

Profile Analysis of Students under Advisory System of PJTAU

spell out
identity

ABSTRACT

As flexible curriculum structures become more prevalent in Higher Educational Institutions, along with an increasing variety of courses and programs, it's crucial for students to access the right information to make informed decisions about their academic paths. This underscores the need for an effective student advisory system. In PJTAU, administration prioritize guiding each student through a personalized advisory system that engages all teaching staff members. Advisors are instrumental in nurturing students' academic success by providing guidance and resources, thereby enriching their learning and development. This study focuses on profiling students within the advisory system at PJTAU. Using an ex-post facto research design, we analyzed a sample of 120 students from three agricultural colleges affiliated with PJTAU.

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Keywords: Advisor, Administration, Curriculum, Conflict, Students, Cosmopolitaness

INTRODUCTION

The student advisory system finds its roots in Harvard College, dating back to 1636. Over the ensuing century, the college president and later faculty members took on the responsibility of guiding students in extracurricular pursuits, moral conduct, and intellectual endeavors. The Morrill Acts of 1863 and 1869 catalyzed the establishment of land grant institutions and Black colleges and universities, democratizing higher education by integrating practical subjects into the curriculum. As student populations, academic offerings, and educational institutions diversified, the need for specialized student services grew. During the 1940s and 1950s, faculty members primarily served as student advisors. The influx of enrollments in the 1960s and 1970s, alongside the rise of community colleges, federal financial aid initiatives, and expanded curricular options, paved the way for the evolution of additional student advising strategies.

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Student advisors often serve as the initial point of contact for students upon entering college, playing a pivotal role in their academic journey. The transition to university life introduces

students to newfound freedom, a departure from the structured discipline they may have encountered previously.

The bond between a student and their faculty advisor extends far beyond the confines of the classroom. Advisors play a crucial role in students' academic success and development, providing support in identifying academic and career objectives. As Pizzolato (2008) noted, academic advising offers the benefit of consistent one-on-one interactions over several years. According to Baker and Griffin (2010), advisors are tasked with sharing their expertise on major and degree requirements, assisting students in course scheduling, and facilitating timely progress towards graduation.

At PJTAU, students are promptly assigned to their respective advisory committees upon enrolling in the college for their undergraduate studies. This ensures that students acclimate to the university environment, familiarize themselves with college policies, and gain a thorough understanding of the university's curriculum.

METHODOLOGY

Professor Jayashankar Telangana Agricultural University (PJTAU), 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 Jagityal. 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 an interview schedule on ten independent variables. Data collected was analysed and interpretations were drawn based on the results. The statistical techniques frequency, percentage, mean, and class interval method were followed for analysing the data, and accordingly, students were classified into different groups.

RESULTS AND DISCUSSION

The data collected from the students on the profile characteristics were analysed, interpreted, and accordingly the following results and conclusion were drawn.

1. Academic development

**Table 1. Distribution of students according to their academic development
(n=120)**

S.No	Category	Class interval	Frequency	Percentage
1	Low academic development	10-18	22	18.3
2	Medium academic development	18-26	68	56.7
3	High academic development	26-34	30	25.0
	Total		120	100.0

The results presented in Table 1. revealed that majority i.e. 56.7 per cent of students had medium academic development, followed by 25.00 per cent of students had high academic development, followed by 18.3 per cent students had low academic development.

The probable reasons for above result were that teachers were giving academic help outside the classroom, Online services (Cera, Krishi prabha, Krishikosh etc) offered by the university are useful for the students. University may provide special English learning classes especially for the students who have completed their schooling in Telugu medium and hailed from rural background for the initial two semesters.

2. Career planning

Table 2. Distribution of students according to their career planning

(n=120)

S.No	Category	Class interval	Frequency	Percentage
1	Low level of career planning	10-15	27	22.5
2	Medium level of career planning	15-20	58	48.3
3	High level of career planning	20-25	35	29.2
	Total		120	100.0

It was clear from the Table 2. that nearly half of students i.e. 48.3 per cent had medium level of career planning, followed by 29.2 per cent of students had high level and 22.5 per cent had low level of career planning.

