

# IMPACT OF ADVISOR-ADVISEE POLICY ON THE ACADEMIC PERFORMANCE OF BUSINESS EDUCATION STUDENTS IN FEDERAL COLLEGE OF EDUCATION (FCE), ZARIA

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## Abstract

*This study examined the impact of the advisor-advisee policy on the academic performance of Business Education students at the Federal College of Education (FCE), Zaria. The study had three research objectives: evaluating the implementation of the advisor-advisee policy within the business education program at FCE, Zaria; analyzing the relationship between advisor-advisee interactions and the academic performance of business education students in FCE, Zaria; and identifying any challenges or barriers in the implementation of the advisor-advisee policy and their potential impact on students' academic performance at FCE, Zaria. Research questions were also developed to guide the study. The research design used was a descriptive survey. The study population consisted of all 408 NCE students in the Business Education Department of the Federal College of Education, Zaria. A purposive sample of 100 students was selected proportionately using simple random sampling. Data was collected using a questionnaire structured with a four-point rating scale to measure students' perceptions of their advisor-advisee relationships and their influence on academic performance. The mean was used for data analysis. Preliminary findings indicate that the advisor-advisee policy at FCE, Zaria, was viewed positively by the students. Students reported improved academic performance, a clearer understanding of program requirements, and increased satisfaction with their college experience. However, there were some challenges, such as the unavailability of some advisors and the lack of diverse guidance methods. The research concluded that the advisor-advisee policy in the Business Education Department of FCE, Zaria has a positive influence on the academic performance of Business Education students. The research provides recommendations for improving the advisor-advisee relationship to enhance academic performance, including reviewing and updating the advisor-advisee policy to provide clear guidelines for both advisors and advisees. This should address issues such as advisor availability, meeting frequency, and the provision of resources for effective advising.*

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## Introduction

The relationship between academic advisers and students has long been recognized as a crucial component of the educational experience. Academic advisers play a pivotal role in guiding students through their academic

journey, providing essential support, and helping them make informed decisions about their coursework, career paths, and personal development. The quality of the adviser-advisee relationship can significantly impact students' academic performance and overall satisfaction

with their educational experience.(Campbell, 2018). In the context of business education, an integral part of General Education that teaches for skill, knowledge and attitude, students are expected to prepare for careers into Accounting, Marketing, Office Management Technology (OTM) and Entrepreneurship Education. The role of academic advisers becomes very critical to guide and counsel the Students on the wise choice of the option available in the Business Education Program. The dynamic nature of the business world demands that students receive timely and relevant guidance to align their educational pursuits with industry trends and demands. The Business Education students upon the completion of their program are expected to become professional teachers, Business Education Administrators or become self-employed; providing jobs for others. Hence the need for a robust adviser-advisee relationship

In modern educational systems, an adviser-advisee policy is often implemented to provide guidance and support to students throughout their academic journey. This relationship extends beyond mere academic assistance, encompassing mentorship, career guidance, and personal development. In the context of business education, where students are being prepared for careers in a dynamic and competitive environment, the role of academic advisers becomes even more significant.

The adviser-advisee relationship is a vital component of the academic ecosystem, playing a pivotal role in the personal and academic development of students. As the higher education landscape evolves, institutions increasingly recognize the need for structured adviser-advisee policies to enhance student engagement, motivation, and academic success. Creamer, (2020)

In the realm of higher education, academic advising plays a pivotal role in shaping the educational journey of students. The adviser-advisee relationship, characterized by guidance, mentorship, and personalized support, is essential in facilitating students' academic success and overall personal development. By examining the role of academic advisors, the factors that contribute to its effectiveness, and the potential impact on students in business education, this study aims to shed light on the importance of a robust adviser-advisee policy.

The landscape of higher education has evolved significantly over the years, with a growing emphasis on student-centered learning and holistic development. Within this context, academic advising has emerged as a critical component of student success. The adviser-advisee relationship extends beyond mere course selection; it encompasses personalized guidance, career exploration, and support in navigating the complexities of academia. Research suggests that effective advising positively impacts students' persistence, retention, and overall satisfaction with their educational experience. (Drake, Jordan, & Miller, 2013).

In the field of business education, where the curriculum often intertwines theoretical knowledge with practical skills, the role of advisor becomes even more pronounced. Business students need to make informed decisions regarding their course paths, internship opportunities, and potential career trajectories. A strong adviser-advisee policy can assist students in aligning their academic pursuits with their professional aspirations, thereby enhancing their academic performance and readiness for the workforce. It is expected that Students should know how to properly select area of specialization the Business

Education offers, utilize their skills upon graduation to be a job provider, yet they go endlessly looking for job which is made possible if they are well mentored. The extent to which these students were so mentored is the thrust of this research.

