also be observed. This information will provide critical insights into the roles of academic advisors and what can be done to enrich the program. With this in mind the researcher will utilize the research questions below to understand the process and fill in the gap that appear in the literature. More specifically this study will address the following questions:

Research Questions

- Do student teachers perceive that academic advising helps to develop teacher efficacy?
- Do student teachers perceive that academic advising helps to develop instructional attentiveness?
- Do advisors perceive that academic advising influences teacher efficacy as student teachers transition through college?
- Do advisors perceive that academic advising influences instructional attentiveness as student teachers transition through college?

5) Rationale and Significance

The pervasive use of technology has metamorphosed, shrinking the world into a small global space accessible by the click or touch of a button. This has bolstered competition among educational compatriots who continue to design cutting edge, short and long term academic offerings in an effort to remain relevant. In accordance with the philosophy of the Vision 2030 Policy of the Ministry of Education, the researcher wanted to examine the profundity of integrative approaches interwoven into academic and social activities at the college. Hence, the truths acquired from this study will provoke policymakers at the Ministry of Education to evaluate and make informed decisions regarding value-added programs/activities in higher education, especially teacher training facilities. It is hoped that this study will provide adequate evidence to convince college administrators to examine and re-examine the structural arrangement of academic advising to ensure that teachers-in-training benefit significantly from the program. Studies have shown that advisors placed value on intrinsic factors of job satisfaction such as helping students and maintaining a collegial atmosphere.

The researcher also believes that the lived experiences shared by the participants will illuminate the deficiencies in the program, allowing fellow teachers-in-training and lecturers to improve practices which mitigate against developing excellent teacher efficacy and instructional attentiveness. It is expected that information from this study will appeal to instructional practitioners in other tertiary institutions with a similar program, to audit the impact on student teachers' growth and development. Findings from research literature showed that

these values are not given the requisite attention and it is expected that experiences from this study will allow the college and university administrators to create a better model. It is anticipated that the shared experiences of the participants will provide levers to add richness to academic advising while leaning on the support of the entire university community.

If the findings confirm academic advising as a meaningful tool, it is imperative as educators to refine the quality of the program thereby ensuring continuity for both present and future students. Moreover, one of the major objectives of this study is to serve humankind, particularly the Jamaican education system by contributing to the body of literature in support of or against academic advising.

6) Resources and Setting

The research site for this study will be a teacher training college located in urban Jamaica, approximately fifteen minutes of travel time from the city center. Participants will be Second to Fourth year students enrolled in the Bachelor of Education Program between September 2013 - September 2017 and possess reasonable first-hand experience with lecturers (advisors). All student teachers will be considered eligible because of their enrolment status; they are pursuing programs in Early Childhood, Primary Education, English Language & Literature, Mathematics & Science, Guidance & Counseling and Special Education. Selected students should be experiencing academic advising at the same geographic location with exposure to the same curriculum and similar methodology. The lecturers should be advising at least one of the student teachers and utilizing the instructions mandated by the college. Interviews will be conducted in person on campus or at an off-campus neutral location neutral to the subject. Interviews will be audio recorded for analysis. The researcher selected this format in order to observe the congruence between data collected from both advisors and advisees. This will help to reduce disparity where training and experience are concerned.

7) Prior Approval

A letter granting permission to conduct the study has been obtained from the Ministry of Education as well as approval from the Principal of the teacher training college. These documents will be submitted as supplemental material with this study protocol.

