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STUDENT ADVISORY SYSTEM OF PJTSAU: TO STUDY THE RELATIONSHIP BETWEEN THE PROFILE CHARACTERISTICS AND EFFECTIVENESS OF ADVISORY SYSTEM

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ABSTRACT

In many higher education institutions, the implementation of flexible curriculum systems has led to a vast array of courses and programs available to students. Consequently, it's essential for students to utilize available information to make informed decisions about their academic paths. A robust student advisory system plays a pivotal role in facilitating this process. Within such systems, every faculty member contributes to nurturing students from the moment they enrol. By providing guidance and equipping students with tools and professional support to enhance their learning and growth, advisors significantly influence students' academic success. This paper focuses on examining the correlation and regression between students' profile characteristics and the effectiveness of the advisory system at PJTSAU. The study adopted ex-post facto research design with a sample of 120 students from three agricultural colleges under PJTSAU. Analysis revealed that academic development, career planning, decision-making ability, stress management, time management, and conflict management were positively and significantly associated with the effectiveness of the advisory system. However, factors such as level of aspiration, achievement motivation, student cosmopolitanism, and communication skills showed non-significant relationships with the effectiveness of the advisory system.

Keywords : *higher education, students, effectiveness, curriculum*

INTRODUCTION

The roots of the student advisory system trace back to Harvard College in 1636. Over the subsequent century, students received guidance on extracurricular pursuits, moral conduct, and intellectual habits from the college president and later, professors. The Morrill Acts of 1863 and 1869 led to the establishment of land-grant colleges and universities, as well as historically Black colleges and universities, which expanded access to higher education by incorporating practical disciplines into their curricula. As student demographics, academic offerings, and institutional diversity continued to evolve, there arose a growing demand for specialized student support services. In the 1940s and 1950s, faculty members primarily served as mentors to students. However, the surge in enrolment during the 1960s and 1970s, the rise of community colleges, the advent of federal student financial aid, and the expansion of course offerings necessitated complementary approaches to student guidance.

Campbell and Nutt (2008) reported that student advisors often constitute one of the initial points of contact for students on college campuses, playing a crucial role in their collegiate journey. For many students, transitioning to university life entails a new found sense of freedom, a departure from the structured discipline of their previous experiences. Hollis (2009) stated that 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.

Marques (2005) reported that connection between a student and their faculty advisor shouldn't end at the classroom door. An advisor's influence extends to the academic achievement and advancement of students, serving as a conduit for them to explore and define their academic and career aspirations. As noted by Pizzolato (2008), value of academic advising and capacity to foster ongoing, personalized interactions with students was enhanced with the span of several years. Similarly, Baker and Griffin (2010) emphasized role of advisors in guiding students through major and degree requirements, aiding in course scheduling, and overall, ensuring timely progress towards graduation.

In PJTSAU, students immediately after joining into the college for their graduation are assigned to their concerned advisory committee so that the students are well adopted

to the university atmosphere, informed about the rules and regulations of the college and also to better understand the curriculum of the university.

OBJECTIVE

To study the relationship between student profile characteristics and effectiveness of student advisory system

METHODOLOGY

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

Student data was collected using an interview schedule. The collected data was then analyzed, and interpretations were drawn based on the results. Statistical techniques, such as correlation and regression, were employed for data analysis.

RESULTS AND DISCUSSION

Data was collected from students regarding their profile characteristics and their perceptions of the effectiveness of the advisory system. This data was then analyzed and interpreted, leading to the following results and conclusions.

Correlation

Table 1 : Correlation between profile characteristics of students and effectiveness of advisory system

(n=120)

Sr. No.	Profile characteristics	Effectiveness of advisory system (r)
X_1	Academic development	0.435**
X_2	Career planning	0.304**
X_3	Level of aspiration	0.149^{NS}
X_4	Achievement motivation	0.173^{NS}
X_5	Student cosmopoliteness	0.041^{NS}
X_6	Decision making ability	0.283**
X_7	Communication skills	0.071^{NS}
X_8	Stress management	0.338**
X_9	Time management	0.318**
X_{10}	Conflict management	0.508**

** Significant at 0.01 level of probability, NS- Non-Significant

(a) Academic development vs Effectiveness of advisory system

Academic development had a positive and significant relationship with effectiveness of advisory system. Academic development will always result in the better settlement in their career. University advisory system is always there to help the students in academic matter as well as personal problems. Advisory system functioning needs to be strengthened to enhance the academic development. The findings are in line with studies of Jagadeeshwari *et al.* (2019), Das *et al.* (2022), Jaya *et al.* and Patel *et al.* (2022)

(b) Career planning vs Effectiveness of advisory system

Career planning had a positive and significant relationship with effectiveness of advisory system. This might be because of students are benefitted and developed interest when they are exposed to information about different post-graduation courses, public and private jobs, banking sector jobs, NGO, MNC's through their advisory members. The advisory committee create more awareness on various job opportunities for B.Sc. (Ag) graduates, which makes it more effective as perceived by students.

