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Analyzing Student Issues and the Influence of Academic Advisors

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Abstract: ***Education is essential for everyone. It is the level of education that helps people earn respect and recognition. The importance of education is undeniable for every single person. It goes without saying that education has a positive effect on human life. All people need to study. Only with the advent of education can people gain knowledge and enlarge their view over the world. For example, learning by watching TV or reading books gives people a huge amount of information about anything they are interested in such as mathematics, current news, exchange rates, other countries' cultures and so on. Educational Academic advisors (EAA) help students to recognize and achieve their educational goals, primarily at the postsecondary level. They help students to examine school programs, recognize their academic strengths and select a major.***
Keywords: EAA, EA.OAD, AS

I. INTRODUCTION

Education plays such a rudimentary role on our society that we cannot even imagine a life without it. It is a determined element for the civilization of human society. Not only does it helps us develop healthy surroundings but it also generates an advance community. As a matter of fact, everything we create today is based on the knowledge that we obtain throughout our life by way of education. This assists scientists in inventing equipment and devices, resulting in a high technology nowadays. The more developed life becomes, the more necessary education is for everyone. Academic advisors help students to recognize and achieve their educational goals, primarily at the postsecondary level. They help students to examine school programs, recognize their academic strengths and select a major. They also work closely with professors and other university administrators and stay up-to-date on program changes.

A. Problems Faced by Students Academic advisors serve as liaisons by connecting students with appropriate paths of study in order to achieve their educational goals. Academic advisors at the postsecondary level may work within a specific school in a college or university, such as the school of business. At the high school level, they may be assigned to a certain grade or group of students. An academic advisor is similar to a guidance counsellor in a school setting, as they are both professionals who serve as educational resources to students.

1) There is the stress of making a good adjustment because students believe their future depends upon their doing well. Did they make the right choice? How can they be sure? Should they change courses, direction, major?
2) Some students will be homesick, missing their family, friends, and pets. They will miss old routines and structures.
3) Students may be ambivalent about dependence and independence. Some will openly ask for parent support and others won't tell parents important details. Parents need to ask their adolescent how they are doing without prying too much – while also being accessible and open.
4) The school may not live up to the expectations set by the brochures and admissions counselors. Rarely does an admissions pamphlet tell all about the ins and outs, and the limits and shortcomings of a place.
5) The work is hard and some students may experience their first low grades. Most students have done well in high school. Some high school courses are not as demanding as college. A student has to learn a particular professor's expectations and style of grading.
6) Students will be expected to maintain their own schedules and develop good study habits. There is no one around to force the student to study, to go to class, or to get a good night's sleep.
7) Students may become excited about whole new areas of study and may change their career goals and major plans. Parents who believe their student's goals and dreams are set in stone may be surprised
8) While many classes are small, some students may feel overwhelmed by large classes. They may be the youngest in the class or the least experienced in the subject matter. Many students are used to being the oldest and the brightest, and this is a big shift for them.