8) Study Design

a. Recruitment Methods

This study will require twelve teachers-in-training and four lecturers for interviewing. Participants will be identified from the academic advising schedule prepared and posted by the Vice Principal of Academic Affairs. This document outlines the number of student teachers assigned to each lecturer and the contact time for each week. However, for the purpose of this study no identifying information will be used. Subsequently, a permission letter will be disseminated to each participant seeking their approval to participate in the study. The student investigator will follow-up with a meeting including all consented participants to share rationale for the study, discuss the procedure governing the conduct of interviews/data collection and completion of an informed consent form. All participants will be chosen on a purposive basis. There will be no payment given for participation in the study.

b. Inclusion and Exclusion Criteria

The focus of the study is the experiences of second, third and fourth year teachers-in-training who have benefited from academic advising. Therefore, students enrolled in non-teaching programs will be excluded. At least two students from each program, namely: Early Childhood, Primary Education, English Language & Literature, Mathematics & Science, Guidance & Counseling and Special Education will be enlisted. Lecturers who will be interviewed are those providing advisement to at least one student in each program.

c. Study Timeline

Interviews at the site will commence in the summer semester 2017. Participants will be interviewed during the summer semester 2017. The estimated completion of the study is the summer semester 2017.

d. Study Procedures and Data Analysis

The data sources will consist of, interviews with participants. Interviews will be conducted with participants at the school site during school or after school hours depending on what is convenient for the lecturers and teachers-in-training. The interviews with students will be conducted in two phases. All interviews will be in depth and semi-structured in nature, but will allow latitude for participants to tell their stories and relay their ways of making meaning. Interviews with each lecturer will occur once during

the study. Documents produced through the Vice Principal of Academic Affairs governing the structure of advisement will be used in data analysis in order to provide additional sources to verify information that students might provide through interviews. Documents are stable, unobtrusive, and can cover long ranges of time (Hesse-Biber & Leavy, 2011). Reviewing documents will illuminate thoughts and feelings of the students without influence of the study or of the researcher.

Data analysis for the study will be done in steps. The researcher will use Creswell's (2008) steps for analyzing qualitative data. The first step is to collect the data. The second step is to prepare the data for analysis by transcribing interviews and any notes that have not been included. The third step is to get an idea of data obtained by exploring broad themes throughout the data. The final step is to code the data by assigning labels and codes to segments of data. In following these steps the researcher will transcribe all recorded interviews and field notes immediately after interview sessions. The researcher will explore interviews for any initial emergent themes. Finally, the researcher will code the interview for emergent themes and discard any themes that seem irrelevant. While these steps will be followed, as phenomenological research is an iterative process these steps will be repeated throughout the study as interviews occur. The researcher intends to utilize the guidelines developed by Chiseri-Strater & Sunstein (1997) and Constant Comparison Approach (CCA) to help with the analysis of interview transcriptions.

e. Withdrawal of Subjects

Students will only be withdrawn from the study without their consent if they fail to comply with the interview procedure or believe their rights and freedom are being compromised in any way. The investigator will make every attempt to keep in touch with participants during the study in order to allow them to feel a sense of value as they contribute adding meaning to the study.

f. Privacy and Confidentiality

This study will not use or disclose participants' personal information. All documents collected will be kept in a secure locked file cabinet in the investigator's home. Electronic files will be kept on a password-protected computer. Participants will be given a pseudonym upon entrance into the

study. All identifiers will be separated from participants in the data. Study results will be shared with participants and Principal of the teacher training college. The executive director will also receive a summary of the study results in written document. Individual participant results will not be shared. Time will be spent gaining rapport with participants prior to conducting interviews. Participants who do not feel comfortable with participating will have the option to be excluded from the study at any time. During interviews participants will be informed that they are not required to answer questions that make them feel uncomfortable.

9) Risks to Subjects

Practically, anticipated risk for this study is minimal. One expected risk is that participants may become uneasy during interview sessions. In order to minimize this risk, participants will be notified that their participation is completely voluntary at the beginning of the study, at the beginning of each interview, and at the end of the study. Participants will also be made aware that they can stop interviews at any time. If they chose not to participate then their interviews will not be used in the study.

10) Multi-Site Human Research

N/A

11) Potential Benefits to Subjects

Participants in this study will benefit from the study by having the opportunity to discuss and analyze the impact of academic advising on teacher efficacy and instructional attentiveness. Participation in the study may facilitate faster completion of the program and better academic advisement.

