

EFFECTIVENESS OF ADVISORY SYSTEM AS PERCEIVED BY THE STUDENTS OF PJTSAU

A. Uday Kumar¹, M. Sreenivasulu² and Ravinder Naik³

1 Ph.D. Scholar, Dept. of Agricultural Extension Education, College of Agriculture, PJTSAU

2 Coordinator, Electronic Wing, ARI, Rajendranagar - 500 030

3 Professor, Dept. of Agricultural Extension Education, Rajendranagar - 500 030

Email : ukk241@gmail.com

ABSTRACT

With the rise of flexible curriculum models across many Higher Educational Institutions and an expanding array of courses and programs available, it's crucial to ensure that students leverage the wealth of information to make well-informed decisions about their academic trajectory. This can be achieved through a robust student advisory system. At our institution, we prioritize individual student support through a unique advisory approach involving all teaching staff members. Advisors play a pivotal role in students' academic journeys by offering mentorship, expert guidance, and access to resources that foster learning and development. The paper focusses on the development of a standardised index for measuring the effectiveness of student advisory system. Employing an ex-post facto research design, a sample of 120 students across three agricultural colleges under PJTSAU. Results revealed that the majority of students, 47.5 per cent perceived the effectiveness of the advisory system to be at a moderate level, followed by high (27.5%) and low (25.0%).

Keywords: leverage, advisor, mentorship, effectiveness, curriculum

INTRODUCTION

The roots of the student advisory system trace back to Harvard College in 1636. Over the ensuing century, the college president and later the faculty took on the responsibility of guiding students not only in academic matters but also in their extracurricular pursuits, moral development, and intellectual habits. The passage of the Morrill Acts of 1863 and 1869, which spurred the establishment of land grant institutions and historically Black colleges and universities, ushered in a period where practical subjects became integral to the curriculum, thereby expanding access to higher education. With this expansion came a diversification of students, curricula, and institutions, necessitating more specialized support services. In the 1940s and 1950s, faculty members assumed the primary role of advising students. The surge in enrollments during the 1960s and 1970s, the emergence of community colleges, the introduction of federal financial aid for college students, and the proliferation of curricular offerings all contributed to the need for diverse and complementary methods of student advising.

Student advisors frequently serve as among the initial professional contacts that students encounter upon arriving at a college campus. This places them in a pivotal position within a student's collegiate experience. As students embark on their university journey, they are often confronted

with newfound freedom, a stark departure from the structured discipline and constraints they may have previously known. Top of Form

The connection between a student and their faculty advisor should extend beyond the confines of academia. An advisor is instrumental in fostering the academic achievement and advancement of students, serving as a guiding force in helping students identify their academic and career aspirations. As noted by Pizzolato (2008), academic advising offers the benefit of ongoing, individualized interactions spanning multiple years. Baker and Griffin (2010) further emphasize that advisors are tasked with imparting their expertise on major and degree prerequisites, assisting students in course scheduling, and overall, facilitating timely progress toward degree completion. This paper sought to examine the efficacy of the student advisory system. Recognizing the increasing significance of such systems, this paper aimed to evaluate how students at PJTSAU perceived the effectiveness of their advisory system.

OBJECTIVE

To assess the effectiveness of advisory system as perceived by students

METHODOLOGY

Professor Jayashankar Telangana State Agricultural University (PJ TSAU), Rajendranagar, Hyderabad was purposively selected for the study. Three agricultural colleges were purposively selected based on the chronological order of establishment i.e. Rajendranagar, Aswaraopet and Jagital. A sample of 40 students from each campus i.e. B.Sc. (Ag) third year (20) and final year (20) students were randomly selected. Thus, in total 120 students from three campuses.

The data from the students was collected with the help of interview schedule. Based on the review of literature as well as discussion with the experts in the field of Agricultural Extension, an index had been developed with seven indicators for the studying the effectiveness of advisory system based on computation of scores given by professors in the relevancy score sheet. The index has been tested for reliability, where Test and Retest method had been administered. Correlation coefficient was worked to be 0.71 indicating that, the effectiveness indices were highly suitable for administration to the selected respondents. Content validity was used to determine the validity of the indices. The data collected was analysed and interpretations were drawn based on results. As each indicator to study effectiveness of advisory system consisted of unequal number of statements and hence their range of scores were different. Therefore, the scores of all seven indicators were normalized. The statistical techniques frequency, percentage, mean, and class interval method were followed for analysing the data, and accordingly, students were classified into different groups.

Table 1: Relevancy rating score for the indicators to measure effectiveness of advisory system

Sr. No	Indicators	Score
1	Academic Orientation	0.88
2	Record Maintenance	0.91
3	Extent of Relationship	0.85
4	Student Satisfaction	0.94
5	Student Counseling	0.85
6	Professional Competence of Advisors	0.88
7	Skill Development	0.64
8	Personality Development	0.70
9	Academic Integration	0.73
10	Student Performance	0.82

RESULTS AND DISCUSSION

The data was collected from the students on the effectiveness of advisory system as perceived by the students were analysed, interpreted, and accordingly the following results and conclusion were drawn.