Kramer, (2013), opined that, the adviser-advisee relationship is integral to the academic experience in higher education institutions. It represents a personalized mentoring relationship between a student and an academic adviser, providing guidance, support, and direction throughout the student's academic journey. The efficacy of the adviser-advisee relationship is often governed by institutional policies that outline the responsibilities of both advisers and advisees. In the context of business education, where students are preparing for careers in the dynamic and competitive world of Commerce, Accounting, Office Management Technology (OTM) and Entrepreneurship Education, the role of adviser-advisee policies becomes even more critical. This literature review aims to dissect the existing body of knowledge to understand how adviser-advisee policies impact the academic performance of students in business education.

The adviser-advisee relationship is multifaceted, encompassing academic, personal, and professional dimensions. Academic advisers serve as guides, offering course recommendations, academic planning, and feedback on progress. They also play a vital role in helping students navigate the complexities of their chosen field. Furthermore, advisers can offer valuable insights into career paths, industry trends, and networking opportunities. The personal dimension involves emotional support, as advisers can serve as mentors who help students overcome challenges and develop resilience. In essence, the adviser-advisee relationship bridges the gap between the

academic and personal spheres, fostering holistic growth. Drake, & Miller, (2010).

Institutions establish adviser-advisee policies to ensure that the relationship is constructive and beneficial for students. These policies outline the roles and responsibilities of both advisers and advisees. Adviser-advisee policies typically define the frequency of meetings, the scope of academic guidance, and the expectations for communication. Furthermore, these policies might address the provision of resources for academic and career development, ensuring that advisees receive comprehensive support. However, the effectiveness of these policies can vary depending on the clarity of guidelines, the accessibility of advisers, and the alignment of policies with students' needs (Jordan, 2019).

There is a policy established in the Federal College of Education as to how to effectively use the adviser-advisee initiative, the extent to which these policies are utilized can only be assessed by this research outcome.

Numerous studies have explored the correlation between adviser-advisee relationships and academic performance. A supportive and engaged adviser is often linked to improved academic outcomes. Advisers who provide clear academic guidance, monitor progress, and offer timely feedback contribute to enhanced student performance. Moreover, the emotional support provided by advisers can positively influence students' confidence and motivation, both of which are crucial factors in achieving academic success. Conversely, a lack of effective adviser-advisee policies can lead to confusion, misalignment of goals, and a decline in performance (Fox, 2012).

The impact of adviser-advisee policies on academic performance is not solely determined by the policies themselves. Mediating factors

such as effective communication, accessibility of advisers, and the availability of resources can amplify the positive influence of adviser-advisee policies. Clear channels of communication facilitate the exchange of information and guidance, ensuring that advisees are on track. Moreover, support systems within the institution, such as academic workshops and counseling services, can bolster the adviser-advisee relationship by addressing academic and emotional challenges. Additionally, student motivation and initiative play a role in determining how effectively they utilize the support provided by advisers. (Nutt, 2013).

The adviser-advisee relationship is a multifaceted partnership that extends beyond academic guidance. It encompasses mentoring, personal support, and career guidance, all of which contribute to students' holistic development. Pascarella and Terenzini (2015) emphasize the significance of interpersonal relationships in promoting student persistence and success. In the context of business education, adviser-advisee interactions can offer students insights into industry trends, networking opportunities, and a sense of belonging within the academic community.

Research has consistently shown that a strong adviser-advisee relationship positively correlates with academic performance. Austin and McDaniels (2016) conducted a study involving business students and found that students with more frequent and meaningful interactions with their advisers were more likely to achieve higher grades. This suggests that adviser-advisee engagement not only supports students' learning but also contributes to their motivation and commitment to their studies.

Several factors influence the quality of the adviser-advisee relationship. One crucial factor is the adviser's expertise and availability. Students

benefit when advisers possess a deep understanding of the curriculum, industry, and career pathways related to business education (Kramer, 2013). Additionally, communication skills, empathy, and the ability to understand students' unique needs are essential qualities of effective advisers Habley et al., (2012).

Institutional policies also play a role. Institutions that prioritize small adviser-advisee ratios and provide training for advisers tend to foster more positive relationships (Kuh & Hu, 2001). Moreover, proactive outreach from advisers, rather than solely relying on students to initiate interactions, can create a more supportive environment (Bettinger et al., 2013).

The adviser-advisee relationship is built on a foundation of trust, communication, and mutual respect. Advisers serve as mentors who guide students through their academic journey, offering insights on course selection, research opportunities, and co-curricular involvement. Effective advisers actively listen to students' goals and concerns, tailoring their guidance to individual needs. This personalized approach fosters a sense of belonging and engagement, which are essential factors for student success Kuh, (2018).