12) Costs to Subjects

There will be no costs to participants.

13) Informed Consent

The student investigator will obtain written consent forms from participants at least two weeks before the commencement of the study. The investigator will explain the study and each participant will be given a consent form to sign.

Participants will also be permitted to take forms with them if they prefer to delay their decision to participate.

14) Vulnerable Populations

The study will include participants aged 18-50. These participants are adults and will sign written consent forms to participate in the study.

APPENDIX B

PARTICIPANT CONSENT LETTER

Participant Consent Letter

May 22, 2017

Dear Participant

I am writing to you to seek your participation in a graduate research project. This research is a requirement for my Doctor of Education Degree in Educational Leadership from Temple University in Philadelphia, United States of America.

The purpose of this research is to learn more about the experiences of teachers-in-training and lecturers who are involved in Academic Advising and how such advisement influence teacher efficacy and instructional attentiveness.

You will be required to engage in a 40-45 minutes interview in which you will describe your perspectives on Academic Advising and how it has influenced student teachers level of teacher efficacy and instructional attentiveness.

Should you consent to participate in the study, please be advised that your participation is voluntary, and I will do everything possible to protect the human rights of all participants. Your identity will be kept anonymous and I will furnish you with any additional information regarding the study that you may require. I have identified no risk in the study and will adhere to the ethical principles of APA and Temple University. If you have any questions about participating in this study, please feel free to contact me at joanllewellyn@bmc.edu.jm or my Chair, Professor Earl Davis at jdavis21@temple.edu

Please sign and return the informed consent form. It will serve as a bond between us that I will treat your information with dignity and care. It will ensure that you understand that your information, but not your identity will be used in the study. I would like to make an audiotape of the interview. Your signature grants me permission to tape the interview so that I may transcribe your responses accurately, playing them back, as necessary.

Thank you in advance for your prompt attention to this matter.

Yours sincerely,

Joan Llewellyn

APPENDIX C

INFORMED CONSENT for STUDENT TEACHERS

Informed Consent for Student Teachers

Title of Research: Teacher Efficacy and Instructional Attentiveness: Exploring Perspectives of Academic Advising at a Tertiary Institution in Jamaica.

Investigator and Department: Principal Investigator: Dr. James Earl Davis, Department of Policy, Organizational and Leadership Studies

Student Investigator: Joan M. Llewellyn, Graduate Student, Department of Policy, Organizational and Leadership Studies

This study involves research: This purpose of this research is to share the experiences of teachers-in-training and lecturers who are involved in academic advising**.**

What should I know about this research?

- Someone will explain this research to you.
- Whether or not you take part is up to you.
- You can choose not to take part.
- You can agree to take part and later change your mind.
- Your decision will not be held against you.
- You can ask all the questions you want before you decide.

Who can I talk to about this research?

If you have questions, concerns, or complaints, or think the research has hurt you, contact the research team by phone by calling Joan at 1-876-395-0156 or email the primary investigator at jdavis21@temple.edu. You can send mail to joanllewellyn@bmc.edu.jm

This research has been reviewed and approved by an Institutional Review Board. You may talk to them at (215) 707-3390 or e-mail them at: irb@temple.edu for any of the following:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You have questions about your rights as a research subject.
- You want to get information or provide input about this research.

Why is this research being done?

The purpose of this research is to learn more about the experiences of teachers-in-training and lecturers who are involved in academic advising and how such advisement influences teacher efficacy and instructional attentiveness. This dissertation study uses interviews to understand the meaning these participants make of their experiences.

How long will I be in this research?

We expect that you will be in this research for approximately eight weeks to ensure that interviews and transcriptions are thoroughly validated. A total of sixteen participants will be included in the study. These will include twelve student teachers and four lecturers. Each participant may be interviewed for about 45-50 minutes. Upon transcription of the interview, you will have the opportunity to review it in person during at least one 20-30 minutes follow-up interview. The research will conclude once interviews have been completed, transcribed and verified with each participant.

