

MANAGEMENT STRATEGIES FOR EFFECTIVE COURSE ADVISERSHIP IN PUBLIC UNIVERSITIES IN EDO STATE, NIGERIA

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ABSTRACT: *Course advising is the fulcrum of an academic staff roles in a university system towards ensuring quality production of human capital needed for development. The study therefore investigated the level of effectiveness of course advisers and their challenges in public universities in Edo State. The descriptive survey of the ex-post facto design was adopted for the study. Course advisers in University of Benin, Benin City and Ambrose Alli University, Ekpoma during the 2018/2019 academic session constituted the study population. Purposive sampling technique was used to select 40 course advisers each from the two institutions across ten uniform departments from the two universities. 1600 students who served as respondents to the instruments were also purposively sampled. 80 students each were sampled from the study population from the 10 common departments in the two institutions. Two sets of researcher's design questionnaire which were validated by senior academics and reliability of the instruments ascertained were used to collect data for the study. Descriptive and inferential statistics such as mean, standard deviation, t-test and multiple regression analysis were used to analyse the data collected. The results of the analysis revealed that course advisers in the public universities in Edo State were generally ineffective. It was also found that there was no significant difference in the effectiveness of course advisers based on experience and gender. The study equally found that course advisers' effectiveness was hampered by many challenges. To improve on the effectiveness of course advisers, some managerial strategies were recommended. Among which was that regular workshops, seminars and trainings should be organized for course advisers to improve on their capacity. It was also recommended that they should be equipped with computers and internet facilities to boost their effectiveness and efficiency. Another recommendation was that online course advising should be introduced to ease the problem of students' pressure.*

KEYWORDS: course advisership, effectiveness, management strategies, public universities, Edo State.

INTRODUCTION

Course advising is an educational construct required of an academic staff in a tertiary institution as a responsibility to students' academic and welfare services. Course advisership is primarily to assist students in behaviour modification, general development that will lead to meaningful accomplishment of educational objectives and lifelong goals. According to Sindabi (2001), the

purpose of academic advising is to assist students in the development of meaningful educational career goals. A course adviser could be referred to as an academic advisor, mentor, counsellor who fosters intellectual, moral, social and personal growth of students in an institution through effective interaction and guidance. An academic adviser therefore plays an indispensable roles in the academic, moral, social, political and economic life of a college student which have great consequences on his/her future endeavor.

The university system is the pinnacle of educational system where human capital are trained for sustainable development of any nation like Nigeria. According to Alonge, Osagiobare and Obanor (2013); Federal Republic of Nigeria (2014), universities educate future leaders, train and develop high level manpower that underpin economic growth and development. The critical and laudable objectives of university education can therefore not be fully realized if the inputs (students) are not properly and diligently guided in their training by the institution based course advisers. Academic course advisers are therefore positioned to promote students' persistence by educating them about the value of co-curricular participation and by encouraging their involvement in developmental programmes of great influence to their career (Cuseo, 2015).

The duties and responsibilities of a course adviser are numerous and challenging. Among which are helping students in making useful academic decision that could help them maximize their potentials; to this end, he assists/guides the students especially new entrants to choose courses required of them in their respective disciplines expected of them as a requirement before they could graduate. Others include career counseling, personal counseling, processing of examination results and host of others.

Any academic staff appointed to perform the task of course advising must be knowledgeable, current in information with regard to university extant rules that relate to students' academic activities. Unfortunately, such course advisers often rely on their personal experiences since no special training is given on academic advising before their appointments. Their effectiveness in the discharge of academic advising is therefore a combination of the advisor's diligence, hard work, time management and level of professional relationship with his/her advisees.

Effective or ineffective course advisership has consequences on students' learning outcome (Drake, 2011). Dibia and Obi (2013) averred that the importance of effective course advisership of undergraduates cannot be overemphasized as it contributes to students' success. It therefore suggests that the realization of the quest for university education is largely dependent on the ability and willingness of the students to avail himself/herself for academic advising. The personal and professional attributes of a course adviser could therefore influence his effectiveness. Nevertheless, it has been observed that while a few of the students avail themselves on this opportunity especially the newly admitted ones, others by share ignorance do not seek for academic advising. Students drop out, repetition or withdrawal from the university could be the result of ineffective course advising. Effective advising does not only promote quality teaching and learning outcome but foster academic satisfaction and success of students' life ambition.