Moreover, the adviser-advisee relationship extends beyond academics. Advisers often provide emotional support, helping students navigate challenges and setbacks. This holistic approach contributes to students' overall well-being and resilience, both of which are linked to academic performance.

Academic performance in business education is multifaceted, encompassing grades, engagement, participation, and the application of theoretical concepts to real-world scenarios. Research indicates that students who receive effective advising often perform better academically Habley, Bloom, & Robbins,

(2012). This correlation can be attributed to the guidance students receive in aligning their course selections with their strengths and career goals. Furthermore, business education often incorporates experiential learning, such as internships and capstone projects. Advisers play a crucial role in helping students identify and secure such opportunities, which not only enhance practical skills but also contribute to a well-rounded educational experience.

Despite the benefits, challenges in establishing effective adviser-advisee relationships persist. Busy schedules, limited adviser availability, and differing advising styles can hinder the development of strong connections. To address these challenges, institutions can implement technology-driven solutions, such as online appointment scheduling systems and virtual advising, to facilitate easier access to advisers Allen et al., (2017).

### **Statement of the Problem**

The problem of this study is the gap that exists between the advisor and the advisee in the Department of Business Education of the Federal College of Education, Zaria. Despite the recognized importance of the adviser-advisee relationship in business education department FCE, Zaria, the academic performance of the students are still not encouraging, as the researcher observed that some students are not utilizing the Adviser- advisee program put in place in the College. Importantly, since to the best of the knowledge of the Researchers, no comprehensive research that delves into this specific impact of advisor-advisee on the academic performance of business education students, it became very imperative to make it an area of study.

### **Objectives of the Study**

The primary objectives of this study are as follows:

- To evaluate the implementation of advisor-advisee policy within business education programme at FCE, Zaria
- To analyse the relationship between advisor-advisee interactions and the academic performance of business education students in FCE, Zaria
- To identify any challenge or barriers in the implementation of the advisor-advisee policy and their potential impact on students' academic performance FCE, Zaria

### **Research Questions**

In pursuit of the aforementioned objectives, this study seeks to answer the following research questions:

1. How effective is the advisor-advisee policy implemented within the business education program at FCE, Zaria?
2. To what extent do you believe that interactions with your advisor have positively influenced your academic performance in FCE, Zaria?
3. What challenges or barrier if any have you encountered in the process of advisor-advisee interactions in FCE, Zaria?

### **Methodology**

The descriptive survey was the research design employed for this research. The quantitative phase of the study involves collecting and analyzing numerical data to establish influence.

The population of the study comprise of 408 NCE 1 (173), II (115) and III (120) Business Education Students of the Federal College of Education, Zaria

A purposive sample size of 100 students were carefully selected for this study. Proportional Simple random sampling procedure was employed with the use of Hat

and draw to select the students used for the research. (Siegle, 2019). NCE 1 (43), II (27) and III (25)

A structured questionnaire was developed, consisting of a four rating scale on the strength of agreement, performance, satisfaction e respectively, to measure students' perceptions of their adviser-advisee relationships and its influence on their academic performance. Some questions also addressed the frequency and quality of interactions with advisers.

Descriptive statistics of mean score was used to analyse students' responses to different survey items. The score of 2.5 and above is agreed and any score below 2.5 is disagreed.

## Results

The distribution of respondents by categories, gender and experience are represented in Tables 1 and 2 respectively. The percentage and frequency counts were used in data analysis.

- To answer the research questions formulated for the study, all the items were tabulated indicating their frequencies of response of on the strength of agreement, performance, and satisfaction respectively.
- Table 1: Mean score of the respondents based on the effectiveness of advisor advisee policy implementation within the Department of Business ducation, FCE

S/N	ITEM STATEMENT	SA	A	D	SD	MEAN	REMARK
1	There is effectiveness in the adviser- advisee policy implemented within business education department FCE Zaria,	45	34	8	13	3.11	Agreed
2	You are aware of and actively engaged with your assigned advisor as per policy	38	44	15	3	3.17	Agreed

### Source field survey 2023

Table 1 shows that most of the respondent's believed that strong adviser-advisee relationship provides students with mentorship and guidance. Majority of the responses agreed that a strong adviser- advisee relationship provides students with mentorship and guidance with mean score of 3.11. College

can be stressful at times, and students may face personal challenge that affect their academic performance; while response with mean score of 3.17 believed that they are aware and actively engage with their assigned advisor as per policy.