How many people will be studied?

It is anticipated that sixteen people will take part in the research.

What happens if I agree to be in this research?

If you agree to participate in this research study, data will be collected from you in two methods. First, you will independently complete an informed consent prior to commencement of the research. Next, you will have an in-person interview with the student investigator which is 45-50 minutes in duration. All sixteen interviews will be audio recorded and transcribed. After the interview has been transcribed, you will have the opportunity to review it in person during at least one 20-30 minutes follow-up interview.

Interviews will be conducted on your campus or off-campus at a location and time based on your availability. This research will be done in the summer semester 2017.

What happens if I agree to be in this research, but I change my mind later?

If you decide to leave this study, there will be no negative consequences and it will not affect your status in the college. Your choice to participate or to withdraw is confidential and will not be shared with other participants or college staff. If you decide to leave this research after completing any of the stages of data collection, contact the research team so that the investigator can remove your data from consideration in the study.

Is there any way being in this research could be bad for me?

There are no risks associated with this research. As with any study, your participation may involve risks that are currently unforeseeable.

Will being in this research help me in any way?

We cannot promise any benefits to you or others for taking part in this research. However, it is possible that reflection on your experiences inside and outside the classroom as part of the interview may be therapeutic for you.

What happens to the information collected for this research?

To the extent allowed by law, we limit the viewing of your personal information to people who have to review it. We cannot promise complete privacy. To secure the data, all electronic files will be downloaded on a password-protected computer and stored in a private, password-protected folder on the student researcher's personal computer. To

protect your identity, you will be assigned a pseudonym in the transcripts and you will only be referred to by that name in the study final report. Legal names and any personally identifying or sensitive information about you will be kept separate from your data from the study.

Your choice to participate in the study will remain confidential and your real identity will not be shared with other participants, staff in the College or published in the final report. Results from this research, using pseudonyms only, may be shared with the Principal of the College upon request and will be reviewed with the primary investigator.

Can I be removed from this research without my OK?

The student investigator or principal investigator in charge of this research can remove you from this research without your approval if you are determined to be ineligible for participation. Participants can be deemed ineligible if it is determined that they are teachers-in-training and lecturers involved in academic advising. Additionally, once the sixteen participants have been interviewed, any further responses to invitations for participation will be excluded from participation.

What else do I need to know about this research?

If you are interested in the results of the study, you may contact the student investigator via email at joanllewellyn@bmc.edu.jm for more information in summer 2017 once the research has concluded and the report is completed.

Signature Block for Adult Subject Capable of Consent

Your signature documents your permission to take part in this research.

Signature of subject	Date
Printed name of subject	
Signature of person obtaining consent	Date
Printed name of person obtaining consent	

APPENDIX D

INFORMED CONSENT for LECTURERS

Informed Consent for Lecturers

Title of Research: Teacher Efficacy and Instructional Attentiveness: Exploring Perspectives of Academic Advising at a Tertiary Institution in Jamaica

Investigator and Department: Principal Investigator: Dr. James Earl Davis, Department of Policy, Organizational and Leadership Studies

Student Investigator: Joan M. Llewellyn, Graduate Student, Department of Policy, Organizational and Leadership Studies

This study involves research: This purpose of this research is to share the experiences of teachers-in-training and lecturers who are involved in academic advising**.**

What should I know about this research?

- Someone will explain this research to you.
  - Whether or not you take part is up to you.
  - You can choose not to take part.
  - You can agree to take part and later change your mind.
  - Your decision will not be held against you.
  - You can ask all the questions you want before you decide.

Who can I talk to about this research?