LITERATURE

The study is hinged on the social learning theory by Bandura and supported by the In-loco-parentis principles of education law. Bandura (1987) propounded that humans learn through social interactions, conversation, observation and apprentice activities. The theory also places emphasis on the significance of observation and modelling of human behaviour, attitudes and emotional reaction on others for growth and development. It can thus be inferred from the assumptions that academic advisership/mentorship provides a number of opportunity for academic role models (academic advisers) who play special roles in the career growth, personal, cognitive and emotional development of a university student for a successful life endeavor.

The in-loco-parentis principle is a legal doctrine which confers the power and responsibilities of a parent to another who stands in gap. In colleges and tertiary institutions like universities, the school through course advisers aid or assist in the best interest of the students. Such as provision of relevant information, counselling orientation, pep talks and other behavioural modification and academic assistance that could enable the student derive maximum satisfaction from the school for successful academic output.

The basic duty of a course adviser is to assist students in the development and accomplishment of meaningful educational plans that are compatible with life goals. It is on this note that Creamer (2000) opined that academic advisers assist students with decision making as a means to maximize their potentials. In relation to the relevance of students' advisership, Oriano (2013) and Cuseo (2015) comprehensively conceptualized course advising as a systematic process based on a close-student-advisor relationship intended to aid students in achieving educational, career, and personal goals through utilization of the full range of institution and community resources.

The need for academic advisory in the university education is sine-qua-none to human capital development mandate of the system for national and global growth and development. Consequently, the inputs (students) to be processed for wealth creation and development while in the university might experience one challenge or the other of which effective course advising could help overcome. Cuseo (2015) remarked that the problems of university/college students might vary by gender, course of study/career choice, year of entry or age in school. Other problems of the students according to Motler-Leinkhuler (2002) could be psychological, social or emotional. The problem of unbridled freedom in campus which hitherto the students were denied while with their parents could be another aspect an academic course adviser need to grapple with for a successful learning process among students. Peer influence sometimes entice students into anti social behaviour like drug abuse, cultism, irresponsible sexual behaviour which eventually interrupt their studies (Muola, Maithya & Mwinzi, 2011). This underscores the need for effective course advising.

In order to carry out the tasks of academic advising, a course adviser need to be effective. Effective advisers achieve their goals of advising when they are accessible, and do more than provide information (Hunter, McCallen-Wriggens & White, 2007). According to Hemwall and Trachite

(2005), the principles of effective course advising include: consideration of university mission and vision; encouragement of critical thinking in students, alignment of advisees' personal goals with institutional goals; awareness of advisees' strengths and weaknesses, dissecting advising mindset and sensitizing them as well as understanding advisees' individual background. Other qualities of an effective course adviser as recorded by Gordon, Habley & Associates (2000) and Alonge (2019) are: accessibility and approachability, professionalism, experience, patience, flexibility, communicative skills, creativity, honesty, intelligence, responsibility and skill of organization. The university management however needs to leverage on course advisership effectiveness to enhance students' academic performance and general learning outcome in terms of character, training and skills acquisition. This is because the resultant effect of ineffective course advisership or students who did not receive course advising services as found by Sayles (2005) is lower G.P.A., elongated year of graduation. It could result to wastage such as repetition or withdrawal which has almost become a phenomenon among undergraduates in Nigerian universities. To reverse this trend Dibia and Obi (2013) suggested that the current structure and practice of course advising need to be more effective and impactful. A collaboration between university management, academic Heads of Department, Course Advisers and the students is therefore advocated for quality and successful university education.

Statement of the Problem

Course advising is one of the major academic services rendered by universities and other tertiary institutions to their students. The aim is to foster students' retention, reduce wastage and to assure quality university education capable of stimulating sustainable growth and development. It is however observed that course advising is under-estimated as a potent factor for successful university education by the university authorities, designated/appointed course advisers and the students themselves.

The university authorities have been fingered for poor quality course advisership. This is due to high students' enrolment which sometimes exceed the approved quota for admission by National Universities Commission (NUC) besides shortage of qualified academic staff, inadequate office accommodation and poor training orientation for course advisers by these institutions.

The appointed/designated course advisers on the other hand do not seem to appreciate their responsibilities to the students as parents-in-gap for children who are in search for knowledge, skills, competencies and values for personal and global development trusted upon them for care and mentorship. Quite a number of the course advisers have been accused of unwholesome and unprofessional practices. A significant number of them appear to be lackadaisical while some are hostile and unfriendly to their advisees. Others brazenly display ignorance and inexperience with regard to the principles of course advising.