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9) Some professors may not be as exciting and challenging as students thought they would be. While some professors are interesting lecturers, some are not. Some lead discussion classes and expect students to do a good deal of the talking. This may challenge quieter students.
10) Students may really like their advisor, or may not. If they have an advisor they do not get along with, they will hesitate to ask that advisor for help. Most advisors work well with students but occasionally personalities don't mix well. Students can change advisors. Communication is the key here, even if personalities don't match.
11) Colleges have vocabulary and rituals that are new and unique. Concepts such as deans, provost, convocations may be new. What do students call their professors? Dr.? Ms.? Mr.? They need to ask. Some campus rituals may feel strange.
12) The food is not like home cooking. Students can gain weight during the first year eating too much fat, starch and junk food. Most students will complain about the food. 13. Students dress differently than in high school. Some have body piercings and purple hair. As your adolescents explore their identity, they may look radically different during the first vacation or two home.
13) There is some promiscuous behavior and some drug use. Students have to mature, make responsible choices, and be aware that others may not engage in the most constructive behaviors. Sometimes roommates want to bring their partners into the room. Some students may even talk like "everyone else is doing it." Keep in mind that this is their perception rather than the reality.
14) Students will be leaving old friends behind. They can keep up with them through email and vacations. In some cases, they will go their separate ways. This may surprise and sadden some students, especially those who have had the same friends since grade school.
15) Students will be confronted with different people from a variety of backgrounds. There are cultural differences; racial differences; and differences in sexual orientation, religion, values, and lifestyle. It can feel overwhelming to start over with new people. It can be hard to make new friends. It also gives students a chance to develop a new identity. There will be feelings of acceptance as well as rejection. Coping with new ideas, new people, and the possibility of rejection takes energy.
16) Roommates often have different lifestyles, values, and ways of doing things. A roommate can be particular, messy, reliable, unreliable, assertive, helpful, noisy, confused and difficult to live with. Some students find it challenging to live with a new person. For others, it will be easy and friendships will emerge. If a student calls home to complain about a roommate problem, encourage them first to work things out. There are Residence Assistants (RAs) who have been trained to assist in this process. Students may need to talk about switching roommates if the situation becomes intolerable – for example, if a roommate is abusive. The RA can help with that as well.
17) There may be troubled students who want to rely on your adolescent excessively for support, care, and nurturance. Some students may be very emotionally distraught and needy. This can be demanding and take a lot of time and energy. Your student needs to know when to say, "I can't handle this" and when to refer his or her friend to the RA or for counseling F. Home and Family
18) Some students call home often. Others don't. Understanding student and parental expectations about the kind of contact that will be maintained is important. Have a discussion about what each family member needs as a minimum and wants as a maximum of contact. Also discuss ideal conditions – times of day, days of week that respect each person's sleep habits, study needs, work schedules, etc. 20. Family structure changes. Parents may experience freedom when the kids leave home, or they may feel a great sense of loss. Or they may feel both! A father may find himself the only male among his wife and daughters. A mother may find herself the only female among her husband and sons. The phone may be quieter than before. New space may become available. When the student returns home, he or she may feel like everyone has gobbled up the student's space and moved on.
19) Parents need to express concern and interest, and empower their adolescent to seek appropriate kinds of help when necessary, to make good choices, and to learn from experience. Parents cannot step in and do it for their student. However, some of the situations can be stressful and difficult

II. JOB NATURE OF EAA

An academic advisor is responsible for providing educational guidance and assistance for students by planning schedules, recommending courses and determining appropriate education solutions for different types of students. They must also follow through and track the advancement of students. Additionally, academic advisors must provide case management to students who do not meet local educational requirements. Academic advisors also provide assistance for at-risk students.

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1) Roles of Academic Advisors The advisor's role is an active rather than a passive one and the process of advising requires the following objectives to be met for each student assigned as an advisee: 1) 2) 3) 4) 5) 6) 7) 8) 9) 10) 11) 12) 13) 14) Help students define and develop realistic educational career plans through schedule planning for each semester and summer school, if appropriate. Each student should have an up-to-date academic schedule plan through to graduation. (Freshmen advisees)
2) Meet with advisee during orientation to assist student with initial adjustment to university academic life. Special sessions should be scheduled throughout the first academic year. (For continuing advisees)
3) Meet at least once each semester with continuing students to plan for the coming semester (or summer) and to review/revise long range academic program schedules. Assist students in planning a program consistent with their abilities and interests. Monitor progress toward educational/career goals and meet at least once each semester to review the progress toward completing the proposed academic program and to discuss grades and other performance indicators. Discuss and reinforce linkages and relationships between instructional program and occupation/career. Interpret and provide rationale for institutional policies, procedures, and requirements. Follow-up with the advisee on any report of unsatisfactory work (notice of class probation for poor attendance, notice of FA and/or failing grades, incomplete grades from past semester(s), etc.).
4) Special attention should be paid to students who are placed on academic probation. Approve all designated educational transactions (e.g., pre-registration/registration schedule, drops/adds, withdrawals, change of major and advisor, waivers, graduation requirements, etc.).
5) Try to make informal out-of-class/office contacts to underscore personal interest in the student as an individual. Maintain an up-to-date Advising Portfolio, with a summary record of performance to date (grade reports, transcript, requirements completed, etc.), dates of conferences, notation of special circumstances, up-to-date MyStuff information and details, etc. Inform and, if necessary, refer students to other institutional resources when academic, attitudinal, attendance, or other personal problems require intervention by other professionals. (e.g., Office of Academic Development(OAD), Academic Services(AS), Personal Counseling, etc.)
6) Proactively contact and be available for student advisees on a regular basis. Office hours should be posted on the advisor's office door and preferably given to the advisee early in the semester. Advisors should plan for extended hours during pre-registration advising. Consult regularly with faculty colleagues in order to have up-to-date information. For career and graduate school options, advisors should refer advisees to the Career Development Center when more information is needed.

