
The Role of Academic Advisors to Solve Problems of Students in Academic Performances

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Abstract: The current article examines the problems students are having finishing activities, assignments, and projects, as well as the causes of such problems. It looks at the many meanings of academic advising and highlights the influence academic advisers have on students' academic progress through mentorship, counseling, and advice.

Keywords: Academic advisor, academic performance, stress, depression, anxiety, difficulties, adaptation problems, assignments.

Introduction. Students encounter a wide range of common problems. They suffer from social and general anxiety; they get anxious before tests. Sometimes they are tortured by panic attacks and feelings of not meeting family expectations. As a result, they fall into depression, having a lack of energy and motivation, hopelessness, and low self-esteem. They are in need of academic advising in this time of being overwhelmed by these problems.

Academic advising is defined by many institutions and scholars so far. Kuhn defines academic advising as follows “it is the process when an institutional representative gives insight or direction to a college student about an academic, social, or personal matter”. He also adds that academic advising intends to inform, suggest, counsel, discipline, coach, mentor, or even teach (2008). Miller states that advisors teach students how to make the most of their college experience (2012). O'Banion emphasizes the dynamic relationship between an advisor and advisee in his definition saying that the advisor serves as teacher and guide in an interactive partnership aimed at enhancing the student's self-awareness and fulfillment (1972). In some resources academic advising is referred as developmental counseling (Crookston, 1972; Winston, 1982; Burton, 1998). Burns Crookston's definition of developmental advising tells that it facilitates the student's rational processes, environmental and interpersonal interactions, behavior awareness, and problem-solving, decision-making, and evaluation skills (Crookston, 1972). Winston gives the following definition: “A systematic process based on a close student-advisor relationship intended to aid students in achieving educational, career, and personal goals through the use of the full range of institutional and community resources” (1982). David defines this process as follows “Academic advising is a process of information exchange that empowers students to realize their maximum educational potential. The advising process is student-centered and will result in the student gaining a clearer understanding of himself/herself, and the experience of higher education” (1987).

There are different models of advice (Heisserer, 2019). Prescriptive advising, developmental advising, integrated advising. The prescriptive advisor gives a diagnosis of the problem, then prescribes a specific treatment for the student. The developmental advisor works out a plan of development and promotes initiative and growth in the student. An integrated advisor serves

the roles of both the aforementioned types of advisors.

Judging from the above definitions, we can develop the definition of academic advisor. It is the person that assists students to clarify their career and life goals and to develop educational plans to achieve their life and career goals. Academic advisors use communication and information exchanges with an advisee to serve their profession's tasks. The advisor is a facilitator of communication and a coordinator of learning experiences in an ongoing, multifaceted process called "academic advising." Academic advisors can help students to make their educational process meaningful and colorful and full of joy rather than panic and anxiety. Academic advisors teach students how to think critically, seek out resources, and develop action steps. The desired result is that students will feel a sense of responsibility for their academic success by thinking creatively and critically.

Academic advisors assist students in avoiding quandaries by directing them on how to obtain relevant information and services. Academic advisors help not only with academic performance; they should also be able to assist students with planning for internships and employment opportunities within their disciplines. Academic advisors should be knowledgeable about academic programs and curricula requirements within the institution, but they should also have particular skills and competencies (Creamer & Scott, 2000). Communicative competence, the ability to listen and question, and referral skills are the primary ones (Nutt, 2000).

Results of the investigation.

Students may have a variety of issues. Academic advisors might be able to resolve them. Before describing the methods used by academic advisers to resolve concerns, the categories of problems are identified.

Learning difficulties and concerns

These problems arise when students have a heavy workload of classes, poor concentration or ADHD, or poor understanding of the course material. This causes students to have depression or anxiety, which reduces motivation and concentration. Sometimes, this may happen due to perfectionistic thinking that leads to procrastination. Sometimes, the format of course instruction may not align with the learning style of the student. It is quite common for students to experience academic concerns at some point during college or throughout their college career. It is quite common for students to experience academic concerns at some point during college or throughout their college career.

Learning disorders may hinder students' understanding, remembering, or responding to information. Processing information challenges can interfere with basic and/or higher-level learning skills. Learning disorders do not depend on IQ; there may be brilliant students with learning difficulties. Learning difficulties are: inaccurate or slow word reading; low reading comprehension; incorrect spelling or grammar; poor organizational skills and time management; difficulty with abstract reasoning; difficulty retaining information; poor writing skills. The main learning concerns are poor study habits, challenges in grasping course materials, procrastination on tasks, and poor class attendance.

Adaptation difficulties to university life

Even students who live nearby or at home throughout university might find the transition to university to be fairly challenging. This shift entails creating a new support system, learning about a new setting and community, getting used to a totally different kind of schedule, taking on more challenging courses, and being more independent and responsible. In addition to constant comparisons concerning how friends are adjusting to college, this adjustment phase is typically accompanied with homesickness when apart from loved ones. As a result, during the move to university, students may suffer increased worry, melancholy, or

loneliness, and this adjustment may occasionally be more than they can manage on their own.