Nevertheless, it has been noted that some undergraduates do not seek for academic advice. Perhaps because of their limited knowledge of the efficacy of course advisership for educational goals attainment. Others perceive their course advisers as 'harmful' for some reasons and would rather seek the advice of their colleagues than the college course advisers who are supposed to be more professional and effective.

In fact, the consequences of poor/ineffective course advising are enormous. Internal efficiency could be compromised while high rate of students' drop out, elongation of study duration, low academic performance resulting into students' poor satisfaction and wastage of the limited resources in the system could be the order of the day. It is against this background that the study is aimed at investigating level of the effectiveness of course advisers in public universities in Edo State, Nigeria. Another objective is to proffer management strategies for effective course advisership in the university system.

Research Questions

The following four questions were raised for the study

1. What is the level of course advisers' effectiveness in public universities in Edo State, Nigeria?
2. Is there a variation in the level of effectiveness of course advisers in public universities in Edo State based on experience?
3. Does gender influence the level of effectiveness of course advisers in public universities in Edo State, Nigeria?
4. Does gender, level of study and department of study influence the rate at which students consult their course advisers in public universities in Edo State, Nigeria?
5. What are the challenges to effective course advisership in public universities in Edo State, Nigeria?

Hypotheses

Three out of the five research questions were hypothesized thus:

HO₁: There is no significant variation in the level of effectiveness between experienced and less experienced course advisers in public universities in Edo State, Nigeria.

HO₂: There is no significant difference in the level of effectiveness between male and female course advisers in public universities in Edo State, Nigeria.

HO₃: There is no significant relationship between gender, level of study and department of study on the rate at which students consult their course advisers in public universities in Edo State, Nigeria.

Purpose of the Study

Specifically, the objectives of the study are to:

determine the level of effectiveness of course advisers in public universities in Edo State, Nigeria; ascertain if there is a variation in the level of effectiveness of course advisers in public universities in Edo State, Nigeria based on experience;

find out if gender influence the level of effectiveness of course advisers in public universities in Edo State, Nigeria;

investigate whether there is a significant difference in the rate at which students consult their course advisers in public universities in Edo State, Nigeria; and to

identify challenges to effective course advisership in public universities in Edo State, Nigeria.

METHODS

In this study, the descriptive survey of the ex-post facto design was used. Data collected were described without manipulation to describe the observed phenomenon.

Participants

In Edo State, Nigeria, there are two public universities. They are the University of Benin, Benin City (UNIBEN) which is managed by the federal government while the second one is Ambrose Alli University, Ekpoma (AAU, Ekpoma) owned by the State government. However, there is a university, Edo University, Iyarmoh which is jointly managed by both the public and private sector.

For the purpose of this study only University of Benin, Benin City (UNIBEN) and Ambrose Alli University (AAU), Ekpoma were selected. A purposive sampling technique was used to sample respondents from the two institutions during the 2018/2019 academic session. To achieve this, the researcher deliberately selected twenty respondents who were accessible and willing to participate. The students were drawn from ten uniform departments from the two institutions. They are the Departments of Educational Foundations, Business Administration, Public Law, Electrical Engineering, Crop Science, English Language and Literature, Vocational and Technical Education, Biochemistry, Religion and Philosophy and Mathematics. Course advisers from each level (100 – 400) from the ten Departments sampled were automatically part of the study. A total of 1600 students and 80 course advisers were selected for this process in the two public universities.

Table 1 shows the sample distribution and demographic characteristics of the respondents.

Table 1: Sample distribution and demographic characteristics of the students and course advisers

Ambrose Alli University, Ekpoma					University of Benin, Benin City						
A	Dept.	No. of Students (100 – 400 level)		No. of Course Advisers	A	Dept.	No. of Students (100 – 400 level)		No. of Course Advisers		
1	Educational Foundations	80		4	1	Educational Foundations	80		4		
2	Business Administration	80		4	2	Business Administration	80		4		
3	Public Law	80		4	3	Public Law	80		4		
4	Electrical Engineering	80		4	4	Electrical Engineering	80		4		
5	Crop Science	80		4	5	Crop Science	80		4		
6	English Language and Literature	80		4	6	English Language and Literature	80		4		
7	Vocational & Technical Education	80		4	7	Vocational & Technical Education	80		4		
8	Biochemistry	80		4	8	Biochemistry	80		4		
9	Religion & Philosophy	80		4	9	Religion & Philosophy	80		4		
10	Mathematics	80		4	10	Mathematics	80		4		
	Total	800		40		Total	800		40		
B	Gender	M	F	M	F	B	Gender	M	F	M	F
		380	420	26	14			430	370	18	22
C	Experience	-		Exp.	Less Exp.	C	Experience	-		Exp.	Less Exp.
				14	26					16	24
	Total	800		40		Total	800		40		