The probable reasons for the above results might be students with medium to high level of career planning had an exposure to the sources viz., internet, newspapers and personal contacts and also through concerned professors regarding their career options which they were interested in, followed by 22.5 per cent low level of career planning may be due to lack of exposure to sources of information related to post graduation and employment. Hence, the administration of PJTAU and concerned advisory members should explore various employment opportunities through placement cell at college level.

3. Level of aspiration

Table 3. Distribution of students according to their Level of aspiration

(n=120)

S.No	Category	Class interval	Frequency	Percentage
1	Low level of aspiration	8-18	47	39.2
2	Medium level of aspiration	18-28	42	35.0
3	High level of aspiration	28-38	31	25.8
	Total		120	100.0

The results in Table 3. revealed that majority i.e. 39.2 per cent of students had low level of aspiration, followed by 35.00 per cent had medium and 25.8 per cent had high level of aspiration. The fact that, level of aspiration of students is the result of educational expectations of students like job, salary, future life, which were developed due to existing education system in the college. The reasons for low level of aspiration may be due to lack of innovative educational activities in the university. The above findings are in accordance with the findings of Rahim and Nataraju (2011).

4. Achievement motivation

Table 4. Distribution of students according to their achievement motivation

(n=120)

S.No	Category	Class interval	Frequency	Percentage
1	Low achievement motivation	9-16	18	15.0
2	Medium achievement motivation	16-23	31	25.8
3	High achievement motivation	23-30	71	59.2

Total		120	100.0
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Results in the Table 4. clearly indicated that majority of students i.e. 59.2 per cent had high level of achievement motivation, followed by 25.8 per cent students had medium and 15.00 per cent had low level of achievement motivation. The educational expectations of the students will have high influence on student academic achievement which in turn have a positive influence on their achievement motivation. The results state that majority of students belonged to high level of achievement motivation and the probable reason for the above result was most of the student's ambition was to enter government services especially in State Department of Agriculture as Agriculture Officer or Agriculture Extension Officer. The above findings are in accordance with the findings of Rekha (2012).

5. Student cosmopolitaness - explain/academic meaning

Table 5. Distribution of students according to their student cosmopolitaness

(n=120)

S.No	Category	Class interval	Frequency	Percentage
1	Low student cosmopolitaness	1-3	53	44.2
2	Medium student cosmopolitaness	3-5	40	33.3
3	High student cosmopolitaness	5-7	27	22.5
	Total		120	100.0

The results furnished in the Table 5. clearly indicated that majority of the students i.e. 44.2 per cent had low student cosmopolitaness, followed by 33.3 per cent of students had medium student cosmopolitaness and 22.5 per cent students had high student cosmopolitaness.

It could be concluded from the above findings that majority of the agricultural students had low to medium student cosmopolitaness due to high competition from fellow students in selection procedure followed by university and also some students were not interest in participation activities conducted by the University.

6. Decision making ability

Table 6. Distribution of students according to their decision-making ability

(n=120)				
S.No	Category	Class interval	Frequency	Percentage
1	Low decision-making ability	12-17	21	17.5
2	Medium decision-making ability	17-22	78	65.0
3	High decision-making ability	22-27	21	17.5
	Total		120	100.0

The results from Table 6. clearly indicated that majority of the students i.e. 65.0 per cent had medium decision-making ability, followed by 17.5 per cent of the students had low and 17.5 per cent students had high decision-making ability. The fact that, a proper decision-making ability is needed for student to succeed in his educational career. The reasons for most of the students with medium level of decision making might be, they were able to analyze the situations, prioritize their problems and consult the right persons may be advisory or the concerned professor to make the decision from the available alternatives.

Decision making is highly dependent on how carefully the student analysis his lacunae, how he/she prioritizes their issues according to their urgency and also going through the relevant and reliable information in and out to make a decision. So, university administration should strengthen the advisory system to help students in decision making process.