If a student is the first in their family to attend university, has a history of having a difficult time adjusting to new situations, has a significant other or a very close group of friends living at home, or is worried about a family member living at home, they may be more likely to struggle with the transition to university. Students complain about everything and everyone at school; they find it difficult to decide what to do and to stop participating in social activities. This sparks discussion of leaving the university.

Anxiety

Anxiety is a typical emotion that, in moderation, may be useful. For instance, anxiousness may encourage you to work harder so that you can complete a class project before the deadline. But excessive anxiety may be crippling if it's unrelated to your situation. A professional may be needed to treat anxiety that impairs social or academic performance.

Physical, emotional, cognitive, and behavioral signs of anxiety might appear. These signs of anxiety may serve as a signal to acknowledge them. It may be beneficial to seek professional care if these symptoms are impairing your capacity to function and are suggestive of an anxiety problem. Rapid heartbeat, muscular tension, dizziness, dry mouth, perspiration, nausea, diarrhea, shortness of breath, shaking, disturbed sleep, and exhaustion are examples of physiological symptoms. Feeling out of control, anxious, unpleasant, overwhelmed, and irritated are some emotional sensations. Avoiding difficult circumstances, putting off tasks, abusing alcohol, and engaging in obsessive behavior are examples of behavioral symptoms. Worry, obsessional thoughts, mental disorientation, and difficulties focusing are cognitive symptoms.

Attention Deficit Hyperactivity Disorder (ADHD)

Students that struggle with this issue have trouble concentrating or paying attention. They could be quickly distracted, unorganized, easily bored and irritated, unsure of what to do, and overwhelmed. They frequently make thoughtless errors. They are ineffective at finishing things. They find it challenging to concentrate in class since they frequently get irritated. They talk too much and are always moving. They regularly switch majors, leave class frequently, and interject during other people's conversations because they lack decisiveness.

Depression

Students may experience depression occasionally. Symptoms include irritability, restlessness, loss of interest in activities or hobbies, exhaustion, and decreased energy. They might also include chronic melancholy, worry, or empty sensations, thoughts of hopelessness or pessimism, feelings of guilt, worthlessness, or helplessness. These depressive symptoms can make it difficult to focus, recall specifics, or make decisions. They can also make it difficult to sleep (insomnia) or sleep too much, and in grave situations, they can even lead to suicidal thoughts or attempts.

Sadness is only one aspect of depression. It can occur even if there isn't a specific incident or circumstance that is generating it, and it can involve a few or many of the symptoms mentioned above. For the individual suffering from depression, it can be unpleasant and disturbing, and it can sometimes be challenging to ask for treatment. It's critical to keep in mind that sadness is a legitimate, curable condition and has nothing to do with being shameful.

Low self-esteem

Two primary factors—how we were treated by others and what other people said about us—are the earliest sources of self-esteem. People get a sense of self-worth when these messages are encouraging and realistic. However, when messages are overly pessimistic or critical,

people may find it challenging to cultivate an innate feeling of worth and may turn to a number of other elements to boost self-esteem. People who feel insecure may look to their accomplishments for self-worth and approval, which could lead to perfectionism. Others may have insecurity—not about who they are, but about the world—because of challenging or unpredictable circumstances in their life, and they may resort to perfectionism to feel in control.

Perfectionism

The pursuit of extremely lofty objectives and/or the avoidance of any mistakes, character defects, or unforeseen circumstances are the two main aims of perfectionism. Perfectionism is a pattern of strict and unrealistic beliefs, expectations, and behaviors. When their standards are not reached, perfectionists frequently suffer irritation, guilt, disappointment, and self-blame. Furthermore, perfectionism can lead to persistently pessimistic thoughts, stress, and self-doubt. Those who are perfectionists may also struggle with their relationships, procrastination, and mental health issues.

The idea that perfectionists are more successful and in control of their life is a widespread one. However, perfectionists succeed despite their unreasonable standards and beliefs, not because of them. Because it causes worry, self-doubt, and procrastination, the perfectionist tendency frequently serves as a roadblock to achievement. Many perfectionists fear that without their perfectionism they would not be successful, yet most discover that they are better able to accomplish their goals without the obsessive desire for perfection.

Stress

One of the most prevalent issues facing college students is stress. The body's reaction to both good and bad demands of life is stress. These obligations may require time, money, and both physical and mental/emotional energy. University life can be stressful for a variety of reasons, such as getting used to a new schedule, taking on more responsibility, living with roommates, dealing with novel social and romantic situations, encountering financial challenges, and trying to live up to academic standards.

Stress is a necessary component of success and a common aspect of life. When it drives people to be active and productive, as it does when students are attempting to fulfill academic deadlines, a small degree of stress can be beneficial. The capacity to do daily tasks might be hampered by excessive stress. Unmanaged excessive stress can lead to mental and physical health issues like hypertension, heart disease, obesity, diabetes, depression, and anxiety.