(c) Decision making ability vs Effectiveness of advisory system

Decision making ability had a positive and significant relationship with effectiveness of advisory system. This might be because advisory members have always been available for the students in times of need to make decision through providing the pros and cons of the decision which the student want to take.

(d) Stress management vs Effectiveness of advisory system

Stress management had a positive and significant relationship with effectiveness of advisory system. The reasons might be because the students come across many stress situations like low grade points, language barriers and unable to cope with fellow students, financial and personal problems in their life, which were resolved by the concerned advisory members through a lot of counselling sessions with adequate live examples to improve their morale.

(e) Time management vs Effectiveness of advisory system

Time management had a positive and significant relationship with effectiveness of advisory system. This might be because of academic calendar of university, students who

had a proper time management were regularly attending the advisory classes.

(f) Conflict management vs Effectiveness of advisory system

Conflict management had a positive and significant relationship with effectiveness of advisory system. This might be because the advisory committee is sole responsible for the student activities in the university premises. The advisor plays a significant role in student behavioural aspects condemning him not to take part in any violation activities which are prohibited by the university.

Regression

g) Level of aspiration, Achievement motivation, student cosmopoliteness and Communication skills vs Effectiveness of advisory system

The variables i.e. level of aspiration, achievement motivation, student cosmopoliteness and communication skills were found to be non-significant relationship with the effectiveness of advisory system. It means these independent variables had non-significant influence on the effectiveness of advisory system as these variables were influenced by other factors like student background, parent grooming and inner ability. The findings are in line with studies of Jagadeeshwari *et al.* (2019), Jagadeeswari et al. (2019).

Table 2 : Linear regression analysis between profile characteristics of students and effectiveness of advisory system (n=120)

Independent Variable	Partial regression coefficient	Standard error of partial regression coefficient	't' value
Academic development	.284	.001	3.896**
Career planning	.155	.002	2.126*
Level of aspiration	.035	.001	.484
Achievement motivation	.123	.002	1.754*
Student cosmopoliteness	-.002	.004	-.034
Decision making ability	.173	.002	2.403*
Communication skills	-.012	.002	-.157
Stress management	.166	.002	2.214*
Time management	.151	.003	1.983*
Conflict management	.268	.002	3.352
R^2 = 0.486	**Adjusted R^2 = 0.439**		

****Significant at 0.01 level of probability, *Significant at 0.05 level of probability NS**

From table 2, It can be seen that the R^2 value is 0.486 which indicates about 48.60 per cent prediction of dependent variable through the set of independent variables listed in above table. Further it can be inferred that out of ten variables, academic development is highly significantly correlated with the effectiveness of student advisory system while career planning, decision making ability, stress management and conflict management are significantly related with the effectiveness of advisory system. It indicates that student advisory system can be improved by increasing academic development, career planning, decision making ability, stress management and conflict management of students.

CONCLUSION

It was found that variables i.e. Academic development, Career planning, Decision making ability, Stress management, Time management and Conflict management were positive and significantly correlated to effectiveness of advisory system whereas, Level of aspiration, Achievement motivation, Student cosmopoliteness and Communication skills were having a non-significant relationship. A total of ten independent variables were significantly contributing 48.60 per cent change in the dependent variable.

POLICY IMPLICATIONS

Based on the study's findings, several recommendations have been proposed to improve the effectiveness of PJTSAU's advisory system. These suggestions include enforcing stricter regulations, such as holding regular advisory sessions, closely monitoring professors involved in the advisory system to ensure they fulfil their responsibilities, and extending the duration of

advisory meetings. Additionally, scheduling dedicated time slots for student-advisor interactions is recommended, along with encouraging students to promptly complete performance records after each semester. To foster a supportive environment, ample informal interactions between professors and students should be encouraged, and advisors should ensure equitable treatment of all students. Consequences should be enforced for non-attendance of advisory sessions, and advisors should maintain accessible availability. Introducing classroom-based advisory sessions could also enhance accessibility. Furthermore, creating year-wise WhatsApp groups can provide continued support beyond college hours, and comprehensive guidance on post-graduation opportunities should be offered. Although reducing the student-to-professor ratio would improve the system, it may not be feasible at this time. Therefore, allocating specific time slots to students can significantly enhance the advisory system's effectiveness.

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CONFLICT OF INTEREST

There is no conflict of interest

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