If you have questions, concerns, or complaints, or think the research has hurt you, contact the research team by phone by calling Joan at 1-876-395-0156 or email the principal investigator at jdavis21@temple.edu. You can send mail to joanllewellyn@bmc.edu.jm

This research has been reviewed and approved by an Institutional Review Board. You may talk to them at (215) 707-3390 or e-mail them at: irb@temple.edu for any of the following:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You have questions about your rights as a research subject.
- You want to get information or provide input about this research.

Why is this research being done?

The purpose of this research is to learn more about the experiences of teachers-in-training and lecturers who are involved in academic advising and how such advisement influence teacher efficacy and instructional attentiveness. This dissertation study uses interviews to understand the meaning these participants make of their experiences.

How long will I be in this research?

We expect that you will be in this research for approximately eight weeks to ensure that interviews and transcriptions are thoroughly validated. A total of sixteen participants will be included in the study. These will include twelve student teachers and four lecturers. Each participant may be interviewed for about 45-50 minutes. Upon transcription of the interview, you will have the opportunity to review it in person during at least one 20-30 minutes follow-up interview. The research will conclude once interviews have been completed, transcribed and verified with each participant.

How many people will be studied?

It is anticipated that sixteen people will take part in the research.

What happens if I agree to be in this research?

If you agree to participate in this research study, data will be collected from you in two methods. First, you will independently complete an informed consent prior to commencement of the research. Next, you will have an in-person interview with the student investigator which is 45-50 minutes in duration. All sixteen interviews will be audio recorded and transcribed. After the interview has been transcribed, you will have the opportunity to review it in person during at least one 20-30 minute follow-up interview.

Interviews will be conducted on your campus or off-campus at a location and time based on your availability. This research will be done during summer semester 2017.

What happens if I agree to be in this research, but I change my mind later?

If you decide to leave this study, there will be no negative consequences and it will not affect your status in the college. Your choice to participate or to withdraw is confidential and will not be shared with other participants or college staff. If you decide to leave this research after completing any of the stages of data collection, contact the research team so that the investigator can remove your data from consideration in the study.

Is there any way being in this research could be bad for me?

There are no risks associated with this research. As with any study, your participation may involve risks that are currently unforeseeable.

Will being in this research help me in any way?

We cannot promise any benefits to you or others for taking part in this research. However, it is possible that reflection on your experiences inside and outside the classroom as part of the interview may be therapeutic for you.

What happens to the information collected for this research?

To the extent allowed by law, we limit the viewing of your personal information to people who have to review it. We cannot promise complete privacy. To secure the data, all electronic files will be downloaded on a password-protected computer and stored in a private, password-protected folder on the student researcher's personal computer. To

protect your identity, you will be assigned a pseudonym in the transcripts and you will only be referred to by that name in the study final report. Legal names and any personally identifying or sensitive information about you will be kept separate from your data from the study.

Your choice to participate in the study will remain confidential and your real identity will not be shared with other participants, staff in the College or published in the final report. Results from this research, using pseudonyms only, may be shared with the Principal of the College upon request and will be reviewed with the primary investigator.

Can I be removed from this research without my OK?

The student investigator or primary investigator in charge of this research can remove you from this research without your approval if you are determined to be ineligible for participation. Participants can be deemed ineligible if it is determined that they are teachers-in-training and lecturers involved in academic advising. Additionally, once the sixteen participants have been interviewed, any further responses to invitations for participation will be excluded from participation.

What else do I need to know about this research?

If you are interested in the results of the study, you may contact the student investigator via email at joanllewellyn@bmc.edu.jm for more information in summer 2017 once the research has concluded and the report is completed.