Characteristics of Effective Advisors(EA) Advisors who possess the following characteristics are most successful with students: 1) 2) 3) 4) 5) interested in advising demonstrates a concerned and caring attitude toward advisees exhibits effective interpersonal and communication skills available to advisees frequent contact with advisees6) 7) 8) 9) 10) intrusive behavior with advisees knowledgeable of institutional regulations, policies, offerings, and procedures monitors student progress uses appropriate information sources and refers when necessary engages in developmental advising versus simply course scheduling

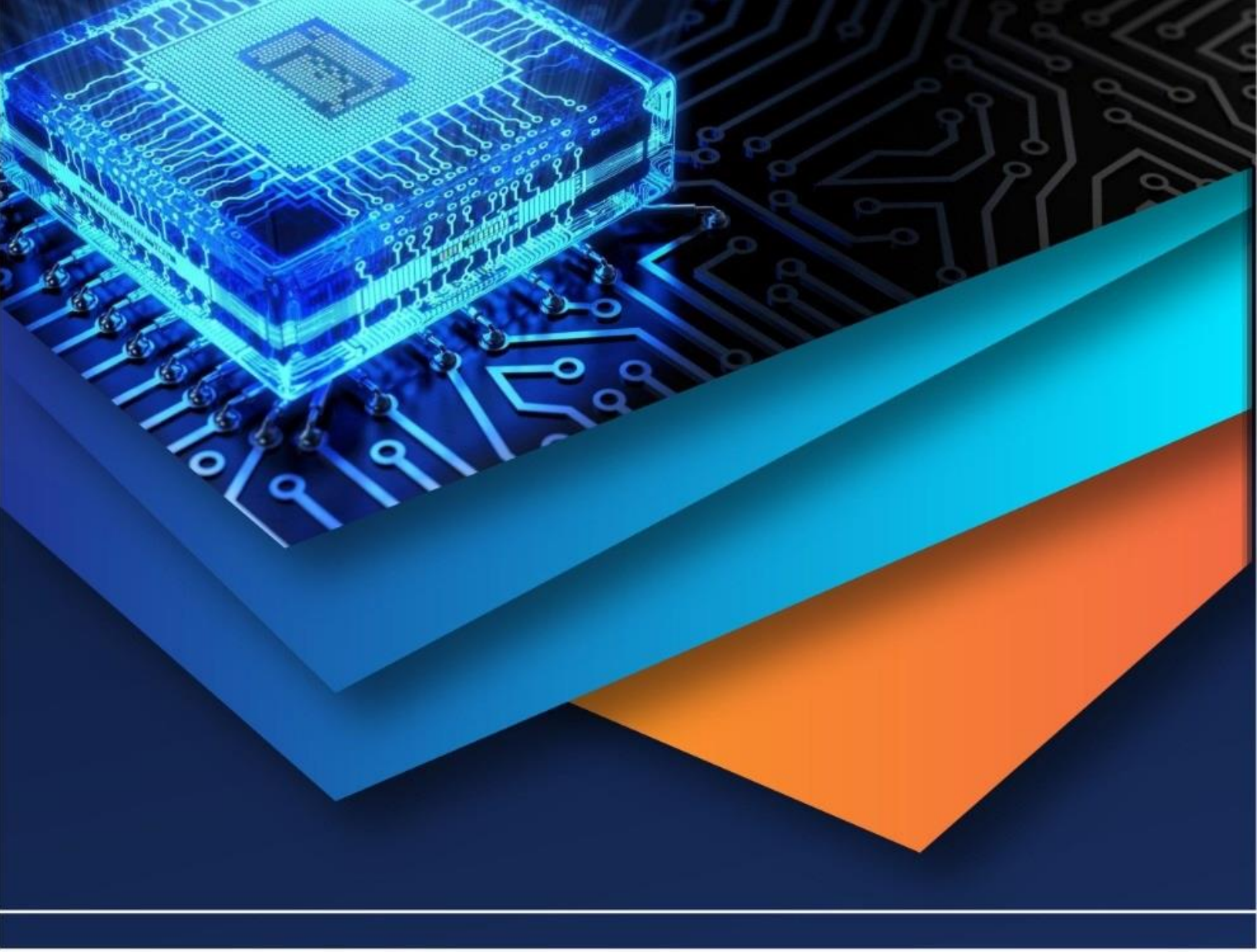
III. CONCLUSIONS

In conclusion, education is absolutely beneficial for society on the whole. It is a life-long process to each person that need to be reinforced throughout life. However, we need education system that may eradicate illiteracy and may provide the common man an access not only to basic education but also to higher and technical education. An academic advisor is similar to a guidance counsellor in a school setting, as they are both professionals who serve as educational resources to students.

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