

THE EFFECTIVENESS OF ACADEMIC ADVISING IN GUIDING HOSPITALITY MANAGEMENT STUDENTS

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ABSTRACT: *College life can be intimidating as students are expected to deal with many things. To support them, many universities offer academic advising to help and guide their students in navigating college life. This study examines the effectiveness of academic advising in guiding hospitality management students at North Eastern Mindanao State University. Specifically, it explores three kinds of academic advising: intellectual, affective, and instrumental. Data are collected from 307 hospitality management students and analyzed using frequency and weighted mean. Findings showed that academic advising effectively guides hospitality management students in the different aspects of their college life. However, the results also reveal that the instructors focused more on instrumental academic advising. These findings underscored the need to improve and expand the level of support provided to students. Moreover, capacity-building training and implementation of new strategies are recommended to help instructors become more effective in advising their students.*

Keywords: Academic Advising, Academic Advisors, Hospitality Management, College Life

1. INTRODUCTION

College life can be challenging for most students as they have to attend classes, write reports, submit assignments and projects, conduct research, and later on, experience on-the-job (OJT) training to prepare them for work after graduation. Some of these students also participate in extracurricular activities and community services. Students need good grades and plenty of experience to have a better chance at securing a job but with so much going on, some students struggle to balance their academic and social life. To help these students, most universities offer academic advising. Academic advising is a valuable service that can significantly impact students' academic performance, preparedness for future employment, and general college enjoyment. It is not only a formal obligation. When done well, academic advising acts as a regulating and directing influence, enabling students to make the most of their college experience by making well-informed decisions.

In higher education, Robbins [1], asserted that faculty members with titles like assistant, coordinator, associate, director, and dean function as academic advisors or counselors. However, these faculty members must meet specific requirements, like being well-versed in institutional policies and procedures, having the interpersonal skills necessary to interact with students during the advising process, and being familiar with the developmental theories that help and mentor students as they pursue their academic goals. In addition, McClellan [2] noted that because academic advisors must possess several qualities, they can function in various capacities during the educational advising process, including those of a developmental professional, educator, career counsellor, coach, guidance counsellor, advocate, and mentor. The responsibilities and techniques of academic advising can differ from department to department within an institution or even from advisor to advisor. For instance, advisors and counsellors devote most of their time to advising appointments. Still, some may feel that teaching and research are their main duties and prefer to devote their time to academic advising [3].

The hospitality management field is becoming increasingly important, with it, unique challenges and career opportunities. However, only a few studies thoroughly evaluate how academic advising affects students' academic performance, career readiness, and general satisfaction while pursuing their degrees. By thoroughly examining the efficacy of academic advising in directing and assisting students majoring in hospitality management, this study aims to close the gap by shedding light on the advantages it may have as well as areas that this specialized academic field may need to improve.

Moreover, this study aims to further the current discussion on the function of academic advising in higher education and how it affects students' achievement in the hospitality management sector. Specifically, it aims to know the extent to which academic advising is effective in guiding hospitality management students, focusing on intellectual academic advising, effective academic advising, and instrumental academic advising. Academic advisors, educational institutions, and hospitality management programs will all benefit greatly from the study's conclusions. Understanding how well academic advising helps students pursuing hospitality management degrees would help schools enhance their advising programs and assist students in reaching their learning and professional objectives.

2. MATERIALS AND METHODS

2.1 Descriptive quantitative research

The study utilized a descriptive quantitative research design. Quantitative design is a term for a study whose main goal is to describe associations between variables without attempting to determine a cause-and-effect link. In addition, it entails the methodical examination of the kinds of correlations or relationships as opposed to direct cause-and-effect relationships between and among variables.

2.2 Population sample

The respondents of this study were the Hospitality Management students of North Eastern Mindanao State University (NEMSU)– Main Campus. The respondents were composed of first-year to fourth-year students with samples

of 229 first years, 43 second years, 13 third years, and 22 fourth years with a total of 307.

Stratified random sampling and Slovin’s formula were used to ensure that the samples chosen were representative of the entire population. Stratified random sampling is a type of probability method in which a research organization can branch off the entire population into multiple non-overlapping, homogeneous groups (strata) and randomly choose final members from the various strata for research which reduces cost and improves efficiency. Members in each of these groups should be distinct so that every member of all groups gets an equal opportunity to be selected using simple probability.