APPENDIX E

RESEARCHER'S REQUEST to CONDUCT RESEARCH

Researcher's Request to Conduct Research

c/o 40 Manchester Road
Mandeville P O
Manchester

6 June 2016

Dr. Grace McLean
Chief Education Officer
Ministry of Education
2 National Heroes Circle
Kingston 4
Jamaica

Dear Dr. McLean

Re: Permission to conduct Research in Public School

I am hereby seeking permission to conduct research in one Teacher Training College, Sam Sharpe Teachers' College. The title of my research is **"Teacher-Efficacy and Instructional Attentiveness: Exploring Perspectives of Academic Advising at a Tertiary Institution in Jamaica".** The data collection process involves interviewing thirty student teachers and lecturers from the named institution.

In addition to this, I will seek permission from the relevant principal, teacher educators and student teachers who will be interviewed. All participants will be requested to give permission to be videotaped.

Should you require further information regarding my request, please do not hesitate to contact me at 395-0156 or joanllewellyn@bmc.edu.jm.

Thank you for your time and consideration in this matter.

Yours sincerely

J Llewellyn
Joan Llewellyn (Mrs.)
Doctoral Student
Temple University

APPENDIX F

PERMISSION from MINISTRY of EDUCATION

Permission from Ministry of Education

Reply or subsequent reference
Circle
To this communication should
Be made to the Permanent Secretary
And the following reference quoted:

2-4 National Heroes

Kingston 4, Jamaica
Tel: 876-612-5792-5
Fax: 876-948-7755
www.moe.gov.

June 14, 2016

Mrs. Joan Llewellyn
c/o 40 Manchester Road
Mandeville P.O.
Manchester

Mrs. Llewellyn:

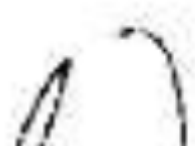
This serves to acknowledge receipt of your letter dated June 6, 2016 requesting permission for you to conduct a study with research titled **"Teacher Efficacy and Instructional Attentiveness: Exploring Perspectives of Academic Advising at a Tertiary Institution in Jamaica".**

As cited, your research will cover the Sam Sharpe Teachers' College**.**

Please be advised that the Ministry has granted permission for you to proceed with this research, with the understanding that confidentiality and anonymity be maintained. Please find a copy of the **Guidelines for conducting Research at the Ministry of Education, Youth & Information.** We would appreciate you forwarding a copy of the findings of this research to the Ministry.

The Ministry wishes you all the best in completing your dissertation.

Yours sincerely,



Grace McLean, PhD
Chief Education Officer

Copy: Ms. Dorrett Campbell – DCEO – Schools' Operation Unit

APPENDIX G

LETTER to TEACHERS' COLLEGE from MINISTRY of EDUCATION

Letter to Teachers' College from Ministry of Education

June 14, 2016

Dr. Lorna Gow-Morrison
Principal
Sam Sharpe Teachers' College
Granville
St. James

Dear Dr. Gow-Morrison:

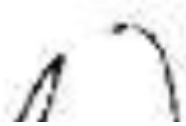
Mrs. Joan Llewellyn is a student at the Temple University, who is desirous of conducting a research entitled "**Teacher Efficacy and Instructional Attentiveness: Exploring Perspectives of Academic Advising at a Tertiary Institution in Jamaica"**, as part of her doctoral studies. She has been granted permission by the Ministry of Education, Youth & Information to collect data at the school.

Please extend to her the usual courtesies that will facilitate this research. Your institution will be contacted by her to determine a suitable date and time for the visit.

Grateful for your usual support.

Yours sincerely,

[redacted]



Grace McLean, PhD
Chief Education Officer

Copy: Ms. Dorrett Campbell – DCEO – Schools' Operation Unit

APPENDIX H

RESEARCHER'S REQUEST to TEACHERS' COLLEGE

Researcher's Request to Teachers' College

Joan Llewellyn
Bethlehem Moravian College
Malvern P. O.
St Elizabeth
Email: joanllewellyn@bmc.edu.jm; marjoni_20@yahoo.com
Telephone: 395-0156

6 June 2016

Dr. Lorna Gow-Morrison
Acting Principal
Sam Sharpe Teachers' College
Granville
Montego Bay

Dear Dr. Gow-Morrison

I am a lecturer at Bethlehem Moravian College and a final year student at Temple University. I am preparing documents to submit to the Institutional Review Board and I am informed by my Chair that it is unethical to consider participants from my workplace. In lieu of this, I hereby seek your permission to interview lecturers and student teachers who are intimately engaged in the academic advisement program at your institution.