Table 2: Mean score of the respondents based on Academic Performance Assessment

S/N	ITEM STATEMENT	Ex	G	F	P	MEAN	REMARK
1	How would you rate your academic performance as a Business Education student at Federal College of Education, Zaria in view of your relationship with Your advisor?	52	27	6	15	3.16	Good

### Source field survey 2023

Table 2 shows that most of the respondent's believed that their academic

performance was excellent, some said it was good. Few said it was fair while a smaller

portion said it was poor. Nevertheless the overall mean of 3.16 showed there is a positive influence of adviser-advisee policy on the student' academic performance.

S/N	ITEM STATEMENT	ES	SS	SD	NAAS	MEAN	REMARK
1	To what extent do you believe that interactions with your advisor have positively influenced your academic performance	44	35	10	11	3.12	Satisfied
2	To what extent have you received valuable guidance and support from your advisor regarding academic goals and course selection	29		14	11	2.93	Satisfied

Table 3 above shows those that are extremely satisfied (ES), those that were somewhat satisfied (SS), whereas some were somewhat dissatisfied and some were also Not at all satisfied (NAA). The satisfaction Mean score is 3.12 showing some high level of satisfaction concerning interactions that do occur between adviser-advisee, while the satisfaction level as relating to the value of guidance and support received is fair with a mean score of 2.93.

### Findings

1. The Study found out that, most of the respondent's believed that strong adviser-advisee relationship provides students with mentorship and guidance with a mean score of 3.11. Respondents also were aware of adviser-advisee policy and actively engage with their assigned advisor as per policy with a mean score of 3.17
2. There is a positive influence of adviser-advisee policy on the students' academic performance with a mean score of 3.16
3. There is a high level of satisfaction concerning interactions that do occur between adviser-advisee with a mean score of 3.12, nevertheless the value of

Table 3: Mean score of the respondents based on the relationship between advisor and advisee interactions and academic performance.

guidance and support received is fair with a mean score of 2.93.

### Discussion of Findings

Research question one revealed that the adviser-advisee relationship is a fundamental component of higher education institutions, aiming to guide students throughout their academic journey. The adviser-advisee relationship is a multifaceted partnership that extends beyond academic guidance. It encompasses mentoring, personal support, and career guidance, all of which contribute to students' holistic development, this relationship involves academic advisors who provide guidance, support, and mentorship to students, commonly referred to as advisees. Moreover, the adviser-advisee relationship extends beyond academics as opined by Pascarella & Terenzini, (2015). Advisers often provide emotional support, helping students navigate challenges and setbacks. This holistic approach contributes to students' overall wellbeing and resilience, both of which are linked to academic performance.

Research Question two revealed that the adviser-advisee relationship has a positive influence on students' academic performance. The majority of students surveyed expressed satisfaction with their advisor-advisee

relationships, citing helpfulness in course selection and career guidance. However, few students showed it was fair, this could be attributable to some advisors' in availability. Research has consistently shown that a strong adviser-advisee relationship positively influences academic performance of students. According to Austin & McDaniels (2016) presumed that students with more frequent and meaningful interactions with their advisers were more likely to achieve higher grades. This suggests that adviser-advisee engagement not only supports students' learning but also contributes to their motivation and commitment to their studies.

Research Question three revealed that there is a positive level of satisfaction concerning interactions that do occur between adviser and the advisee, while the satisfaction level as relating to the value of guidance and support received is fairly positive. According to Kuh & Hu, (2001) quoted that students who rarely meet with advisers tended to perform less satisfactorily. More so, institutional policies also play a role. Institutions that prioritize small adviser-advisee ratios and provide training for advisers tend to foster more positive relationships. Moreover, proactive outreach from advisers, rather than solely relying on students to initiate interactions, can create a more supportive environment Bettinger et al., (2013).

### **Conclusion**

In conclusion, the advisor-advisee policy at Business Education Department of FCE, Zaria has a positive influence on the academic performance of Business Education students. By addressing the identified challenges and implementing the recommended improvements, the institution can enhance the overall educational experience and success of its students. The advisor-advisee relationship, when properly

supported and structured, can be a powerful tool for academic success and personal growth.

### **Recommendations**

Federal College of Education, Zaria should invest in training programs for advisers to improve their skills in mentoring, communication, and guidance. Adequate resources and support should be provided to reduce advisor workload. In view of the number of staff in the Department, Lecturers should be paired for team teaching to reduce the work load.

The Head of Department of Business Education, of Federal College of Education Zaria should promote awareness among students about the importance of advisor-advisee relationships and how they can actively engage with their advisers to enhance the academic journey of the students. The Students' Association in the Department will be a very good arm to promote awareness among the Students, while periodic Departmental Staff meeting will enable staff awareness.

Student's representative's councils should implement a system for monitoring and evaluating the advisor-advisee relationships, including periodic surveys to gauge student satisfaction and academic performance. A routine template can be designed to show constancy of meeting between advisers and advisee, to monitor effectiveness.

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