Instruments

Two research instruments designed by the researcher were used to collect relevant data for the study. The first one was titled: Students Effective Course Advisership Questionnaire (SECAQ). It was used to elicit responses from the sampled students. The instrument had three sections. Section A contained demographic characteristics of the respondents such as gender, level of study and Department. Section B contained 15 items which bothered on course advisers' effectiveness with regard to academic activity and other services to course advisees. The items were rated on a four-point Likert scale of Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1). Section C of the instrument had 10 items based on the rate at which students consult their course advisers on a modified Likert scale of Often (3), Sometimes (2) and Seldom (1).

The second instrument aimed at collecting information from the course advisers was tagged: Challenges to Effective Course Advisership Questionnaire (CECAQ). It had two sections; A and B. section A was used to collect demographic information about the respondents while Section B had 10 items with modified four-point Likert scale responses of Strongly Agree, Agree, Disagree and Strongly Disagree.

The instruments were validated by three experienced and senior academics from the Departments of Educational Management and Educational Evaluation and Counselling Psychology, University of Benin, Benin City. Their expert review and comments were used to effect necessary corrections before the final drafts of the instruments were made for administration.

The instruments were later subjected to reliability test using test – retest option within an interval of two weeks. Thirty subjects who were not part of the main study participated in the reliability test. The Cronbach alpha statistics was used to compute the reliability test on the first instrument titled: Students' Effective Course Advisership Questionnaire (SECAQ). It yielded alpha result of 0.65. The second instrument: Challenges to Effective Course Advisership Questionnaire (CECAQ) was tested for its reliability with the aid of Pearson Product Moment Correlation Coefficient statistics. This yielded a coefficient of 0.71.

The administration and collection of data lasted for two months. Two trained research assistants helped to collect the data. However, 746 administered copies of questionnaire were found useful while 72 copies of the questionnaire completed by course advisers were returned. This accounted for 93% and 90% return rate of the two sets of questionnaires used to collect data for the study.

Data Analysis

Data collected were analysed using descriptive statistics such as mean (\bar{x}), standard deviation (SD) and percentages (%) for the research questions. Inferential statistics like t-test and ANOVA were used to test for significance of groups at 0.05 level of significance.

RESULTS

The results of the study are presented in the tables below

Table 2: Mean analysis of course advisers' level of effectiveness

S/N	Items	Mean (\bar{x})	SD	Remark
	My course adviser:			
1	guided me during course registration	3.61	1.07	Effective
2	shared information with me about academic rules and regulations in the university	2.64	0.97	Effective
3	advised me on how to manage time and other resources in the university	1.96	0.61	Ineffective
4	encourages me in my career growth and development	2.11	0.46	Ineffective
5	is diligent in examination results preparation	2.61	1.21	Effective
6	keeps/kept carefully my academic and personal records	2.57	1.04	Effective
7	is always available for consultation	2.06	0.78	Ineffective
8	monitors my academic progress	1.74	0.66	Ineffective
9	took personal initiative to contact me when there was need for it	2.30	0.93	Ineffective
10	shows/showed concern about my personal challenge	2.41	0.51	Ineffective
11	is friendly and approachable	2.54	1.03	Effective
12	maintains genuine relationship	2.27	1.04	Ineffective
13	is discreet and confidential	2.58	1.15	Effective
14	respects/respected my personal views and decisions	2.38	0.50	Ineffective
15	is patient and tolerant	2.52	0.64	Effective
	Average mean	2.42	0.84	Ineffective

Table 2 showed that course advisers in public universities in Edo State are generally ineffective in the discharge of their responsibilities (average mean of 2.42). However, the table indicated that course advisers were effective with regard to items 1, 2, 5, 6, 11, 13 and 15.

Table 3: t – test analysis on level of course adviser's effectiveness based on experience

Group	N	Mean (\bar{x})	SD	Df	t-value	Sig. level
Experienced	32	15.64	2.97	70	1.75	.95
Less experienced	40	12.38	1.84			

Table 3 revealed that the mean of experienced course advisers was 15.64 with a standard deviation of 2.97 while that of less experienced course advisers was 12.38 with a standard deviation of 1.84. The computed t was 1.75 and the significant value was .95. This suggested that the result was significant at 0.05, that is $t_{(70)} = 1.75$; $P < 0.05$: it implies that there is a significant variation in the level of course advisers' effectiveness between experienced and less – experienced ones.