The design of the study is qualitative and is entitled, "**Teacher Efficacy and Instructional Attentiveness: Exploring Perspectives of Academic Advising at a Tertiary Institution in Jamaica".** The intended sample size is thirty (30) inclusive of focus groups. Primary sources of data will be unstructured and structured interviews over a two-month period, beginning in early September 2016. If permission is granted, I sincerely ask that a profile of the academic advisement structure, outlining its historical base, purpose, objectives and any other fundamental information be provided between July and august 2016. These I believe will help me to construct meaning and organize a framework for the study.

As it relates to the advisees I would prefer to interview student teachers, years two (2) to four (4) to get a lucid understanding of how academic advisement impacted and is impacting their self-worth and performance as they transition from one tier to the next. For additional information, please do not hesitate to contact me at the e-addresses and number in letterhead.

Thank you in advance for your prompt attention to this matter.

Yours sincerely

Joan Llewellyn (Mrs.)
Doctoral Student
Temple University

APPENDIX I

APPROVAL from TEACHER'S COLLEGE

Approval from Teachers' College

Sam Sharpe Teachers' College
Box 40, Granville P.O., St. James, Jamaica, W.I. • Phone: 952-4001-2 • Fax: 952-0862

YOUR REF.

OUR REF. May 25, 2017

Mrs. Joan Llewellyn
Bethlehem Moravian College
Malvern P.O.
St. Elizabeth

Dear Mrs. Llewellyn,

Congratulations on your pursuit of academic growth through your studies at Temple University.

Permission has been granted for you to interview lecturers and student teachers as you explore "Teacher Efficacy and Instructional Attentiveness: Exploring Perspectives of Academic Advising at a Tertiary Institution in Jamaica".

Wishing you every success.

Yours sincerely,

SAM SHARPE TEACHERS' COLLEGE PRINCIPAL Granville P.O., St. James

.....
Lorna Gow-Morrison (PhD.)
ACTING PRINCIPAL

Service, Commitment, Excellence

APPENDIX J

INTERVIEW PROTOCOL FOR STUDENT TEACHERS

Interview Protocol for Student Teachers

Year Group ……

Gender ……

Program …….

Instruction: Kindly respond to the item below.

1. What is your general view of academic advising?

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2. Do you believe academic advising is creating an impact in your institution? Explain

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3. Describe at least two benefits you have derived from academic advising.

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4. As a student teacher, what is your perception of teacher efficacy?

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5. What role, if any, does academic advising play in helping to you to develop teacher efficacy?

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6. From interactions with your peers, are you able to identify a strong sense of teacher efficacy and are you able to attribute such to academic advising?

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7. Instructional attentiveness is another important area of teacher development. How do you describe this concept?

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8. Do you perceive academic advising as a meaningful tool in the student teachers to develop instructional attentiveness? Explain.

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9. Are you aware of the approaches to academic advising? Identify and explain the one practiced by your institution and advisor?

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10. What level of impact does the approach used by your advisor have on you?

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11. Do you believe this approach enhances your level of teacher efficacy? Explain.

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12. How does this approach influence your level of instructional attentiveness? Explain

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13. Is there another approach which appeals to you? If yes, have you ever tried to recommend it to your institution or advisor?

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14. What recommendations would you make to improve the quality of academic advising at your institution?

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APPENDIX K

INTERVIEW PROTOCOL FOR LECTURERS

Interview Protocol for Lecturers

Gender _____

Program _____

Year Group Advisor _____

Current No. of Advisees Responsible for _____

Instruction: Kindly complete the items below.