Time management

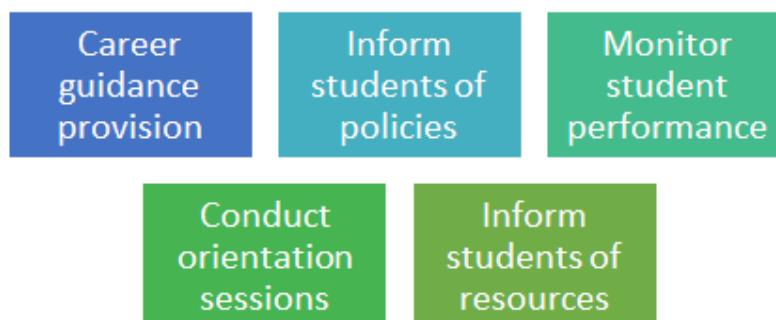
University years may be an exciting time of life, but they also require students to juggle a variety of responsibilities, including education, jobs and internships, friendships, love relationships, family duties, and involvement in campus groups and organizations. A successful university experience necessitates the use of time management and life balance tactics. A skill like time management has to be practiced and acquired. Seeking professional academic support may be beneficial if students are unsure of the abilities required for time management.

Students may be experiencing procrastination issues if they are aware of how to manage their time yet still find themselves putting off critical academic assignments. Individuals frequently believe that procrastination indicates laziness, yet there are a variety of other reasons why people delay doing something. Students experience procrastination, which has a negative impact on their academic performance, when they feel overburdened by the quantity of work that has to be done, as a consequence of perfectionism or self-doubt, ambiguity about what the assignment entails, indifference, or just worry.

The roles of academic advisors

Great advisers are educated about the traits and requirements of their students as well as about the institutional mission, goals, requirements, policies, procedures, rules, and laws in their particular programs. Students can reach them both physically and personally.

In order to help students decide on their own educational objectives that will lead to graduation, academic advisors provide guidance on subjects such as academic plans and progress, academic schedules, major selection, and other academic activities and career aspirations. In the following, 5 functions of academic advisors are determined:



Career guidance provision

One of the most crucial tasks performed by advisers is offering career advice. Students attend colleges and universities to receive the education required to pursue particular professions. However, a lot of students are unsure about the professional path they want to take or are considering switching their majors. Advisors may assist students in deciding which jobs would be a good fit for them by learning what aspects of the work are important to them and examining their personal traits to identify a strong match through chats and evaluation tools.

Inform students of policies

There are several laws, rules, and policies in place in colleges and universities. Academic advisers act as a resource on campus who can enlighten and clearly and concisely explain the school's policies. For instance, the majority of schools and universities permit students to drop a set number of classes without the grade appearing on their records. However, if a student is not doing well in a class and is not aware of all of their alternatives, it might mean the difference between getting a failing mark or not.

Monitor student performance

Advisors are given caseloads, where they are required to maintain case files and keep track of each student's academic development. These days, technology is used to simplify this procedure. The resources that are offered for academic support and remediation are made known to students via advisors. They must also direct students who need help with academic, attendance, or other personal issues to other campus experts.

Conduct orientation sessions

The majority of schools and institutions demand that freshmen attend an orientation. These lessons serve to orient pupils to their new learning environment. Advisors have the option of running the full session or only taking part in certain parts. Advisors discuss curriculum requirements, outline the registration process, and notify students of the academic services that are available. They also introduce department and academic advising staff members. Advisors frequently outline expectations for both students and themselves, as well as a schedule for when academic advising for the academic year should take place.

Inform students of resources

Students can connect with various resources through academic advisers. They provide information to students about various options, including as internships or on-campus work. They include contact details and direct students to school services for things like financial assistance, mental health counseling, residential living, and student affairs. Students can utilize advisers as a resource to use while attempting to find answers to a range of difficulties because they have numerous connections around the university. Although advisers do a variety of tasks, their main goal is to support students so that they can succeed in school as a whole.

It might be difficult to find way around a university or college. There are a lot of guidelines to follow and obligations for students to meet. In addition to offering advice in many other areas, an academic advisor may assist students in achieving their requirements.

Conclusion. One of the most memorable times in a person's life is when they are a student. The student years lay the groundwork for the rest of our lives. We do not only study from books in college. We acquire the ability to develop socially, physically, philosophically, and emotionally.

This never happens easily. These are thanks to the above-mentioned challenges students may face, such as anxiety, depression, stress, attention disorder, homesickness, perfectionism, procrastination, and time management. In these problems, as we have seen above, academic advisers come forward. Academic advisers help students not only solve problems in academic subjects but also psychological and life-related problems too. Academic advisers' primary responsibilities include informing students about university resources, assisting with orientation sessions, monitoring assignment completions, and advising students on how to plan career goals.

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