Table 4: t – test analysis on gender difference in the level of course advisers’ effectiveness

Group	N	Mean (\bar{x})	SD	Df	t-value	Sig. level
Male	37	10.24	2.41	70	.97	1.13
Female	35	11.08	2.65			

In table 4 the number of experienced male course advisers was 37 while their female counterparts was 35. The male course advisers had a mean of 10.24; the female course advisers had a mean value of 11.08. The standard deviation was 2.41 and 2.65 for male and female course advisers respectively. The t – value was .97 while the significant value was 1.13. It implied that the result was not significant at 0.05 level of significance. That is, $t_{(70)} = .97$; $P > 0.05$. The hypothesis which states that there is no significant difference in the level of effectiveness between male and female course advisers in public universities in Edo State is therefore accepted.

Table 5: Summary of multiple regression analysis between the predictor and criterion variables

R = .670						
R ² = .560						
Adjusted R ² = 0.554						
Standard error of estimate = 6.32426						
ANOVA						
Source of variation	Sum of squares	Df	Mean square	F	P	
Regression	10,781.132	3	2247.069	42.538	< 0.05	
Residual	8946.231	743	.174			
Total	19727.363	746				

Table 5 indicated that the independent variables (gender, level and department of the students) statistically and significantly predict the dependent variable which is the rate at which students consult their course advisers, $F(3,743) = 42.538$; $P < 0.05$. However, when the adjustment was made for other factors, the contribution of the predictors was 55.4%. Nevertheless, the table shows that there is a significant relationship between the gender, level and department of study on the rate at which students consult their course advisers while on campus.

Table 6: Mean analysis of the challenges to effective course advising

S/N	Challenges	Mean (\bar{x})	SD	Rank order
1	Limited knowledge about my responsibilities	3.06	0.65	7
2	Lack of incentives	3.40	0.67	3
3	Excess workload	3.65	0.82	1
4	Lack of office accommodation	3.15	0.70	6
5	Students pressure and poor time management	3.46	0.71	2
6	Poor record keeping facilities	3.30	0.80	4
7	Students nonchalant attitude to academic advising	3.21	0.65	5
8	Safety and security	2.56	0.74	9
9	Poor coordination and communication	2.70	0.89	8
10	Instability of academic calendar	1.96	0.73	10

Table 6 disclosed ten major challenges facing effective course advising in public universities in Edo State. The five major challenges in rank order and their corresponding means are: excess work load, pressure of students and poor time management, lack of incentives, poor record keeping facilities and students' nonchalant attitude to academic advising. The least of the challenges is instability of academic calendar which rank number 10 and a mean of 1.96.

DISCUSSION

The result of the first research question revealed that course advisers in public universities in Edo State, Nigeria are generally ineffective in the performance of their academic and in-loco-parentis responsibilities to their advisees (students). The study however indicated that course advisers are effective in the area of providing academic information such as course registration requirements, conduct of semester examinations, and consequences of students' involvement in examinations. But in the areas of personal support services such as counselling, monitoring of students' academic progress; course advisers have not been responsible and responsive to such students' needs. This finding therefore confirmed Dibia and Obi (2013) conclusion in a study that academic advising in South East Nigeria universities focused mainly on academic aspects neglecting important areas like social, career focus and adjustment to university life.

The result of the study further revealed that there is a significant variation in the level of effectiveness between experienced and less experienced course advisers. This implies that a few of the course advisers are effective in the area of comprehensive students advising and support services. Course advisers who are experienced could be more professional and dedicated than their counterparts who are mainly young academics saddled with very many other responsibilities in the institution. The approach to advising of a young academic is prescriptive rather than developmental according to Pargett (2011). The finding presupposes the fact that experienced course advisers have good mentorship, listening and communicative skills. Also, they build meaningful relationship and are more approachable than others. Students who are under the care

and tutelage of such advisers might experience holistic training and development for future success in life.

It was also found in this study that there is no significant difference in the level of effectiveness between male and female course advisers. This finding is not a surprise rather it confirms that appointment/engagement of academics in universities is devoid of gender preference rather on perceived level of productivity or efficiency. But in the case of course advising, both male and female course advisers were perceived to be generally ineffective. This suggests that course advising services by both male and female academics have not been impactful in the academic training and development of the students in recent times. The probable reason for this finding according to Dibia and Obi (2013) could be as a result of the failure of the institutions to put in place mechanism that will ensure quality students' advisership.