1. For how long have student teachers been exposed to academic advising at this institution?

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2. How many years have you been engaged in academic advising?

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3. What are your perceptions of academic advising?

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4. Describe the level of impact academic advising has had and is having on student teachers at this college.

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5. How do you describe the correlation between academic advising and teacher efficacy?

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6. Describe your role as an academic advisor in helping student teachers to develop teacher efficacy.

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7. Are you able to identify a particular case where teacher efficacy was missing and through your influence as an academic advisor the situation changed significantly?

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8. What is your perception of instructional attentiveness among student teachers and how do you measure it?

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9. How do you use academic advising as a critical tool to help student teachers develop or enhance their instructional attentiveness?

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10. Can you refer a particular incident where academic advising was the most influential tool which contributed to instructional attentiveness?

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11. Do you use a particular academic advising approach? Explain its application.

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12. What effect does this approach have on student teachers' self-efficacy and instructional attentiveness?

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13. What recommendations would you make to improve the current level of academic advising at your college?

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APPENDIX L

APPROVAL from IRB

Approval from IRB

Research Integrity & Compliance
Student Faculty Center
3340 N. Broad Street, Suite 304
Philadelphia PA 19140

Institutional Review Board
Phone: (215) 707-3390
Fax: (215) 707-9100
e-mail: irb@temple.edu

Certification of Approval for a Project Involving Human Subjects

Date: 07-Jun-2017

Protocol Number:	24498
PI:	DAVIS, JAMES
Review Type:	EXEMPT
Approved On:	06-Jun-2017
Approved From:	
Approved To:	
Committee:	A2
School/College:	EDUCATION (1900)
Department:	POLICY, ORGANIZATIONAL & LEAD STUD (19030)
Sponsor:	TEMPLE UNIVERSITY
Project Title:	Teacher Efficacy and Instructional Attentiveness: Exploring Perspectives of Academic Advising at a Tertiary Institution in Jamaica.

The IRB approved the protocol 24498.

If the study was approved under expedited or full board review, the approval period can be found above. Otherwise, the study was deemed exempt and does not have an IRB approval period.

If applicable to your study, you can access your IRB-approved, stamped consent document or consent script through ERA. **Open the Attachments tab and open the stamped documents by clicking the Latest link next to each document**. The stamped documents are labeled as such. Copies of the IRB approved stamped consent document or consent script must be used in obtaining consent.

Before an approval period ends, you must submit the Continuing Review form via the ERA module. Please note that though an item is submitted in ERA, it is not received in the IRB office until the principal investigator approves it.

Consequently, please submit the Continuing Review form via the ERA module at least 60 days, and preferably 90 days, before the study's expiration date.

Note that all applicable Institutional approvals must also be secured before study implementation. These approvals include, but are not limited to, Medical Radiation Committee (“MRC”); Radiation Safety Committee (“RSC”); Institutional Biosafety Committee ("IBC"); and Temple University Survey Coordinating Committee ("TUSCC"). Please visit these Committees’ websites for further information.

Finally, in conducting this research, you are obligated to submit the following:

Amendment requests - all changes to the study must be approved by the IRB prior to the implementation of the changes unless necessary to eliminate apparent immediate hazards to subjects

Reportable new information - using the Reportable New Information form, report new information items such as those described in the Investigator Guidance: Prompt Reporting Requirements HRP-801 to the IRB **within 5 days**

Closure report - using a closure form, submit when the study is permanently closed to enrollment; all subjects have completed all protocol related interventions and interactions; collection of private identifiable information is complete; and Analysis of private identifiable information is complete.

For the complete list of investigator responsibilities, please see the Policies and Procedures, the Investigator Manual, and other requirements found on the Temple University IRB website: : http://research.temple.edu/irb-forms-standardoperating-procedures#POLICY

Please contact the IRB at (215) 707-3390 if you have any questions