Table 1. Distribution of the Respondents

Year Level	Population	Sample
First-year	994	229
Second year	188	43
Third year	54	13
Fourth-year	95	22
Total	1,331	307

2.3 Data collection and analysis

The data was collected using a survey questionnaire adopted from the study of Tuna, et al [4]. The survey instrument consisted of two (2) parts. The first part determined the profile of the respondents while the second part assessed the level of effectiveness of academic advising in guiding Hospitality Management students at North Eastern Mindanao State University-Main Campus as to intellectual academic advising, affective academic advising, and instrumental academic advising.

The questionnaires were distributed to the three hundred seven (307) randomly selected students. The questionnaires were then gathered as soon as the respondents finished answering them. The data collected was then analyzed and calculated. Frequency and weighted mean were used to examine the data collected. Frequency was utilized to summarize categorical, nominal, and ordinal data. The number of observations that fall into each category was counted to determine the effectiveness of academic advising in guiding Hospitality Management students at NEMSU – Main Campus. Weighted mean was also used to determine the effectiveness of academic advising in guiding the Hospitality Management students.

3. RESULTS

3.1 Profile of the Respondents

As shown in Table 2, most of the respondents are females (50.49%), and the remaining 49.51% are males. In terms of year level, most of the respondents are in their first year of study (74.59%), while only 4.24% are in their third year of study. Regarding their status, 83.04% of the respondents are single, 13.60% are in a domestic partnership, and the remaining 3.26% are already married.

Table 2. Demographic Profile of the Respondents

Profile	Indicator	Frequency	Percentile	Rank
Sex	Male	152	49.51%	2 nd
	Female	155	50.49%	1 st
	Total	307	100%	
Year Level	First Year	229	74.59%	1 st
	Second Year	43	14.00%	2 nd
	Third Year	13	4.24%	4 th
	Fourth Year	22	7.17%	3 rd
	Total	307	100%	
Civil Status	Single	258	83.04%	1 st
	Married	10	3.26%	3 rd
	Domestic Partnership	39	13.70%	2 nd
	Total	307	100%	

Source: data from survey

3.2 Intellectual Academic Advising

Table 3 presents the findings on the effectiveness of intellectual academic advising in guiding hospitality management students. The overall mean score is 4.15, which is described as moderately agreeable, which means that the level of intellectual academic advising is moderately manifested. This is aligned with the study of Tuna, et al [4], which concluded that academic advice has a significant influence on students studying hotel management, especially from the perspective of intellectual academic advice. Targeted instruction becomes crucial in the fast-paced field of hospitality, where a combination of academic knowledge and practical skills is necessary. In addition to helping students manage their homework, intellectual academic advising goes above and beyond traditional support by encouraging critical thinking, problem-solving, and industry-specific knowledge. Although the overall mean is described as moderately agreeable, the indicator “my academic instructors/professors give me suggestions related to my career progress” obtained the highest mean score of 4.37 which is described as strongly agreeable. On the other hand, the indicator “my academic instructors/professors encourage my career plans and goals” obtained the lowest mean score of 3.93, described as moderately agreeable.

Table 3. Effectiveness of Intellectual Academic Advising in Guiding Hospitality Management Students

Indicator	Mean	Descriptive Level
1. My academic adviser talks about my present and future plans.	4.20	Moderately Agree
2. My academic instructors/professors talk about my progress in the program.	4.06	Moderately Agree
3. My academic instructors/professors talk about my previous education.	4.11	Moderately Agree
4. My academic instructors/professors provide me with information about career opportunities.	4.19	Moderately Agree

5. My academic instructors/professors give me suggestions related to my career progress.	4.37	Strongly Agree
6. My academic instructors/professors encourage my career plans and goals.	3.93	Moderately Agree
7. My academic instructors/professors encourage me to take initiative related to my career.	4.21	Strongly Agree
Grand mean	4.15	Moderately Agree

Legend: Strongly Disagree: 1.00 – 1.79; Disagree: 1.80 – 2.59; Agree: 2.60 – 3.40; Moderately Agree: 3.41 – 4.20; Strongly Agree: 4.21 – 5.00

3.3 Affective Academic Advising

Table 4 shows the findings on the effectiveness of effective academic advising in guiding hospitality management students. The overall mean score is 4.07 which is described as moderately agreeable, which means that the level of affective academic advising is moderately manifested. The indicator “my academic instructors/professors are very friendly towards me” obtained the highest mean score of 4.25 which is described as strongly agreeable while the indicator “my academic instructors/professors talk about how I am feeling” obtained the lowest mean score of 3.85, described as moderately agreeable.