Data analyzed in Table 5 disclosed that there is a significant relationship between gender, level and department or course of study with the rate or frequency at which students consult with their course advisers. This implies that the rate of students' consultation with their course advisers varies by some factors. It is expected that students irrespective of gender, level of study or course of study should seek the services of their academic advisers at all time in view of the benefits such advice has in the academic and career development of the student.

Muola *et al.* (2011) had earlier provided reason(s) for this finding. According to them, students at different levels experience different unique problems which might influence the rate at which they consult their course adviser for solution or advice. For instance, a new entrant into the university (100 level student) might often seek the guardian of his course adviser than 200 and 300 level students who are already used to the culture of the university. Supporting this finding, Moller-Leimkuhler (2002) explained that female traditionally have the tendency to seek help more than their male counterparts in dealing with difficulties like academic problems. Also, older students who are in 400 level and above might want to consult regularly with their advisers to know how they are faring academically with regard to their G.P.A. The need to know how to make a successful career in the midst of unemployment and stiff competition might also influence older students who are about to graduate to seek counsel or more information from their course/academic advisers. Similarly, students in sciences and vocational department where specific skills, knowledge, values and training are required for competency and professionalism will have the tendency to always consult their course advisers for success than those in liberal or humanities department.

Lastly, Table 6 revealed that course advisers in public universities in Edo State are faced with a plethora of challenges. Prominent among them is excess work load which has a mean of 3.65 while the least is instability of academic calendar which has a corresponding mean of 1.96. This finding is however in consonance with Pargett (2011); Dibia and Obi (2013) who in separate studies reveal that academic advisers have some challenges because of weak institutional mechanism. The challenge of excess work load for course advisers and students' pressure coupled with lack of time management among others appear to be exacerbated by the exponential increase in students' enrolment in university education in Nigeria. These major challenges are some of the reasons for

incessant industrial disputes between the proprietors of public universities and the Academic Staff Union of Universities (ASUU).

If a university system is a citadel where human capital are trained and processed for sustainable national and global development, course advisers and other academics must be effective and efficient in their responsibilities for maximum goal achievement. Effective course advisership therefore is capable of stimulating a productive bonding between the advisee and the course adviser which could result into students' satisfaction and career success in future.

CONCLUSION

University education is pivotal to socio economic and political development of a nation. This is because it's human capital development is critical particularly to the survival of an individual but requires skills, creativity, knowledge, training, attitude and sound morals or character disposition for the 21st century economic challenges. To achieve these, effective course advisership of students is germane. The study however found that effectiveness of course advisers in public universities in Edo State, Nigeria is limited due to some challenges. The university management at different levels need to ensure that there is quality and effective course advising for academic excellence and students' success in the world of work.

Recommendations

The following management strategies are recommended for effective course advisership.

1. The university authorities should place high premium on course advising through their mission statements and academic policies. It should be seen beyond guiding students during course registration and preparation of results. Rather as an indispensable service to students that can assure all round development of the student for a productive and meaningful life.
2. The capacity and effectiveness of course advisers should be improved upon through regular workshops, seminars and briefings. During such meetings lectures on Educational Psychology, Human Psychology, Guidance and counselling and other knowledge areas that could help course advisers perform their responsibilities effectively should be shared.
3. Faculty Deans and Heads of Departments should appoint a senior academic staff as coordinator of course advisers. His responsibility shall include but not limited to providing leadership for course advisers, interface with them to know their needs and challenges for earnest attention.
4. Special incentives should be provided for course advisers as motivation.
5. They should be provided with computers and ICT facilities in order to increase their effectiveness and efficiency.
6. Office accommodation together with records keeping facilities should be provided for course advisers.
7. Public universities in Edo State should introduce online course advising to mitigate the challenge of students' pressure and time management issue arising from high enrolment.
8. Course advisers should always endeavor to provide their advisees with relevant information using different means of communication. They should explore their professional skills and personal values such as honesty and friendliness in the discharge of their responsibilities.

9. Academic work load such as courses assigned to be taught by course advisers should be reduced in order for them to be more effective in course advisership duties.
10. University authorities at different fora such as orientation, matriculation, induction ceremonies should emphasize the need for students to always consult with their academic advisers or mentor in all areas of needs.

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