Academic orientation

It was operationally defined as guidance given to newly joined agriculture graduates at initial stages of academic career by their concerned advisory committee. The findings are in line with the studies of Jagadeeswari et al. (2019), Das et al. (2022), Jaya et al. (2022), and Patel et al. (2022)

Table 2 Distribution of students based on their perception on academic orientation

(n=120)

Sr. No	Category	Class interval	Frequency	Per cent
1	Inadequate	9-14	22	18.3
2	Adequate	14-19	71	59.2
3	Highly adequate	19-24	27	22.5

Results furnished in the Table 2. clearly indicated that that majority i.e. 59.20 per cent of the students expressed that the academic orientation was adequate, followed by highly adequate (22.5%) and inadequate (18.3%).

The probable reasons might be that students were assigned to their concerned advisor immediately after joining and have helped them to understand the curriculum of the university.

Student counselling

It was operationally defined as a skilled activity where the problems and concerns of students are resolved by the advisory.

Table 3: Distribution of students based on their perception on student counseling

(n=120)

Sr. No	Category	Class interval	Frequency	Per cent
1	Less effective	12-16	35	29.2
2	Effective	16-20	60	50.0
3	Highly effective	20-24	25	20.8

Results furnished in the Table 3. clearly indicated that the majority i.e. 50.00 per cent of the students expressed

that the student counseling was effective, followed by ineffective (29.20%) and highly effective (20.8%)

The probable reasons for the above result might be the advisory have provided counselling sessions to the students during the semester examination, moral support during the failure in examination.

Record maintenance

It was operationally defined as maintenance of record of assigned student's performance in academics.

Table 4. Distribution of students based on their perception on record maintenance (n=120)

Sr. No	Category	Class interval	Frequency	Per centa
1	Inadequate	9-14	14	11.7
2	Adequate	14-19	68	56.7
3	Highly adequate	19-24	38	31.7

Results furnished in the Table 4. clearly indicated that the majority i.e. 56.70 per cent of the students expressed that the record maintenance was adequate, followed by highly adequate (31.70%) and inadequate (11.7%).

The reasons for the above results might be the advisors were properly maintaining performance registers of the students till the completion of B.Sc. (Ag) Course.

Extent of relationship

It was operationally defined as the quality of association of advisor and students.

Table 5. Distribution of students based on their perception on extent of relationship (n=120)

Sr. No	Category	Class interval	Frequency	Per cent
1	Negative	11-15	27	22.5
2	Neutral	15-19	80	66.7
3	Positive	19-23	13	10.8

Results furnished in the Table 5. clearly indicated that the majority i.e. 66.7 per cent students expressed that they had a neutral relationship with their advisors, followed by negative relationship (22.5%) and positive relationship (10.8%).

The reasons for the above results might be the advisors were having a friendly relationship with the students so that students can discuss their problems with them.

Student satisfaction

It was operationally defined as the level of satisfaction the student have received from the services offered through concerned advisory committee.

Table 6. Distribution of students based on their perception on student satisfaction (n=120)

Sr. No	Category	Class interval	Frequency	Percent
1	Low	12-19	24	20.0
2	Medium	19-26	65	54.2
3	High	26-33	31	25.8

Results furnished in the Table 5. clearly indicated that the majority i.e. 54.2 per cent students perceived that student satisfaction was medium level, followed by high (25.8%) and low (20.0%).

The probable reasons for the above results might be the students have received a good support from their advisors regarding their career and provided accurate information about job opportunities.

Student performance

It was operationally defined as enhancement in the academic progress of the students through the services provided by advisory committee.

Table 7. Distribution of students based on their perception on student performance (n=120)

Sr. No	Category	Class interval	Frequency	Percent
1	Low	7-12	33	27.5
2	Medium	12-17	63	52.5
3	High	17-22	24	20.0

Results furnished in the Table 6. clearly indicated that the majority i.e. 52.5 per cent of students perceived that student performance was at medium level, followed by low (27.50%) and high (20.0%).

The probable reasons for above results might be the advisors have always given moral support to students at times of failure and helped them identify the gaps in preparation for examinations in the concerned subjects.

Professional competence of Advisors

It was operationally defined as capability of advisor to accomplish his duties and responsibilities as being a part of advisory committee.

Table 8 : Distribution of students based on their perception on professional competence of advisors

(n=120)

Sr. No	Category	Class interval	Frequency	Percent
1	Low	7-14	21	17.5
2	Medium	14-21	76	63.5
3	High	21-28	23	19.2

Results furnished in the Table 7. clearly indicated that the majority of the students i.e. 63.5 per cent perceived that professional competence of advisors was at medium level, followed by high (19.2%) and low (17.5%).

The reasons for the above results might be members of advisory committee were having sufficient amount of knowledge and the capacity to handle the student’s problems and provide an appropriate solution, to find out gaps in preparation during examinations and provide awareness on different job formats.

Overall effectiveness of advisory system of PJTSAU

Based on the above responses from students, overall effectiveness was measured after the data obtained was normalized because each indicator in the index was not having same number of statements.