Table 4. Effectiveness of Affective Academic Advising in Guiding Hospitality Management Students

Indicator	Mean	Descriptive Level
1. My academic instructors/professors are sensitive to my needs.	4.20	Moderately Agree
2. My academic instructors/professors consider what is best for me.	3.98	Moderately Agree
3. My academic instructors/professors ask my opinion.	4.07	Moderately Agree
4. My academic instructors/professors tell me what they think of my character.	4.15	Moderately Agree
5. My academic instructors/professors talk about how I am feeling.	3.85	Moderately Agree
6. My academic instructors/professors are very friendly towards me.	4.25	Strongly Agree
7. I follow my academic instructors/professors' advice.	3.97	Moderately Agree
Grand mean	4.07	Moderately Agree

Legend: Strongly Disagree: 1.00 – 1.79; Disagree: 1.80 – 2.59; Agree: 2.60 – 3.40; Moderately Agree: 3.41 – 4.20; Strongly Agree: 4.21 – 5.00

3.4 Instrumental Academic Advising

Table 5 presents the findings on the effectiveness of instrumental academic advising in guiding hospitality management students. The overall mean score is 4.43 which is described as strongly agreeable, which means that the level of instrumental academic advising is strongly manifested. The indicator “my academic instructors/professors help me to explore different academic disciplines and potential career paths” obtained the highest mean score of 4.71 which is described as strongly agreeable while the indicator “my academic instructors/professors assist students in setting academic and career goals” obtained the lowest mean score of 4.19, described as moderately agreeable.

Table 5. Effectiveness of Instrumental Academic Advising in Guiding Hospitality Management Students

Indicator	Mean	Descriptive Level
1. My academic instructors/professors assist me in creating a customized course plan to fulfil degree requirements and align with their research interests.	4.25	Strongly Agree
2. My academic instructors/professors help me explore different academic disciplines and potential career paths.	4.71	Strongly Agree
3. My academic instructors/professors conduct workshops to help students improve time management, study techniques, and test-taking strategies.	4.21	Strongly Agree
4. My academic instructors/professors assist students in setting academic and career goals for the next few years and help them create a plan to achieve those goals.	4.19	Moderately Agree
5. My academic instructors/professors provide information about my career progress.	4.56	Strongly Agree
6. My academic instructors/professors help me address my academic challenges, such as failing grades or time management issues, by connecting me with subject teachers or counselling resources.	4.66	Strongly Agree
Grand mean	4.43	Strongly Agree

Legend: Strongly Disagree: 1.00 – 1.79; Disagree: 1.80 – 2.59; Agree: 2.60 – 3.40; Moderately Agree: 3.41 – 4.20; Strongly Agree: 4.21 – 5.00

4. DISCUSSION

In recent years, academic advising has become an important part of higher education. Colleges and universities offer academic advising to their students to improve education quality, student retention, and ranking [5]. One of the programs offered by various colleges and universities is Hospitality Management. This program teaches students to have great management, leadership, communication, critical thinking, and problem-solving skills. In a study by Woods, Sciarini, and Johanson [6], results showed that hospitality management students experience more than average stress. The high-level stressors were identified to be (1) too many things to do at once, (2) a lot of responsibilities, and (3) worry about important decisions about their future. Since this program can be difficult and stressful for students, academic advising is made available to them.

The results of this study reveal that advisors provided enough academic guidance to hospitality management students. Regarding intellectual academic advice, the results show that the advisors provided the students with suggestions related to their career progress since most of the respondents strongly agreed with this indicator. This aligns with the study of Hamilton *et al* [7], which mentioned that a mentor can identify the strengths and areas for improvement, offering guidance on developing specific skills that are essential for success in the student's chosen field. Moreover, mentors can provide constructive feedback on their work, helping them refine their skills and improve their academic and professional performance.

Meanwhile, as to effective academic advice, the respondents strongly agreed that their academic advisors are friendly towards them but only moderately agreed that their academic advisors allowed them to talk about their feelings towards their academic endeavours. The impact of academic advising in hospitality management is significant, which aligns with the study of Afzal *et. al* [8] which pointed out that mentoring, typically formed through formed relationships with faculty or peer mentors, goes beyond academics but is also essential in guiding their career paths and overall development. In this area, effective academic advising acts as a compass, pointing students in the direction of a thorough comprehension of the details of the field and equipping them to tackle a variety of complex issues in the workplace. Affective guidance facilitates the alignment of students' academic goals with industrial requirements, establishing a link between theoretical understanding and real-world implementation. Affective advising guarantees that students obtain a sophisticated understanding of customer service, event management, and strategic business practices in the field of hospitality management, where experience learning is essential [9].

