

## ROLE OF LECTURERS IN UNIVERSITY STUDENTS ACCADEMIC ADVISING :

**PAPER PRESENTED TO LECTURER'S DURING THEIR ORIENTATION ON  
TEACHING PREPAREDNESS HELD ON 10/1/2020 AT KIRIRI WOMEN'S  
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### **KEY WORDS**

*Advising*

*Academic Advising*

*Retention*

*Student success*

*Perceived support*

*Self efficacy*

*Student expectation*

### **WHAT IS ACADEMIC ADVISING?**

Advising is a collaborative educational relationship among students and the advisor in a meeting and ensuring academic, career for personal wellness goals.

Academic advisors are here to support their students along their academic journey. The ultimate competition of all academic requirements relies on the student.

- It is advising students to make academic and career plan, monitor their own progress, pursue their interests and achieve happiness.
- Give to all general (all students).
- Reach out to weak ones.
- Look at their grades and motivate for upward mobility.
- Orienting new students on the available courses.
- Transfer from departments or faculties.
- Students knowing their expectations on cats, assignments, pass mark, formats, deadlines, percentage failure in the past, time credit hours, field work/ tours-when there is purpose.
- Why there are common courses.
- Number of courses/units done before graduation.

- Helps students determine their goals and interests.
- Makes students adjust gradually, get satisfied and happy with themselves.
- They mature intellectually.
- Help students schedule courses and deter increase of problems etc.

### **WHAT ACADEMIC ADVISORS NEED TO KNOW?**

Divide all students evenly

- Mothers, married, unmarried, teens, workers etc.
- Class times, days, make ups, reading ahead (outlines).
- Library catalogue
- Upward mobility, certificates, diplomas and degrees.
- Registration of units.
- College policies.
- Graduation on time.
- Internships – where, expectations from organization, job opportunities.

### **WHO IS AN ACADEMIC ADVISOR?**

One who helps a student navigate college life.

- Helps use the resources available.
- Helps students know their weaknesses and strong area/homes or their past history.
- What is available i.e. the environment.
- Time management.

### **WHAT ARE THE BENEFITS OF ACADEMIC ADVISING?**

#### **IMPROVES**

- Time use.
- Grade
- Stress management
- Internship

- Library use
- Choosing the right course.
- Reduces conflicts.
- Personal roles.
- Students stops listening to their friends but academic advisors.
- Retention of students up to graduation.
- How to get loans, bursaries and part time work.

### WHAT THE PHILOSOPHY (RATIONALE)?

- Matching ability and career.
- Avoiding wastage.
- Pursue talent.

### STRATEGIES FOR ACADEMIC ADVISING

#### STEP 1

- Admit, orient, individual students and units on offer (confirm) every topic and its relevance to her life.
- Strengthen important dignity, potential and unique nature of every student.
- Setting purpose for each student.

What factors best promote student success in higher education within and outside their control?

Tinto (1975) defined student's matriculation as an ongoing process of interaction between the student and the academic and social systems present at the university- to avoid/prevent failure.

Habley (2004) asserted that the quality of interaction between a student and a concerned individual on campus often through academic advising is a key contributor to college retention.

Tinto (2007) Institutional features as contributors to student attrition or retention. The model identified five conditions needed to establish a supportive college environment.

- Expectation
- Advice
- Support
- Involvement
- Learning

Pafton et al (2006) Supported Tintos observations that a student-faculty interaction can improve student persistence.

Hawthorne and Young (2010) provided additional support for the importance of faculty support significantly influenced the overall satisfaction with the college environment; this in turn contributed to students intentions to complete a degree. Institutions can formally implement quality exchanges before students and academic environment through academic advising process (Habley, 2004) which should be a Holistic approach to the needs of a student National Academic Advising Association (NACADA, 2004).

Hunter (2004) added that academic advising can help students to shape meaningful learning experiences thus encouraging achievement of educational career and life goals.

Lotkowski et al (2004) says few Universities have a structured academic advising programme. Propp and Rhodes (2006) says we should evaluate student satisfaction while Hemwall and Trachte 2003 advised that academic advising itself should be a learning process that increases students achievement and skills acquisitions.

Universities should provide clear and consistent information about institutional expectations and requirements (Tinto, 1975, 2007). This should be on degree completion and what causes drop out, expulsion, suspension, and stagnation. Students should not only master content but set adequate academic self

confidence, academic goals, institutional commitment, achievement and social support and involvement.

Association for America Colleges and University (2007) says students should thrive professionally, personally, and in civic areas.

Academic Advising is a point at which student behavior and institutionally controlled conditions meet to potentially influence student achievement according to Kuh et al 2005, we should give quality academic advising to increase student engagement in learning, co-curricular activities, internships and research.

However many Universities underestimate student academic advising and which has a bearing on student retention, graduation and satisfaction or adjustment in the real world of work. Quality academic advising can help universities predict G.P.A

### **HOW?**

A tool can be made evaluating the following;

1. Student self assessment-Ask students to evaluate their behaviors and attitudes related to responsibility, future planning, decision-making and habits potentially affecting their studies.
2. Students' expectation of advising assurance. Students clarify what they expect from themselves, their advisors and generate advising process.
3. Student demographics gender, age, GPA, Frequency of meetings on the advisor

### **WHAT FACTORS INFLUENE STUDENTS' ACADEMIC ADVISING BEHAVIOR?**

According to Muola, et, al (2011). There are several factors that may affect students advice seeking behavior and these are:

Year of study

He found that only 21% of first years and 27% of second years sought academic advising while third years are as low as 4%. The general percentage population of University Students was 11% only. Another

factor was gender only 14% of both males and females who academic advising. The third factor from literature review was social cultural norms

where Men rarely seek help. Dibia, N.G and obi, O.P (2013 )

added that the mindset of tutors space, ignorance, accessibility, absenteeism and evaluation would also negatively affect this process.

However many University students undergo the following problems

- relations
- Drug abuse
- Diseases
- Academic stagnations and not sitting for exams
- Lack of purpose and information on job market demand
- Home problems
- School fees
- Insecurity/mental and physical

### **Conclusion**

Academic advising should be a continuous process, should be given by all tutors (who also need sensitization) and any other staff member with significant information.

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