It was evident from the Table 9. clearly indicate that 47.5 per cent of the students perceived that the overall effectiveness of advisory was at moderate level, followed by 27.5 per cent as highly effective and 25.0 per cent perceived as less effective.

Table 9 : Distribution of students according to their response towards perceived effectiveness of advisory system

(n=120)

Sr. No	Category	Class interval	Frequency	Per cent
1	Less effective	0.31-0.44	30	25.0
2	Moderately effective	0.44-0.57	57	47.5
3	Highly effective	0.57-0.70	33	27.5

CONCLUSION

In conclusion, the effectiveness of the advisory system was found to be moderate, likely due to several factors. Firstly, every new student joining the college was assigned to the advisory committee, with advisors continuously

monitoring their academic and social behaviors. The existence of the advisory system within the university aimed to guide and motivate students by addressing their problems. Many students received valuable career guidance from their advisors, especially those from different states enrolled under the ICAR program who often faced specific challenges during their graduation, effectively resolved by their advisory committees. During the initial stages of their studies, students commonly encountered issues such as anxiety, depression, and bullying, which were promptly addressed by the advisory committee. By maintaining records of academic performance, advisors were able to closely monitor students, providing counseling and support to those with low grades, leading to noticeable improvements in their academic performance. The advisory committee utilized various counseling methods and real-life examples to ensure positive morale in students. While advisors were readily available to assist with both academic and personal issues, a small percentage of students did not regularly meet with their advisors. Advisors played a crucial role in managing student conflicts and communicating with parents regarding their ward’s issues within the university.

POLICY IMPLICATIONS

Based on the study’s findings, several recommendations have been proposed to enhance the effectiveness of PJTSAU’s advisory system. These include implementing stringent regulations such as regular advisory sessions, monitoring professors involved in the advisory system to ensure their compliance with duties, extending the duration of advisory meetings, scheduling dedicated time slots for student-advisor interactions, emphasizing prompt completion of performance records by students post-semester, facilitating ample informal interactions between professors and students, ensuring equitable treatment of all students by advisors, enforcing consequences for non-attendance of advisory sessions, maintaining accessible advisor availability, introducing classroom-based advisory sessions to enhance accessibility, establishing year-wise WhatsApp groups for continued support beyond college hours, and providing comprehensive guidance on post-graduation opportunities. While reducing the student-to-professor ratio would enhance effectiveness, it may not be feasible currently. Hence, adopting the approach of allocating specific time slots to students can significantly enhance the advisory system’s efficacy.

This strategy ensures students receive sufficient attention and allows advisors to better understand individual student concerns, thus facilitating tailored guidance and support.

CONFLICT OF INTEREST

There is no conflict of interest

REFERENCES

- Baker, V.L and Griffin, K.A. 2010. Beyond mentoring and advising: Toward understanding the role of faculty “Developers” in student success. *About Campus*, 14(6): 2-8.
- Campbell, S.M and Nutt, C.L. 2008. Academic advising in the new global century: Supporting student engagement and learning outcomes achievement. *Peer Review*. 10 (1): 4-7.
- Deshmukh, K.A and Chole, R. 2003. Social stratification and communication behaviour of farmers in progressive and non-progressive villages. *The Journal of Research ANGRAU*. 31 (2): 75-79.
- Lakshmi, T., Kalyan, N.V and Prasad, S.V. 2013. Career preferences of undergraduate agricultural students of S V agricultural college, Thirupathi. *The Andhra Agricultural Journal*. 60 (1): 213-219.
- Pizzolato, J.E. 2008. Advisor, teacher, partner using the learning partnerships model to reshape academic advising. *About Campus*. 13(1): 18-25.
- Rahim, M and Nataraju, M.S. 2011. Factors influencing occupational aspirations of students studying at UAS, Bangalore. *Mysore Journal of Agricultural Sciences*. 45 (3): 638-641.
- Rekha, P. 2012. Entrepreneurship among students. *Environment and Ecology*. 30 (1):172-178.
- Das, Darpan Kumar, Borua, Sajib and Deka, Chittaranjan (2022) Effectiveness of skill training of rural youth programme implemented by KVKs. *Guj. J. Ext. Edu*. 34(1):97-101. <https://doi.org/10.56572/gjoee.2022.34.1.0019>.
- Jagadeeswari, B., Vinaya Kumar H. M., and Patel, J. B. (2019). Attitude of postgraduate students towards research, *Gujarat Journal Extension Education*, 30(1), 87-89.
- Jaya, G., Ramya, Lakshmi S. B. and Kumar, G. Dileep (2021) An analysis of students’ perception and usage of social media in agriculture. *Guj. J. Ext. Edu*. 32(1):58-62.
- Patel, J. J., Tunvar, M. A. and Patel, S. B. (2022) Relationship between profile characteristics and attitude of under graduate students towards RAWE programme. *Guj. J. Ext. Edu*. 34(2):75-79. <https://doi.org/10.56572/gjoee.2022.34.2.0017>

Received : April 2024 : Accepted : June 2024