Additionally, it plays an important role in forming students' career goals by helping them recognize their areas of strength and growth, which in turn helps to develop a workforce of qualified professionals in the fast-paced hotel and restaurant sector [10].

Finally, in terms of instrumental academic advising, the respondents strongly agreed that their academic advisors helped them explore different academic disciplines and potential career paths though they only moderately agreed

that their academic advisors assisted them in setting academic career goals for the next few years and helped them create a plan to achieve those goals. In the study of Jaffre [11], the author stressed that the success of students studying hotel management is greatly influenced by the quality of academic advising, and this is especially true when it comes to instrumental academic advice. Instrumental academic advising is a guiding force in the dynamic field of hospitality management, where industry knowledge and practical skills are just as important as theoretical understanding.

Furthermore, it also aligns with the study of Dibia and Obi [12] which denoted that instrumental academic advising offers insights into practical applications, market trends, and career pathways, going beyond standard academic guidance. Through the alignment of academic pursuits with practical objectives, instrumental advising guarantees that students studying hospitality management not only achieve academic excellence but also acquire a diverse skill set that places them in a competitive position within the hospitality sector.

Studying the importance and effectiveness of academic advising to hospitality management students can help advisors and administrators to come up with better ways to improve the help extended to these students. Furthermore, the results of the study can be used to design a training program for advisors so they can improve their advising skills.

5. CONCLUSION

This study examined the effectiveness of academic advising in guiding hospitality management students. The study reveals that hospitality management students find academic advising to be helpful. However, based on the results of the study, intellectual academic advice, and affective academic advice are only moderately manifested. This means that the support and guidance provided to hospitality management students are evident but fall within a moderate range. Thus, there is a need for improvement or expansion in the level of support provided to students in terms of their academic pursuits within the hospitality management field.

On the other hand, instrumental academic advice is strongly manifested which means that the academic advisors ensure that the students excel in their coursework and develop a comprehensive skill set, positioning them favourably in the competitive landscape of the hospitality industry. In essence, the significance of academic advising is heightened when it adopts an instrumental perspective, playing a crucial role in shaping well-rounded and industry-ready professionals in hospitality management.

5.1 Theoretical implications

This study contributes to the literature on student development by examining the effectiveness of academic advising to students. According to Chickering and Reisser [13], during college, students go through several developmental stages, including competence growth, emotion management, and identity establishment. Good academic advising supports these phases by offering direction and materials that are specific to a student's needs at each developmental stage. It draws attention to the development and transformations that college students go through, and good academic advising acknowledges and fosters these stages of growth.

Additionally, it gives us more insight into academic advising by diving into its different kinds, specifically, intellectual academic advice, affective academic advice, and instrumental academic advice, and how they help in guiding hospitality management students. It shows us how effective academic advising can support the growth of self-efficacy in hospitality management students. Students are better able to make wise professional decisions as they gain self-assurance in their skills.

5.2 Practical implications

The results of the study provide practical implications for program heads and advisors of hospitality management students. Since students view academic advice as helpful in navigating college but is only moderately manifested at least in terms of intellectual and affective academic advising, program heads and advisors need to develop new ways or strategies that focus on the two academic advice. Through this, they can better assist students, which in turn increases retention and improves the quality of education.

Moreover, administrators and program heads can motivate instructors to continue being academic advisors and encourage other faculty members to become academic advisors by offering training and workshops to these instructors and increasing the budget for academic advising. An increase in the number of academic advisors means that more students can be aided in their college journey.

5.3 Limitations and suggestions for future research

Although the study shows the effectiveness of academic advising in guiding hospitality management students, it only focused on students from one university. Future research may consider broadening the scope by including students from other universities to get a more comprehensive view of academic advising. Furthermore, this study is limited to the views of students. Thus, future research may also consider including the views of academic advisors.

Additionally, future research may conduct a more in-depth analysis of which kind of academic advice (intellectual, affective, or instrumental) is more effective in guiding hospitality management students and which they prefer. Future research may also include other kinds of academic advice as variables for a more perspective on the matter. This study relied on frequency and weighted mean in analyzing the data gathered. Future research may consider using other tools to determine the effectiveness of academic advising in guiding hospitality management students.

This study was also limited to traditional academic advising. For future research, it is interesting to incorporate the use of technology and compare results with the traditional way of advising to see which style is more effective in guiding hospitality management students.

Declaration of competing interest: None.

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