7. Communication skills

Table 7. Distribution of students according to their communication skills

(n=120)				
S.No	Category	Class interval	Frequency	Percentage
1	Low level of communication skills	9-14	28	23.3
2	Medium level of communication skills	14-19	53	44.2
3	High level of communication skills	19-24	39	32.5
	Total		120	100.0

The results from Table 7. clearly indicated that majority of students i.e. 44.2 per cent had medium level of communication skills, followed by 32.5 per cent of students had high level of communication skills and 23.3 per cent of students had low level of communication skills.

The reason for most of student having medium to high level of communication skills might be due to agriculture being a professional course involving student seminars, courses like ENGL 101, AEXT-292-Communication skills and personality development and also vocabulary was improved by students through reading newspapers at library, which helps in development of better communication skills. Moreover, Agriculture colleges were arranging training programmes on personality development and communication skills for development of their leadership qualities and also work experience through various classroom activities like group discussions, extempore, talk clubs etc. The present findings of the study were in line with the findings of Deshmukh (2003).

8. Stress management

Table 8. Distribution of students according to their Stress management

(n=120)

S.No	Category	Class interval	Frequency	Percentage
1	Low level of stress management	7-14	38	31.7
2	Medium level of stress management	14-21	68	56.7
3	High level of stress management	21-28	14	11.7
	Total		120	100.0

The results from Table 8. clearly indicated that majority of the student i.e. 56.7 per cent had medium level of stress management, followed by 31.7 per cent of students with low level and 11.7 per cent of students with high level of stress management.

Most of the students had medium level of stress management as they were able to cope with the stress by avoiding the situation which they were incapable of handling to minimize the seriousness of situation, they used to play games, sports and also hangout with fellow friends to cope up with stress.

9. Time management

Table 9. Distribution of students according to their Time management

(n=120)

S.No	Category	Class interval	Frequency	Percentage
1	Low level of time management	3-6	38	31.7
2	Medium level of time management	6-9	58	48.3
3	High level of time management	9-12	24	20.0
	Total		120	100.0

The results from Table 9. clearly indicated that majority of student i.e. 48.3 per cent had medium level of time management, followed by 31.7 per cent of students had low level and 20.00 per cent of students had high level of time management respectively.

It is essential for any graduate student to properly plan his time schedule in order to excel in his/her educational career. The reasons for medium level of time management was because of students had a proper planning of their concerned works related to academics, and they also spent much time in libraries for acquiring knowledge and preparation for many competitive examinations and also considerable amount of time for their field work assigned by professor. The present findings of the study were in line with the findings of Ramaiah (2001).

10. Conflict management

Table 10. Distribution of students according to their Conflict management

(n=120)

S.No	Category	Class interval	Frequency	Percentage
1	Low level of conflict management	7-14	41	34.2
2	Medium level of conflict management	14-21	63	52.5
3	High level of conflict management	21-28	16	13.3
	Total		120	100.0

The results from Table 10. clearly indicated that majority of student i.e. 52.5 per cent had medium level of conflict management, followed by 34.2 per cent of student with low level and 13.3 per cent of students with high level of conflict management.

The probable reasons for the above results are students were withdrawing from conflict rather than involving in the conflict, they are directly informing the issues to their concerned warden and advisory members. There can be many conflict situations occurring to the students, So ^{S. lower} the students should be well versed with the techniques to resolve the conflict. The students should ~~be~~ always ^{be} given chances to share their problems with advisors ~~s~~ for concerned solutions, thereby better management of conflicts.

CONCLUSION

The study findings indicate that majority of students under the advisory system exhibited a medium level of academic development, medium level of career planning, low level of aspiration, high level of achievement motivation, low level of student cosmopolitaness, medium level of decision-making ability, medium level of communication skills, medium level of stress management, medium level of time management and conflict management. The probable reasons might be because of the constant guidance by the concerned advisors on academic issues and also guiding the students on career options after graduation.

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